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## 2014-2015 Calendar

### School of Social Work
**University of North Carolina - Chapel Hill**
**Field Education Program**

<table>
<thead>
<tr>
<th>Event</th>
<th>Concentration Students (Final Year)</th>
<th>Foundation Students (CH Full Time)</th>
<th>Continuing Part-time Students (Distance Ed)</th>
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</thead>
<tbody>
<tr>
<td>First day of Field Instruction</td>
<td>August 20, 2014</td>
<td>August 27, 2014</td>
<td>Week of August 18</td>
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<tr>
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<td>August 25 or August 26</td>
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**LABOR DAY HOLIDAY – September 1, 2014**

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<th>Event</th>
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<tr>
<td>Foundation Field Seminar B Group</td>
<td>September 2</td>
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<tr>
<td>Getting Started in Field Education Meeting – Part II (Required) (may claim 2 hrs. towards Field)</td>
<td>September 5</td>
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<td>Foundation Field Seminar A Groups</td>
<td>September 8 or September 9</td>
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<td>Foundation Field Seminar B Group</td>
<td>September 16</td>
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<tr>
<td>Foundation Field Seminar A Groups</td>
<td>September 22 or September 23</td>
<td>September 26</td>
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</tr>
<tr>
<td>Foundation Field Seminar B Group</td>
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**LEARNING AGREEMENTS DUE ONLINE - October 3, 2014**

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<tbody>
<tr>
<td>Foundation Field Seminar A Groups</td>
<td>October 6 or October 7</td>
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<tr>
<td>Foundation Field Seminar B Group</td>
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**FALL BREAK - October 15 -19, 2014**

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<td>Foundation Field Seminar A Groups</td>
<td>October 20 or October 21</td>
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<td>Foundation Field Seminar B Group</td>
<td>October 28</td>
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<tr>
<td>Foundation Field Seminar A Groups</td>
<td>November 3 or November 4</td>
<td>November 7</td>
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</tr>
<tr>
<td>Foundation Field Seminar B Group</td>
<td>November 11</td>
<td></td>
<td></td>
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<tr>
<td>Event</td>
<td>Date</td>
<td>Date</td>
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<td>--------------------------------------------------------</td>
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<tr>
<td>Concentration Planning Part I: Field Education (Required) (may claim 2 hrs. towards Field)</td>
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<td>November 14</td>
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<tr>
<td>Foundation Field Seminar A Groups</td>
<td>November 17 or November 18</td>
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<td><strong>THANKSGIVING HOLIDAY – November 26-28, 2014</strong></td>
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<td>Foundation Field Seminar B Group</td>
<td>December 2</td>
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<td><strong>LAST DAY OF FIELD INSTRUCTION: December 3, 2014</strong></td>
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<td><strong>PERFORMANCE EVALUATIONS DUE ONLINE - December 3, 2014</strong></td>
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<td><strong>WINTER HOLIDAY</strong></td>
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<td>January 26 or January 27</td>
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<td>February 23 or February 24</td>
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<tr>
<td>Foundation Field Seminar B Group</td>
<td>March 3</td>
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<td><strong>SPRING BREAK – March 9 -13, 2015</strong></td>
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<td>Foundation Field Seminar A Groups</td>
<td>March 16 or March 17</td>
<td>March 20</td>
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<td>Foundation Field Seminar B Group</td>
<td>March 24</td>
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<td>Foundation Field Seminar A Groups</td>
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<td>April 13 or April 14</td>
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| Last Day of Field Instruction: Performance Evaluations due online | April 24, 2015            | April 23, 2015            | April 24, 2015
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FOREWORD

The Field Education Program Manual has been prepared to orient students, field instructors, and faculty to all aspects of the field education program and its central role within the MSW curriculum.

Effective implementation of a Field Education Program requires cooperation and collaboration among several constituent groups: students, field instructors, and teaching & field faculty. A wide array of agency settings and a core of well qualified field instructors make it possible for the School of Social Work to respond to a range of student interests and experiences. As part of the total MSW Curriculum, the field experience provides students with an opportunity for the development and enhancement of social work knowledge and skills as well as an understanding and appreciation of theoretical approaches to knowledge building that informs practice.

This manual is updated yearly. Each constituent group has contributed to the revisions made in this document. Our goal is to present a document that provides clear and concise guidelines to assist in developing a dynamic educational learning experience. Your continual input and recommendations on how we can best support students and field instructors in this educational endeavor is welcomed and appreciated.

Our commitment is to provide guidance, sustained support and encouragement to all those who participate and assist in the development of educationally sound practica experiences for students in the School of Social Work. We would like to express our appreciation to each of you for your dedication and participation in this teaching/learning community.

Field Education Program Faculty and Staff revised 7-2011
I. THE SCHOOL OF SOCIAL WORK MSW CURRICULUM OVERVIEW
School Mission

The mission of the School of Social Work is to advance knowledge regarding social problems and programs, to educate social workers for advanced practice, and to provide leadership in the development of socially and economically just policies and programs that strengthen individuals, families, groups, organizations, and communities. (Adopted by the faculty on January 16, 2006)

MSW Curriculum and Degree Information

UNC Social Work faculty believe social work practice adheres to the standards set forth by the NASW Code of Ethics. It employs social work and other relevant knowledge, values, and skills to empower individuals, families, groups, organizations, and communities. The intent of social work practice is to design, implement, and evaluate social interventions that help client systems assess and build on strengths; identify and address needs, problems, and conditions; and maximize individual, family, and societal well-being. Social work practice also generates and disseminates knowledge; promotes social justice; implements new programs and services; manages organizations; facilitates community development; evaluates practice at all levels; and provides leadership to the profession and society. (Adopted by the Faculty on September 1, 2000)

The School offers a program of classroom and fieldwork that leads to the Master of Social Work (MSW) degree. The focus and content of this program are guided by the School’s mission, the Curriculum Policy Statement of the Council on Social Work Education (found at www.cswe.org), the educational objectives defined by the Faculty, and professional commitments to the social work practice community. In keeping with the tradition of the School, the curriculum prepares students for careers in public and nonprofit settings.

The curriculum leading to the MSW is built on a liberal arts perspective. Students come to the School with this perspective, and it is reinforced by content and experiences that are incorporated throughout the courses in the Foundation and the Concentration Curricula. The faculty defines the liberal arts perspective as encompassing knowledge and insight from a variety of disciplines. This perspective is demonstrated through critical thinking; effective communication about people, cultures, societies, and social problems; and concern for social justice. It is developed through successful completion of a wide variety of undergraduate courses selected from the social, biological, cognitive, and behavioral sciences; the humanities; and the arts. Courses may be drawn from such fields as anthropology, biology, economics, education, history, literature, philosophy, political science, psychology, social work, and sociology.

The MSW curriculum is offered within the context of basic professional social work values. These include equal access to services; respect for individual worth and human dignity; right of self-determination; availability of humane social institutions responsive to human needs; positive regard for the unique characteristics of diverse populations; and personal responsibility for ethical conduct, the outcomes of practice, and the continuous acquisition of knowledge and skills. Students are expected to demonstrate a commitment to these values.

Specific curriculum concerns support the mission of the School and recognize that the school serves a unique region. Further, the curriculum emphasizes disadvantaged, vulnerable, and oppressed individuals, families, and communities.
As a member of the Council on Social Work Education (CSWE), which accredits social work programs, the School affirms the CSWE Accreditation Standard 6.0, Nondiscrimination and Human Diversity, which states, “The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced.” (Accreditation Standard 6.0, CSWE Educational Policy and Accreditation Standards, approved by the Board of Directors to be effective on July 1, 2002).

Overview of the MSW Curriculum

The curriculum for the MSW program is divided into two levels: Foundation and Advanced. The Foundation Curriculum is taken by full-time students in their first year. Distance education students complete the Foundation Curriculum over a two-year period. The Foundation Curriculum provides students with the knowledge, values, processes, and skills essential for the general practice of social work. It consists of general courses in social welfare policy and services, human behavior in the social environment, social research, social work practice, and field education that prepare students to use a problem-solving method and engage in planned social change at multi-system levels. Students do not specialize in methods or fields of practice in Foundation courses.

The Advanced Curriculum builds upon the professional Foundation and provides more thorough knowledge of complex policies, practice skills, research methods, human behavior in the social environment, and field education. During the first year of full-time study or second year of distance education study, students select one of three concentrations in the Advanced Curriculum: the Direct Practice Concentration, Community Management and Policy Practice Concentration, or Self-Directed Concentration. The concentrations are outlined in the following sections of this Manual.

The MSW Curriculum includes two additional elements, leadership and professional development. Students are provided with opportunities both to enhance leadership skills and to develop professionally.

To be eligible for the MSW degree, advanced standing students take a total of 40 credit hours. Students in full-time and distance education programs must complete the course requirements and the field practica in the Foundation Curriculum and the Advanced Curriculum. For these students, a total of 62 credit hours is required for graduation: 32 hours of distributional requirements in the Foundation Curriculum and 30 hours of distributional requirements in the Advanced Curriculum. Policies related to course exceptions are presented in the section on Curriculum Policies.

MSW Program Outcome Objectives

The purpose of the master’s program in social work is to prepare students for direct practice, management of nonprofit and public agencies, community practice, and leadership positions in the social work profession. The following program objectives were adopted by the Faculty on August 12, 2008. On completion of this MSW program, students will:

1. Identify, synthesize, and apply research-generated knowledge to plan, implement, and evaluate complex interventions that address problems in a specialized area of practice;
2. Demonstrate the capacity for effective leadership that enhances the well-being of client systems across a range of social systems, including organizations and communities;

3. Demonstrate commitment and ability to apply the core values of the profession, including the alleviation of social and economic injustice, discrimination, and oppression; and

4. Recognize and respond to ethical dilemmas and values conflicts in ways that are consistent with the NASW Code of Ethics and current legal mandates.

The Foundation Curriculum

Foundation Outcome Objectives

Students completing the Foundation Curriculum are expected to demonstrate the following outcomes through their performance in the classroom and the field. The following outcomes were approved by the Faculty on August 12, 2008:

1. Apply critical thinking skills within the context of professional social work practice. (Critical Thinking)
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly. (Values & Ethics)
3. Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. (Human Diversity)
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice. (Oppression & Discrimination)
5. Understand and interpret the history of the social work profession and its contemporary structure and issues. (History)
6. Apply generalist social work knowledge and skills to practice with systems of all sizes. (Practice)
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and families, groups, organizations, and communities. (HBSE)
8. Analyze, formulate, and influence social policies. (Policy)
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions. (Research)
10. Use communication skills differentially with client populations, colleagues, and communities. (Communication)
11. Use supervision and consultation appropriate to social work practice. (Supervision)
12. Function constructively within organizations and service delivery systems and seek necessary organizational change. (Organizational Change)

Courses in the Foundation Curriculum

The Foundation Curriculum consists of eight classroom courses, two field practica, and two field seminars. In addition, students complete an online pre-course on the history of oppression that
serves as a pre-requisite for SoWo 501 Confronting Oppression and Institutional Discrimination and the JumpSTART Preparation for Practice orientation program. Together, these courses, field work, and programs enable students to achieve the outcomes stated above.

In their academic studies, students gain knowledge and skills related to social policy, human behavior in the social environment (HBSE), direct and CMPP practice, and research. They apply knowledge and develop their skills by engaging in 480 hours of supervised practice in an agency setting. Typically, students are assigned to an agency for two eight-hour days per week, for a total of 60 working days spread over two semesters.

During the Foundation year, students are expected to achieve objectives related to both direct and CMPP practice. In their direct practice assignments, they work with individuals, families, and small groups. Students learn to apply a variety of practice methods and develop social interventions that enhance client functioning. In their CMPP practice assignments, students apply practice methods to work units, organizations, and communities. Students are involved in relationships with organizations and communities, and they take a major role in developing projects that enhance the functioning of the agency or community. In both classroom and field, students learn to appreciate and respond appropriately to various dimensions of diversity.

In the Foundation Curriculum, classroom courses and field practica are integrated through mutual assignments and projects that require knowledge and skills from both arenas.

In concert with their faculty and field advisors, all students in the Foundation Curriculum identify their learning and career goals. These goals provide direction as students prepare to begin the Advanced Curriculum by declaring a concentration and choosing electives.

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<thead>
<tr>
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<th>Course Title</th>
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<tr>
<td>SoWo 500</td>
<td>Human Development in Context: Infancy to Adolescence (HBSE)</td>
<td>3</td>
</tr>
<tr>
<td>SoWo 501</td>
<td>Confronting Oppression and Institutional Discrimination (HBSE)</td>
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<tr>
<td>SoWo 505</td>
<td>Human Development in Context: Adulthood to Older Adulthood (HBSE)</td>
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<td>SoWo 510</td>
<td>Foundations for Evidence-Based Practice and Program Evaluation (Research)</td>
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<tr>
<td>SoWo 517</td>
<td>Integrated Practice (Practice)</td>
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<td>SoWo 530</td>
<td>Foundations of Social Welfare Policy (Policy)</td>
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<td>SoWo 540</td>
<td>Social Work Practice with Individuals, Families, and Groups (Practice)</td>
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<td>SoWo 570</td>
<td>Social Work Practice with Organizations &amp; Communities (Practice)</td>
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<td>SoWo 520</td>
<td>Social Work Practicum I (Field)</td>
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<td>SoWo 521</td>
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Foundation Schedule for Full-time Study

As the chart below indicates, full-time students complete 32 hours of required Foundation courses in their first year of study.

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<td>Human Development in Context: Infancy to Adolescence (HBSE)</td>
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<td>3</td>
</tr>
<tr>
<td>SoWo 505</td>
<td>Human Development in Context: Adulthood to Older Adulthood (HBSE)</td>
<td>3</td>
</tr>
<tr>
<td>SoWo 510</td>
<td>Foundations for Evidence-Based Practice and Program Evaluation (Research)</td>
<td>3</td>
</tr>
<tr>
<td>SoWo 517</td>
<td>Integrated Practice (Practice)</td>
<td>3</td>
</tr>
<tr>
<td>SoWo 521</td>
<td>Social Work Practicum II (Field)</td>
<td>3</td>
</tr>
<tr>
<td>SoWo 524</td>
<td>Foundation Field Seminar II (Field)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

* On-line history of oppression course must be completed prior to registration for this class.

The Advanced Standing Program

Full-time Advanced Standing

Students, who have graduated from accredited BSW programs, usually within seven years, may apply for Advanced Standing. Those accepted into this program attain the MSW degree by taking a total of 40 hours in the School of Social Work at UNC Chapel Hill over the course of one calendar year.

Currently, advanced standing students enroll in the summer, taking three courses (13 credit hours) in the MSW curriculum. The three courses include SoWo 715: Advanced Standing Bridge Course (6 credit hours), SoWo 510: Foundations for Evidence-based Practice and Program Evaluation (3 credit hours), and SoWo 522: Advanced Standing Practicum (4 credit hours). The remaining 27 hours are completed by taking the second part of the research sequence (SoWo 810: Evaluation of Social Interventions), an advanced HBSW/practice course, an advanced policy course and other advanced...
curriculum courses that support the student’s plan of study. Advanced standing students meet the same distributional requirements as full-time and distance education students.

A distance education advanced standing program is available for students who have graduated from accredited BSW programs and wish to maintain employment while completing the MSW on a non-full-time basis over the course of 20 months (see the Advanced Standing Distance Education Program for more information).

<table>
<thead>
<tr>
<th>Summer Course Schedule for Full-time Advanced Standing Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer Session I</strong></td>
</tr>
<tr>
<td>SoWo 715 Advanced Standing Bridge Course</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>SoWo 522 Advanced Standing Practicum (Field)</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
</tr>
</tbody>
</table>

Distance Education Programs

Currently, the School operates traditional distance education programs at two sites across the state. The Triangle distance education program is located at the UNC-Chapel Hill School of Social Work. In the Triad, the Forsyth Department of Social Services hosts the Winston-Salem traditional distance education program. Currently, classes are held on Fridays at all sites. The distance education programs recruit students who are employed in human services, are second career students, are returning to the work force, or are unable to engage in full-time study.

Traditional Distance Education Programs

Traditional distance education programs are offered in the Triangle and Winston-Salem for students who wish to complete the MSW over the course of three years. During the first year of study, students take two classes each semester. This is the only requirement in the first year for students working in human services. Students who are not currently employed in human services during the first year are expected to be involved in a significant volunteer experience to provide opportunities to apply the knowledge and skills gained in the Foundation Curriculum.

During the second year, students continue to take two classes each semester. They also complete the Foundation field education requirements in the second year: SoWo 520 (Practicum I), SoWo 521 (Practicum II), SoWo 523 (Seminar I), and SoWo 524 (Seminar II). Field work is usually undertaken concurrently with class work.

Students are expected to complete all Foundation requirements in their distance education program unless they apply for and receive a Foundation Course Exemption. Students who exempt a foundation course should confer with their faculty advisor to revise their distance education curriculum. Students may also transfer courses to meet elective requirements. For more information, see Foundation Course Exemptions and Course Transfers.
After completing four semesters of distance education study, students in the traditional distance education programs are formally admitted to the full-time campus program. These students are required to attend classes in Chapel Hill as full-time students once they complete the 32 hours of distance education study. The final year distance education students join students in the second year of MSW study from the full-time program and those with advanced standing as they complete their Advanced Curriculum requirements.

**Foundation Course Schedule for Traditional Distance Education Students**

In the traditional distance education programs, students complete all Foundation requirements over a two year period. The following chart depicts a typical schedule of courses and credit hours for traditional distance education study in the Foundation:

<table>
<thead>
<tr>
<th>Year 1—Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>SoWo 500 Human Development in Context: Infancy to Adolescence (HBSE)</td>
</tr>
<tr>
<td>SoWo 530 Foundations of Social Welfare Policy (Policy)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1—Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>SoWo 501 Confronting Oppression and Institutional Discrimination (HBSE)</td>
</tr>
<tr>
<td>SoWo 505 Human Development in Context: Adulthood to Older Adulthood (HBSE)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2—Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>SoWo 540 Social Work Practice with Individuals, Families, and Groups (Practice)</td>
</tr>
<tr>
<td>SoWo 570 Social Work Practice with Organizations &amp; Communities (Practice)</td>
</tr>
<tr>
<td>SoWo 520 Social Work Practicum I (Field)</td>
</tr>
<tr>
<td>SoWo 523 Foundation Field Seminar I (Field)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2—Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>SoWo 510 Foundations for Evidence-Based Practice and Program Evaluation (Research)</td>
</tr>
<tr>
<td>SoWo 517 Integrated Practice (Practice)</td>
</tr>
<tr>
<td>SoWo 521 Social Work Practicum II (Field)</td>
</tr>
<tr>
<td>SoWo 524 Foundation Field Seminar II (Field)</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 32

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**The Advanced Curriculum**

The Advanced Curriculum consists of distributional requirements and electives. Students take specific, required courses in each of the following areas: Human Behavior in the Social Environment/Practice (3 credit hours), Policy (1.5 credit hours), Research (1.5 credit hours), and Advanced Field Practica (12 credit hours). Courses in these areas are selected from lists approved by each concentration.

Before registering for courses in the Advanced Curriculum, students should have a plan of study that has been approved by their faculty advisor as well as their plan of study advisor.
Full-time and distance education students complete 30 hours in the Advanced Curriculum. This total includes four electives (12 credit hours). Students may not enter Advanced Field Practica or continue in Advanced Curriculum classes until they complete the entire Foundation Curriculum.

**Distributional Requirements in the Advanced Curriculum**

Courses in the Advanced Curriculum are designed to build on the knowledge base acquired in the Foundation Curriculum. Students must successfully complete Foundation pre-requisite courses before enrolling in advanced courses (see the chart below). As students design their plan of study for the concentration curriculum in consultation with their faculty advisor, they should ensure that the curriculum is cohesive and meets the student’s learning and career goals. In particular, it is imperative that the student’s Advanced HBSE/Practice course matches his or her concentration field placement. The Advanced Policy course choice should also be consistent with the student’s population or area of interest.

The 12 credit hours of elective requirements may be selected from offerings in the School of Social Work, from other schools or departments within the University, and from other institutions. Any course within the School can serve as an elective if it is not being used to meet Foundation requirements or distributional requirements in the Advanced Curriculum. Elective courses must be taken at the graduate level, and not more than nine credit hours of electives can be taken outside the School of Social Work. Electives must complement the student’s concentration, and they must be relevant to the student’s learning and career goals.

**Foundation Course Pre-Requisites for Advanced Curriculum Content Areas**

<table>
<thead>
<tr>
<th>Foundation Pre-requisite Courses</th>
<th>Advanced Curriculum Course Content Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWO 500 Human Dev. in Context I: Infancy to Adolescence</td>
<td>Advanced Human Behavior in the Social Env./Advanced Practice Required Course and Concentration Field Placement Required Courses</td>
</tr>
<tr>
<td>SOWO 505 Human Dev. in Context II: Adulthood to Older Adulthood</td>
<td></td>
</tr>
<tr>
<td>SOWO 540 Social Work Practice with Individuals Groups, &amp; Families</td>
<td></td>
</tr>
<tr>
<td>SOWO 570 Social Work Pract. with Organizations and Communities</td>
<td></td>
</tr>
<tr>
<td>SOWO 517 Integrated Practice</td>
<td></td>
</tr>
<tr>
<td>SOWO 715 Advanced Standing Bridge Course (for Advanced Standing Students)</td>
<td></td>
</tr>
</tbody>
</table>
Concentrations in the Advanced Curriculum

The Advanced Curriculum consists of three concentrations: Direct Practice (DP), Community, Management and Policy Practice (CMPP), and Self-Directed. The DP Concentration prepares students to provide social interventions and services to individuals, families, and groups. The CMPP Concentration prepares students for leadership careers in organizations and community development and for social interventions in larger systems. The Self-Directed Concentration prepares students for tailored professional goals requiring both direct practice and management and community practice settings.

Distributional requirements dictate the selection of required courses; however, students can use electives to customize their curriculum. By selecting electives from a range of topic areas, students can pursue learning and career goals related to more than one population or method or they can develop a deeper level of study within a particular area of practice.

The Direct Practice Concentration

The DP Concentration prepares master’s level social work students to work directly with individuals, families and small groups of all ages. It draws on a number of theoretical perspectives and practice methods, employing family-centered and ecological perspectives to underscore the larger social context as it affects the well-being of individuals and families. The DP Concentration emphasizes the impact of age, disability, economic status, gender, national origin and immigration status, poverty, race, religion, and sexual orientation on individuals and their families.

The primary goal of the DP Concentration is to prepare social workers to provide direct services that strengthen individuals and their families across the life span.

Linkage with the Foundation Curriculum

The DP Concentration uses a common framework that builds on the Foundation Curriculum. Building on the Foundation Curriculum, the DP Curriculum prepares students to understand and work with individuals, families, and small groups, within the context of the environment. It emphasizes theories and models of practice relevant to work with individual, family, and small group client systems, as well as emphasizing nondiscrimination, culturally competent and ethical practice. The Advanced Curriculum prepares students to use direct practice methods in work with clients and to design and evaluate services.

Concentration Knowledge Base

The DP Concentration elaborates a number of theoretical approaches introduced in the Foundation Curriculum, including role, systems, ecological, behavioral, cognitive, and developmental theories. It also promotes the strengths approach to practice, and it explores risks and protective factors within...
individual, family, and group settings. Students gain skills in assessing transactions between people and their social environment across the life span. Within a framework of ethical and prudent practice, they learn to assess social problems and to develop interventions that ameliorate these problems and enable people to function at their optimum potential.

Social interventions build on the problem-solving sequence taught in the Foundation Curriculum. Students learn a variety of intervention strategies, and they practice the techniques appropriate to the populations and problems encountered in their field settings. In this Concentration, social interventions might include case management, family therapy, couples counseling, and a variety of types of brief treatment approaches, crisis intervention, long-term supportive therapy, prevention techniques, psycho-educational methods and cognitive-behavioral interventions. Students learn to evaluate their practice through a variety of qualitative and quantitative methods, including program evaluation.

Field Education in the Direct Practice Concentration

The DP Concentration practica build on the foundation placement with field experiences that are specifically related to direct services to individuals, families, and small groups. Placements provide an opportunity for students to engage in supervised practice in a variety of settings, using an array of intervention methods.

Typical placements include: healthcare clinics; hospital-based programs (medical and psychiatric); family violence programs; homeless shelters; agencies providing mental health services to adults, children and families; programs providing services to older adults; faith based programs; public and private child welfare programs; college counseling centers; substance abuse programs and facilities; and hospice.

Program of Study

In the DP Concentration, all students take an advanced HBSE/Practice course that is consistent with their concentration field practicum (3 credit hours), an advanced policy course (1.5 credit hours), an advanced research course SoWo 810: Evaluation of Social Interventions (1.5 credit hours) or SoWo 811: Advanced Evaluation of Social Interventions (3 credit hours), and 12 credit hours of elective course work consistent with their individual career goals. Through their choices of electives and the advanced field practicum, students gain specialized competencies with a particular population or a specific setting. Electives can add depth or breadth to the plan of study. Students may also use electives to sample the CMPP Concentration. This strategy is particularly helpful for students who anticipate promotion into management positions when they attain the MSW degree.

The Community, Management and Policy Practice Concentration (CMPP)

The Community, Management and Policy Practice (CMPP) Concentration prepares students for leadership careers in community practice, human services administration, and policy practice and advocacy. The goals of the Concentration are to promote positive social change in the lives of vulnerable populations and to improve the quality of life for families and communities. The Concentration helps students acquire knowledge and skills in the following areas: (1) promoting citizen participation and building stronger social networks and communities; (2) developing supportive programs and responsive human services organizations; and (3) changing policies in legislative, agency, and community settings by analyzing existing polices, establishing new ones, and continuously improving their implementation. On graduation, alumni pursue careers in non-profit,
proprietary, and public sector organizations as community practitioners, leaders of coalitions, agency directors, program designers, managers and evaluators, and policy analysts, advocates, lobbyists and researchers and in domestic and international community development.

Building on the Foundation Curriculum, the CMPP Concentration employs a strengths-based approach to working with groups, organizations, coalitions and communities. It emphasizes the assets of communities and organizations in social development, organizing, and planning practice, nonprofit leadership, coalition building, social administration, community-based research and program evaluation, and public advocacy. It focuses on the reciprocal influences between community development and social policy at the macro level, and the roles that management and administrative leadership play in mediating this relationship. The primary goal of the CMPP Concentration is to prepare social workers to provide leadership and facilitation in organizational, community, and policy development for the purpose of strengthening families, and communities, domestically and internationally. The Concentration sponsors certificates in Nonprofit Management and International Development.

Linkage with the Foundation Curriculum
The CMPP Concentration uses a common framework that builds on the Foundation Curriculum. It emphasizes community, management and policy practice and work with other larger systems. The Concentration emphasizes nondiscrimination, empowerment theory, democratic governance, evidence-based intervention, organizational cultural competence and ethical practice. The Advanced Curriculum prepares students to use community, management and policy practice methods to work with task groups, to design and implement services and programs, and to develop and evaluate community and governmental initiatives.

Concentration Knowledge Base
The knowledge base of community, management and policy practice is grounded in processes of needs assessment, public advocacy, intervention development, organizational development, administrative coordination, analysis of social systems and power, promotion of participation, community practice, program planning, policy analysis, program evaluation and quality improvement. Specific perspectives presented in the curriculum include: a) social justice, democratization, participatory and empowerment theory, social ethics, human rights, gender equity, and globalization; b) community assets and needs assessment methods; c) social, economic and sustainable development processes and methods; d) program evaluation and social intervention research; and e) decision-making theory, group process and dynamics, and collective efficacy. These perspectives and methods provide students with a framework of knowledge and skills in human relations and practice strategies that help build organizations, communities, and policies.

The CMPP Concentration curriculum addresses three major approaches: community, management, and policy practice. Each builds on the problem-solving model taught in the Foundation Curriculum:

1. Community practice helps students develop collaborative skills for inter-organizational planning, coordination of services, action coalitions, and neighborhood planning and development in the United States and internationally. The primary practice knowledge base includes current models of community practice: social and economic development, community organizing, social welfare planning, program development and evaluation, and coalition building. All these focus on the use of skills in facilitation and leadership, writing and communication, development, organizing and planning, implementing social
interventions within larger systems, program evaluation, community research, advocacy, and legislative analysis. Community practice courses take a global perspective on work in the United States and abroad.

2. Administration and management practice helps students develop leadership roles in organizational and inter-organizational development and effectiveness. The primary practice knowledge base includes contemporary administrative and management theories, models, and practices for developing and managing human service organizations. It emphasizes methods and skills in nonprofit and public sector leadership, fundraising and marketing, financial management, program design and proposal development, consultation, supervision, and human resources management. Administration and management courses emphasize skills in organizational assessment and development, building organizational cultural competence and supporting diverse staffs, team building, and resource development, strategic planning, human relations skills and managing for performance, and strategies for on-going organizational learning.

3. Policy practice helps students acquire the skills for changing policies in legislative, agency, and community settings by establishing new policies, improving existing ones, or defeating the policy initiatives of opponents. The primary practice knowledge base includes the development of competencies and the analytical and research skills needed to advocate for relatively powerless groups and other vulnerable populations and communities, and to plan, implement, and evaluate programs and policies at several levels of social intervention. Skills in policy analysis and research, multiple advocacy strategies, lobbying, coalition building, and preparation of policy briefs are emphasized.

Field Education in the CMPP Concentration

The CMPP Concentration placements build on the Foundation with field experiences that are specifically related to community, management, and policy practice. Placements provide an opportunity for students to gain a conceptual and practical understanding of their fields of practice.

CMPP placements include positions in community-based agencies and grassroots organizations and across a broad range of human service organizations such as; human service and advocacy coalitions; legislative programs; public, proprietary, and nonprofit organizations; state-level programs that focus on prevention, training, and evaluation; and city, county, state, and federal government programs and initiatives.

Program of Study

In the CMPP Concentration, all students take one or more advanced HBSE/Practice courses consistent with their concentration field practicum (3 credit hours)-- SOWO 874 Administration and Management Theory and Practice and/or SOWO 875 Community Theory and Practice; at least one advanced policy course (1.5 credit hours); the Advanced Evaluation of Social Work Interventions course SOWO 811 (3 credit hours-recommended for CMPP students) or SOWO 810 Evaluation of Social Work Interventions (1.5 credit hours); and 12 credit hours of elective course work. Elective options for CMPP are listed below. Through their choices of electives and the advanced field practicum, students can develop specialized competencies in keeping with their individual career goals.
Students can use electives to add depth or breadth to the plan of study in keeping with their particular practice method, population or setting of interest. Those who want to enhance their evaluation skills should take the advanced evaluation course SOWO 811. Students who want to specialize in policy practice can elect to take both sequences of advanced policy practice SOWO 834 parts 1 & 2 and one or two of the other advanced policy courses. Students may also use electives to sample the Direct Practice (DP) Concentration courses.

Within the concentration students may specialize in one or more macro practice methods. For example, CMPP students interested in community practice may take courses related to community development and planning as well as sustainable development and citizen participation. Students interested in community practice may also complete the Certificate in International Development with a focus either abroad or in the United States. Students interested in starting a nonprofit organization may focus course work in areas related to nonprofit management and leadership. Management oriented students may complete the Certificate in Nonprofit Management. Students interested in reforming child and family policy may take Leadership and Management in Public Human Services Agencies as well as courses focused on multigenerational family policy, and advanced policy practice as well as courses related to direct practice with families.

The Self-Directed Concentration

For those rare instances when a student’s professional goals cannot be met through only the Direct Practice Concentration or the Management Community and Policy Practice Concentration because they need an even balance of the two for a very specific professional goal, students may petition the Associate Dean for a Self-Directed Concentration. The Self-Directed Concentration offers students an opportunity to build advanced skills in both direct practice and community, management, and policy practice. This concentration is intended for students whose specific professional and learning goals require advanced skills in both areas.

For example, a student may be interested in developing a program to provide services for children with autism. In this case the student’s focus would be both on learning the management and evaluation skills needed to establish and run a program as well learning about the evidence-based interventions to be provided to the children served by the program. The student may choose to take an advanced HBSE/practice course in child mental health, take a second advanced HBSE/practice course in management as an elective, and balance the remaining electives between direct and management coursework.
II. THE FIELD EDUCATION PROGRAM IN THE SOCIAL WORK CURRICULUM
RATIONALE

Social work is a profession that applies a working body of knowledge to the resolution of social problems and the enhancement of social functioning. Field education is an integral part of both the Foundation and Advanced Curricula. While classroom learning focuses on discrete knowledge and theoretical background, the field curriculum exposes students to a wide range of problems and possibilities. It teaches students to assess these situations and to develop, implement, and evaluate social interventions for actual persons, families, groups, organizations, and communities.

In field, students practice social work techniques within a variety of human service settings. There are opportunities for 1) building on and applying principles, concepts, and theories taught in classes and for 2) developing discipline and insight into the use of self as a professional person.

Specific assignments are elaborated in the Student Learning Agreement. Students practice in a wide array of agencies, including community development organizations, family and children’s services, medical and rehabilitative services, mental health services, programs for individuals who are aging, and other specialized programs. They work directly with (or on behalf of) clients from a variety of backgrounds and learn to consider the impact of age, ethnicity, gender, sexual orientation, gender expression, national origin, race, religion, and other issues of difference.

FUNCTIONS OF THE FIELD PRACTICUM

Because student’s learning is affected by what they bring to the School of Social Work, faculty anticipates differences in preparation, interests, abilities, and capacities. Consequently, faculty work individually with students to create a learning experience that meets student interests and abilities, agency capacities, and academic requirements. This individualization is possible only within the context of the overall rationale and structure of the field curriculum. Although students have different field experiences, the goal of ensuring competence through the interaction of the academic and field curricula remains constant.

Field education provides opportunities for students to:

1. Test and validate ethics and values appropriate to the functions of the profession in a practice setting;
2. Develop and enhance self-awareness and the disciplined use of self;
3. Facilitate application of theory to real problem situations;
4. Learn and practice knowledge and skills in more than one method or model of helping;
5. Develop skill and confidence in working with and helping various client units (individuals, dyads, families, groups, communities, and organizations) with a selected range of social and personal problems;
6. Identify the impact of the larger social system on the client and on the nature and effectiveness of human services, and to take this reality into account in designing, implementing, and evaluating social interventions; and
7. Participate in formulating policy and procedures.
INTEGRATION OF CLASS AND FIELD LEARNING

The integration of class and field learning is achieved through multiple methods involving faculty, field instructors, and students. Faculty prepare course syllabi, infusing throughout their courses opportunities for students to apply theoretical concepts to field activities through assignments. Through classroom dialogue and case presentations students share field experiences, projects, cases, and learning from their agencies.

The involvement of field instructors in the School of Social Work’s curricular and administrative committees provides additional opportunities for integration. This mechanism ensures that practice wisdom is intentionally incorporated into all facets of curriculum development and planning. The primary purpose of the Field Advisory Committee (a representative group of field instructors, field faculty, and students) is to advise the School of Social Work and the Field Education Program on policies and issues related to the Field Practicum.

Efforts to ensure integration are also achieved through the training of Field Instructors. New Field Instructors are required to attend a six-hour orientation program that covers the curriculum and Field Practicum policies and procedures. New Field Instructors receive course syllabi and have the opportunity to discuss course content with representatives from Foundation and Advanced courses.

OVERALL STRUCTURE OF THE FIELD PRACTICUM

THE FOUNDATION PRACTICUM and FOUNDATION FIELD SEMINAR

Two courses constitute the Foundation Practicum: SoWo 520, Social Work Practicum I, and SoWo 521, Social Work Practicum II. During the Foundation field practicum students are in field for approximately 240 clock hours per semester (based on University calendar) for two semesters. Typically, this amounts to two full days a week for a total of sixty days. Students in the Foundation placement focus on development of basic knowledge and skills that provide the groundwork for the Advanced Curriculum. All students are required to take SoWo 540, Social Work Practice with Individuals & Families, SoWo 570, Social Work Practice with Organizations & Communities and SoWo 517, Integrated Practice prior to or concurrent with the Foundation field placement. Foundation Field Practicum goals and outcomes are listed in Chapter 3 of this Manual.

The Foundation Practicum incorporates and builds upon content and skills acquired in all areas of the Foundation curriculum. In a selected community agency the student is provided the opportunity to develop generalist social work knowledge and skills under the supervision of an experienced MSW social worker. Emphasis is placed on development of the knowledge, perspectives and skills needed for practice with individuals, families, groups, organizations, and communities. Placement decisions are based on student’s completion of an in-depth questionnaire (Foundation Planning Guide) and interview pertaining to areas of interest as well as previous experiences in the field of social work. In the Foundation year students will be expected to experience populations and services that are different than their prior work/volunteer experience.

Specific assignments will vary depending on 1) agency and community resources and opportunities and 2) student interests and career goals. Each student is assigned experiences in working directly...
with individuals, families, and/or small groups. Working with these client units, the student develops the ability to assess, design, and implement social interventions and to evaluate outcomes. In the Foundation field placement, each student is also assigned organizational and community projects to develop skills in CMPP service assessment, planning, intervention, and evaluation. In developing skills to promote the improved functioning of organizations and communities, students have hands-on responsibilities just as they do in working with direct services clients. Passive observations of organizational or community functioning are not considered adequate to meet this learning goal. **The provision of generalist practice opportunities for all students in both direct practice and community, management and policy practice is required.**

To enhance and strengthen the field experience, students are required to participate in SoWo 523 and SoWo 524 Foundation Field Seminar I and II. The seminar is designed to assist students in the integration of classroom learning with the direct experience of practicum and serves as a professional support group for discussing field issues. The Field Seminar class meets bi-weekly over the course of two semesters.

**THE ADVANCED PRACTICUM**

Three courses constitute the Advanced Practicum: SoWo 522, Pre-Concentration Practicum (Advanced Standing), SoWo 820, Social Work Practicum III, and SoWo 821, Social Work Practicum IV. During the summer preceding the academic year Advanced Standing Students are in the field for approximately (depending on the University calendar) 200 clock hours, 32 hours per week, for six weeks. Concentration Students in Advanced placements are in field for approximately 360 clock hours per semester for two semesters. Typically, this amounts to three days a week for a total of 90 days. In the Advanced field curriculum, students develop expanded knowledge and skills in their chosen Concentration. **It is required that a student’s choice of the required advanced HBSE/practice course correspond with the placement setting.**

Direct practice is understood to be purposeful intervention designed to enhance client functioning. In field, direct practice students are expected to apply a variety of practice methods appropriate to the client system, the setting, and the presenting issue. Students should have the opportunity to work with different types of client systems including individuals, families, and groups. Students should also work with clients from a variety of backgrounds representing various dimensions of diversity, including age, ethnicity, gender, race, sexual orientation, and socioeconomic status. Students actively evaluate direct practice outcomes and their own practice.

Community, Management and Policy Practice includes purposeful interventions with work units, organizations, communities, and policy-making entities. The goal is to enhance the performance of the systems that provide human services, including agencies at all levels and community groups. Students are expected to assess functioning and apply a range of CMPP methods appropriate to the setting, the problem or issue, and the desired outcomes. They should also take a responsible role in developing a project to enhance the functioning of the practicum agency or community. Projects should contribute to a more responsive service delivery system or to improved working conditions. Students actively evaluate Community, Management and Policy Practice outcomes and their own practice.
Assignments vary depending on the concentration requirements, level of student skill, opportunities in the placement agency, and community resources. Specific assignments must be consistent with the chosen concentration and field of practice. All placements must enable students to work with disadvantaged, vulnerable, and oppressed populations. In both foundation and advanced practica, ethical practice is stressed.

ORGANIZATION OF THE FIELD EDUCATION PROGRAM

FIELD EDUCATION ADVISORY COMMITTEE

The Field Advisory Committee is responsible for 1) advising the School on policies and issues related to field instruction; and 2) maintaining effective relationships among the school and the agencies in which students are placed for field education. The Field Advisory Committee is composed of 15 social work practitioners who are appointed by the Dean of the School on the recommendation of the Director of Field Education.

THE FIELD EDUCATION TEAM

The Field Education Team is composed of the Director, Associate Director of Field Education, Administrative Support Specialist, field faculty, and other faculty members who have major field education responsibilities. The Team is responsible for:

- Assuring an adequate supply of appropriate field placements through recruitment and evaluation;
- Coordinating assignment of students to field sites;
- Providing a link between the school, the placement agency, and the student;
- Overseeing and monitoring of the field placements;
- Designing and administering an information system that efficiently generates data required for effective field education planning, development, operation, and evaluation; and
- Studying issues in field education as well as problems and opportunities that emerge in the administration of the Field Education Program at the School, in order to make informed recommendations to the faculty and field-related committees.

The Director of Field Education manages the Field Education Program. Responsibilities include coordinating efforts of the Field Team, managing the Field Education budget, representing the Field Program on appropriate committees and task groups, and assisting the Field Education Advisory Committee in executing its duties.
CRITICAL RELATIONSHIPS IN THE FIELD: ROLES

It is in the field education experience that theory, policy and conceptual learning from the classroom comes to life. The transfer of learning is only possible through a collaboration of efforts from the student, the school (primarily through the field faculty) and the agency in the person of the field instructor. The relationships that develop among these partners create the environment that supports and guides achievement of the student’s learning outcomes.

UNC SCHOOL OF SOCIAL WORK FACULTY

The Instructor includes in the classroom learning process the preparation and teaching of the theories and concepts that the students will use during their field practica and later as active professionals. The Classroom Instructor is integral in the field experience and agrees to consider the transfer of learning from the classroom to field when teaching theories and concepts, thus encouraging students to be conscious of the application of theory to practice.

FIELD INSTRUCTOR

The field instructor is the MSW practitioner at the field placement agency who directly supervises the student’s learning. The field instructor helps the student select appropriate learning activities, evaluates the student’s performance and provides weekly supervision.

TASK SUPERVISOR

If the field instructor is off-site or not always available to the student, a task supervisor may be assigned. The task supervisor is a staff member who does not hold an MSW but guides and shapes the student’s field experiences on a day to day basis.

STUDENT

The student is responsible for taking charge of his or her own learning experience. This involves a willingness to look for and participate in the translation between classroom learning and the field practicum.

FIELD FACULTY

The primary responsibility of the field education office and the field faculty is to support those experiences that will enhance the professional development and skills of future social worker graduates of the School of Social Work. The School of Social Work field faculty member acts as a liaison between the student and the agency. Field faculty recruit new agencies and field instructors, as well as, provide training to field instructors. Field faculty facilitate the field seminar course and assign a grade to students for their field practica.
III. FIELD PRACTICUM
GOALS AND OUTCOMES
OVERVIEW

Field practicum goals provide structure for the field experience in both the Foundation and Advanced curricula. The Council on Social Work Education’s Curriculum Policy Statement, the School of Social Work’s Mission and Curriculum Objectives all inform the identification of the Field practicum goals. They are statements of purpose without criteria of achievement and provide the field instructor and student a broad framework for what the student should accomplish in the field practicum. More specifically, the outcomes established for each goal provide the requisite competencies which students at entry and advanced levels should acquire.
FOUNDATION FIELD PRACTICUM COMPETENCIES AND PRACTICE BEHAVIORS

The Foundation practicum introduces the student to the breadth of social work practice. Students have opportunities to work with individuals, families or groups; to participate in organizational projects and activities in the agency, and to develop relationships with the community. Through participating in the range of basic social work activities with client systems the student develops generalist social work knowledge and skills in both Direct Practice and Community, Management & Policy Practice.

The following nine competencies with identified practice behaviors are based on the 2015 CSWE Educational Policy and Accreditation Standards (Draft 2).

Competency 1–Demonstrate Ethical and Professional Behavior
Social workers:
  a. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context;
  b. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
  c. use technology ethically and appropriately to facilitate practice outcomes; and
  d. use supervision and consultation to guide professional judgment and behavior.

Competency 2–Engage Diversity and Difference in Practice
Social workers:
  a. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice;
  b. present themselves as learners and engage client systems as experts of their own experiences; and
  c. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client systems.

Competency 3–Advance Human Rights and Social and Economic Justice
Social workers:
  a. apply their understanding of social and economic justice to advocate for human rights; and
  b. engage in practices that advance social and economic justice.

Competency 4–Engage in Practice-informed Research and Research-Informed Practice
Social workers:
  a. use practice experience to inform scientific inquiry and research;
  b. engage in critical analysis of quantitative and qualitative research methods and research findings; and
  c. use and translate research findings to inform and improve practice, policy, and service delivery.

Competency 5–Engage in Policy Practice
Social workers:

1 Client system is defined as work with individuals, groups, families, organizations, and/or communities.
a. assess how social welfare and economic policies impact the delivery of and access to social services;
b. critically analyze and promote policies that advance human rights and social and economic justice.

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

Social workers:

a. apply knowledge of human behavior and the social environment and practice context to engage with client systems; and

b. use empathy, self-regulation, and interpersonal skills to effectively engage diverse client systems.

**Competency 7–Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers:

a. collect, organize, and critically analyze and interpret information from client systems;
b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of data from client systems;
c. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within client systems; and
d. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of client systems.

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

Social workers:

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

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

Social workers:

a. select and use appropriate methods for evaluation of outcomes;
b. critically analyze, monitor, and evaluate intervention processes and outcomes; and
c. apply evaluation findings to improve practice effectiveness.
The Direct Practice Concentration practicum builds on the foundation placement with field experiences that are specifically related to direct services to individuals, families, and small groups. Placements provide an opportunity for students to engage in supervised practice in a variety of settings, using an array of intervention methods.

**Goal #1: Assessment: Assess client’s personal and interpersonal functioning and those environmental factors which influence it.**

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:

a. Apply knowledge of biological, psychological, social, spiritual and environmental factors to a comprehensive assessment of a client system;

b. Assess strengths and patterns of behavior in an individual, family or group and identify interventions that facilitate functional behaviors;

c. Identify the affective content, underlying messages and themes embedded in the assessment interaction;

d. Understand and accurately apply diagnostic tools appropriate to the setting such as risk assessments, DSM IV-TR, and other tools used in the agency; and,

e. Understand the strengths and limitations of theoretical frameworks for guiding assessments.

Typical Activities:
- Observe other professionals doing an assessment interview;
- Discuss the subtleties of the interview re: how questions were asked; why a certain direction was pursued; and the handling of the client’s nonverbal and emotional responses;
- After observing an assessment done by another professional, write an assessment report based on that observed interview and compare with the other professional’s assessment report;
- Do an initial intake and, if appropriate, continue with a comprehensive assessment;
- Collect relevant data from families, other organizations, or other significant elements of the client system’s environment;
- After completing an assessment on your own, write report in appropriate format;
- Develop focus and goals in working with client;
- Do a case presentation of assessed client;
- Use DSM-IVR, or other diagnostic tools, in the assessment where appropriate; and
- Critique assessment process with FI.

**Goal #2: Relationship Building and Communication: Establish and maintain the helping relationship with client system.**

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:

a. Demonstrate effective verbal and non-verbal communication that takes into consideration the client’s culture, developmental age, and other relevant factors;
b. Demonstrate an advanced ability to engage client through use of empathy and other relationship building skills;

c. Demonstrate essential elements of a helping relationship critical for social work practice including concern for others, acceptance, accurate empathy, genuineness, appropriate use of authority, purposeful communication, respect for client self-determination, a non-judgmental attitude, and others;

d. Demonstrate understanding of countertransference, and skill in addressing issues that may arise in the relationship with the client system;

e. Recognize and analyze client reluctance to engage or difficulty participating in the helping relationship; and,

f. Demonstrate advanced practice skills with the client system including skills in addressing impasses and challenging points of treatment.

Typical Activities:
- Observe communication skills in other professionals;
- Observe other professionals in initial interviews and write up the interview commenting on communication and relationship skills;
- Do process recording(s) on initial interviews and follow-up interview(s) and review with FI to assess skill development;
- Develop an ecomap or genogram with client;
- By the third of fourth interview analyze the development of the relationship with the client; and,
- Read and be able to articulate what factors demonstrate the formation of a professional relationship.

Goal #3: Goal Planning and Intervention: Research and apply differential treatment/intervention modalities.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:

a. Develop a cohesive plan of intervention based on client’s goals and needs;

b. Engage in differential treatment planning based on modalities learned in the classroom and modalities used in the agency;

c. Develop and practice relevant, sensitive interventions in working with culturally diverse client systems;

d. Identify and incorporate evidence informed interventions that are appropriate for the client system;

e. Demonstrate skill in responding to and monitoring crisis situations;

f. Collaborate with relevant agencies to meet client needs;

g. Identify and use important recurrent themes in ongoing work with client systems; and,

h. Demonstrate appropriate timing and process of termination, anticipating client system’s reactions.

Typical Activities:
- Bring practice theory learned in classroom to the field and apply to assigned cases/situations. Discuss with the FI;
• Review literature on interventions and explore differential treatment approaches and modalities. Discuss with FI;
• Review evidence-based literature to identify a range of interventions with individuals, families and groups. Select an intervention from this review and use in practice; and,
• In collaboration with client system, develop and implement interventions based on multidimensional assessment.

Goal #4: Policy: Apply an understanding of policy, program development and program analysis to provision of client services.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:
  a. Demonstrate understanding of the agency’s organizational structure, vision, mission, human resources, fiscal management and service goals;
  b. Demonstrate understanding of staff deployment to meet service delivery needs;
  c. Identify client’s right in the setting, and articulate ethical agency and social worker response to those rights;
  d. Analyze the effects of policies, procedures and legislation at the Federal, State, local and agency level on service delivery in the agency; and,
  e. Identify situations that call for advocacy on behalf of a client system and demonstrate the ability to balance genuine advocacy in the reality of the agency’s mission and culture.

Typical Activities:
• Evaluate the implementation of two policies on service delivery;
• Identify skills needed for influencing policy formulation and change and discuss with FI;
• Perform agency-specific advocacy tasks on behalf of clients and/or organizations;
• Read agency mission statement; articles of incorporation, by-laws and in the case of a public agency, the enabling legislation and agency policy manual; and,
• Discuss with the FI how the culture of the agency affects agency policy development and implementations. Research policy or legislative changes in areas of interest in the field setting and determine the impact on a specific client or group served by the agency.

Goal #5: Professional Behavior: Work constructively to meet professional, organizational, and community responsibilities.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:
  a. Identify and work within agency guidelines, manage workload and accomplish assigned tasks within expected timelines, appropriately uses existing channels of communication in agency;
  b. Make presentations to professional staff and/or community members that meet the standards of the agency and demonstrate the ability to critique the strengths and limitations of the presentation;
  c. Document work accurately, following the prescribed agency format and standards;
  d. Meet the agency standards for appropriate dress, work habits, attendance and social interaction; understand and articulate how these standards impact the ability to work effectively with the client system and the community;
e. Respect the privacy and confidentiality of others and comply with agency policy and professional ethics regarding confidentiality;
f. Demonstrate initiative and motivation in seeking learning opportunities and in supporting team members and co-workers;
g. Demonstrate the ability to interact effectively with diverse agency and community personnel; treat colleagues with respect and accurately represent their views;
h. Be able to use and model problem-solving, conflict resolution, mediation and negotiation skills as necessary;
i. Maintain appropriate emotional intensity; is generally adaptive and able to overcome challenges; and,
j. Demonstrate understanding of boundaries and appropriate self disclosure.

Typical Activities:
• Complete the “Getting to Know You” assignment in the field education manual, or some other assignment which examines the organization, structure, funding, and operation of the agency in which student is placed;
• Prepare accurate written documentation of work with clients in accordance with prescribed agency standards and format;
• Prepare and deliver presentations in the agency to other professional staff;
• Make presentations in the community to other organizations or groups;
• Read and discuss with FI the policies and procedures related to confidentiality, client rights and social work disclosure requirements; and,
• Develop a social work role within the context of an interdisciplinary team.


Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:
   a. Identify methods (both formal and informal) for evaluating program and/or individual effectiveness and incorporate into practice;
   b. Plan, conduct and/or utilize research to inform social work practice;
   c. Demonstrate the ability to engage client system and/or community/stakeholder groups in evaluating and modifying interventions to increase effectiveness;
   d. Plan and implement methods to seek feedback and incorporate this feedback into practice; and,
   e. Demonstrate understanding and ability to use instruments, assessment tools, record keeping and feedback from others to monitor change.

Typical Activities:
• Create and conduct a client satisfaction survey and discuss with FI incorporating findings into practice;
• Design and implement study to measure progress of client system and incorporated results into practice;
• Identify and utilize research articles that relate to assigned cases;
• Identify and read current empirical literature related to populations served and services offered by the agency;
• Become sufficiently knowledgeable with the agency’s computer system to use it with assigned cases; and,
• Appropriately involve client systems in developing and measuring outcomes.

Goal #7: **Self-knowledge: Demonstrate self awareness in relationships with client systems, other professionals and volunteers within the social service network and use such awareness to promote professional growth.**

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:

- Use self awareness of work style to effectively manage workload, and learn how to adapt and adjust to differing work styles in the agency;
- Convey a concerted effort, including independent research and study, attendance at applicable training experiences and agency forums, to expand one’s own professional growth;
- Demonstrate integration of personal and professional values. Show an awareness of personal biases with client systems and how practice decisions are clearly informed by that awareness;
- Recognize learning patterns and the impact that the student’s personality and leadership style have on professional relationships;
- Monitor the effectiveness of one’s own professional practice through self reflection and feedback from clients, colleagues and community members; and,
- Recognize limitations in knowledge and ability and know when to ask for supervision or help.

Typical Activities:
- Consistently seek instruction, support, and constructive criticism from the FI to enhance practice skills;
- Talk with FI about establishing collaborative relationships with agency staff, other professional’s and the broader community;
- Use process recordings, assignments, and other learning tools and opportunities to expand professional self-awareness;
- Keep a log or journal of personal reactions to work with client systems; and,
- Solicit feedback regarding how you are perceived by others.

Goal #8: **Supervision: Develop a professional identity and competent practice skills through supervision.**

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:

- Demonstrate efficient use of supervisory time by using written agendas, setting priorities and articulating practice concerns concisely;
- Seek and use instructional support and constructive criticism from the field instructor to enhance practice skills and increase self awareness;
- Understand issues of trust, diversity and conflict as they present in the supervisory relationship and discuss these issues with the field instructor;
- Identify areas of learning for continued education and supervision; and,
e. Demonstrate ability to receive and operationalize supervisory suggestions in a non-defensive manner.

**Typical Activities**
- Develop an agenda for weekly supervisory meetings and record agenda in daily log;
- Ask questions to enhance design, implementation and evaluation of direct practice interventions;
- In preparation for completing the monthly report, evaluate progress on a monthly basis with your field instructor;
- Develop plan to specifically respond to shortcomings in your growth and learning and record plan and steps in daily log;
- Observe and note Field Instructor’s way of dealing with administration, colleagues and clients; and,
- Integrate field instructor’s suggestions for improvement into practice.

**Goal #9: Ethics: Demonstrate a commitment to social work values and ethical standards.**

**Outcomes:**
At the completion of the concentration year, at an advanced level, the student is able to:

a. Demonstrate ethical practice based on an identification with the NASW Code of Ethics;

b. Recognize major ethical dilemmas in practice. In consultation with the field instructor and/or assigned field faculty member consider appropriate measures to discourage, prevent, disclose and correct the unethical behavior of others;

c. Demonstrate commitment to address the needs of oppressed and vulnerable populations toward the goal of achieving human rights and social and economic justice;

d. Respect the rights of others to maintain perspective and positions different from one’s own. Support the right of self-determination to promote individual, group and community empowerment;

e. Demonstrate respect for the worth and dignity of individuals regardless of culture, religion, ethnicity, race, sexual orientation, gender identity and expression, socioeconomic status, age, physical characteristics, disability and social development; and,

f. Recognize institutional discrimination and utilize policy and advocacy strategies to promote social justice.

**Typical Activities:**
- Review the NASW Code of Ethics with field instructor and discuss how the code relates to the field setting;
- Assess how the field agency’s day to day decision-making practice promotes social work values, including social justice;
- Identify patterns of discrimination as they apply to services provided by the field agency.
- Apply practice principles that will increase empowerment among excluded vulnerable populations and organizations;
- In work with clients and colleagues learn and use ethnographic interviewing techniques; and
- Identify patterns of possible discrimination as they apply to services provided by the field agency.
ADVANCED GOALS AND PRACTICUM OUTCOMES: COMMUNITY, MANAGEMENT AND POLICY PRACTICE

The CMPP Concentration Practicum builds on the foundation with field experiences that are specifically related to management and/or community practice. Placements provide an opportunity for students to engage in supervised practice in a variety of settings, using an array of methods.

Goal #1: **Assessment:** Assess the inter-relationship among human service, social, cultural, and political systems as they affect service organizations, service providers, and service beneficiaries. Engage an organization or community system in the analysis of its strengths, problems and resources.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:

a. Critically analyze the agency’s organizational structure, mission, and service goals in the political, economic and community context within which the agency operates;

b. Describe the agency’s history, interaction with the population it services, as well as the funding sources that support it and how that agency influences and is influenced by community behavior and social environment;

c. Identify organizational, inter-organizational, and community relationships that impact social and economic services to families, groups, and communities. Critically assess the strengths and limitations of theoretical frameworks that guide organizational and community assessment processes;

d. Engage agency and community leaders in the design and implementation of a needs and assets assessment for an organization, population group, service area, or community using appropriate theoretical framework tools; and,

e. Recognize norms and practices in communities and organizations that facilitate or hinder discussion of organizational or community problems and demonstrate sensitivity to culture and diverse communication styles.

Typical Activities:

- Identify key public and non-profit human service organizations within specific or broad-based field of practice and describe their inter-relationships;
- Describe key agencies’ roles in strengthening families and building community assets;
- Assess field agency role in its service system;
- Gain knowledge of the rules and regulations for creating public and non-profit organizations and the funding sources available to support them;
- Review and critique field agency mission statement or enabling legislation;
- Review and critique field agency bylaws, policy manuals, personnel practices, applicable laws, regulations, and discuss with field instructor;
- Attend and critique field agency board meetings and management meetings as appropriate;
- Staff a field agency committee on a regular basis;
- Assess board and committee membership selection and development process;
- Assess field agency board, committee, and staff orientation and training procedures, and develop a plan for their improvement;
- Identify from literature and class discussion, the skills necessary for budgeting, staffing, directing, controlling, and evaluating in human service organizations;
- Attend budget, planning or management meetings of organizations pertinent to the field agency’s funding base and mission (i.e. governmental bodies, United Way, etc.); and,
- Review field agency budget and its development and discuss with field instructor.

Goal #2: **Relationship Building and Communication:** Use relationship-building skills with individuals, task groups, community associations, boards, and client advocacy groups.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:

a. Exhibit clear, articulate, verbal and non-verbal communication to various constituency groups that displays respect for cultural diversity and community traditions;

b. Demonstrate written skill to effectively communicate with diverse constituencies, at multiple levels;

c. Demonstrate mutual respect, acceptance and trust of others through active listening, explanation, and reframing skills. Facilitate group and inter-group communications recognizing power relationships and employing empowerment strategies so that diverse positions are heard and answered;

d. Understand both the function of conflict and the appropriate use of problem-solving, mediation, and negotiation skills in work with organizations and communities; and,

e. Analyze the procedures followed by placement agency staff in developing and maintaining cooperative relationships with other agencies in the community and participate in developing plans for improvement where necessary.

Typical Activities:
- Observe communication skills in other professionals;
- Observe other professionals facilitate staff, board, and community meetings;
- Demonstrate active listening; explanation; and reframing skills in facilitating groups;
- Demonstrate an appropriate case of problem-solving, mediation, and negotiation in work with organizations and communities;
- Explore ways to establish rapport and build relationships with professional colleagues; and,
- Demonstrate respect for different approaches to problem-solving by others.

Goal #3: **Program Planning and Implementation:** Identify goals and select and implement interventions that will enhance the functioning of a population, organization and/or community and develop outcomes to measure effectiveness of the implementation.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:

a. Engage community leaders, residents, or groups in goal planning, program development and implementation of change strategies;

b. Research best available evidence and knowledge for appropriateness of implementation in the field setting;
c. Utilize a range of models of community practice and planning to improve organization, inter-organization, and community functioning;
d. Demonstrate skill in coordinating and facilitative leadership with staff, committees, community groups and/or coalitions;
e. Develop and practice relevant, sensitive interventions in working with culturally diverse populations, organizations, community groups, and coalitions. Facilitate empowered involvement of clients and consumers in planning and decision-making;
f. Develop the capacity for on-going leadership in communities and organizations. Understand planning and issues for leadership succession, employ empowerment strategies with communities and group to build autonomy; and,
g. Identify outcome measures that are specific, measurable, and relevant to gauge effectiveness of the program implementation.

Typical Activities:
- Bring practice theory learned in classroom to the field and apply to assigned cases/situations. Discuss with the FI;
- Develop and facilitate community groups and committees that reflect an understanding and valuing of diversity;
- Participate in at least one field agency or community activity addressing issues of oppression, prejudice, or diversity;
- Participate in the activities of a coalition, interagency committee, task force or similar group related to the field site;
- Review existing agency mechanisms for program planning and discuss with field supervisor;
- Participate in at least one planning effort, e.g., conduct a needs assessment, help develop part of a strategic plan, write a section of an annual or multi-year plan; and,
- Assist in the development of grants or other funding proposals.

Goal #4: Policy: Assess policies and procedures, their development, and their effect on organizational functions, program development and analysis, and client services.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:

a. Analyze the effect of federal, state and local policies, procedures, legislation, funding allocation and budget on organizational functioning, service delivery and issues of diversity;

b. Analyze the process observed at policy-making meetings, or decision making meetings, including agency board meetings, staff meetings, council meetings, legislative meetings etc.; be able to formulate and propose policy strategies for client system and community benefit;

c. Outline the steps in agency policy making and implementation. Analyze the process of feedback and refinement. Be able to understand and interpret the impact of policy changes on service populations and communities;

b. Identity the formal and informal means by which agency policy is formulated or influenced by internal and external factors; and,

e. Identify means for client and community education on policy shifts and issues.
Typical Activities:
- Identify needed agency/community policy or procedure change, recommend such changes, and plan their adoption;
- Assess the political organizational context of the problem to be resolved and the proposed solutions. Include alternative solutions and the criteria for assessing and choosing among alternatives;
- Identify ways in which changes in regulations, policies, and procedures would enhance service delivery, especially to underserved populations;
- Identify how agency policies and procedures impact on diverse populations which may be served by agency; and,
- Develop communication and lobbying skills and the use of electronic technology for accessing and disseminating information.

Goal #5: Professional Behavior: Work constructively to meet professional, organizational, and community responsibilities.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:
  a. Identify and work within agency guidelines, manage workload and accomplish assigned tasks within expected timelines, appropriately uses existing channels of communication in agency;
  b. Make presentations to professional staff and/or community members that meet the standards of the agency and demonstrate the ability to critique the strengths and limitations of the presentation;
  c. Document work accurately, following the prescribed agency format and standards;
  d. Meet the agency standards for appropriate dress, work habits, attendance and social interaction; understand and articulate how these standards impact the ability to work effectively with the client system and the community;
  e. Respect the privacy and confidentiality of others and comply with agency policy and professional ethics regarding confidentiality;
  f. Demonstrate initiative and motivation in seeking learning opportunities and in supporting team members and co-workers;
  g. Demonstrate the ability to interact effectively with diverse agency and community personnel; treat colleagues with respect and accurately represent their views; and,
  h. Be able to use and model problem-solving, conflict resolution, mediation and negotiation skills as necessary;
  i. Maintain appropriate emotional intensity; is generally adaptive and able to overcome challenges; and,
  j. Demonstrate understanding of boundaries and appropriate self disclosure.

Typical Activities:
- Complete the “Getting to Know You” assignment in the field education manual, or some other assignment which examines the organization, structure, funding, and operation of the agency in which student is placed;
- Prepare accurate written documentation of work in accordance with prescribed agency standards and format;
• Prepare and deliver presentations in the agency to other professional staff;
• Make presentations in the community to other organizations or groups;
• Read and discuss with field instructor the policies and procedures related to confidentiality, client rights and social work disclosure requirements; and,
• Develop a social work role within the context of an interdisciplinary team.

Goal #6:  Evaluation: Design methodology to evaluate the effectiveness of a planned intervention and articulate criteria for determining success.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:
  a. Identify methods (both formal and informal) for evaluating program and/or individual effectiveness and incorporate into practice;
  b. Plan, conduct and/or utilize research to inform social work practice;
  c. Demonstrate the ability to engage client system and/or community/stakeholder groups in evaluating and modifying interventions to increase effectiveness;
  d. Plan and implement methods to seek feedback and incorporate this feedback into practice; and,
  e. Demonstrate understanding and ability to use instruments, assessment tools, record keeping and feedback from others to monitor change.

Typical Activities:
• Determine program, organization, or system to be evaluated;
• Determine questions to be answered as to their appropriateness, timeliness, relevance, and evaluability;
• Select and justify an appropriate evaluation process and instruments, plan for their use, carry out to the extent possible, and write up in an appropriate fashion;
• Assist in the gathering and/or analysis of program evaluation data;
• Identify and utilize research articles related to assigned cases/projects;
• Identify and read current empirical literature related to populations served and services offered by the agency; and,
• Become familiar with the agency’s computer information technology sufficient enough to use it appropriately.

Goal #7:  Self-knowledge: Demonstrate self awareness in relationships with client systems, other professionals and volunteers within the social service network and use such awareness to promote professional growth.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:
  a. Use self awareness of work style to effectively manage workload, and learn how to adapt and adjust to differing work styles in the agency;
  b. Convey a concerted effort, including independent research and study, attendance at applicable training experiences and agency forums, to expand one’s own professional growth;
  c. Demonstrate integration of personal and professional values. Show an awareness of personal biases with client systems and how practice decisions are clearly informed by that awareness;
d. Recognize learning patterns and the impact that the student’s personality and leadership style have on professional relationships;
e. Monitor the effectiveness of one’s own professional practice through self reflection and feedback from clients, colleagues and community members; and,
f. Recognize limitations in knowledge and ability and know when to ask for supervision or help.

Typical Activities:
- In weekly agendas with field instructor, include both positive and negative aspects regarding skill development in interviewing, relationship-building, problem-solving, and termination;
- Seek, listen to, value and record field instructor’s responses to work;
- Solicit feedback regarding how you are perceived by others;
- Assess personal strengths, limitations and suitability for professional social work; and,
- Keep a log or journal of personal reactions to work with client systems.

Goal #8: Supervision: Develop a professional identity and competent practice skills through supervision.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:

a. Demonstrate efficient use of supervisory time by using written agendas, setting priorities and articulating practice concerns concisely;
b. Seek and use instructional support and constructive criticism from the field instructor to enhance practice skills and increase self awareness;
c. Understand issues of trust, diversity and conflict as they present in the supervisory relationship and discuss these issues with the field instructor;
d. Identify areas of learning for continued education and supervision; and,
e. Demonstrate ability to receive and operationalize supervisory suggestions in a non-defensive manner.

Typical Activities:
- Develop an agenda for weekly supervisory meetings and record agenda in daily log;
- Ask questions to enhance design, implementation and evaluation of Community, Management and Policy Practice interventions;
- In preparation for completing the monthly report, evaluate progress on a monthly basis with your field instructor;
- Develop plan to specifically respond to shortcomings in your growth and learning and record plan and steps in daily log;
- Observe and note field instructor’s way of dealing with administrations, colleagues, and clients; and,
- Integrate field instructor’s suggestions for improvement into practice.

Goal #9: Ethics: Demonstrate a commitment to social work values and ethical standards.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:
a. Demonstrate ethical practice based on an identification with the NASW Code of Ethics;
b. Recognize major ethical dilemmas in practice. In consultation with the field instructor and/or field faculty consider appropriate measures to discourage, prevent, disclose and correct the unethical behavior of others;
c. Demonstrate commitment to address the needs of oppressed and vulnerable populations toward the goal of achieving human rights and social and economic justice;
d. Respect the rights of others to maintain perspective and positions different from one’s own. Support the right of self-determination to promote individual, group and community empowerment;
e. Demonstrate respect for the worth and dignity of individuals regardless of culture, religion, ethnicity, race, sexual orientation, gender identity and expression, socioeconomic status, age, physical characteristics, disability and social development; and,
f. Recognize institutional discrimination and utilize policy and advocacy strategies to promote social justice.

Typical Activities:
- Review the NASW Code of Ethics with field instructor and discuss how the code relates to the field setting;
- Discuss with field instructor values and ethical issues related to assigned projects;
- Read and discuss with field instructor the policies related to confidentiality, client rights, and social work disclosure requirements;
- Discuss cross-cultural issues with field instructor and other agency professionals;
- In work with clients and colleagues learn and use ethnographic interviewing techniques;
- Engage in social and political action;
- Identify patterns of possible discrimination as they apply to services provided by the field agency; and,
- Apply practice principles that will increase empowerment among excluded community members and organizations.
ADVANCED FIELD PRACTICUM GOALS AND OUTCOMES: SELF-DIRECTED

The Self-Directed Concentration practicum builds on the foundation placement with field experiences that offer students an opportunity to build advanced skills in both Direct Practice and Community, Management and Policy Practice. This concentration is intended for students whose professional and learning goals require advanced skills in both areas.

Goal #1: Assessment

**Direct Practice: Assess client’s personal and interpersonal functioning and those environmental factors which influence it.**

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:

a. Apply knowledge of biological psychological, social, spiritual and environmental factors to a comprehensive assessment of a client system;

b. Assess strengths and patterns of behavior in an individual, family or group and identify interventions that facilitate functional behaviors;

c. Identify the affective content, underlying messages and themes embedded in the assessment interaction;

d. Understand and accurately apply diagnostic tools appropriate to the setting such as risk assessments, DSM IV-TR, and other tools used in the agency; and,

e. Understand the strengths and limitations of theoretical frameworks for guiding assessments.

Typical Activities:
- Observe other professionals doing an assessment interview;
- Discuss the subtleties of the interview re: how questions were asked; why a certain direction was pursued; and the handling of the client’s nonverbal and emotional responses;
- After observing an assessment done by another professional, write an assessment report based on that observed interview and compare with the other professional’s assessment report;
- Do an initial intake and, if appropriate, continue with a comprehensive assessment;
- Collect relevant data from families, other organizations, or other significant elements of the client system’s environment;
- After completing an assessment on your own, write report in appropriate format;
- Develop focus and goals in working with client;
- Do a case presentation of assessed client;
- Use DSM-IVR, or other diagnostic tools, in the assessment where appropriate; and,
- Critique assessment process with FI.

Community, Management and Policy Practice: Assess the inter-relationship among human service, social, cultural, and political systems as they affect service organizations, service providers, and service beneficiaries. Engage an organization or community system in the analysis of its strengths, problems and resources.
Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:

f. Critically analyze the agency’s organizational structure, mission, and service goals in the political, economic and community context within which the agency operates;

g. Describe the agency’s history, interaction with the population it services, as well as the funding sources that support it and how that agency influences and is influenced by community behavior and social environment;

h. Identify organizational, inter-organizational, and community relationships that impact social and economic services to families, groups, and communities. Critically assess the strengths and limitations of theoretical frameworks that guide organizational and community assessment processes;

i. Engage agency and community leaders in the design and implementation of a needs and assets assessment for an organization, population group, service area, or community using appropriate theoretical framework tools; and,

j. Recognize norms and practices in communities and organizations that facilitate or hinder discussion of organizational or community problems and demonstrate sensitivity to culture and diverse communication styles.

Typical Activities:
- Identify key public and non-profit human service organizations within specific or broad-based field of practice and describe their inter-relationships;
- Describe key agencies’ roles in strengthening families and building community assets;
- Assess field agency role in its service system;
- Gain knowledge of the rules and regulations for creating public and non-profit organizations and the funding sources available to support them;
- Review and critique field agency mission statement or enabling legislation;
- Review and critique field agency bylaws, policy manuals, personnel practices, applicable laws, regulations, and discuss with field instructor;
- Attend and critique field agency board meetings and management meetings as appropriate;
- Staff a field agency committee on a regular basis;
- Assess board and committee membership selection and development process;
- Assess field agency board, committee, and staff orientation and training procedures, and develop a plan for their improvement;
- Identify from literature and class discussion, the skills necessary for budgeting, staffing directing, controlling, and evaluating in human service organizations;
- Attend budget, planning or management meetings of organizations pertinent to the field agency’s funding base and mission (i.e. governmental bodies, United Way, etc.); and,
- Review field agency budget and its development and discuss with field instructor.

Goal #2: Relationship Building and Communication

Direct Practice: Establish and maintain the helping relationship with client system.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:
a. Demonstrate effective verbal and non-verbal communication that takes into consideration the client’s culture, developmental age, and other relevant factors;
b. Demonstrate an advanced ability to engage client through use of empathy and other relationship building skills;
c. Demonstrate essential elements of a helping relationship critical for social work practice including concern for others, acceptance, accurate empathy, genuineness, appropriate use of authority, purposeful communication, respect for client self-determination, a non-judgmental attitude, and others;
d. Recognize and analyze client reluctance to engage or difficulty participating in the helping relationship; and,
e. Demonstrate advanced practice skills with the client system including skills in addressing impasses and challenging points of treatment.

Typical Activities:
- Observe communication skills in other professionals;
- Observe other professionals in initial interviews and write up the interview commenting on communication and relationship skills;
- Do process recording(s) on initial interviews and follow-up interview(s) and review with FI to assess skill development;
- Develop an ecomap or genogram with client;
- By the third of fourth interview analyze the development of the relationship with the client; and,
- Read and be able to articulate what factors demonstrate the formation of a professional relationship.

Community, Management and Policy Practice: Use relationship-building skills with individuals, task groups, community associations, boards, and client advocacy groups.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:
f. Exhibit clear, articulate, verbal and non-verbal communication to various constituency groups that displays respect for cultural diversity and community traditions;
g. Demonstrate written skill to effectively communicate with diverse constituencies, at multiple levels;
h. Demonstrate mutual respect, acceptance and trust of others through active listening, explanation, and reframing skills. Facilitate group and inter-group communications recognizing power relationships and employing empowerment strategies so that diverse positions are heard and answered;
i. Understand both the function of conflict and the appropriate use of problem-solving, mediation, and negotiation skills in work with organizations and communities; and,
j. Analyze the procedures followed by placement agency staff in developing and maintaining cooperative relationships with other agencies in the community and participate in developing plans for improvement where necessary.

Typical Activities:
- Observe communication skills in other professionals;
• Observe other professionals facilitate staff, board, and community meetings;
• Demonstrate active listening; explanation; and reframing skills in facilitating groups;
• Demonstrate an appropriate case of problem-solving, mediation, and negotiation in work with organizations and communities;
• Explore ways to establish rapport and build relationships with professional colleagues; and,
• Demonstrate respect for different approaches to problem-solving by others.

Goal #3:  
Goal Planning and Program Implementation:

Direct Practice: Research and apply differential treatment/intervention modalities.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:
  a. Develop a cohesive plan of intervention based on client’s goals and needs;
  b. Engage in differential treatment planning based on modalities learned in the classroom and modalities used in the agency;
  c. Develop and practice relevant, sensitive interventions in working with culturally diverse client systems;
  d. Identify and incorporate evidence informed interventions that are appropriate for the client system;
  e. Demonstrate skill in responding to and monitoring crisis situations;
  f. Collaborate with relevant agencies to meet client needs;
  g. Identify and use important recurrent themes in ongoing work with client systems; and,
  h. Demonstrate appropriate timing and process of termination, anticipating client system’s reactions.

Typical Activities:
• Bring practice theory learned in classroom to the field and apply to assigned cases/situations. Discuss with the FI;
• Review literature on interventions and explore differential treatment approaches and modalities. Discuss with FI;
• Review evidence-based literature to identify a range of interventions with individuals, families and groups. Select an intervention from this review and use in practice; and,
• In collaboration with client system, develop and implement interventions based on multidimensional assessment.

Community, Management and Policy Practice: Identify goals and select and implement interventions that will enhance the functioning of a population, organization and/or community and develop outcomes to measure effectiveness of the implementation.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:
  i. Engage community leaders, residents, or groups in goal planning, program development and implementation of change strategies;
j. Research best available evidence and knowledge for appropriateness of implementation in the field setting;
k. Utilize a range of models of community practice and planning to improve organization, inter-organization, and community functioning;
l. Demonstrate skill in coordinating and facilitative leadership with staff, committees, community groups and/or coalitions;
m. Develop and practice relevant, sensitive interventions in working with culturally diverse populations, organizations, community groups, and coalitions. Facilitate empowered involvement of clients and consumers in planning and decision-making;
n. Develop the capacity for on-going leadership in communities and organizations. Understand planning and issues for leadership succession, employ empowerment strategies with communities and group to build autonomy; and,
o. Identify outcome measures that are specific, measurable, and relevant to gauge effectiveness of the program implementation.

Typical Activities:

• Bring practice theory learned in classroom to the field and apply to assigned cases/situations. Discuss with the FI;
• Develop and facilitate community groups and committees that reflect an understanding and valuing of diversity;
• Participate in at least one field agency or community activity addressing issues of oppression, prejudice, or diversity;
• Participate in the activities of a coalition, interagency committee, task force or similar group related to the field site;
• Review existing agency mechanisms for program planning and discuss with field supervisor;
• Participate in at least one planning effort, e.g., conduct a needs assessment, help develop part of a strategic plan, write a section of an annual or multi-year plan; and,
• Assist in the development of grants or other funding proposals.

Goal #4: Policy

Direct Practice: Apply an understanding of policy, program development and program analysis to provision of client services.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:

a. Demonstrate understanding of the agency’s organizational structure, vision, mission, human resources, fiscal management and service goals;
b. Demonstrate understanding of staff deployment to meet service delivery needs;
c. Identify client’s right in the setting, and articulate ethical agency and social worker response to those rights;
d. Analyze the effects of policies, procedures and legislation at the Federal, State, local and agency level on service delivery in the agency; and,
e. Identify situations that call for advocacy on behalf of a client system and demonstrate the ability to balance genuine advocacy in the reality of the agency’s mission and culture.

Typical Activities:
• Evaluate the implementation of two policies on service delivery;
• Identify skills needed for influencing policy formulation and change and discuss with FI;
• Perform agency-specific advocacy tasks on behalf of clients and/or organizations;
• Read agency mission statement; articles of incorporation, by-laws and in the case of a public agency, the enabling legislation and agency policy manual; and,
• Discuss with the FI how the culture of the agency affects agency policy development and implementations. Research policy or legislative changes in areas of interest in the field setting and determine the impact on a specific client or group served by the agency.

**Community, Management and Policy Practice: Assess policies and procedures, their development, and their effect on organizational functions, program development and analysis, and client services.**

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:

f. Analyze the effect of federal, state and local policies, procedures, legislation, funding allocation and budget on organizational functioning, service delivery and issues of diversity;

g. Analyze the process observed at policy-making meetings, or decision making meetings, including agency board meetings, staff meetings, council meetings, legislative meetings etc.; be able to formulate and propose policy strategies for client system and community benefit;

h. Outline the steps in agency policy making and implementation. Analyze the process of feedback and refinement. Be able to understand and interpret the impact of policy changes on service populations and communities;

i. Identify the formal and informal means by which agency policy is formulated or influenced by internal and external factors; and,

j. Identify means for client and community education on policy shifts and issues.

Typical Activities:
• Identify needed agency/community policy or procedure change, recommend such changes, and plan their adoption;
• Assess the political organizational context of the problem to be resolved and the proposed solutions. Include alternative solutions and the criteria for assessing and choosing among alternatives;
• Identify ways in which changes in regulations, policies, and procedures would enhance service delivery, especially to underserved populations;
• Identify how agency policies and procedures impact on diverse populations which may be served by agency; and,
• Develop communication and lobbying skills and the use of electronic technology for accessing and disseminating information.

**Goal #5: Professional Behavior: Work constructively to meet professional, organizational, and community responsibilities.**

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:
a. Identify and work within agency guidelines, manage workload and accomplish assigned tasks within expected timelines, appropriately uses existing channels of communication in agency;
b. Make presentations to professional staff and/or community members that meet the standards of the agency and demonstrate the ability to critique the strengths and limitations of the presentation;
c. Document work accurately, following the prescribed agency format and standards;
d. Meet the agency standards for appropriate dress, work habits, attendance and social interaction; understand and articulate how these standards impact the ability to work effectively with the client system and the community;
e. Respect the privacy and confidentiality of others and comply with agency policy and professional ethics regarding confidentiality;
f. Demonstrate initiative and motivation in seeking learning opportunities and in supporting team members and co-workers;
g. Demonstrate the ability to interact effectively with diverse agency and community personnel; treat colleagues with respect and accurately represent their views; and,
h. Be able to use and model problem-solving, conflict resolution, mediation and negotiation skills as necessary;
i. Maintain appropriate emotional intensity; is generally adaptive and able to overcome challenges; and,
j. Demonstrate understanding of boundaries and appropriate self disclosure.

Typical Activities:
• Complete the “Getting to Know You” assignment in the field education manual, or some other assignment which examines the organization, structure, funding, and operation of the agency in which student is placed;
• Prepare accurate written documentation of work with clients in accordance with prescribed agency standards and format;
• Prepare and deliver presentations in the agency to other professional staff;
• Make presentations in the community to other organizations or groups;
• Read and discuss with FI the policies and procedures related to confidentiality, client rights and social work disclosure requirements; and,
• Develop a social work role within the context of an interdisciplinary team.

Goal #6: Evaluation

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:
 a. Identify methods (both formal and informal) for evaluating program and/or individual effectiveness and incorporate into practice;
b. Plan, conduct and/or utilize research to inform social work practice;
c. Demonstrate the ability to engage client system and/or community/stakeholder groups in evaluating and modifying interventions to increase effectiveness;
d. Plan and implement methods to seek feedback and incorporate this feedback into practice; and,
e. Demonstrate understanding and ability to use instruments, assessment tools, record keeping and feedback from others to monitor change.
Typical Activities (Direct Practice):
- Create and conduct a client satisfaction survey and discuss with FI incorporating findings into practice;
- Design and implement study to measure progress of client system and incorporated results into practice;
- Identify and utilize research articles that relate to assigned cases;
- Identify and read current empirical literature related to populations served and services offered by the agency;
- Become sufficiently knowledgeable with the agency’s computer system to use it with assigned cases; and,
- Appropriately involve client systems in developing and measuring outcomes.

Typical Activities (Community, Management and Policy Practice)
- Determine program, organization, or system to be evaluated;
- Determine questions to be answered as to their appropriateness, timeliness, relevance, and evaluability;
- Select and justify an appropriate evaluation process and instruments, plan for their use, carry out to the extent possible, and write up in an appropriate fashion;
- Assist in the gathering and/or analysis of program evaluation data;
- Identify and utilize research articles related to assigned cases/projects;
- Identify and read current empirical literature related to populations served and services offered by the agency; and,
- Become familiar with the agency’s computer information technology sufficient enough to use it appropriately.

Goal #7: Self-knowledge: Demonstrate self awareness in relationships with client systems, other professionals and volunteers within the social service network and use such awareness to promote professional growth.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:
- a. Use self awareness of work style to effectively manage workload, and learn how to adapt and adjust to differing work styles in the agency;
- b. Convey a concerted effort, including independent research and study, attendance at applicable training experiences and agency forums, to expand one’s own professional growth;
- c. Demonstrate integration of personal and professional values. Show an awareness of personal biases with client systems and how practice decisions are clearly informed by that awareness;
- d. Recognize learning patterns and the impact that the student’s personality and leadership style have on professional relationships;
- e. Monitor the effectiveness of one’s own professional practice through self reflection and feedback from clients, colleagues and community members; and,
- f. Recognize limitations in knowledge and ability and know when to ask for supervision or help.
Typical Activities:
- Consistently seek instruction, support, and constructive criticism from the FI to enhance practice skills;
- Talk with FI about establishing collaborative relationships with agency staff, other professional’s and the broader community;
- Use process recordings, assignments, and other learning tools and opportunities to expand professional self-awareness;
- In weekly agendas with field instructor, include both positive and negative aspects regarding skill development in interviewing, relationship-building, problem-solving, and termination;
- Seek, listen to, value and record field instructor’s responses to work;
- Assess personal strengths, limitations and suitability for professional social work;
- Keep a log or journal of personal reactions to work with client systems; and
- Solicit feedback regarding how you are perceived by others.

Goal #8: Supervision: Develop a professional identity and competent practice skills through supervision.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:
  a. Demonstrate efficient use of supervisory time by using written agendas, setting priorities and articulating practice concerns concisely;
  b. Seek and use instructional support and constructive criticism from the field instructor to enhance practice skills and increase self awareness;
  c. Understand issues of trust, diversity and conflict as they present in the supervisory relationship and discuss these issues with the field instructor;
  d. Identify areas of learning for continued education and supervision; and,
  e. Demonstrate ability to receive and operationalize supervisory suggestions in a non-defensive manner.

Typical Activities
- Develop an agenda for weekly supervisory meetings and record agenda in daily log;
- Ask questions to enhance design, implementation and evaluation of direct practice interventions;
- In preparation for completing the monthly report, evaluate progress on a monthly basis with your field instructor;
- Develop plan to specifically respond to shortcomings in your growth and learning and record plan and steps in daily log;
- Observe and note Field Instructor’s way of dealing with administration, colleagues and clients; and,
- Integrate field instructor’s suggestions for improvement into practice.

Goal #9: Ethics: Demonstrate a commitment to social work values and ethical standards.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:
a. Demonstrate ethical practice based on an identification with the NASW Code of Ethics;
b. Recognize major ethical dilemmas in practice. In consultation with the field instructor and/or field faculty consider appropriate measures to discourage, prevent, disclose and correct the unethical behavior of others;
c. Demonstrate commitment to address the needs of oppressed and vulnerable populations toward the goal of achieving human rights and social and economic justice;
d. Respect the rights of others to maintain perspective and positions different from one’s own. Support the right of self-determination to promote individual, group and community empowerment;
e. Demonstrate respect for the worth and dignity of individuals regardless of culture, religion, ethnicity, race, sexual orientation, gender identity and expression, socioeconomic status, age, physical characteristics, disability and social development; and,
f. Recognize institutional discrimination and utilize policy and advocacy strategies to promote social justice.

Typical Activities:

- Review the NASW Code of Ethics with field instructor and discuss how the code relates to the field setting;
- Assess how the field agency’s day to day decision-making practice promotes social work values, including social justice;
- Identify patterns of discrimination as they apply to services provided by the field agency.
- Apply practice principles that will increase empowerment among excluded vulnerable populations and organizations;
- Discuss with field instructor values and ethical issues related to assigned projects;
- Read and discuss with field instructor the policies related to confidentiality, client rights, and social work disclosure requirements;
- Discuss cross-cultural issues with field instructor and other agency professionals;
- In work with clients and colleagues learn and use ethnographic interviewing techniques; and,
- Identify patterns of possible discrimination as they apply to services provided by the field agency.
IV. FIELD PRACTICUM
POLICIES AND PROCEDURES
The School of Social Work’s Field Education Program conforms to the standards and guidelines of the Council of Social Work Education and sets forth the following policies and procedures. These policies and procedures serve as guidelines and reflect the common interest of all parties involved in field education activities.

I.  FIELD AGENCIES/ORGANIZATIONS

When an agency is identified as a potential field site, a representative from the Field Education Faculty will confer with the agency representative and evaluate the possibility and appropriateness of an affiliation. Taken into consideration is the agency’s capacity to address both foundation and advanced practicum learning outcomes, the Field Instructor’s interest and commitment to education for social work, the Field Instructor’s ability to provide appropriate supervision and the agency’s ability to adhere to field policies and procedures. All agencies must be in compliance with the Fair Labor Standards Act.

If an affiliation appears mutually desirable the Field Education Faculty will ask the agency representative to complete the Memorandum of Agreement.

II.  STANDARDS FOR THE SELECTION OF FIELD INSTRUCTORS

The Field Instructor is selected by mutual agreement of the School and the Agency and must meet the following standards:

A.  Have an MSW degree from an accredited School of Social Work;
B.  Have at least two years of post-degree social work experience;
C.  Be an employed staff member of the agency or approved off-site (external) MSW;
D.  Demonstrate advanced social work knowledge and skills essential for competent practice;
E.  Have the ability to evaluate and influence the provision of social work service in the agency;
F.  Have the ability to conceptualize and to communicate knowledge to others;
G.  Be able to engage in a give-and-take relationship with the student;
H.  Be prepared and available for on-going consultation and to provide weekly supervision;
I.  Be available to discuss student progress periodically with the assigned field faculty member and to the field faculty member as necessary;
J.  Have a willingness to attend and participate in the School’s seminars, workshops, and conferences on field education as appropriate;
K.  Work cooperatively with the School in evaluating the student, the Field Education Program and the curriculum;
L.  Show evidence of continued professional development;
M.  Have an interest in students and willingness to accept the role of Field Instructor; and
N.  Agree to supply the School with a resume.
Considerations for Off-Site Field Instructor:

Requests for exceptions to the standards for Field Instructors might include:

A. A task supervisor without an MSW in combination with an off-site MSW Field Instructor located outside of the placement agency;
B. An MSW Field Instructor with less than two years experience;
C. A field instructor that does not have an MSW.

When considering an exception to the Field Instructor’s standard, the following issues should be addressed:

A. The student’s prior experience and current learning needs;
B. The unique qualifications of the task supervisor;
C. The unique qualifications of the agency and its services;
D. The identification of an effective off-site MSW Field Instructor.

The student, assigned field faculty member, or the agency may initiate requests for exceptions. The Director of the Field Education Program approves the request.

In the identification of an Off-Site MSW Field Instructor, effort must be made to select an MSW who has an affiliation with the agency and/or knowledge of the program and population served (e.g. staff member in another department, board member, agency consultant, etc.). The Off-Site MSW Field Instructor is responsible for directing the student’s overall learning experiences and for guiding the Task Supervisor’s activities with the student. Key to the success of this partnership is clear expectations concerning roles, responsibilities, and the relationship to each other, the student, and to the School of Social Work.

Criterion for Consideration of less than weekly MSW Supervision

The following criterion will be utilized when considering a placement that utilizes an off-site task supervisor and less than weekly MSW supervision:

A. The Task Supervisor has three of more years of field education experience with the School;
B. The Task Supervisor has a minimum of a post baccalaureate degree in a human services field;
C. The level of prior experience of the student;
D. The availability of regular individual or group MSW supervision that can provide the student with the social work perspective;
E. The approval of the Field Director.

Criterion for Consideration of a Field Instructor without an MSW

The following criterion will be utilized when considering a Field Instructor who does not have an MSW:

A. The individual has been a task supervisor with the school for at least three years;
B. The individual has a master’s degree in a related field;
C. The individual has clearly demonstrated that they utilize a social work perspective in their practice, including an understanding of the values of social justice, dignity, worth of the person and the importance of human relationships. Furthermore, the individual has demonstrated that their practice has integrity and competence; and,
D. Meets the other requirements of a field instructor.

In order for an individual without an MSW to be considered as a field instructor, the assigned field faculty member will submit a written letter to the Director of Field Education outlining how the individual meets the criterion outlined above. The final decision will be made by the Director of Field Education. The letter will be kept in the agency file.

III. PROCEDURE FOR ESTABLISHING NEW FIELD EDUCATION SITES

The following general procedure is used in the determination of a new field site:

A. Contact agency and schedule site visit with potential field instructor (see Standards for the Selection of Field Instructors).
B. Site Visit
   1. Tour agency
   2. Identify space/equipment for student
   3. Determine potential student learning assignments and appropriate volume of assignments
   4. Review potential field instructor/task supervisor qualifications and determine compliance with standards
   5. Determine agency director agreement and support
   6. Determine suitability for foundation and/or concentration placement; for concurrent and/or block placement and stipend availability.
   7. Review contents of MOA
   8. Discuss benefits to field instructors and task supervisors.
   9. Discuss training opportunities for field instructors/task supervisors
   10. Briefly discuss use of Field Education database
C. Mail packet of forms and database information
D. Make acceptance decision, notify field instructor/agency.

IV. ROLES and RESPONSIBILITIES

The Memorandum of Agreement defines School and agency field education roles and responsibilities. The Memorandum of Agreement must be signed by appropriate parties before students can be placed in the field site. A copy of the Memorandum of Agreement form is found in the “Forms Section” of the Field Education Manual.

Roles and Responsibilities of the Agency – the agency administration and board are expected to:
A. Support sound, ethical social work practice, professional education, and appropriate student instruction;
B. Provide a qualified staff member to instruct the student and reduce the workload of that staff member as necessary to instruct, attend School functions, and meet with field faculty;
C. Control student workload so as to permit concentration on individual learning and to facilitate receipt of maximum help from the Field Instructor;
D. Accept students as developing professionals and neither exploit them to meet staff needs nor hold back appropriate assignments because of their student status;
E. Provide adequate space and supplies for students;
F. Make assignments that:
   1. Are appropriate to the student’s concentration, field of practice, interests, goals and level of performance;
   2. Provide sufficient balance of short-term and long-term assignments;
   3. Offer opportunities to begin and complete the helping process;
   4. Contain sufficient variety of experiences to allow some breadth of learning;
   5. Provide opportunities for students to work with disadvantaged, vulnerable, and oppressed individuals, family, or communities; and,
   6. Provide placement sites without regard to race, ethnicity, gender, sexual orientation or disability.

Continuity of Field Placement Agencies/Organizations

A. The field faculty will report annually to the Field Director regarding the agency’s/organization’s continued ability to meet these qualifications.
B. Agencies/organizations will continue to serve as field placement sites unless they request termination or the Field Director and field faculty agree that they are no longer meeting criteria.

Roles and Responsibilities of the Field Instructor (on or off-site), Task supervisor (if applicable), Field Faculty, and Student, in placement are outlined below to insure that standards are maintained:

A. Field Instructor
   1. In consultation with the Task Supervisor (if applicable), select appropriate learning opportunities that respond to the educational needs of the student and field learning objectives and outcomes;
   2. Develop and sign the student’s learning agreement.
   3. Provide supervision to the student. It is recommended that field instructors meet for one hour/week with students in formal, uninterrupted supervisory sessions to address student’s learning issues and needs. However, the School realizes and respects that based on agency culture, supervision may be delivered more informally. On occasion, supervision can also be provided through other models such as structured group process;
   4. Provide feedback to the assigned field faculty member and field education office about concerns regarding an individual student or the field experience in general;
   5. Prepare a written evaluation of the student’s progress and submit it to the field education office by the last field day of the semester;
6. Attend required New Field Instructors Training and remain abreast of curricular developments at the School of Social Work through participation in ongoing workshops and seminars;
7. Orient the student to the agency and the individual practice experience in ways that are most effective for the student’s learning style and knowledge level;
8. Guide the student’s development as a member of the profession of social work;
9. Encourage the student’s ability to engage in useful self-evaluation; and
10. Prepare at the end of the academic year the Field Instructor’s Feedback form and evaluation of the practicum experience.

B. Task Supervisor (if applicable)
1. Provides student with a general orientation to the field agency;
2. In consultation with the Field Instructor, identifies and/or designs learning assignments for the student.
3. Develops and signs the student’s learning agreement;
4. Provides daily supervision to the student concerning field assignments and monitors his/her performance in the field;
5. Schedules weekly supervisory conferences with the student to provide assistance in planning, managing and completing field assignments.
6. Maintains contact with and meets with the Field Instructor and field faculty to monitor student progress; and
7. Consults with the student and Field Instructor in completing the student’s performance evaluation.
8. Participates in New Field Instructor Orientation Training.

C. Field Faculty
1. Diligently develop placements of such diversity that students with different learning goals and expectations can be accommodated as much as possible;
2. Engage in a discussion process with a new agency, and periodically with all established agencies, to determine the readiness of the agency and its staff to provide a controlled, challenging learning opportunity for the student;
3. Provide students with an in-depth orientation to both the foundation and advanced practicum;
4. Provides clarification and consultation concerning the placement requirements, learning assignments and learning outcomes for the Practicum;
5. Review and approve the student’s learning agreement, providing feedback as necessary;
6. Meet with the student and field instructor (and the task supervisor if applicable) during the practicum period to monitor the practicum experience, review the student’s evaluation, and assign a course grade for the practicum at the end of the semester; and
7. Engage foundation practicum students in regularly scheduled seminar sessions to facilitate the integration of classroom and field learning;
8. Provide orientation for the field instructor to ensure clarity regarding the school’s expectations of the field agency; and
9. Provide support to field instructors through individual meetings, and regularly offered workshops to help maintain professional expertise in the field.

D. Student
1. Prepare, in collaboration with the Field Instructor and the Task Supervisor if applicable, the Field Practicum Learning Agreement outlining specific learning activities assignments and revise it as necessary in order to maintain educational relevance and for accurate use in evaluating student performance;

2. Plans an agenda and meets weekly with the Field Instructor (and Task Supervisor if applicable) for direction in planning, managing and completing field assignments, and theory to social work practice and to discuss other issues associated with the profession of social work;

3. Completes the performance evaluation in collaboration with the Field Instructor (and Task Supervisor if applicable);

4. Makes known any special needs which may affect the learning experience. Students with physical or mental disabilities are encouraged to disclose this information to the field office and to connect with the University Department of Disabilities Services. With the student’s written consent, the field office will engage in a dialogue with the student, knowledgeable faculty and agency personnel with the focus of determining the most appropriate field agency and the need for reasonable accommodations.

5. Engage in a dialogue with the field office, knowledgeable faculty, and agency personnel with the focus of determining the most appropriate field agency;

6. Participate in scheduled orientations for the Foundation and Advanced practicum;

7. Complete and submit the Statement of Understanding form to the field education office;

8. Participate in the regularly scheduled Foundation field seminar;

V. TRAINING OF FIELD INSTRUCTORS

The School is responsible for development and implementation of training opportunities for new and continuing Field Instructors. New Field Instructors are required to complete the New Field Instructors Training Course during the first year that the Field Instructor provides field instruction. Topics covered in the New Field Instructor training series include:

A. Overview of the MSW Curriculum;
B. Roles and responsibilities of agencies, field instructors, advisors, and students;
C. Processes involved in adult learning;
D. The role of the Supervisor;
E. Orienting the student to the agency;
F. Developing the learning agreement;
G. Assessment and evaluation of student’s progress;
H. Problem solving with students; and,
I. Policies and procedures of the Field Education Program.

A certification of completion is awarded.

At the conclusion of each academic year, the Field Advisory Committee and Field Education Program co-sponsor a Field Instructors’ Conference and Recognition Luncheon.

VI. RETENTION OF FIELD INSTRUCTORS/AGENCIES
Field faculty will report to the Field Education Director each spring concerning:

A. The Field Instructor’s/agency’s ability to continue to meet the above standards
B. The Field Instructor’s/agency’s demonstrated ability to work with students including the resolution of problems;
C. The Field Instructor’s/agency’s ability to provide time for student supervision; and
D. The Field Instructor’s/agency’s intent to stay at the agency for the next academic year.

Field Instructors/Agencies will be retained unless:

A. The Field Instructor or agency requests to be made temporarily inactive or terminated;
B. The Field Director and field faculty agree that the field instructor should no longer serve.
   The process for deciding that a field instructor/agency will be made “inactive” should include a conference with the field faculty and the field instructor/agency director during which there is a clear identification of the challenges in the placement and specification of any changes that are needed. This conference should be held as soon as it is recognized that a challenge exists.

VII. BENEFITS OF FIELD INSTRUCTION

Field Instructors, serving as unpaid, agency-based faculty, contribute significantly to the education of social work students. Although it is impossible to adequately compensate these educators, the School offers several methods of recognition. The following describes some of these offerings:

A. Area Health Education Center (AHEC) Digital Library

   The AHEC Digital Library (ADL) serves as a portal to electronic resources from UNC Chapel Hill. Field Instructors will have access to online resources of the UNC Libraries including electronic full-text journals and clinical texts as well as databases such as MEDLINE (via PubMed), CINAHL and PsychInfo, as well as useful tools for clinical practice, teaching/mentoring students and research. The AHEC Digital Library also gives access to a Mental Health Special Collection with clinical guidelines, patient education materials, continuing education links and other resources for specific disorders.

   Access to the ADL will continue for 2 years from the beginning of the most recent service as a field instructor. Field Instructors are provided with a username and password and instructions on how to access their membership.

B. Become an AHEC Trainer

   As a field instructor with the School of Social Work at UNC-CH, you are eligible to provide training to the nine regional Area Health Education Centers (AHECs) across North Carolina, under the School’s contract with the NC AHEC Program Office. The NC AHEC Program Office provides funds to the School of Social Work to support the overall coordination of these activities. As a field instructor, your training status would be that of a “consultant” for the SSW/AHEC Training Partnership. The Partnership, through the funds provided by the NC
AHEC Program Office, would pay your honorarium ($100.00/teaching hour). If you are interested in being a trainer with the SSW/AHEC Partnership please contact Sherry Mergner at the UNC School of Social Work, 919/962-6463 or at smergner@email.unc.edu.

C. Continuing Education

Periodically, the School offers field instructors continuing education activities that may add enrichment and an opportunity to meet with other social work associates. Covering a variety of topics, workshops and seminars are presented to keep social work professionals abreast of constantly changing concerns, issues, and practices. In addition, with permission of the instructors, Field Instructors may audit a course at the School of Social Work. The field education faculty will help facilitate this process for you.

Each Spring, the School of Social Work Field Education Office hosts a field instructor appreciation celebration. A variety of CEU opportunities are offered at this day-long event.

D. Posting of Job Vacancies

We invite field instructors to post notifications of employment opportunities with their agency on the UNC School of Social Work Alumni Forum. Please send job announcements to Rich.Stewart@unc.edu.

E. Clinical Lecture Series

Annually, the School of Social Work offers the Clinical Lecture Series (CLS), where area practitioners, students and faculty learn together from esteemed and innovative clinicians. The CLS offers lectures to enhance the clinical curriculum for students and to offer continuing education for graduates and practitioners, including field instructors and task supervisors. All events are held in the Tate- Turner-Kuralt Auditorium at the School of Social Work. Students, field instructors and task supervisors are eligible to attend the events at a reduced rate. To register:
- Go to [http://ssw.unc.edu/cls](http://ssw.unc.edu/cls), click on “pre-registration”
- Fill out contact information
- Select “field instructors” in the list (do not select any other categories, such as clinician)
- In the box that opens, select field instructor. Enter your PID number if you have one, if not, enter the field instructor code (this may be obtained by contacting Linda Pridgen-Braswell at 919-966-4916).
- Select the lecture(s) you plan to attend
- Proceed to payment.

F. Career Day

Agencies and field instructors are invited to partner with the School for our annual Career Day event, held in the spring every year. This event affords agencies to highlight potential employment opportunities for graduating students.
VIII. THE FIELD EDUCATION AGENCY RECRUITMENT AND STUDENT MATCHING PROCESS

A. Recruitment

The School has access to some of the most qualified Field Instructors available to any school in the Southeast. More than 500 qualified social workers comprise the pool of potential Field Instructors. Because of geographic location, agency priorities, space restrictions, and the periodic need for a sabbatical, not every Field Instructor will be available in a given year. In November of each year, the School solicits information about prospective field sites and Field Instructors.

B. Information about Field Resources

The Field Team utilizes a database that lists placement sites. The database describes the client population, usual presenting problems, typical social interventions, and customary practice methods at each site. It also lists potential Field Instructors and their qualifications. Students and their Advisors use this database in considering field placement preferences. Before requesting a specific field site, final year students are encouraged to consult with other faculty and with students who were formerly placed in that agency.

C. Requests for Field Assignments

Entering full-time and advanced standing students are placed in field sites by the Field Team, which reviews their application materials and field planning guides and may conduct personal interviews. Students in part-time programs begin field practica in their second year of study. Faculty in the off-campus distance education programs work with the Field Team in assigning students to sites in the areas served by the distance education program.

Students planning their Foundation or Advanced Standing placement begin by completing the Foundation or Advanced Standing Planning Guide available on the Field Education Database. Students planning their Concentration placement begin by reviewing available resources, using the field education database. With their advisors and concentration representatives, students clarify their learning needs, styles, and career goals, and they review potential field opportunities. Then they prepare the Concentration Placement Planning Guide, indicating their top three preferences of available field sites. These preferences must be consistent with their choice of concentration. The Field Team matches students to an available field site and notifies students of their assignment.

In researching possible field placements, students may not contact field placement sites or potential field instructors/task supervisors directly. All contacts must be initiated by the Field Education faculty.

The field office recommends that students make their field placement choice based on their social work interests and future career goals and not on the proximity of the field placement location. Students are expected to accept field placements within a 60 mile radius of their designated program. Students who prioritize proximity of the field placement may severely limit their field placement options. Depending on resources, the field office may not be able to accommodate these requests.
Students are matched with one field placement site at a time. Students are not permitted to interview field instructors in multiple sites, concurrently, and then make a selection. By following this procedure, we prevent students from unfairly competing with each other and protect agencies from being inundated by students seeking interviews. Should a student wish to decline a field placement match, either prior to or after the interview, they must contact their assigned field faculty or the designated field education office first.

After the assignment is made by the Field Team or distance education program faculty, students visit their assigned agency and interview with their proposed Field Instructor. Students should prepare for the interview as if it were an interview for employment. The placement is not confirmed until the Field Instructor and the student agree that the match is compatible.

Students are responsible for securing transportation to their field placements regardless of location. As there is limited public transportation in North Carolina, students must have access to transportation to reach their field placements. It is to the student’s advantage to have a personal vehicle. Many of our local communities are small and have few resources for field placements; therefore, not having a personal vehicle will severely limit the field placement options. Unfortunately, the field education program can not consider the costs of vehicle maintenance, insurance and gas in field placement matches.

Field placement sites offering field placements solely during the evening or weekend hours are rare and sometimes nonexistent. Therefore, the School of Social Work is under no obligation to provide such placements. Students generally need to plan to be available for placement during normal fieldwork site business hours and during times when their field instructor is working and available to the student. Part of the training experience involves participating in the life of the agency, attending regularly scheduled meetings and other field placement site activities.

IX. MATCHING PROCESS POLICIES AND PROCEDURES

A. Placement Matching

All students must complete the following requirements for participation in the Field Education Program:

- Successful admission into the University of North Carolina, School of Social Work;
- Completion of a Safety in Field Education Course (currently two options for completion);
- Completion of the School’s Orientation program, including field orientation;
- Completion of criminal background check and other required paperwork of the agency (as applicable);
- Signed Student Field Placement Agreement (completed prior to beginning field placement);
- Completion of applicable Field Education Planning Guide.

The Field Education Office takes responsibility for making assignments to field practicum settings. The Field Education Director has final approval for all field placements.
Every effort is made to match the student to a field placement that matches their individual interests and career goals. However, due to the voluntary nature of field instructors, educational standards and community resources this is not always possible.

Students will be matched with one agency at a time. A student must decline that placement prior to being matched elsewhere. Students may not refuse a placement assignment, for non-educational reasons, after the Field Education faculty have determined that the agency offered to the student for the pre-placement interview is the best possible match for the student.

1. Placement Matching – Foundation Students

Students requesting a foundation placement are required to submit the Foundation Planning Guide online to the Field Education Office. Referrals to placements are made after an interview with a member of the field faculty and consideration of work and educational background, interests, and availability of field placement agencies. Students are notified of their field placement match via email.

2. Placement Matching – Concentration Students

Students requesting a concentration placement are required to complete and submit the Concentration Planning Guide online to the Field Education Office. Students are assigned a placement manager, generally the student’s assigned foundation field faculty member and/or seminar leader, (in W-S this is the Coordinator of Field Education) who takes primary responsibility for providing leadership to and guiding the student through the placement process. Students are encouraged to seek counsel and advice from other faculty members in the School and from their current field instructor regarding placement options. However, it is always the student’s decision to identify their three final choices on the Concentration Planning Guide.

The Field Education faculty meets as a team (in W-S the Coordinator of Field Education) and reviews each student’s choices. The faculty review how well the student’s choices match with the learning opportunities available in the field placement and the “goodness of fit” with the field instructor and agency, including the style of supervision that is needed. Students are notified of their placement match via email.

During the Concentration matching process it is possible that more than one student is interested in the same field placement. After exploring the possibility of the field setting accepting more than one student, the Field Education Office will use the following principles (in no particular order) in determining which student will be placed at the field site: how closely the student’s second choice would meet their learning goals; how well the proposed Field Instructor’s and student’s learning/teaching styles match; the agency expectations (skill level, professional experience, age, maturity of the student, requirements for languages other than English, etc.), how well the placement fits with the career goals of the student; the strength of the student’s foundation placement; duplication of prior employment or foundation field placement experiences; and, special needs of the student such as health or disability. The Field Office does not consider travel distance to field sites or financial need in these decisions.
If a placement becomes unavailable between the time the student submits their agency preferences and the time field matches are announced, the student will be notified that one of their three preferences is no longer available and will be asked to choose another option in its place.

B. Arranging for the Pre-placement Interview and Confirming the Placement Match

At the point of referral, the Field Education Office will contact the proposed field instructor/task supervisor regarding a possible placement assignment with information regarding the student, including the student’s resume. At the same time the student will also be notified that a placement assignment has been recommended to the field instructor/task supervisor. Information will be provided to the student on how to contact the field instructor/task supervisor to schedule an interview to assess the appropriateness of the match.

After the placement interview, the student and field instructor are requested to advise the Field Education Office (in W-S, the Coordinator of Field Education) of the outcome, Chapel Hill and Triangle 3-year MSW program students, must submit their respective Confirmation Form online. If after the interview the student decides that he/she has concerns about the proposed educational experience at the placement, the student should contact the Field Office immediately to discuss the interview and their rationale for wanting to decline the match. Students will have two opportunities to receive placement assignments, based on the rationale for the rematch and the availability of resources. If the student remains dissatisfied with the field placement process after two placement assignments have been made, they must schedule a meeting with the Field Education Director before additional placement assignments will be considered.

If the field instructor decides to decline the match, he/she should contact the Field Education Director immediately.

Students are required to successfully interview and be officially accepted by the field placement agency and field instructor/task supervisor. Occasionally, a student is not accepted for placement after the initial interview because the field instructor/task supervisor thinks that the student is not appropriate professionally. If a student is not accepted for a field placement after two different interviews for reasons of professional inappropriateness, the student will not be allowed to interview at another field setting until a meeting occurs between the student, the Field Advisor, the Field Director and the Associate Dean for Academic Affairs. The purpose of the meeting will be to assess and address the problem(s) and assist the student in correcting them. On occasion, the student may be referred to the Committee on Students.

Once a student has made a commitment to an agency it is expected that he/she will complete their field placement in that agency. However, if at any point during the process, the student determines that he/she will not be going to a field placement as planned, or is not a good match for the agency; the student shall contact the Field Education Office. Once this has been discussed with and agreed upon by the Field Education faculty, the student shall notify the agency to which the referral was made. This must be completed before a referral to another agency will be pursued by the Field Office.
X. PLACEMENT CONCERNS, TERMINATION, AND REASSIGNMENT OF PLACEMENT

In the event a problem should arise with the placement, students and field instructors/task supervisors have a responsibility to report their concerns to their assigned field faculty member. However, it is generally expected that unless there is an egregious incident, students will be given a warning with clear, behaviorally specific information regarding expectations for performance improvement. The assigned field faculty member has the responsibility to mediate the problem. In most circumstances, the field faculty will then schedule a joint conference with the student and the field instructor to explore, in depth, their concerns. This conference should occur before the student, agency, or School initiates any action.

During the joint conference, an action plan should be developed which includes: a clear identification of problems in learning and teaching; specification of learning objectives to be achieved and behavior changes expected; any necessary actions and procedures to be taken; and a time frame to review the progress made on the action plan.

If after a joint conference with the student, Field Instructor, and Field Faculty, it is believed that termination is the only recourse, then the placement will be ended and an alternative plan will be developed for the student.

The student in concert with the Field Faculty (and field instructor, when possible) must work together to professionally terminate the field placement. Any student who prematurely ends a field placement without the approval of the Field Director risks receiving a failing grade and not being placed in another setting and being terminated from the program.

It is expected that most placement concerns can be resolved through a joint conference process. However, as agencies voluntarily supervise students, they have the right to terminate an internship with no prior notice if they think that they can no longer work with the student.

If a student is terminating a field placement and leaves the placement prior to the mid semester break the field instructor should provide a brief written performance evaluation. If a student leaves the placement after mid-semester break, the field instructor should evaluate the field work performance using the appropriate field education performance evaluation form.

Students who have been approved for reassignment of their field placement are required to update their planning guide and resume prior to being assigned a new placement match. When re-matching the student to a new agency, it may be necessary to share information regarding the previous placement experience with the prospective field instructor. If applicable, the field office will share information regarding student performance outcomes that may need improvement and the student’s perceived insight and recognition of the need for improvement in these specific areas. When the reassignment of the student is due to student poor performance, only one additional reassignment will be made.

The student will be required to make up any elapsed time missed from the required number of field hours. Additionally, the student will be required to participate in additional orientation hours at the new placement. The length and scheduling of this time is to be negotiated with the Field Office and the agency to which the student is reassigned.
In egregious circumstances, the student will be referred to the Committee on Student’s. Examples of reasons a student may be referred may include: uncertainty about the student’s fit for the social work profession, a pattern of inappropriate behavior, criminal behavior, violations of the Student Conduct Code or the Student Academic Misconduct Code, violation of the NASW Code of Ethics, a pattern of disruptive or otherwise problematic behavior, an inability to receive feedback and change behavior, addictive behavior and/or psychological instability. Either temporary or permanent denial of reassignment into a field setting can be made when the reassignment would seriously jeopardize the integrity of the social work program, the educational standards of the School, the field agency, the profession or be considered potentially harmful to the clients with who the student would be working. No placement reassignment will be considered without the recommendation of the Committee on Students and approval of the Dean.

Depending on the results of the Committee, the student may be required to complete additional tasks in order to be reassigned to field placement. The need for additional requirements will be presented to the student both orally and in writing.

XI. OPERATIONAL POLICIES AND PROCEDURES

Placements with Family Members

To avoid any conflict of interest, students are not permitted to complete their field education work in an agency or institution that is owned by a family member. Additionally, a student’s family member may not serve as a field instructor for the student. Students are obligated to notify the field education office if a family member is employed in any capacity with the placement agency or institution.

Time in Field Placement

Students are expected to complete the following hours in field placements:

Foundation students are in placement two days a week and must complete a total of 480* hours while enrolled in SOWO 523, SOWO 524, SOWO 520 and SOWO 521.

Concentration students are in placement three days a week and must complete a total of 680* hours while enrolled in SOWO 820 and SOWO 821.

Advanced Standing students complete SOWO 522 in a 24 day block placement in the summer in addition to SOWO 820 and SOWO 821 in the fall and spring for a total of 880* hours.

*Hours are based on the University Calendar and may fluctuate from year to year. The exact number of required hours will be announced at the beginning of each academic year.

Students who are out of sequence with their entry cohort will be required to complete the number of field hours as is required for the most current academic year.
Attendance is a beginning benchmark of the developing professional social worker. Students should treat their fieldwork as they would a formal job. Students are expected to be present in their assigned placements the normal hours the agency operates unless a special schedule has been worked out and approved by the Field Instructor and the Field Faculty.

Lunch is not counted as field hours unless it is an agency required “working” luncheon meeting.

Students are expected to be in the assigned agency from the beginning date of the semester or summer session until the ending date of that semester or summer session unless an alternative plan is negotiated. The Field Instructor and the assigned field faculty member must approve an alternative plan. For students graduating in May, under no circumstances shall a field placement end prior to April 1.

Students are allowed the regular University holidays which fall on practicum days. However, the holiday is not counted as a part of the required number of field hours. The Learning Agreement must specify any expectation the agency has in regard to student’s working in the agency during school-approved holidays, breaks or during any times outside the dates of the semester or summer session.

An attempt should be made to avoid overtime in connection with the practicum. The student and the Field Instructor should discuss and negotiate overtime before any is incurred. In most circumstances the student should get weekly compensation time in lieu of accumulating overtime. Overtime is not to be used to shorten the span of time in the field practicum.

If a student is unable to attend the field setting on any practicum day, he/she must notify the Field Instructor immediately per agency policy. Up to eight hours per semester is allowed for sick time. Missed time beyond this amount must be made up. Actual number of hours in field placement is reported on the student’s monthly report. Absences must be reported on the monthly report with plans for making up time outlined.

In rare cases, a concentration student may request to reduce their field placement hours/week and extend the length of the placement. This reduction must be approved prior to the beginning of the placement and is at the discretion of the agency. Students who are approved for this plan, however, must be in their field placement a minimum of 16 hours/week.

Students who are appointed as representatives to committees at the School of Social Work, including but not limited to the Curriculum Committee, Concentration and Foundation Committees, Field Advisory Committee, may be granted time away from the Field Practicum not to exceed 30 hours per academic year to participate in these decision making bodies. These absences must be requested by the student and approved by the agency Field Instructor.

A student who is required by a Field Instructor/agency to attend training for activities related to the field placement may do so on scheduled field placement days and count training hours as field hours. Occasionally, field instructors request students to come to the agency during a time when the student is scheduled to be in class. In this circumstance, the student must obtain the prior permission of their Professor. Likewise, it is sometimes preferable to the agency that the student register for classes on specific days to enable the student to come to the agency on a designated class day. However, it is the policy of the School not to give preference for certain sections of
classes based on field education assignments. Only in very unusual circumstances will the faculty of the School prioritize field education assignments on scheduled class days.

The maximum number of field hours a student may claim for student initiated attendance at optional, student initiated conferences (those not required by the field instructor) and training is 3 hours/academic year. These hours may be claimed with the prior approval of the Field Instructor and the Field Faculty. Field hours which are missed due to attendance at student initiated conferences and training must be made up.

There may be circumstances in which a student is absent for good and compelling reasons from their field placement for an extended period of time and the absences cannot be made up in the term in which they occurred. In such a case, if the plan is approved by the Field Instructor and the Field Faculty to make up the absences in a subsequent term, then a grade of I (Incomplete) will be entered by the field faculty and replaced by a letter grade once the absences are made up. (A Contract for Completion of Grades of Incomplete form, which outlines the plan to make up the hours, must be completed prior to submitting the grade of I.) Field Instructors are encouraged to notify the assigned Field Faculty immediately if there are issues surrounding the attendance of the student.

Excused Absences for Religious Reasons

Students are authorized up to two excused absences each academic year for religious observances required by their faith. Students who wish to request more than two excused absences in an academic year for religious observances required by their faith will need to contact their field faculty member and request the additional absence, which will only be granted with the field faculty member’s permission. The agency should likewise be notified that the student will not be in the agency on any day the student is participating in a religious observance that is required by their faith. Primary holy days for religious observance are noted on a Web-based interfaith calendar site at www.interfaithcalendar.org.

Students are responsible for providing a written notice for an excused absence for a religious observance two weeks in advance of the date requested or as soon as possible if the date occurs within the first two weeks of the semester. This policy also applies to students who have an excused absence for a religious observance during the summer.

Inclement Weather Policy

If the assigned field site is closed during inclement weather, students are not required to make up any hours missed. If the agency is open during inclement weather, students should consider personal safety first when making decisions to travel to and from their agency. If a student chooses not to travel, the student must make up the missed hours by the end of the semester. Field instructors are strongly encouraged to be flexible with students in planning for activities that would make up the hours.
If the University is closed due to inclement weather, the student is not required to attend their field placement and is not required to make up the hours before the end of the semester. To obtain information about the University’s adverse weather status:  [http://hr.unc.edu/for-faculty-staff/adverse-weather/](http://hr.unc.edu/for-faculty-staff/adverse-weather/).

It is the student’s responsibility to notify their field instructor/task supervisor if they will not be at the agency and to inquire about strategies to make up the work if required. In the event of inclement weather resulting in the official closure of the field site or University, students will receive credit for the hours they were scheduled to work and these hours should be tabulated on the monthly report as if they were attended. Student or field instructor/task supervisor questions about individual circumstances should be directed to the student’s assigned field faculty.

### Field Education Fees

A Field Education fee is charged to students each semester they are in field. This fee, approved by The Board of Trustees, acknowledges that maintenance of a Field Education Program involves special costs beyond those incurred in a classroom-based program. Unfortunately, School allocations from the State make no allowance for meeting this cost.

The current authorized fee is $300 payable during the semester the practicum is taken. Students completing a block placement (completing the requirements of two practica in one semester) pay two semesters of Field Fees.

Fees are subject to change without notice.

Field Instruction fees are used to meet field education expenses such as (a) salaries for the field secretary and partial salary support for the members of the Field Team, (b) travel reimbursement for field faculty visits, (c) field education program activities and (d) equipment and supplies.

### Student Malpractice Insurance

A blanket professional liability insurance policy provides coverage for students enrolled in SoWo 520, 521, 522, 820, 821 or 720 (Individual Field Practicum). The coverage limit is $1,000,000 per claim and $3,000,000 aggregate. The policy is written on an annual basis for any student who is registered and receiving course credit for an approved field practicum.

### Liability Insurance for Field Instructors

Liability coverage (as a volunteer) for field instructors and task supervisors is provided for by the State of North Carolina and is authorized by Public Officers and Employee Liability Insurance Commission of North Carolina and the General Statutes of North Carolina, Section 143-291 to 141-305.
Safety Procedures in the Field

All students in field placements are required to complete training on being safe in the field prior to beginning their first field placement. Such training will be provided by the School annually.

Student interns should always be alert to the possibility of an unexpected confrontation that might occur while in the field that would put them at risk of harm. Protective measures should be taken to minimize the possibility of such occurrences. During the student’s orientation to the agency, it is important to review the agency’s established policies and procedures for handling specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons.

The following practice suggestions are intended to assist the student in the development of approaches by which to address safety concerns:

1. Valuables should not be brought to placement settings or left in cars;
2. Always inform appropriate staff when field visits are planned. Provide information about who will be visited, the address and the expected length of time for the visit;
3. If the student is meeting with a client with whom the student does not feel safe, it is important to discuss the situation fully with the Field Instructor and develop a plan for addressing issues regarding location of meeting, how you will situate yourself in the meeting, and identify appropriate staff readily available if needed;
4. Take cellular phone, if available, on home visits, especially when there are indications of a possible domestic dispute, physical violence, vicious animals, or if the client lives in an isolated or high crime area;
5. Identify your typical responses to emergency or hostile situations; discuss with the Field Instructor how these might facilitate or serve as barriers to your ability to manage safely; and
6. Sharing home phone numbers with clients should be discussed with the Field Instructor prior to distributing the number.

Injury While in Field Placement

Medical services that may be required by a student due to injury occurring while performing field duties are usually not covered by agency (unless the student is employed there and covered by Workman’s Compensation), nor by The University of North Carolina at Chapel Hill, School of Social Work. The student’s own medical insurance may or may not cover the medical treatment depending on the insurance plan.

Communicable Diseases & Exposure Incidents

If a student is diagnosed with a contagious disease and a physician informs him/her that this illness could be spread by causal contact and could seriously endanger the health of others, including the health of professionals or clients at the field agency, the student is required to report this information to the Director of Field Education and to cease attending the field placement.
Subsequently, the student should ensure that a written report from his/her physician is sent to the Field Director explaining the reason for concerns regarding the illness.

The Director of Field Education, in consultation with the assigned field faculty, Field Instructor and student, will develop a plan to determine how the student may or may not continue in the field placement, based on the nature and severity of the illness. If the student is temporarily unable to continue in their field placement, a plan will be developed to determine how the student will complete the required hours when no longer contagious.

It is the responsibility of the student to provide the Director of Field Education with documentation from a physician stating that s/he is no longer contagious prior to returning to the field placement.

An "exposure incident" refers to a specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials that results from the performance of an employee’s duties [a student's clinical practice/research activities] (OSHA). Students who follow the recommendations developed by the Centers for Disease Control (CDC Universal Blood and Body Fluid Precautions) have minimal danger of contracting any infection in the course of their clinical practice/research activities. Should an incident occur, you must follow the Exposure Protocol for Students at UNC-CH as established by the Student Health Service.

Professional Ethics and Conduct

Students are expected to adhere to the standards regarding professional values, ethical conduct and behaviors identified in the NASW Code of Ethics while in their practicum setting. Students are expected to be familiar with the Code and demonstrate their understanding of these standards in the application of knowledge and practice skills in their practicum settings.

Disclosure of Student Trainee Status

In accordance with the NASW Code of Ethics, social work student must identify themselves as student trainees to patients/clients either verbally or through the use of nametags (except in emergency situations where it is clinically contraindicated as determined by the student) and in signing notes in records/chart and all other documents produced by student trainees for or on behalf of the field agency.

Disguise of Confidential Practice Material

When students use case material from their agency (e.g. process recordings, case studies or presentations, meeting minutes, group recordings) they are required to observe confidentiality carefully by not using client names, agency names, staff names or other identifying information that could compromise confidentiality.

NASW Competency Requirements/Non-Discrimination

The NASW Code of Ethics states that “Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of the people for whom they have a professional responsibility.” The Code encourages social
workers, including students, who believe that these difficulties are interfering with their professional judgment and performance to “seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.” Code of Ethics of the National Association of Social Workers (http://www.socialworkers.org/pubs/code/code.asp).

Full time students who are experiencing physical or emotional health difficulties may contact Campus Health Services Students (919.966.2281; http://campushealth.unc.edu/) for assistance. Additionally, students who believe they may have a disability may self-identify with or seek reasonable accommodations through the University’s Department of Accessibility Resources and Service (919.962.8300, NC Relay T-711, disabilityservices.unc.edu). The University of North Carolina at Chapel Hill is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of race, color, gender, age, national origin, religion, creed, genetic information, disability, veteran’s status, sexual orientation, gender identity or gender expression. The Equal Opportunity/ADA Office (which can be contacted at 100 E. Franklin Street, Unit 110, CB #9160, Chapel Hill, NC 27599-9160 or (919) 966-3576) has been designated to handle inquiries regarding the University’s non-discrimination policies.”

**Mandatory Reporting and Duty to Warn**

The State of North Carolina has laws which cover the mandatory reporting of child or elder abuse and the duty to warn if a client is harmful to him/herself or others. Field instructors are responsible for educating all students with regard to agency policy and procedure regarding these laws. Students should not be required to be the primary mandated reporter while functioning as an intern in a field placement. This role is reserved for field site personnel who are responsible for ensuring that all field placement policies, regulations, laws, and ethical obligations are followed. (Students who have concerns about how these policies are being carried out in the agency, on a case-by-case basis, should contact their assigned field faculty member.) The student can assist and should have exposure to situations that involve mandatory reporting and duty to warn when possible.

**Criminal History Checks, Drug Screening and Verification of Health Status**

Due to accreditation standards and/or agency policies, many field placement agencies require one or more of the following: criminal history check, drug screening, and verification of health status. Students will not be allowed to participate in their field education practicum in agencies that require these checks/screenings, unless they consent to complete the required check, screening, or health care verification prior to beginning their field placement. Also, some agencies may choose to complete random checks and screenings throughout the course of a placement. In order to continue in the placement, the student must consent to a check/screening on the schedule requested by the agency.

**Criminal History Check**

Many field placement agencies require criminal history checks of students placed in those agencies. Some of these agencies conduct the criminal history check themselves and some agencies require
that the University conduct the criminal history check. All students are required to complete a Release and Consent form.

For those students for whom the University will conduct the criminal history check, the School of Social Work Field Education Office will provide the company performing the search with the student’s name, PID, date of birth, and email address. Using the company's secure website, the student will then order their criminal background from the company, providing the company with additional information as necessary. Notification of the outcome of the search will be sent to the Field Education Office and to the student. The Field Education Office will notify the placement agency to visit the company’s site to retrieve the criminal records check. In the event a criminal history is found, the student will be afforded the opportunity to write a letter to the Field Education Office explaining the circumstances related to the charge and/or conviction identified in the criminal history. This letter, along with the notification of the record check’s availability, will then be forwarded to the placement agency.

A criminal history could be grounds for an agency declining to accept a student. As a result, the Field Office may be unable to identify a field placement for a student with a criminal history. In the event that a field placement cannot be identified, completion of degree requirements is not possible, and the student will not receive the MSW. Additionally, students with criminal histories may not be able to obtain social work licensure in North Carolina or other states post-graduation. Students are advised to check with the NC Social Work Certification and Licensure Board and/or the appropriate board of the state they are seeking licensure/certification for guidance on this matter.

**Drug Screening**

Some field placement agencies require drug screening of students placed with those agencies. It is the student’s responsibility to inquire about drug screening requirements during the interview with the field instructor. Of the agencies that require screening, some conduct the drug screening themselves and some agencies require that the student obtain his/her own screening and provide the agency with the results. The UNC-CH Student Health Center does not provide this service for students. Students may be able to have a drug screen done by their personal physician. FastMed Urgent Care, located at 1407 East Franklin Street Chapel Hill, offers 5-panel urine drug screenings for $54 (as of June 2014). Other vendors may also be used for the purposes of the drug screen, especially for students who do not reside in the Raleigh/Durham/Chapel Hill area; however, the student should first confirm with the agency/field instructor whether the proposed vendor meets the agency’s requirements. Unless the field placement conducts the screening itself and/or chooses to pay for the screening, the student must assume the cost of the drug screen.

Should an agency refuse to accept a student for placement or retain a student intern (in the case of a random screen) due to the results of a drug screen, and such drug screen has been verified by the drug-screening vendor’s medical review officer (MRO), the student must contact the Director of Field Education who upon consultation with the Associate Dean for Academic Affairs, may refer the student for a professional level substance abuse assessment. (In the case of a student enrolled in the full-time, Chapel Hill program, the student will be referred to the UNC-CH Counseling and Wellness Program.) The student will be asked to sign a consent for release of information so that Counseling and Wellness can report the results of the assessment to the School. Based on the result of the assessment, and as evaluated on a case-by-case basis, the Director of Field Education in consultation with the Associate Dean for Academic Affairs will make a plan with the student.
regarding continued matriculation in the School of Social Work. The plan may include receiving a letter from a treating therapist stating that a student is ready to return to an agency setting. Only upon completion of this plan may the student once again be referred for a field placement. Given the time that this may take to complete, students need to be aware that their matriculation in the program may be delayed.

A positive drug test result could be grounds for an agency declining to accept a student. As a result, the Field Office may not be able to identify field placements for a student with an unexplained, MRO-verified positive drug screen. In an instance where a field placement cannot be identified, completion of degree requirements is not possible, and the student will not receive the MSW.

**Verification of Health Status**

Some field placement agencies require a range of health status verifications and screenings. These can include documentation of a physical examination, health care insurance, immunization and other health records, Tuberculosis and Hepatitis B testing. Students are responsible for obtaining and providing this information to the agency. Many health care screenings can be obtained at Student Health Services, at the student’s cost.

**Sharing Student Information**

The School of Social Work takes a collaborative approach to student learning. In the educational interest of the student, it is sometimes necessary to confer with faculty, staff, field instructors, and other agents of the university regarding the student’s academic progress and professional development. The purpose of these consultations is to support and assist the student in his/her educational endeavors. For more information, please refer to the UNC-Chapel Hill Policies and Procedures under the Family Educational Rights and Privacy Act of 1974 at <http://www.unc.edu/policies/ferpapol.pdf>

**Transportation**

Many field placements offer services that are community-based and the majority of fieldwork sites require the use of a vehicle for field work. This means that many field placements require students to have a car to perform field related tasks such as transporting clients, community outreach, home visits, community work, attending meetings, etc. In these circumstances it is the student’s responsibility to provide documentation to the agency of their current North Carolina Driver’s License and proof of insurance coverage. Students, who use their own vehicles to transport clients, may be liable in the event the client(s) or any passengers were injured. Students should also inquire as to the agency’s insurance policy and if that policy will cover the student when he/she is acting on behalf of the agency. When using a personal vehicle for required educational training that is authorized by the University, the student’s personal automobile liability insurance is considered primary. The University’s automobile liability insurance is only provided on a secondary basis.

Agencies are expected to reimburse students for mileage incurred when conducting agency business (not travel between the agency and the student’s residence). However, students should inquire about this policy during the interview.
Hooding Ceremony Policy for August/December Graduates

MSW students who anticipate graduating in August/December may participate in May commencement ceremonies and be hooded. Students must receive prior approval from the Associate Dean. This policy primarily affects MSW students enrolled in dual degree programs who have a summer practicum and major paper remaining in their program of study and students who are out of sequence and have twelve or less elective credit hours to complete.

MSW students who will graduate in August/December and desire to participate in the May hooding ceremony are expected to: submit graduation application by February of the graduation year; be in good standing with the graduate school including no incomplete grades or probationary status; complete all required foundation and concentration courses by May; and, register for all remaining coursework in the 1st and/or 2nd summer session.

Students wishing to participate in the hooding ceremony must receive approval from the Associate Dean by May 2nd. The Associate Dean will respond with an email to the student granting approval to participate in the hooding ceremony. A copy of the email will be directed to the graduation coordinator.

Students will have an asterisk (*) following their name in the Commencement Program. If applicable, a footnote on the program will indicate that the (*) signifies students completing degree requirements in August or December.

XII. CRITERIA FOR EXCEPTIONS TO THE STANDARD FIELD PRACTICUM

A. Block Placements

Typically, field practice occurs concurrently with classroom courses. A block placement represents an exception rather than an option. It differs from the concurrent arrangement in two major respects: 1) it is concentrated within a shorter time frame, and 2) it is not taken concurrently with related academic course work. A block placement may be taken only after completion of the Foundation or Advanced curriculum. Students in distance education programs may not engage in Foundation block placements during the summer before their second year of study.

Students are responsible for inquiring with the Academic and Student Affairs Office on how a block placement may affect tuition. Field fees must be paid for each field course the student is registered for.

The following criteria and guidelines are set forth as means for guiding decisions on proposals for this exception. The criteria are the essential element that must be satisfied in evaluating requests for exceptions. Additional guidelines accompany each criterion. These guidelines offer further directions but are not mandatory. Each request will require an individual judgment. In addition, the Field Director must consider the availability of field placements and suitable assignment sites to provide the requisite depth of learning this is required.
Requests for block placements are made by completing the *Block Placement Proposal* form. The *Block Placement Proposal* form must be submitted by the designated date that either the foundation or concentration planning guide is due.

Approvals of block placements are based on the following criteria:

- **Compelling reason.** Students must demonstrate a compelling reason for why this exception is deemed necessary. Financial hardship may be one reason for students to seek a block placement. However, financial hardship alone is not sufficient to support this request. The Director of Field Education makes the final decision to approve a block placement.

- **Educational plan.** Students must outline a detailed plan for completion of their field placement in a block setting. This plan must include a description of the type of field placement setting that is appropriate to and consistent with the student’s identified educational objectives and include steps and timeframes for securing an approved field placement.

- **Student activities during academic year.** If a student is granted an exception for a block placement, students must be employed in a human services agency or volunteer 8-12 hours a week with an approved program that would grant them the opportunity to integrate classroom work with practice and to meet course requirements. If a student is requesting a block placement for the concentration field practicum, the work or volunteer setting must be consistent with the chosen concentration and field of practice. Students who are choosing volunteer work are required to obtain and show proof of professional liability insurance. Foundation students must also participate in the Foundation Field Seminar course held throughout the academic year.

The Field Director must approve all requests for a block placement. If you are a student in a distance education program, your request must first be approved by the distance education program Director and distance education program field faculty (if applicable).

When placements are not approved:
The Field Education Office faculty (and distance education program faculty if applicable) will make every effort to work with students to process their requests. However, if the block placement request is denied, a student’s ability to matriculate in the program may be hindered.

**Time in block placements:**
An approved block placement may only be taken in conjunction with or after the completion of foundation or concentration academic courses. (For example, all foundation coursework, including a foundation field placement, must be completed before beginning the concentration field placement.) A student must be registered for field in order to begin a block placement.

Students in block placements may not work more than 45 hours/week.

**Requirements for Completing Block Placements**

Students who are enrolled in the dual degree social work/public health program and are placed in a block placement in one agency must complete a School of Social Work Learning Agreement and one School of Social Work Performance Evaluation (completed at the end of the field placement).
Other students approved for block placements (including students enrolled in other dual degree programs) and placed in one agency must complete one Learning Agreement for the entire placement and one performance evaluation for each session they are enrolled.

The number of Learning Agreement’s for students who receive approval to split their block field placement between two agencies will be negotiated with the assigned field faculty member on a case-by-case basis.

B. Two Field Placements in the Same Agency/Unit/Field Instructor

Achieving professional breadth is an important component of the School’s mission. It enhances the ability of the student to transfer knowledge and skills from one practice setting to another. Breadth is promoted through opportunities to practice within different organizations, with different client population groups, and through the provision of different types of services. Consequently, students are normally assigned to different organizations with different field instructors for the two field placements.

Students may request an exception to this policy if they have compelling reasons to have both field placements in the same organization and/or with the same field instructor. In deciding whether to approve the exception, the Director of Field Education will consider the following points:

1. Has the student previously had significant social work experience with regular MSW supervision?
2. Has the student previously worked in different social work organizations, with different types of services or functions, with different populations, with different problems, and with different types of interventions?
3. Is a different field instructor available for the second placement?
4. Do the learning objectives differ substantially in regard to the problems, tasks, clientele, and other pertinent factors the student will encounter?

Requests for a second placement in the same agency/unit/field instructor are approved by the Director of Field Education. Appeal of placement decisions may be made to the Associate Dean for Academic Affairs. For more information about the appeal process, consult Chapter 2 of the Curriculum Manual.

C. Placement in Employing Agency

Placement in a student’s employing agency is the exception rather than a standard student option. Such placements allow students to complete part of their education while remaining employed in their home communities. When successful, new knowledge and skill are achieved in the student’s workplace with the support of the student, School, and the employing agency. Setting up placements in employing agencies requires more effort than placements in non-employing agencies. Arrangement and approval of the placement plan requires the involvement of the student/employee, job supervisor, an agency executive, potential Field Instructor, and the Field Education Office. This extra attention is necessary to assure that the planned placement experience
meets all School requirements and learning objectives and does not duplicate current job tasks and responsibilities.

Individual advising needs to take place during the pre-placement stage and indeed throughout the placement. Close monitoring of the placement is required because many of the placements will only be used once. Thus, Agency Directors, staff, Field Instructors and the placement community are less familiar with the School’s goals, objectives, curriculum, and expectations.

It must be possible to achieve foundation or concentration practicum objectives in the employing agency. When placement in an employing agency is being considered, the School’s field objectives, as outlined in the Field Education Manual, must be reviewed by the student and the student’s employer. The director of the agency in which the student desires placement must assure the School and student that these objectives can be achieved in the agency by: (1) participating in the development of the “Student Learning Agreement,” and (2) signing a “Memorandum of Agreement” with the School of Social Work which outlines the responsibilities of the School and the Agency.

The School must be assured that the agency recognizes the value of the student’s educational experience. The student/employee must be allowed the time and opportunity to become involved in discrete learning activities with specific learning objectives, which are related to the School’s practicum objectives. Structural arrangements must be made to protect the learning environment from the incursion of conflicting employment demands. Consequently, the director of the agency in which the student is employed needs to help the School, student/employee, and agency create and maintain an environment for learning to take place. For example, a foundation student may be an “employee” two days a week and a “student” two days a week.

The student must have a qualified, Field Instructor who is not the student’s current direct supervisor. A qualified Field Instructor meets all of the standards for Field Instructors outlined previously in this manual.

The practicum must be fundamentally different from the student’s past and current job responsibilities and expand their professional knowledge and skill base. The School must be assured that students/employees have opportunities to engage in learning activities which are “discretely identified and distinguished from their employment tasks” and that differ at some level from the students’ previous work tasks and responsibilities. Preferably a separate learning environment should be established by: (1) having students placed in a different unit in the agency; (2) having them work with a different client population; (3) arranging for supervision by qualified Field Instructors who differ from their work supervisors; and, (4) having them employ different social work intervention methods. A change in only one of these conditions would not be sufficient to ensure an educationally sound experience. Several variations of this model can occur as long as the School is assured that the student will employ new intervention methods, skills, and knowledge or which will significantly expand those previously experienced by the student. For example, sometimes an agency is too small to have different work units. Consequently, students may be placed in the same agency and the same work unit. To help insure that these students have fundamentally different experiences, steps need to be taken to expand the student’s work role through special assignments.

These placements must be approved by the assigned field faculty member and the Director of Field Education. It is strongly advised that students considering an employer based placement have
completed their probationary period in their employing agency prior to being considered for an employer based placement.

Process for approving Employer Based Placements:

1. As soon as the student has identified an interest in exploring an employer-based placement, he/she should complete the appropriate planning guide which includes a written proposal for an Employer Based Placement. The student should provide the assigned field faculty member with a copy of this proposal. The proposal must demonstrate how the proposed field placement will meet the criteria outlined above. The proposal must be completed regardless of whether the student is employed in the agency in a human services role.

2. The assigned field faculty member should ensure that the student has a copy of the Placement in Employing Agency policy from the field manual. The assigned field faculty member may also meet with the student to discuss the student’s current job responsibilities and the potential for an employer-based placement in the student’s agency. The student is responsible for discussing the possibility with his or her current supervisor, requesting approval from the Agency Director, locating a proposed MSW Field Instructor, and brainstorming a potential list of activities.

3. During the field placement process, the assigned field faculty member (and possibly the Distance Education Program Director if the student is a distance education student) will visit the agency to meet with the student, current supervisor and proposed Field Instructor. At this meeting, the proposed Field Instructor will receive handouts which include the Rationale and Functions of the Field Program, the Placement in an Employing Agency Policy and the Field Practicum Goals and Objectives. The requirements of the Field Instructor will also be discussed.

4. During this meeting the assigned field faculty member should learn about the mission of the agency, its function and services, and become familiar with the student’s current job responsibilities. If the agency is unfamiliar with the School of Social Work, a field faculty member may go over the rationale and functions of the field education program and provide a brief description of the placement process and requirements. The assigned field faculty member will also go over the Placement in Employing Agency policy and The Field Practicum Goals and Objectives. The student should present some ideas of activities that are distinct from current job responsibilities and would meet personal and School learning goals and objectives.

5. The group should also discuss the student’s schedule: when field activities take place will they be counted as part of the student’s current workload; if not, how the student will complete both job and field requirements? If the assigned field faculty member, agency staff and student are comfortable with the plan that has been discussed, the assigned field faculty member will present this plan to the Field Director for final approval.

6. The Employer Based Placement Proposal must be completed and signed before the placement begins.

Role of the Off-Site Field Instructor and Task Supervisor
The student is responsible for locating a qualified MSW Field Instructor. Occasionally, there are no potential Field Instructors available directly in the unit where the student will be completing a field placement. If this is the case, an off-site Field Instructor may be utilized. The Field Instructor may work at the same agency but with a different unit, or may not be an employee of the agency. An on-site Task Supervisor would be responsible for the daily supervision of the student, while the off-site Field Instructor would provide supervision of at least four hours/month. Usually, supervision happens for one hour/week or every other week for two hours. If the off-site Field Instructor and task supervisor have never supervised UNC-Chapel Hill MSW students, they should plan to attend the new Field Instructor training.

During the Field Placement

The assigned field faculty member will carefully monitor the employer based field placement to ensure that field activities and supervision are happening according to the plan. The assigned field faculty member will make no less than three site visits per year to the agency. The assigned field faculty member will also communicate through telephone and email to both student and Field Instructor to ensure that the placement is going smoothly.

When Practicum Status Changes to Employment

On occasion a field placement agency will request to employ a student intern who is placed with them. When the student is requesting that all or part of their employment activities be considered as their field placement, the student shall complete an employer based placement proposal and all policies in the previous section apply (with the exception of the probationary status being completed). If a student has an opportunity to become employed at their field placement agency after the placement begins, then this arrangement must be reported, reviewed and approved by the Field Education Director.

Likewise, on occasion, a student nearing graduation has an opportunity to apply for and accept employment at an agency other than their assigned field placement agency. When the student requests that hours worked at the new employment be considered towards completion of their field education hours, the following policies will apply:

- The student shall complete an employer-based placement proposal and all policies will apply (with the exception of the probationary status being completed);
- The new employer consents to serve as a field placement agency for the student and to abide by the policies and procedures of the University and the Field Education program;
- At least 80% of the field education hours and learning activities are completed in the original field placement agency;
- The student is performing at a minimum level of Satisfactory on all field education goals and outcomes and the field instructor documents this performance;
- The student’s assigned field faculty member agrees that this plan is an appropriate course of action,
- The field instructor (and task supervisor) agrees with the plan and service to the clients/communities will not be disrupted; and,
The student and new field instructor complete, and have approved by the assigned field faculty member, an updated learning agreement which covers the period of time in the new agency.

Please refer to the Chapter VII, Appendices, of this manual for a Frequently Asked Questions (FAQ) document on Employer Based Placements.

D. Ad Hoc Placements

The Field Education faculty is always interested in new placement development and encourages students to suggest new training sites. However, all placements must be arranged according to the policies and standards of our program and approved by the Field Education Director. This is usually a 10-12 week process for domestic field placements and can take as long as six months to a year for international field placements, so advanced planning is required to avoid a delay in the start of placement.

Student Ad-Hoc Placements are defined as those placements which are developed by the student in collaboration with the field education team as a result of the individual learning interests and needs of the student. In order to develop an ad-hoc field placement, the placement must meet all of the agency and Field Instructor criteria as outlined elsewhere in this manual. The process for developing an Ad Hoc Placement is as follows:

Before the Placement Begins:
As soon as the student has identified an interest in exploring an ad-hoc placement, the student should meet with his/her assigned field faculty member to discuss his/her interests and how the proposed field placement site and Field Instructor will meet his/her learning needs. The student will submit the appropriate ad-hoc placement form to the Director of Field Education for approval.

If the proposed placement is in NC, a field faculty member will visit the agency and meet with the proposed task supervisor/Field Instructor to discuss: the mission and purpose of the agency, the agency’s function and services, and the proposed tasks for student learning. If the proposed Field Instructor/task supervisor is unfamiliar with the Field Education Program, then the field faculty will also go over field practicum goals and objectives, required training for task supervisors and Field Instructors and the required paperwork of the field education program.

If the placement is located outside of NC, but within the United States, then the above interview will be conducted by telephone. It is also possible that coordination for field advising may occur with another accredited MSW program. If the placement is an international field placement, then the “Criteria for the Consideration of International Field Placements” will be used.

Role of the Off-site Field Instructor and Task Supervisor:
The student is responsible for locating a qualified MSW Field Instructor. Occasionally, there are no potential Field Instructors available directly in the unit where the student will be completing the field placement. If this is the case, an off-site Field Instructor may be utilized. This Field Instructor may work at the same agency, but with a different unit, or may not be an employee of the agency. An on-site task supervisor would be responsible for the daily supervision of the
student, while the off-site Field Instructor would provide supervision of at least 4 hours/month. Usually, supervision happens for one hour/week or every other week for two hours.

**During the Field Placement:**
The assigned field faculty member will carefully monitor the ad-hoc placement to ensure that Learning Agreement goals and identified learning activities are occurring according to plan. Generally, this will include no less than three site visits to the agency (in NC) and communication via telephone and email.

### E. National (out-of-state) and International Field Education

The Field Education Program develops national and international placements with students on a case-by-case basis. These placements are developed for advanced field work experiences and are generally delivered through a block placement model the summer following the completion of course work. Dual Degree students may also complete a national or international field placement, the timing of which varies according to the dual degree matriculation.

National and International Field Placements must meet all UNC-CH and CSWE Field Education policy and standards as outlined in the Field Education Manual. International Field Placement sites generally have specific requirements related to previous experience in a developing country. Students must also demonstrate:

- An ability to adapt easily to various changes in the student’s environment
- Openness to learning about other cultures
- Flexibility in learning expectations
- An ability to seek out peer relationships in another culture
- Insight into and an appreciation for the differences that an international placement can provide
- Availability of adequate financial resources
- A record of strong academic performance and positive references from classroom teachers and previous field instructors

When considering an out-of-state/country block placement, the student should complete the Request for the Placement Exception page of the Planning Guide and submit it to the Director of Field Education for review. Depending on where the field site is located, the Director may contact a Director of Field Education at a school in that location and ask that person to identify a practicum site and a local person who would serve as a liaison. In the alternative, the Director of Field may ask the student to identify a field site that they are interested in and then assign a UNC-CH field faculty member to serve as a long-distance liaison. When seeking field sites, students should communicate regularly with their field faculty member about their plans.

As in all placement options, students are responsible for making arrangements for travel, visa (if required), lodging, food and other living expenses. The UNC-CH, School of Social Work does not make nor is responsible for any logistical arrangements of this type.

**Information/Criteria for the Consideration of International Field Placements**
The following information/criteria are needed for consideration of international field placements.

1. Name of agency considering student for field work.
2. Location of proposed field placement.
4. Description of primary services delivered by agency and the client population(s) served.
5. Description of experiences the student will have in this placement, correlated to the appropriate learning agreement.
6. Language requirements for student.
7. Dates of proposed placement.
8. Information (resume) about on-site field instruction or task supervision, (including details of the on-site instructor including title and educational degrees).
9. If no on-site MSW field instruction is available, proposed plans and information (resume) about MSW supervision.
10. Accessibility of electronic communication hardware and software.
11. Financial arrangements of the placement (stipend for student, resources for student travel, housing subsistence, honorarium for the placement agency for supervision, etc.).
12. How the completed field education MOA, learning agreement, monthly report and performance evaluation forms will be translated into another language (as applicable).

Students completing an International Field Placement are required to complete the following prior to traveling abroad:

1. Register at UNC Global Travel Registry: [http://global.unc.edu/travel-info/](http://global.unc.edu/travel-info/)
2. Register at SMART Traveler Enrollment Program: [https://step.state.gov/step/](https://step.state.gov/step/)
4. Provide evidence of the purchase of HTH World Wide Travel Insurance
5. Provide UNC School of Social Work, Field Education Program with:
   • Email Address
   • Local Cell Phone Telephone Number
   • USA Emergency Contact Information

University Emergency Procedures when traveling abroad:

1. Faculty, staff and students who experience an emergency while traveling abroad on University business should contact the [UNC Department of Public Safety](http://global.unc.edu/travel-info/state-department-travel-warnings/) (DPS) at +1.919.962.8100.
2. Public Safety is first in the chain of response. Students should ask DPS to contact the Dean of Students on call to find the appropriate resources for assistance. DPS will assist faculty and staff with identifying a human resources administrator or Employee Assistance Program officer who can provide support.
4. For emergency evacuation and other 24/7 health insurance assistance, call HTH Worldwide collect from outside the U.S. at +1.610.254.8771, toll free within the U.S. at 800.257.4823, or email assist@hthworldwide.com.

5. In an emergency, seek appropriate medical care immediately, and then call HTH Worldwide. Insurance coverage must be bought in advance of travel. - See more at: http://global.unc.edu/travel-info/#sthash.GLM5MCOj.dpuf

F. Taking Coursework Outside the School of Social Work

On occasion, either because they are enrolled in a dual degree program or because they have a special interest, students request to complete coursework outside the School of Social Work. As students are determining their plan of study, they should consult with the field education office as to how significantly their absence from the field agency, on a usually scheduled field day, might affect their work with clients and organizations. Field instructors must be notified of the possibility of the change in schedule and consent to this arrangement prior to the student registering for the course.

G. Additional Field Placements

On occasion, field education faculty may recommend or require that a student take an additional semester of field practicum to augment gaps in a student’s foundation field experience, which have resulted in the student being insufficiently prepared for the concentration field experience. This may have occurred because of unforeseen changes in the foundation placement, insufficient practice experience, English as a second language or for other reasons. When this circumstance occurs, students will be offered the option of registering for the additional semester of field either as an elective, counted towards the concentration year, or as additional credit hours.

Students may decide to request an additional field placement experience, most commonly during the summer between the student’s foundation and concentration years. Students interested in this option should meet with the Director of Field Education to discuss an Independent Study in Field Education, SoWo 720. Local and national placements are planned with the student’s assigned field faculty member, international placements are planned with the field director. Planning for local placements will begin after Spring break and will be considered an advanced foundation placement. An independent study proposal must be developed and approved by the Associate Dean for Academic Affairs. The proposal must include learning objectives, number of hours and a written assignment. For a three credit elective, a minimum of 250 hours are required (though the agency may require more.) Placements will be made as agencies are interested and available. Students are responsible for paying per credit hour for course credit and for the Field Education Fee. As this is a field education course, students are eligible to earn a grade of P, L or F for the course.

The UNC-CH, School of Social Work does not allow for additional field placements for students who have begun their final year and are on track to complete the 62 credit hours required for graduation. Students interested in additional training are encouraged to apply for post graduate fellowships.
This section will outline and describe the essential activities that are involved in the Practicum experience, the development of the learning agreement, field advising, and the process of evaluation. Our approach to the Practicum experience is grounded in adult and applied learning theories. The process of field instruction emphasizes experiential learning that begins with the learner’s knowledge and experience, builds on that base by adding new information (theory), and proceeds to the immediate application of that learning. Instrumental to this cycle of learning is evaluative feedback and self-evaluation. A supportive teacher-learner partnership is critical to these processes. Effective learning also requires students and Field Instructors to actively question theory and practice through critical analysis.

The following chart provides a list of suggested activities and materials, some of which are included in the Resources and Appendix sections, that might be helpful in guiding the student and Field Instructor in the development of the Learning Agreement, implementation, and evaluation of the student’s learning experiences.
# THE PROCESS OF FIELD INSTRUCTION

<table>
<thead>
<tr>
<th>STAGES</th>
<th>ACTIVITIES</th>
<th>HANDOUTS</th>
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</table>
| ENGAGEMENT AND ORIENTATION | Introduction to agency staff, facilities, programs;  
Describe student’s role and responsibilities  
Review Code of Ethics;  
Review agency history, mission, policies and procedures, confidentiality requirements, record-keeping procedures, safety issues  
Orientation to client populations served by agency;  
Orientation to community service systems and referral network. | Getting to Know You  
Code of Ethics  
Orientation Check List  
Orienting Your student to Placement |
| ASSESSMENT              | Life experiences of student including educational, employment and volunteer activities;  
student’s resources in skills and personal attributes;  
student’s characteristic learning tasks within the agency;  
Cultural, class, age, and gender characteristics of student, Field Instructor and client group. | Learning Styles Inventory  
“Can Do” Personal Assessment                                                                 |   |
| PLANNING                | Review of Practicum learning objectives and outcomes;  
Identification of personal learning objectives;  
Selection of educational assignments;  
Negotiation and documentation of student; Learning Agreement. | Typical Assignments During the First Year                                                      |   |
| IMPLEMENTATION          | Assignment of cases and projects;  
Implementation of other learning strategies determined in the student Learning Agreement;  
On-going assessment and feedback;  
Weekly, educationally-focused supervisory conferences. |                                                                                              |   |
| EVALUATION/TERMINATION  | Wrap-up agency-based activities;  
Review student Learning Agreement;  
Document progress in social work knowledge, values and skills;  
Identify strengths, limitations and future learning needs | Practicum Performance Evaluation                                                            |   |
Orientation to Field Education

The Field Team and faculty design appropriate orientation programs to ensure that students and Field Instructors understand the expectations of field education. These orientations focus on issues specific to field teaching, such as identifying student learning styles, setting educational objectives, and evaluating student performance. Field faculty remain in close contact with students and Field Instructors throughout the placement, providing information and support and engaging in creative problem solving as needed.

The Student Learning Agreement

The Student Learning Agreement is a collaborative document produced by the student and Field Instructor by the end of the sixth week in placement or when assigned. The student has primary responsibility for writing and designing the learning activities, which is a product of self-assessment, careful planning, and much discussion with the Field Instructor and the student’s assigned field faculty member. This process requires students to take an active part in articulating assignments and tasks they plan to complete in field to aid them in accomplishing the practicum outcomes. The Learning Agreement provides a focus for student learning throughout the year, establishes mutual expectations, and describes the means for evaluation of student performance. The basic steps involved in this process include:

- Reviewing the Field Practicum Policies and Procedures;
- Developing an understanding of the Learning Goals and Outcomes for the Practicum;
- Orientation to the field setting (the population served, the services provided, and the organizational structure);
- Conducting an assessment to identify the student’s strengths and areas for professional growth;
- Reviewing and incorporating each course syllabus; and
- Delineating learning activities and tasks to meet the Learning Goals and Objectives.

The student Learning Agreement marks an important step in building the collaborative relationship between the student, the Field Instructor and the assigned field faculty member and is an opportunity for the student to structure the field experience in the way that will be most beneficial for his/her individual educational needs and interest. Throughout the concurrent year, or block placement, the student and the Field Instructor should review the learning agreement to assess the relevance of identified activities. New opportunities will arise, different interests will develop, and students will have a more realistic idea of what can be accomplished during the hours they are in the field. Modifications to the learning agreement should be approved by the Field Instructor and submitted to the Field Faculty online.
The Monthly Report

Students are expected to complete monthly reports with their Field Instructors.

The purpose of the report is to:
1) provide an ongoing accounting of the student’s activities in the field setting;
2) create a record of the student’s required hours in placement;
3) provide a means of identifying and communicating issues or problems which need a response by the assigned field faculty member; and
4) provide some of the information the assigned field faculty member will need to assign the field course grade.

The student completes the Monthly Report online and reviews it during a supervisory conference with the Field Instructor for discussion and signature. The report is due online by the last day of each month the student is in placement.

The Performance Evaluation and Grading

Evaluation of the student’s progress in the practicum is an ongoing process. The student and field instructor share responsibility for evaluation of the student’s practicum experience. Each semester, the Performance Evaluation should be completed in discussions between the field instructor and student in consultation with the assigned field faculty member. The field instructor should then enter this information on-line, and both the field instructor and the student should sign the evaluation electronically. The evaluation becomes part of the student’s permanent record. Both the student and the field instructor should keep a paper copy of this document. The performance evaluation must be submitted electronically to the Field Education Office by the last day of field for that semester.

Students will not receive a grade for practicum without a signed evaluation. A grade for the practicum course is assigned by the assigned field faculty member based on review of the Field Instructor’s written evaluation, the student’s work, monthly reports, and any other products or materials available. A grade of either P (pass), L (low pass), F (fail) or IN (incomplete) is assigned at the end of each semester/summer session in which the student has registered for field education. P indicates satisfactory and F unsatisfactory performance. L indicates the student is performing at a minimal or inconsistent level. Students receiving an L in field education should work with the Field Education Office to develop a plan for future field experiences, designed to improve the student’s performance. IN means that a student withdrew during the semester or in some other way did not complete all the course requirements. If a mark of IN is given the student must develop a contract with the assigned field faculty member, describing when and how the work will be completed. A grade will be assigned when the work is complete. A grade of F will be assigned if the work is not complete by the conclusion of the following semester.

Supportive and continuous evaluation of students is important for many reasons. First, field instructors must assure their clients and agency that the student assignments are completed effectively and efficiently and that adequate supervision is provided. Second, our profession expects Schools and their affiliated training agencies to serve as gatekeepers to the profession by
encouraging excellence and identifying students who are challenged --- helping them improve or “counseling” them out. Finally, students welcome and expect constructive feedback about their performance. Such feedback can increase student motivation to change, clarify expectations, target developmental and training needs and positively affect student performance.

While there is an official written performance evaluation at the end of each semester (or end-of-course for block placements), having a mid-term evaluation conference is strongly recommended. Students find it helpful to have a mid-term conversation with their field instructors regarding their performance thus far, including both strengths and any identified concerns. Likewise, the field office encourages field instructors to solicit feedback from the student about their field education experience up to that point. This practice models both the giving and receiving of feedback, promotes a trusting relationship between field instructor and student, and creates a positive adult learning environment.

Multiple performance measures derived from the use of a variety of methods promotes effective student performance appraisals and provides documentation of student growth. The following methods have proven useful to students and Field Instructors in the past. Identified strengths and needs can be addressed in weekly supervision as well as the end of semester meetings with the assigned field faculty member and student:

<table>
<thead>
<tr>
<th>Direct observation of student</th>
<th>Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video Tapes</td>
<td>Audio Tapes</td>
</tr>
<tr>
<td>Written records</td>
<td>Co-therapy/intervention</td>
</tr>
<tr>
<td>Collateral staff feedback</td>
<td>Client Feedback</td>
</tr>
<tr>
<td>Student self-reports</td>
<td>Process Recording</td>
</tr>
<tr>
<td>Work Products</td>
<td>Quantitative outcomes measures</td>
</tr>
<tr>
<td>Curricula</td>
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</tr>
</tbody>
</table>

The following approaches are likely to contribute to a productive evaluation:

1. Evaluation should be a continuous process rather than an occasional event;
2. The Field Instructor should discuss the evaluation procedures in advance with the student;
3. The evaluation should be a mutual, shared process. Evaluations are done “with the student,” not “to the student;”
4. The principle, if not the exclusive focus of the evaluation should be the performance of the student rather than any evaluation as a person;
5. The evaluation should review both strengths and needs, growth and stagnation, and should be fair and balanced. Fair evaluation focuses on behavior and behavior patterns;
6. The evaluation should focus on modifiable aspects of the student’s performance;
7. Evaluation should be formulated with some consistency; and
8. “Involvement of staff in establishing evaluation criteria is likely to ensure the selection of more relevant criteria, to intensify commitment to the evaluation process, and to clarify expectations with regard to evaluation (Miller, 1990).” Miller, K.L. 1990. “Performance Appraisal of Professional Social Workers.” Administration in Social work. 14(1), 65-75. In Kadushin & Harkness (2002).
V. Forms
I. STUDENT INFORMATION

Date: ____________ (Format: mm/dd/yyyy)

Name: ______________________________

Local Information:
Address: ______________________________
City: __________________ State: __________ Zip Code: __________
Daytime Phone: __________________ Evening Phone: __________________
Email Address: _________________________

Summer Information (if different):
Address: ______________________________
City: __________________ State: __________ Zip Code: __________
Daytime Phone: __________________ Evening Phone: __________________
Email Address: _________________________

Program Location: __ Chapel Hill __ Triangle __ Winston Salem

I am requesting a:

____ Concurrent placement for Fall/Spring (Concurrent placements are the standard field arrangement for students at the School. Students must demonstrate a compelling reason for the necessity of an exception.)

____ Ad Hoc or Block Placement (Review the policies on Ad Hoc and Block Placements in the Field Education Manual; complete the appropriate Ad Hoc Placement Proposal or Block Placement Proposal, and submit the request to the Director of Field Education.)

____ Placement in my employing agency (Review the policy on Placement in an Employing Agency in the Field Education Manual; complete the appropriate Employer Based Placement Proposal, and submit the request to the Director of Field Education.)

Student Status:

____ MSW _______ MSW/PhD

____ Dual Degree; please specify which program: __________________

Have you been accepted to the dual degree program? ☐ Yes ☐ No


**FOUNDATION FIELD PRACTICUM PLANNING GUIDE**

**Experience:**

Years of social work related employment experience: 

_______ full-time

_______ part-time (approximate hours per week)

Years of other employment experience _______

Years of social work related volunteer experience _______

How frequently did you volunteer? ________________________

**II. PLACEMENT INTERESTS**

The Foundation practicum provides the student with opportunities to develop generalist social work knowledge and skills and to apply fundamental social work values and ethics in a practice setting. Foundation placements in selected community agencies allow students to develop core social work competencies by applying a range of prevention and intervention strategies, in direct practice with individuals, families or groups, and also with organizations and communities. To the extent possible, within the context of the Foundation Goals and Objectives, we incorporate your social work interests in the placement process. Students do not specialize in methods or fields of practice in the Foundation practicum.

A. What do you imagine yourself doing, as a professional social worker, one year after graduation? Five years after graduation?

__________________________________________________________________________

__________________________________________________________________________

B. What client populations interest you the most? (For example, older adults, children, adolescents, individuals with mental illness, persons with disabilities, etc.)

__________________________________________________________________________

__________________________________________________________________________

C. What social problems are most interesting to you? (For example, poverty, child abuse, domestic violence, homelessness, immigration, etc.)

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

2
FOUNDATION FIELD PRACTICUM PLANNING GUIDE

Please check practice areas you would consider for your placement (check all that apply):

☐ Children and their families  ☐ Child Welfare
☐ Adults and their families     ☐ School Social Work
☐ Family Violence              ☐ Substance Abuse
☐ Mental Illness               ☐ Health Care
☐ Aging

III. SPECIAL CONSIDERATIONS

Language Skills:
Do you speak another language other than English?  ☐ Yes  ☐ No
If yes, please specify which language(s) and indicate proficiency below:

☐ fluent (equivalent to a native speaker)
☐ proficient (able to use the language accurately on a professional level)
☐ conversant (able to participate in practical, social, informal conversations and limited professional topics)
☐ limited (can satisfy minimum routine requests and courtesies)

Conditions of Scholarship or Stipend:
If you receive a stipend or scholarship, are there any conditions that may restrict your placement? If yes, please explain:

____________________________________________________________________________________

____________________________________________________________________________________

Additional Considerations:

The Field Education Program makes every effort to provide each student with the best placement match possible according to the student’s individual needs and goals. If there are other factors that we should consider as we plan your foundation placement assignment (e.g. race, religion, culture, sexual orientation, gender expression, health concerns, learning needs, other special needs or considerations), please explain below. If you prefer to speak to someone directly about your individual needs, please plan to discuss this with the field faculty member that is assigned to you during the field education planning process.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
# FOUNDATION FIELD PRACTICUM PLANNING GUIDE

Students with documented disabilities are asked to contact the University Department of Disabilities Services to receive support and assistance with any accommodations necessary to enhance their learning. The Field Education Office strongly encourages students to be open with their Field Advisor and potential Field Instructor in terms of special circumstances as this will assist in the selection of your field placement site and the development of learning activities that best meet your individual needs.

## UNIVERSITY POLICY ON NONDISCRIMINATION

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals’ abilities and qualifications. Consistent with this principle and applicable laws, it is therefore the University's policy not to discriminate in offering access to its educational programs and activities or with respect to employment terms and conditions on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, or sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied (see [www.unc.edu/campus/policies/nondiscrim.html](http://www.unc.edu/campus/policies/nondiscrim.html)).

## IV. COURSE INFORMATION – DISTANCE EDUCATION STUDENTS ONLY

If you are a Distance Education student, complete this form. List social work courses exempted, completed, and those in progress. Please indicate when the course was taken.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester/Year Taken</th>
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<tbody>
<tr>
<td>SoWo 500</td>
<td>Human Development in Context: Infancy to Adolescence</td>
<td></td>
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<tr>
<td>SoWo 501</td>
<td>Confronting Oppression and Institutional Discrimination</td>
<td></td>
</tr>
<tr>
<td>SoWo 505</td>
<td>Human Development in Context: Adulthood to Older Adulthood</td>
<td></td>
</tr>
<tr>
<td>SoWo 530</td>
<td>Foundations of Social Welfare and Social Work</td>
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</tbody>
</table>

**List other relevant courses:**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester/Year Taken</th>
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</tbody>
</table>
V. STUDENT PERMISSION & SIGNATURE

Does the field office have your permission to share all of the information in this Planning Guide and your résumé with potential Field Instructors? **If you have concerns about releasing this information please discuss them with the Field Office.**

☐ Yes
☐ No

Signature_________________________________________ Date_________________________

Thank you for completing the Foundation Planning Guide
RESUME GUIDE

Your resume is your field instructor’s first introduction to you. It will give you the opportunity to share information about yourself in a brief, easy to read style and it should be done with great care. Below is one way your resume can be arranged. While it is not necessary for you to arrange yours in this manner, it is necessary that you include the information listed.

Limit your resume to two pages or less.

A. Personal data
   Name, address, phone, email address

B. Education experience
   Educational institutions and the dates you attended. List degrees, majors and minors.

C. Work/Volunteer experience
   List your work and volunteer experience in chronological order. Provide a brief (2-3 lines) job description with beginning and ending dates. Identify paid positions. Also identify those positions in which you had MSW supervision.

D. Special skills or attributes
   In this section, list those skills or attributes that enhance your ability to work with others. For example: do you speak a foreign language or are skilled in sign language? Are you skilled in athletics, art, music, or public speaking? Do you have extensive skill in computer technology?

E. Professional affiliations, certifications or licensures, and honors
   In this section, list membership in professional organizations such as NASW, CSWE, etc. Also indicate licensure or certification in specific related areas. Any specific academic or community honors would also be appropriate here.
CONCENTRATION FIELD PRACTICUM PLANNING GUIDE

I. STUDENT INFORMATION

Date: ___________ (Format: mm/dd/yyyy)
Name: ______________

Local Information:
Address: ________________________________
City: ______________ State: ___________ Zip Code: ___________
Daytime Phone: _______________ Evening Phone: _______________
Email Address: ________________________________

Summer Information [If different]:
Address: ________________________________
City: ______________ State: ___________ Zip Code: ___________
Daytime Phone: _______________ Evening Phone: _______________
Email Address: ________________________________

Program Location: ___ Chapel Hill ___ Triangle ___ Winston Salem

I am requesting a:

___ Concurrent placement for Fall/Spring (Concurrent placements are the standard field arrangement for students at the School. Students must demonstrate a compelling reason for the necessity of an exception.)

___ Ad Hoc or Block Placement (Review the policies on Ad Hoc and Block Placements in the Field Education Manual, complete the appropriate Ad Hoc Placement Proposal or Block Placement Proposal, and submit the request to the Director of Field Education.)

___ Placement in my employing agency (Review the policy on Placement in an Employing Agency in the Field Education Manual, complete the appropriate Employer Based Placement Proposal, and submit the request to the Director of Field Education.)

Concentration:

___ Direct Practice
___ Community, Management and Policy Practice
___ Self-Directed
## CONCENTRATION FIELD PRACTICUM PLANNING GUIDE

### II. COURSE INFORMATION

List social work courses, completed, exempted and those in progress. Please indicate when the course was taken.

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<th>Semester/Year Taken</th>
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<td></td>
</tr>
<tr>
<td>SoWo 505</td>
<td>Human Development in Context: Adulthood to Older Adulthood</td>
<td></td>
</tr>
<tr>
<td>SoWo 510</td>
<td>Foundations for Evidence-Based Practice and Program Evaluation</td>
<td></td>
</tr>
<tr>
<td>SoWo 517</td>
<td>Integrated Practice</td>
<td></td>
</tr>
<tr>
<td>SoWo 530</td>
<td>Foundations of Social Welfare and Social Work</td>
<td></td>
</tr>
<tr>
<td>SoWo 540</td>
<td>Social Work Practice with Individuals, Families and Groups</td>
<td></td>
</tr>
<tr>
<td>SoWo 570</td>
<td>Social Work Practice with Organizations and Communities</td>
<td></td>
</tr>
<tr>
<td>SoWo 523</td>
<td>Foundation Field Seminar</td>
<td></td>
</tr>
<tr>
<td>SoWo 524</td>
<td>Foundation Field Seminar</td>
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List other relevant courses:

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### III. PLACEMENT INTERESTS

A. Identify your specific learning objectives for your Concentration year of field instruction.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
CONCENTRATION FIELD PRACTICUM PLANNING GUIDE

B. Describe activities and assignments which you believe will help you achieve these objectives:

________________________________________________________________________

________________________________________________________________________

C. What do you imagine yourself doing, as a professional social worker, one year after graduation? Five years after graduation?

________________________________________________________________________

________________________________________________________________________

D. What supervisory style is the best fit with your approach to learning?

________________________________________________________________________

________________________________________________________________________

IV. SPECIAL CONSIDERATIONS

Language Skills:

Do you speak another language other than English? □ Yes □ No

If yes, please specify which language(s) and indicate proficiency below:

____ fluent (equivalent to a native speaker)
____ proficient (able to use the language accurately on a professional level)
____ conversant (able to participate in practical, social, informal conversations and limited professional tasks)
____ limited (can satisfy minimum routine requests and courtesies)

Conditions of Scholarship or Stipend:

If you receive a stipend or scholarship, are there any conditions that may restrict your placement? If yes, please explain:

________________________________________________________________________

________________________________________________________________________

Additional Considerations:

The Field Education Program makes every effort to provide each student with the best placement match possible according to the student's individual needs and goals. If there are other factors that we should consider as we plan your concentration placement assignment (e.g. race, religion, culture, sexual orientation, gender expression, health concerns, learning needs, other special needs or considerations), please explain below. If you prefer to speak to someone directly about your individual needs, please plan to discuss this with the field faculty member that is assigned to you during the field education planning process.
CONCENTRATION FIELD PRACTICUM PLANNING GUIDE

Students with documented disabilities are asked to contact the University Department of Disabilities Services to receive support and assistance with any accommodations necessary to enhance their learning. The Field Education Office strongly encourages students to be open with their Field Advisor and potential Field Instructor in terms of special circumstances as this will assist in the selection of your field placement site and the development of learning activities that best meet your individual needs.

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V. STUDENT PERMISSION

Does the field office have your permission to share all of the information in this Planning Guide and your résumé with potential Field Instructors? If you have concerns about releasing this information please discuss them with the Field Office.

☐ Yes
☐ No

VI. PLACEMENT PREFERENCES & SIGNATURE

Identify three (3) different, preferred placements; list them in order of preference. (NOTE: Three different field instructors in the same agency/unit constitute ONE choice). Contact the Field Education Office if you have difficulty identifying three choices.

1. 
2. 
3. 

Signature________________________________________ Date__________________________

4
ADVANCED STANDING: PRACTICUM PLANNING GUIDE
ADVANCED STANDING
FIELD PRACTICUM PLANNING GUIDE

I. STUDENT INFORMATION

Date: (Format: mm/dd/yyyy)
Name:

Local Information:
Address:
City: State: Zip Code:
Daytime Phone: Evening Phone:
Email Address:

Summer Information (if different):
Address:
City: State: Zip Code:
Daytime Phone: Evening Phone:
Email Address:

I am requesting a:

Concurrent placement for Fall/Spring (Concurrent placements are the standard field arrangement for students at the School. Students must demonstrate a compelling reason for the necessity of an exception.)

Ad Hoc or Block Placement (Review the policies on Ad Hoc and Block Placements in the Field Education Manual, complete the appropriate Ad Hoc Placement Proposal or Block Placement Proposal, and submit the request to the Director of Field Education.)

Placement in my employing agency (Review the policy on Placement in an Employing Agency in the Field Education Manual, complete the appropriate Employer Based Placement Proposal, and submit the request to the Director of Field Education.)

Concentration:

Direct Practice
Management and Community Practice
Self-Directed
ADVANCED STANDING
FIELD PRACTICUM PLANNING GUIDE

Experience:
Years of social work related employment experience:
  full-time
  part-time (approximate hours per week)
Years of other employment experience
Years of social work related volunteer experience
  How frequently did you volunteer?

II. PLACEMENT INTERESTS
A. Briefly describe your BSW field placement (agency name, dates in placement, population served, social work activities, significant learning).

B. How did your BSW experience influence your social work interests?

C. What do you imagine yourself doing, as a professional social worker, one year after graduation? Five years after graduation?

D. What client populations interest you the most? (For example older adults, children, adolescents, individuals with mental illness, persons with disabilities, etc.)

E. What social problems are most interesting to you? (For example poverty, child abuse, domestic violence, homelessness, immigration, etc.)

F. What supervisory style is the best fit with your approach to learning?
ADVANCED STANDING
FIELD PRACTICUM PLANNING GUIDE

Please check practice areas you would consider for your placement (check all that apply):

☐ Children and their families
☐ Adults and their families
☐ Child Welfare
☐ School Social Work
☐ Family Violence
☐ Substance Abuse
☐ Mental Illness
☐ Health Care
☐ Aging

III. SPECIAL CONSIDERATIONS

Language Skills:
Do you speak another language other than English?  ☐ Yes  ☐ No
If yes, please specify which language(s) and indicate proficiency below:__________________________

☐ Fluent (equivalent to a native speaker)
☐ Proficient (able to use the language accurately on a professional level)
☐ Conversant (able to participate in practical, social, informal conversations and limited professional topics)
☐ Limited (can satisfy minimum routine requests and courtesies)

Conditions of Scholarship or Stipend:
If you receive a stipend or scholarship, are there any conditions that may restrict your placement? If yes, please explain:

Additional Considerations:
The Field Education Program makes every effort to provide each student with the best placement match possible according to the student’s individual needs and goals. If there are other factors that we should consider as we plan your concentration placement assignment (e.g., race, religion, culture, sexual orientation, gender expression, health concerns, learning needs, other special needs or considerations), please explain below. If you prefer to speak to someone directly about your individual needs, please plan to discuss this with the field faculty member that is assigned to you during the field education planning process.
ADVANCED STANDING
FIELD PRACTICUM PLANNING GUIDE

Students with documented disabilities are asked to contact the University Department of Disabilities Services to receive support and assistance with any accommodations necessary to enhance their learning. The Field Education Office strongly encourages students to be open with their Field Advisor and potential Field Instructor in terms of special circumstances as this will assist in the selection of your field placement site and the development of learning activities that best meet your individual needs.

UNIVERSITY POLICY ON NONDISCRIMINATION
The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, it is therefore the University’s policy not to discriminate in offering access to its educational programs and activities or with respect to employment terms and conditions on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran’s status, or sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied (see www.unc.edu/campus/policies/nondiscrim.html).

IV. STUDENT PERMISSION and SIGNATURE
Does the field office have your permission to share all of the information in this Planning Guide and your resume with potential Field Instructors? If you have concerns about releasing this information please discuss them with the Field Office.

☐ Yes
☐ No

Signature________________________________________ Date________________________

Thank you for completing the Advanced Standing Planning Guide
EMPLOYER BASED FIELD PRACTICUM PROPOSAL – FOUNDATION
EMPLOYER BASED FIELD PRACTICUM PROPOSAL - FOUNDATION

This form is to be completed by the student requesting to use his/her place of employment as a placement site for their Foundation Practicum only.

Approved placement sites must meet the following minimum criteria:

1. Afford learning opportunities that meet the learning objectives specified in the Foundation practicum.

2. Value the student’s educational experience by making programmatic accommodations to meet the student’s learning needs as necessary.

3. Assign a qualified MSW field instructor who meets the criteria as specified in the most current UNC-CH, School of Social Work, Field Education Manual.

Student Name
Agency Name
Agency Address
Web Address

I. Current Duties:

A. Current work supervisor:
   Name
   Title
   Telephone #
   Email Address
   Unit Name

B. Briefly describe the duties and responsibilities of the paid position, including title/position name, the population served and interventions utilized (attach a job description).
   
   

C. How many years total have you been employed by this organization? ____

D. How long have you been in your current position? ____

E. Have you satisfied your probationary period? _____ yes _____ no

F. If applicable, describe the duties and responsibilities of past positions you have held in this organization.
   
   
   
   

1
II. Proposed Placement:

A. Briefly describe your proposed field placement (population to be served, social work role, assessment and intervention models to be learned and utilized).


B. Proposed Field Instructor:
Name: 
Address: 
Telephone Number: 
Email Address: 

Proposed Task Supervisor (if applicable):
Name: 
Address: 
Telephone Number: 
Email Address: 

C. Describe how your proposed placement will differ from your regular job.
Will you: (Check all that apply)
   ___ be assigned a new unit;
   ___ work with a different client population;
   ___ receive field instruction from someone other than your work supervisor;
   ___ use different social work intervention methods
Other:

D. Identify any learning activities that are not included in your job description.


E. Identify any employment responsibilities that will not qualify as field placement hours:


EMPLOYER BASED FIELD PRACTICUM PROPOSAL - FOUNDATION

F. For each of the following nine competencies, articulate proposed activities that will enable you to achieve the assigned learning outcomes:

Core Competency 1 – Demonstrate Ethical and Professional Behavior

Proposed Learning Activities:

________________________________________________________________________

________________________________________________________________________

Core Competency 2 – Engage Diversity and Difference in Practice

Proposed Learning Activities:

________________________________________________________________________

________________________________________________________________________

Core Competency 3 – Advance Human Rights and Social and Economic Justice

Proposed Learning Activities:

________________________________________________________________________

________________________________________________________________________

Core Competency 4 – Engage in Practice-informed Research and Research-Informed Practice

Proposed Learning Activities:

________________________________________________________________________

________________________________________________________________________

Core Competency 5 – Engage in Policy Practice

Proposed Learning Activities:

________________________________________________________________________

________________________________________________________________________
EMPLOYER BASED FIELD PRACTICUM PROPOSAL - FOUNDATION

Core Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities

Proposed Learning Activities:


Core Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities

Proposed Learning Activities:


Core Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities

Proposed Learning Activities:


Core Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Proposed Learning Activities:


**EMPLOYER BASED FIELD PRACTICUM PROPOSAL - FOUNDATION**

E. **Proposed Work and Field Education Schedule:**

Understanding that the student may not have enrolled for classes as of yet, complete (as much as possible) a time plan as discussed by the student, supervisor, and proposed field instructor. Be sure that the field hours add up to the required hours per week.

<table>
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<tr>
<th>DAY</th>
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<th>Field Placement (placement, class or employment, other)</th>
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<th>ACTIVITY (placement, class or employment, other)</th>
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**Note any concerns about allocating sufficient time for the field placement:**

F. **Describe how your regular work assignment will be altered or reduced to accommodate the student’s role and tasks (e.g. additional hours; caseload or job responsibility reduction; tasks that will be assumed by other staff; any other measures taken).**

G. **Does the Field Education Office have your permission to contact your work supervisor and your proposed Field Instructor to discuss this proposal?**

_____ Yes _____ No

**III. Signatures:**

<table>
<thead>
<tr>
<th>Student:</th>
<th>Print Name</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Field Instructor:</td>
<td>Print Name</td>
<td>Signature</td>
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<td>Role</td>
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EMPLOYER BASED FIELD PRACTICUM PROPOSAL – DIRECT PRACTICE
EMPLOYER BASED FIELD PRACTICUM PROPOSAL – DIRECT PRACTICE

This form is to be completed by the student requesting to use his/her place of employment as a placement site for their Concentration Practicum only.

Approved placement sites must meet the following minimum criteria:

1. Afford learning opportunities that meet the learning objectives specified in the Concentration practicum.

2. Value the student’s educational experience by making programmatic accommodations to meet the student’s learning needs as necessary.

3. Assign a qualified MSW field instructor who meets the criteria as specified in the most current UNC-CH, School of Social Work, Field Education Manual.

Student Name
Agency Name
Agency Address
Web Address

I. Current Duties:
   A. Current work supervisor:
      Name
      Title
      Telephone #
      Email Address
      Unit Name

   B. Briefly describe the duties and responsibilities of the paid position, including title/position name, the population served and interventions utilized (attach a job description).

   C. How many years total have you been employed by this organization? ____

   D. How long have you been in your current position? ____

   E. Have you satisfied your probationary period? ____ yes ____ no
EMPLOYER BASED FIELD PRACTICUM PROPOSAL – DIRECT PRACTICE

F. If applicable, describe the duties and responsibilities of past positions you have held in this organization.

________________________________________________________________________
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II. Proposed Placement:
A. Briefly describe your proposed field placement (population to be served, social work role, assessment and intervention models to be learned and utilized).

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

B. Proposed Field Instructor:
Name: __________________________
Address: ________________________
Telephone Number: ______________
Email Address: __________________

Proposed Task Supervisor (if applicable):
Name: __________________________
Address: ________________________
Telephone Number: ______________
Email Address: __________________

C. Describe how your proposed placement will differ from your regular job.
Will you: (Check all that apply)
   _____ be assigned a new unit;
   _____ work with a different client population;
   _____ receive field instruction from someone other than your work supervisor;
   _____ use different social work intervention methods
Other: ________________________________________________________________
________________________________________________________________________
________________________________________________________________________

D. Identify any learning activities that are not included in your job description.

________________________________________________________________________
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EMPLOYER BASED FIELD PRACTICUM PROPOSAL – DIRECT PRACTICE

E. Identify any employment responsibilities that will not qualify as field placement hours:


F. For each of the following nine goals, articulate proposed activities that will enable you to achieve the assigned learning outcomes:

Goal #1: Assessment: Assess client’s personal and interpersonal functioning and those environmental factors which influence it.
Proposed Learning Activities:


Goal #2: Relationship Building and Communication: Establish and maintain the helping relationship with client system.
Proposed Learning Activities:


Goal #3: Goal Planning and Intervention: Research and apply differential treatment/intervention modalities.
Proposed Learning Activities:


Goal #4: Policy: Apply an understanding of policy, program development and program analysis to provision of client services.
Proposed Learning Activities:


3
EMPLOYER BASED FIELD PRACTICUM PROPOSAL – DIRECT PRACTICE

Goal #5: Professional Behavior: Work constructively to meet professional, organizational, and community responsibilities.
Proposed Learning Activities:

Proposed Learning Activities:

Goal #7: Self-knowledge: Demonstrate self-awareness in relationships with client systems, other professionals and volunteers within the social service network and use such awareness to promote professional growth.
Proposed Learning Activities:

Goal #8: Supervision: Develop a professional identity and competent practice skills through supervision.
Proposed Learning Activities:

Goal #9: Ethics: Demonstrate a commitment to social work values and ethical standards.
Proposed Learning Activities:
EMPLOYER BASED FIELD PRACTICUM PROPOSAL – DIRECT PRACTICE

E. Proposed Work and Field Education Schedule:

Understanding that the student may not have enrolled for classes as of yet, complete (as much as possible) a time plan as discussed by the student, supervisor, and proposed field instructor. Be sure that the field hours add up to the required time per week.

When completing this section, follow this example:

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Note any concerns about allocating sufficient time for the field placement:

F. Describe how your regular work assignment will be altered or reduced to accommodate the student’s role and tasks. (e.g. additional hours; caseload or job responsibility reduction; tasks that will be assumed by other staff; any other measures taken).

________________________________________________________________________

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________________________________________________________________________

G. Does the Field Education Office have your permission to contact your work supervisor and your proposed Field Instructor to discuss this proposal?

_____ Yes  _____ No
### EMPLOYER BASED FIELD PRACTICUM PROPOSAL – DIRECT PRACTICE

#### III. Signatures:

<table>
<thead>
<tr>
<th>Role</th>
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<tbody>
<tr>
<td>Student Name</td>
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EMPLOYER BASED FIELD PRACTICUM PROPOSAL – COMMUNITY, MANAGEMENT AND POLICY PRACTICE
EMPLOYER BASED FIELD PRACTICUM PROPOSAL – COMMUNITY, MANAGEMENT AND POLICY PRACTICE

This form is to be completed by the student requesting to use his/her place of employment as a placement site for their Concentration Practicum only.

Approved placement sites must meet the following minimum criteria:

1. Afford learning opportunities that meet the learning objectives specified in the Concentration practicum.

2. Value the student's educational experience by making programmatic accommodations to meet the student's learning needs as necessary.

3. Assign a qualified MSW field instructor who meets the criteria as specified in the most current UNC-CH, School of Social Work, Field Education Manual.

Student Name
Agency Name
Agency Address
Agency Web Address

I. Current Duties:
   A. Current work supervisor:
      Name
      Title
      Telephone #
      Email Address
      Unit Name
   
   B. Briefly describe your current duties and responsibilities below: (Attach job description if available)

      (population served and interventions utilized)

   
   C. How many years total have you been employed by this organization? _____
   
   D. How long have you been employed by this organization in your current position? __________
   
   E. Have you satisfied your probationary period? _____ yes _____ no
EMPLOYER BASED FIELD PRACTICUM PROPOSAL –
COMMUNITY, MANAGEMENT AND POLICY PRACTICE

F. If applicable, describe the duties and responsibilities of past positions you have held in this organization.

________________________________________________________________________
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II. Proposed Placement:
A. Briefly describe your proposed field placement (population to be served, social work role, assessment and intervention models to be learned and utilized).

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

B. Proposed Field Instructor:
Name: ________________________________
Address: ______________________________
Telephone Number: _____________________
Email Address: _________________________

Proposed Task Supervisor (if applicable):
Name: ________________________________
Address: ______________________________
Telephone Number: _____________________
Email Address: _________________________

C. Describe how your proposed placement will differ from your regular job.
Will you: (Check all that apply)

_____ be assigned a new unit;
_____ work with a different client population;
_____ receive field instruction from someone other than your work supervisor;
_____ use different social work intervention methods
Other: ________________________________

________________________________________________________________________

D. Identify any learning activities that are not included in your job description.

________________________________________________________________________
________________________________________________________________________
E. Identify any employment responsibilities that will not qualify as field placement hours:


F. For each of the following nine goals, articulate proposed activities that will enable you to achieve the assigned learning outcomes:

Goal #1: Assessment: Assess the inter-relationship among human service, social, cultural, and political systems as they affect service organizations, service providers, and service beneficiaries. Engage an organization or community system in the analysis of its strengths, problems and resources.

Proposed learning activities:


Goal #2: Relationship Building and Communication: Use relationship-building skills with individuals, task groups, community associations, boards, and client advocacy groups.

Proposed learning activities:


Goal #3: Program Planning and Implementation: Identify goals and select and implement interventions that will enhance the functioning of a population, organization and/or community and develop outcomes to measure effectiveness of the implementation.

Proposed learning activities:


EMPLOYER BASED FIELD PRACTICUM PROPOSAL – COMMUNITY, MANAGEMENT AND POLICY PRACTICE

Goal #4: Policy: Assess policies and procedures, their development, and their effect on organizational functions, program development and analysis, and client services.

Proposed learning activities:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Goal #5: Professional Behavior: Work constructively to meet professional, organizational, and community responsibilities.

Proposed learning activities:

________________________________________________________________________

________________________________________________________________________

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Goal #6: Evaluation: Design methodology to evaluate the effectiveness of a planned intervention and articulate criteria for determining success.

Proposed learning activities:

________________________________________________________________________

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Goal #7: Self-Knowledge: Demonstrate self awareness in relationships with client systems, other professionals and volunteers within the social service network and use such awareness to promote professional growth.

Proposed learning activities:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
EMPLOYER BASED FIELD PRACTICUM PROPOSAL – COMMUNITY, MANAGEMENT AND POLICY PRACTICE

Goal #8: Supervision: Develop a professional identity and competent practice skills.

Proposed learning activities:


Goal #9: Ethics: Demonstrate a commitment to social work values and ethical standards.

Proposed learning activities:


E. Proposed Work and Field Education Schedule:

Understanding that the student may not have enrolled for classes as of yet, complete (as much as possible) a time plan as discussed by the student, supervisor, and proposed field instructor. Be sure that the field hours add up to the required time per week.

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Note any concerns about allocating sufficient time for the field placement:
EMPLOYER BASED FIELD PRACTICUM PROPOSAL – COMMUNITY, MANAGEMENT AND POLICY PRACTICE

F. Describe how your regular work assignment will be altered or reduced to accommodate the student’s role and tasks. (e.g. additional hours; caseload or job responsibility reduction; tasks that will be assumed by other staff; any other measures taken).

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

G. Does the Field Education Office have your permission to contact your work supervisor and your proposed Field Instructor to discuss this proposal?

Yes  __________ No

III. Signatures:

Student Name: ____________________________ Print: ____________________________ Signature: ____________________________ Date: ____________________________

Field Instructor Name: ____________________________ Print: ____________________________ Signature: ____________________________ Date: ____________________________

Task Supervisor Name: ____________________________ Print: ____________________________ Signature: ____________________________ Date: ____________________________

Work Supervisor Name: ____________________________ Print: ____________________________ Signature: ____________________________ Date: ____________________________

Agency Head Name: ____________________________ Print: ____________________________ Signature: ____________________________ Date: ____________________________

Field Faculty Name: ____________________________ Print: ____________________________ Signature: ____________________________ Date: ____________________________

Field Director Name: ____________________________ Print: ____________________________ Signature: ____________________________ Date: ____________________________
AD HOC FIELD PRACTICUM PROPOSAL – FOUNDATION

This form is to be completed by the student requesting to develop an Ad Hoc Placement as a placement site for their Foundation Practicum only.

Approved placement sites must meet the following minimum criteria:

1. Afford learning opportunities that meet the learning objectives specified in the Foundation practicum.

2. Value the student’s educational experience by making programmatic accommodations to meet the student’s learning needs as necessary.

3. Assign a qualified MSW field instructor who meets the criteria as specified in the most current UNC CH, School of Social Work, Field Education Manual.

Student Name ____________________________

I. Proposed Placement:

A. Proposed Agency and Field Instructor:

  Proposed Agency Name ____________________________
  Address ________________________________________

  Agency Web Address ______________________________

  Field Instructor Name ____________________________
  Title: __________________________________________
  Telephone #: ________________________________
  Email Address _________________________________
  Unit Name _____________________________________

B. Briefly describe your proposed field placement (population to be served, social work role, assessment and intervention models to be learned and utilized).

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

C. Does the Field Education Office have your permission to contact the proposed Field Instructor to discuss this proposal?

   _____Yes   _____ No
AD HOC FIELD PRACTICUM PROPOSAL – FOUNDATION

D. For each of the following nine competencies, articulate proposed activities that will enable you to achieve the assigned learning outcomes:

Core Competency 1 – Demonstrate Ethical and Professional Behavior

Proposed Learning Activities:


Core Competency 2 – Engage Diversity and Difference in Practice

Proposed Learning Activities:


Core Competency 3 - Advance Human Rights and Social and Economic Justice

Proposed Learning Activities:


Core Competency 4 – Engage in Practice-informed Research and Research-Informed Practice

Proposed Learning Activities:


Core Competency 5 – Engage in Policy Practice

Proposed Learning Activities:


AD HOC FIELD PRACTICUM PROPOSAL – FOUNDATION

Core Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities

Proposed Learning Activities:


Core Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities

Proposed Learning Activities:


Core Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities

Proposed Learning Activities:


Core Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Proposed Learning Activities:


II. Signature:

Student Name: __________________________  __________________________
Print  Signature
AD HOC PLACEMENT FIELD PRACTICUM PROPOSAL – DIRECT PRACTICE
AD HOC FIELD PRACTICUM PROPOSAL - CONCENTRATION DIRECT PRACTICE

This form is to be completed by the student requesting to develop an Ad Hoc Placement as a placement site for their Concentration Practicum only.

Approved placement sites must meet the following minimum criteria:

1. Afford learning opportunities that meet the learning objectives specified in the Concentration practicum.

2. Value the student’s educational experience by making programmatic accommodations to meet the student’s learning needs as necessary.

3. Assign a qualified MSW field instructor who meets the criteria as specified in the most current UNC-CH, School of Social Work, Field Education Manual.

Student Name ______________________________________________________

I. Proposed Placement:

A. Proposed Agency and Field Instructor:

   Proposed Agency Name _____________________________________________
   Address _________________________________________________________
   Agency Web Address ____________________________________________

   Field Instructor Name ____________________________________________
   Title ____________________________________________________________
   Telephone # ______________________________________________________
   Email Address ____________________________________________________
   Unit Name ________________________________________________________

B. Briefly describe your proposed field placement (population to be served, social work role, assessment and intervention models to be learned and utilized).

C. Does the Field Education Office have your permission to contact the proposed Field Instructor to discuss this proposal?
   _______Yes _______ No
D. For each of the following nine goals, articulate proposed activities that will enable you to achieve the assigned learning outcomes:

Goal #1: Assessment: Assess client’s personal and interpersonal functioning and those environmental factors which influence it.

Proposed Learning Activities:


Goal #2: Relationship Building and Communication: Establish and maintain the helping relationship with client system.

Proposed learning activities:


Goal #3: Goal Planning and Intervention: Research and apply differential treatment/intervention modalities.

Proposed learning activities:


Goal #4: Policy: Apply an understanding of policy, program development and program analysis to provision of client services.

Proposed learning activities:


Goal #5: Professional Behavior: Work constructively to meet professional, organizational, and community responsibilities.

Proposed learning activities:


AD HOC FIELD PRACTICUM PROPOSAL - CONCENTRATION
DIRECT PRACTICE


Proposed learning activities:


Goal #7: Self-knowledge: Demonstrate self-awareness in relationships with client systems, other professionals and volunteers within the social service network and use such awareness to promote professional growth.

Proposed learning activities:


Goal #8: Supervision: Develop a professional identity and competent practice skills through supervision.

Proposed learning activities:


Goal #9: Ethics: Demonstrate a commitment to social work values and ethical standards.

Proposed learning activities:


II. Signature:

Student Name: ___________________________ Print  ___________________________ Signature
AD HOC FIELD PRACTICUM PROPOSAL - CONCENTRATION
COMMUNITY, MANAGEMENT AND POLICY PRACTICE

This form is to be completed by the student requesting to develop an Ad Hoc Placement as a placement site for their Concentration Practicum only.

Approved placement sites must meet the following minimum criteria:

1. Afford learning opportunities that meet the learning objectives specified in the Concentration practicum.

2. Value the student's educational experience by making programmatic accommodations to meet the student's learning needs as necessary.

3. Assign a qualified MSW field instructor who meets the criteria as specified in the most current UNC-CH, School of Social Work, Field Education Manual.

Student Name __________________________________________

1. Proposed Placement:

   A. Proposed Agency and Field Instructor:

      Proposed Agency Name ____________________________
      Address _______________________________________

      Agency Web Address ______________________________

      Field Instructor Name ______________________________
      Title ___________________________________________
      Telephone # _________________________________
      Email Address _________________________________
      Unit Name ______________________________________

   B. Briefly describe your proposed field placement (population to be served, social work role, assessment and intervention models to be learned and utilized).

      __________________________________________________
      __________________________________________________
      __________________________________________________

   C. Does the Field Education Office have your permission to contact the proposed Field Instructor to discuss this proposal?
      _______ Yes _______ No
D. For each of the following nine goals, articulate proposed activities that will enable you to achieve the assigned learning outcomes:

Goal #1: Assessment: Assess the inter-relationship among human service, social, cultural, and political systems as they affect service organizations, service providers, and service beneficiaries. Engage an organization or community system in the analysis of its strengths, problems and resources.

Proposed learning activities:


Goal #2: Relationship Building and Communication: Use relationship-building skills with individuals, task groups, community associations, boards, and client advocacy groups.

Proposed learning activities:


Goal #3: Program Planning and Implementation: Identify goals and select and implement interventions that will enhance the functioning of a population, organization and/or community and develop outcomes to measure effectiveness of the implementation.

Proposed learning activities:


Goal #4: Policy: Assess policies and procedures, their development, and their effect on organizational functions, program development and analysis, and client services.
AD HOC FIELD PRACTICUM PROPOSAL - CONCENTRATION COMMUNITY, MANAGEMENT AND POLICY PRACTICE

Proposed learning activities:

________________________________________________________

________________________________________________________

Goal #5: Professional Behavior: Work constructively to meet professional, organizational, and community responsibilities.

Proposed learning activities:

________________________________________________________

________________________________________________________

Goal #6: Evaluation: Design methodology to evaluate the effectiveness of a planned intervention and articulate criteria for determining success.

Proposed learning activities:

________________________________________________________

________________________________________________________

Goal #7: Self-Knowledge: Demonstrate self-awareness in relationships with client systems, other professionals and volunteers within the social service network and use such awareness to promote professional growth.

Proposed learning activities:

________________________________________________________

________________________________________________________
AD HOC FIELD PRACTICUM PROPOSAL - CONCENTRATION COMMUNITY, MANAGEMENT AND POLICY PRACTICE

Goal #8: Supervision: Develop a professional identity and competent practice skills through supervision.

Goal #9: Ethics: Demonstrate a commitment to social work values and ethical standards.

Proposed learning activities:

II. Signature:

Student Name: ___________________________  Print  ___________________________  Signature
BLOCK FIELD PRACTICUM PROPOSAL

This form is to be completed by the student requesting a Block Placement.

Approval of this plan must meet the following minimum criteria as specified in the most current UNC-CH, School of Social Work, Field Education Manual:

1. Compelling Reason
2. Sound Educational Plan
3. Integrative activities during the academic year.

Student Name ____________________________________________

I. REQUEST FOR PLACEMENT EXCEPTION

Check appropriate request:

___ A block placement to occur after the completion of the majority of the foundation year coursework (including the completion of the foundation direct and macro practice courses).

___ A block placement to occur after the completion of the majority of the concentration year coursework (including the completion of the appropriate concentration HBSE/Practice course).

II. CRITERIA FOR APPROVAL

A. Compelling Reason. Describe the circumstance(s) as to why this exception is being requested at this time.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

B. Sound Educational Plan. Outline a detailed plan for the completion of your field placement in a block setting.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

C. Integrative Activities during the Academic Year. Describe what activities (employment or volunteer work) are in place that will provide the opportunity for integration of classroom work with practice.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Student Signature ____________________________________________
FOUNDATION – COMBINED LEARNING AGREEMENT AND PERFORMANCE EVALUATION
FOUNDATION STUDENT LEARNING AGREEMENT & PERFORMANCE EVALUATION

Student____________________________________________________________________Email__________________________________________
Phone Number________________________________________________________________
Agency____________________________________Unit____________________________________
Unit Address__________________________________________________________________
Field Instructor________________________________________________________________Email__________________________________________
Phone Number__________________________________________________________________
Task supervisor________________________________________________________________Email__________________________________________
Phone Number__________________________________________________________________
Period covered by this Learning Agreement: from________________________to________________________
Field Faculty__________________________________________________________________Email__________________________________________
Phone Number__________________________________________________________________

As part of the Learning Agreement, please specify the following:

Student’s Work Schedule [include days and hours, coverage in field instructor’s absence, make up arrangements for student absences]:________________________________________

________________________________________________________________________

MSW Supervision [include days, times, and with whom]:________________________________________

________________________________________________________________________
Instructions for completing this combined learning agreement and performance evaluation document:

The UNC CH, School of Social Work recommends that the student’s learning agreement and performance evaluation be completed in consultation between the field instructor and the student in consultation with the field faculty member. The learning agreement is a dynamic teaching and learning tool that specifies the areas of learning each field experience should provide. It brings together the contributions of the classroom instructor, student, field instructor and field faculty member. The learning agreement has a direct relationship to the student’s course work and the learning opportunities available at his/her field site. The learning agreement should be developed by the student, in consultation with the field instructor/task supervisor, after identifying the learning opportunities the agency offers. Concurrent students should complete the learning agreement by the sixth week of placement and block placement students by the end of the second week of placement. The learning agreement is in place for the duration of the student’s placement. The form must be entered on-line. The field instructor, task supervisor (if applicable), student, and field faculty member should complete appropriate sections. All must sign the learning agreement and evaluation electronically. The learning agreement and performance evaluations become part of the student’s permanent academic record. Both student and field instructor should keep a printed copy of this document.

Organization: There are nine Core Competencies. Within each competency are 2 to 6 Practice Behaviors. For each practice behavior are several suggested Learning Activities. Performance evaluations for both SOWO 520 and SOWO 521 are included on this combined document.

Learning Agreement Development

Begin the document by completing the front page, which includes identifying information, supervision arrangements, and a work schedule for the student. Review the competencies and practice behaviors on the subsequent pages; these represent the school’s expectations regarding achievable outcomes during placement. Foundation placements should include approximately 50% direct practice (DP) activities and 50% Community Management and Policy Practice (CMPP) activities, and the Learning Agreement should reflect this. Consider the suggested learning activities for each practice behavior and check those that are available in the agency (either DP, CMPP, or both), which will help the student accomplish the prescribed competencies. Each practice behavior has two “other” boxes. This is an optional area to add appropriate activities that may not be in the list of suggested learning activities.

The learning agreement is documentation of the planned learning experience during the student’s practicum. It should be viewed as a dynamic document that can be changed as the practicum proceeds. Major changes should be reviewed by the field faculty member prior to the student making changes in the document.

The learning agreement should be reviewed at least monthly by the student, field instructor and task supervisor. Monthly reports should report the student’s progress in applying the practice behaviors of the competencies.
Field Performance Evaluation Grading Criteria

A Performance Evaluation is required at the end of each semester/summer session in which the student has registered for field education. In the Evaluation the field instructor/task supervisor and student will provide ratings of the student’s performance for each practice behavior of each competency. The rating should reflect the student’s performance relative to where they are in the program (e.g. first semester vs. second semester). The rating scale for this form ranges from the need for significant improvement to exceptional mastery, as described below:

1. Not pass – student does not have command of essential knowledge and/or does not understand the application of knowledge to practice.
2. Low pass – Student demonstrates limited understanding of essential knowledge and/or the application of knowledge to practice.
3. Emerging Competence - Student understands the skill and demonstrates novice ability to apply knowledge to practice.
4. Competence - Student understands and can assess the applicability of the skill and demonstrates the skill regularly in practice.
5. Excellence - Student readily adapts the skill to the setting and demonstrates mastery of the skill in novel, diverse and difficult contexts.

N/A (Not Applicable) may be appropriate in the first semester, before a student has an opportunity to engage in an activity, but this rating would rarely be appropriate at the end of the second semester of field. Likewise, a student may receive a rating of 1 or 2 on some practice behaviors during the first semester when beginning to practice new skills, but a rating of 2 on the final evaluation would indicate the student’s lack of ability to acquire the skill level expected by the end of the placement. When a student receives a rating of 2, 1, or N/A in a practice behavior during the first semester, the field instructor or task supervisor and student must provide comments about the action plan developed to improve these areas of competence in the final semester. If a student receives a rating of 2 or below in the final semester, the field instructor or task supervisor and the student must provide specific comments to provide context for the rating.

At the end of each competency (not each practice behavior), students will provide an example from the field related tasks that demonstrates developing proficiency.

Following the Performance Evaluation, a grade of either P (pass), L (low pass), F (fail), or IN (incomplete) is assigned by field faculty. The grade of P indicates satisfactory performance; the grade of F indicates unsatisfactory performance, a grade of L indicates the student is performing at a minimal or inconsistent level. Students receiving an L in field education are required to work with the field education office to develop a plan for future field experiences designed to improve the student’s performance. IN means that the student withdrew during the semester or in some other way did not complete all the requirements during the semester. If a mark of IN is given the student will develop a contract with the field faculty member, defining when and how the work will be completed. A grade will be assigned when the work is complete. A grade of F will be assigned if the work is not complete by the conclusion of the contracted time period.

*Responsibility for assigning the grade belongs to the field faculty member.*
## Core Competency 1 – Demonstrate Ethical and Professional Behavior

<table>
<thead>
<tr>
<th>This student demonstrates the ability to:</th>
<th>Select appropriate learning activities and/or add additional activities in the &quot;other&quot; box.</th>
<th>Check all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context.</td>
<td>Review agency policies and NASW code of ethics and analyze similarities and differences in weekly supervision</td>
<td>□ □</td>
</tr>
<tr>
<td></td>
<td>Identify ethical concerns and explain how the NASW Code of Ethics guides your response to clients and client systems</td>
<td>□ □</td>
</tr>
<tr>
<td></td>
<td>Identify how your personal values may conflict with social work professional values and develop a plan for guiding your practice</td>
<td>□ □</td>
</tr>
<tr>
<td></td>
<td>Review and discuss with FI/TS agency policies related to confidentiality, client rights, and social work disclosure requirements</td>
<td>□ □</td>
</tr>
<tr>
<td></td>
<td>Respond to ethical concerns at the time of occurrence and resolve appropriately with the guidance of the FI/TS</td>
<td>□ □</td>
</tr>
<tr>
<td></td>
<td>Discuss cross-cultural issues with FI and other agency professionals</td>
<td>□ □</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
<td>□ □</td>
</tr>
</tbody>
</table>

### Performance Evaluation for Item 1a

<table>
<thead>
<tr>
<th>Performance Evaluation for Item 1a</th>
<th>First Evaluation: SOWO 520</th>
<th>Final Evaluation: SOWO 521</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Self-Assessment</td>
<td>Field Instructor Assessment</td>
</tr>
<tr>
<td>5 – Excellence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 – Competency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 – Emerging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 – Low Pass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 – Not pass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A – at this time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>This student demonstrates the ability to:</th>
<th>Select appropriate learning activities and/or add additional activities in the &quot;other&quot; box.</th>
<th>Check all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>1b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
<td>Utilize weekly journal to record personal reactions to work with clients and client systems</td>
<td>□ □</td>
</tr>
<tr>
<td></td>
<td>Demonstrate appropriate emotional intensity</td>
<td>□ □</td>
</tr>
<tr>
<td></td>
<td>Use appropriate boundaries and use of self-disclosure with clients and agency staff</td>
<td>□ □</td>
</tr>
<tr>
<td></td>
<td>Identify how your personal values may conflict with social work professional values and develop an appropriate plan for guiding your practice with clients and client systems</td>
<td>□ □</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
<td>□ □</td>
</tr>
</tbody>
</table>

### Performance Evaluation for Item 1b

<table>
<thead>
<tr>
<th>Performance Evaluation for Item 1b</th>
<th>First Evaluation: SOWO 520</th>
<th>Final Evaluation: SOWO 521</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Self-Assessment</td>
<td>Field Instructor Assessment</td>
</tr>
<tr>
<td>5 – Excellence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 – Competence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 – Emerging</td>
<td></td>
<td></td>
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<tr>
<td>2 – Low Pass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 – Not pass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A – at this time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1c. Use technology ethically and appropriately to facilitate practice outcomes.</td>
<td>Utilize social media in adherence with agency guidelines, while maintaining clients’ rights to privacy and confidentiality</td>
<td>☐</td>
</tr>
<tr>
<td>Follow agency policy regarding internet use</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Other:</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Other:</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

| 5 – Excellence | 4 – Competence | 3 – Emerging | 2 – Low Pass | 1 – Not pass | N/A – at this time |
| Performance Evaluation for Item 1c | | | | | |
| First Evaluation: SOWO 520 | Final Evaluation: SOWO 521 |
| Student Self-Assessment | Field Instructor Assessment | Student Self-Assessment | Field Instructor Assessment |
| | | | |

| This student demonstrates the ability to: | Select appropriate learning activities and/or add additional activities in the “other” box. | Check all that apply |
| | | DP | CMPP |
| 1d. Use supervision and consultation to guide professional judgment and behavior. | Demonstrate efficient use of supervision through developed agendas, prioritized needs, and articulated concerns | ☐ | ☐ |
| | Discuss ambiguity and process challenges in supervision | ☐ | ☐ |
| | Record feedback and implement suggestions in practice | ☐ | ☐ |
| | Show appropriate emotional intensity and respond non-defensively to FI/S feedback | ☐ | ☐ |
| | Other: | ☐ | ☐ |
| | Other: | ☐ | ☐ |

| 5 – Excellence | 4 – Competence | 3 – Emerging | 2 – Low Pass | 1 – Not pass | N/A – at this time |
| Performance Evaluation for Item 1d | | | | | |
| First Evaluation: SOWO 520 | Final Evaluation: SOWO 521 |
| Student Self-Assessment | Field Instructor Assessment | Student Self-Assessment | Field Instructor Assessment |
| | | | |

| This student demonstrates the ability to: | Select appropriate learning activities and/or add additional activities in the “other” box. | Check all that apply |
| | | DP | CMPP |
| 1e. Demonstrate professional demeanor in behavior and appearance. | Dress appropriately for agency setting, exhibit timely attendance, and use professional work habits | ☐ | ☐ |
| | Establish and maintain appropriate relationships with administrators, staff, and colleagues | ☐ | ☐ |
| | Understand, articulate, and adhere to agency policies and guidelines | ☐ | ☐ |
| | Manage workload and complete tasks within expected agency timelines | ☐ | ☐ |
| | Other: | ☐ | ☐ |
| | Other: | ☐ | ☐ |

<p>| 5 – Excellence | 4 – Competence | 3 – Emerging | 2 – Low Pass | | |
| Performance Evaluation for Item 1e | | | | | |
| First Evaluation: SOWO 520 | Final Evaluation: SOWO 521 |
| Student Self-Assessment | Field Instructor Assessment | Student Self-Assessment | Field Instructor Assessment | | |</p>
<table>
<thead>
<tr>
<th>1 = Not pass</th>
<th>N/A - at this time</th>
</tr>
</thead>
</table>

**This student demonstrates the ability to:**

- Select appropriate learning activities and/or add additional activities in the "other" box.

<table>
<thead>
<tr>
<th>Check all that apply</th>
<th>DP</th>
<th>CMPP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use social work interview skills to build rapport and effectively partner with client systems</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Complete all documentation and correspondence according to agency expectations</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Adhere to HIPPA requirements and agency-specific regulations regarding confidentiality</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Other:</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Other:</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Performance Evaluation for Item 1f**

<table>
<thead>
<tr>
<th>First Evaluation: SOWO 520</th>
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<tbody>
<tr>
<td>Student Self-Assessment:</td>
<td>Field Instructor Assessment:</td>
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<tr>
<td>Student Self-Assessment:</td>
<td>Field Instructor Assessment:</td>
</tr>
</tbody>
</table>

**SOWO 520 - Student Example of Demonstrated Competence of Core Competency 1 - Demonstrate Ethical and Professional Behavior:**

- SOWO 520 Comments (required if there is a score of 2 or less OR if score is NA, then an activity plan should be addressed)  
  - Field Instructor/TS Comments:   
  - Student comments:

**SOWO 521 - Student Example of Demonstrated Competence of Core Competency 1 - Demonstrate Ethical and Professional Behavior:**

- SOWO 521 Comments (required if there is a score of 2 or less)  
  - Field Instructor/TS Comments:   
  - Student Comments:
### Core Competency 2 – Engage Diversity and Difference in Practice

<table>
<thead>
<tr>
<th>This student demonstrates the ability to:</th>
<th>Select appropriate learning activities and/or add additional activities in the &quot;other&quot; box</th>
<th>Check all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss with the impact of race, class, color, culture, disability, ethnicity, family structure, marital status, national origin, religion, age, sexual orientation and socioeconomic status on client system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review literature on best practices with diverse client systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observe social work interactions and interventions with client systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seek consultation from other social workers and team members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify mechanisms of possible discrimination and oppression in the field agency and community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
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<tr>
<td>Other:</td>
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</tbody>
</table>

**Performance Evaluation for Item 2a**

<table>
<thead>
<tr>
<th></th>
<th>First Evaluation: SOWO S20</th>
<th>Final Evaluation: SOWO S21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Self-Assessment</td>
<td>Field Instructor Assessment</td>
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</tbody>
</table>

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>2b. Present themselves as learners and engage client system as experts of their own experiences.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn and use ethnographic interviewing techniques in work with clients, client systems, and colleagues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss with clients the challenges of respecting right of clients to maintain different perspectives and positions than your own</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in trainings related to cultural competency/humility and discuss with FI in weekly supervision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilize weekly supervision to discuss oppressive and discriminatory practices and seek solutions to these</td>
<td></td>
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<tr>
<td>Other:</td>
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<td></td>
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<td>Other:</td>
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</tbody>
</table>

**Performance Evaluation for Item 2b**

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Student Self-Assessment</td>
<td>Field Instructor Assessment</td>
<td>Student Self-Assessment</td>
</tr>
</tbody>
</table>
2c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client systems.

<table>
<thead>
<tr>
<th>Performance Evaluation for Item 2c</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Evaluation: SOWO 520</td>
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<tr>
<td>Final Evaluation: SOWO 521</td>
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<tr>
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<tr>
<td>Field Instructor Assessment</td>
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<tr>
<td>Student Self-Assessment</td>
</tr>
<tr>
<td>Field Instructor Assessment</td>
</tr>
</tbody>
</table>

5 = Excellence  
4 = Competence  
3 = Emerging  
2 = Low Pass  
1 = Not pass  
N/A = at this time

SOWO 520 - Student Example of Demonstrated Competence of Core Competency 2 – Engage Diversity and Difference in Practice:

<table>
<thead>
<tr>
<th>SOWO 520 Comments (required if there is a score of 2 or less OR if score is NA, then an activity plan should be addressed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Instructor/TS Comments:</td>
</tr>
<tr>
<td>Student comments:</td>
</tr>
</tbody>
</table>

SOWO 521 - Student Example of Demonstrated Competence of Core Competency 2 – Engage Diversity and Difference in Practice:

<table>
<thead>
<tr>
<th>SOWO 521 Comments (required if there is a score of 2 or less)</th>
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<tbody>
<tr>
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<tr>
<td>Student Comments:</td>
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</tbody>
</table>
### Core Competency 3 - Advance Human Rights and Social and Economic Justice

#### 3a. Apply their understanding of social and economic justice to advocate for human rights.

<table>
<thead>
<tr>
<th>This student demonstrates the ability to:</th>
<th>Select appropriate learning activities and/or add additional activities in the &quot;other&quot; box.</th>
<th>Check all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Apply their understanding of social and economic justice to advocate for human rights.</td>
<td>Read agency policies on discrimination</td>
<td>DP</td>
</tr>
<tr>
<td>3a. Apply their understanding of social and economic justice to advocate for human rights.</td>
<td>Identify current political, social and economic events and discuss the effects on client systems with your FI/TS</td>
<td></td>
</tr>
<tr>
<td>3a. Apply their understanding of social and economic justice to advocate for human rights.</td>
<td>Recognize incidents of institutional discrimination and discuss with FI/TS</td>
<td></td>
</tr>
<tr>
<td>3a. Apply their understanding of social and economic justice to advocate for human rights.</td>
<td>Draft a letter to the media or policy maker advocating for social justice</td>
<td></td>
</tr>
<tr>
<td>3a. Apply their understanding of social and economic justice to advocate for human rights.</td>
<td>Participate in agency and NASW advocacy days</td>
<td></td>
</tr>
<tr>
<td>3a. Apply their understanding of social and economic justice to advocate for human rights.</td>
<td>Advocate for client system access to services</td>
<td></td>
</tr>
<tr>
<td>3a. Apply their understanding of social and economic justice to advocate for human rights.</td>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

#### Performance Evaluation for Item 3a

<table>
<thead>
<tr>
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<tbody>
<tr>
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</tbody>
</table>

#### 3b. Engage in practices that advance social and economic justice.

<table>
<thead>
<tr>
<th>This student demonstrates the ability to:</th>
<th>Select appropriate learning activities and/or add additional activities in the &quot;other&quot; box.</th>
<th>Check all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>3b. Engage in practices that advance social and economic justice.</td>
<td>Observe an intake or waiting room and assess the environment on client systems and service providers. Discuss with FI/TS</td>
<td>DP</td>
</tr>
<tr>
<td>3b. Engage in practices that advance social and economic justice.</td>
<td>Make referrals that are culturally appropriate</td>
<td></td>
</tr>
<tr>
<td>3b. Engage in practices that advance social and economic justice.</td>
<td>Identify community coalitions/groups that advocate for client systems</td>
<td></td>
</tr>
<tr>
<td>3b. Engage in practices that advance social and economic justice.</td>
<td>Attend committee/community meeting convened to promote social justice</td>
<td></td>
</tr>
<tr>
<td>3b. Engage in practices that advance social and economic justice.</td>
<td>Inform client systems of their rights</td>
<td></td>
</tr>
<tr>
<td>3b. Engage in practices that advance social and economic justice.</td>
<td>Assist client systems in identifying eligibility for social programs.</td>
<td></td>
</tr>
<tr>
<td>3b. Engage in practices that advance social and economic justice.</td>
<td>Help client systems navigate social systems belonging with clients</td>
<td></td>
</tr>
<tr>
<td>3b. Engage in practices that advance social and economic justice.</td>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

#### Performance Evaluation for Item 3b

<table>
<thead>
<tr>
<th>First Evaluation: SOWO 520</th>
<th>Final Evaluation: SOWO 521</th>
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<tbody>
<tr>
<td>Student Self-Assessment</td>
<td>Field Instructor Assessment</td>
</tr>
<tr>
<td></td>
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</table>

### SOWO 520 - Student Example of Demonstrated Competence of Core Competency 3 – Advance Human Rights and Social and Economic Justice:
<table>
<thead>
<tr>
<th>SOWO 520 Comments (required if there is a score of 2 or less OR if score is NA, then an activity plan should be addressed)</th>
<th>Field Instructor/TS Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student comments:</td>
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</table>

<table>
<thead>
<tr>
<th>SOWO 521 - Student Example of Demonstrated Competence of Core Competency 3 – Advance Human Rights and Social and Economic Justice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Instructor/TS Comments:</td>
</tr>
<tr>
<td>Student Comments:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SOWO 521 Comments (required if there is a score of 2 or less)</th>
<th>Field Instructor/TS Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Comments:</td>
</tr>
</tbody>
</table>
## Core Competency 4 – Engage in Practice-informed Research and Research-Informed Practice

<table>
<thead>
<tr>
<th>This student demonstrates the ability to:</th>
<th>Select appropriate learning activities and/or add additional activities in the “other” box.</th>
<th>Check all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a. Use practice experience to inform scientific inquiry and research.</td>
<td>Develop research questions that emerge from interactions with client systems Other:</td>
<td>DP CMPP</td>
</tr>
<tr>
<td>5 – Excellence</td>
<td>Performance Evaluation for Item 4a</td>
<td></td>
</tr>
<tr>
<td>4 – Competence</td>
<td>First Evaluation: SOWO 520</td>
<td>Final Evaluation: SOWO 521</td>
</tr>
<tr>
<td>3 – Emerging</td>
<td>Student Self-Assessment</td>
<td>Field Instructor Assessment</td>
</tr>
<tr>
<td>2 – Low Pass</td>
<td>Student Self-Assessment</td>
<td>Field Instructor Assessment</td>
</tr>
<tr>
<td>1 – Not pass N/A – at this time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This student demonstrates the ability to:</td>
<td>Select appropriate learning activities and/or add additional activities in the “other” box.</td>
<td>Check all that apply</td>
</tr>
<tr>
<td>4b. Engage in critical analysis of quantitative and qualitative research methods and research findings.</td>
<td>Participate in an agency research project Other:</td>
<td>DP CMPP</td>
</tr>
<tr>
<td>5 – Excellence</td>
<td>Performance Evaluation for Item 4b</td>
<td></td>
</tr>
<tr>
<td>4 – Competence</td>
<td>First Evaluation: SOWO 520</td>
<td>Final Evaluation: SOWO 521</td>
</tr>
<tr>
<td>3 – Emerging</td>
<td>Student Self-Assessment</td>
<td>Field Instructor Assessment</td>
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<tr>
<td>2 – Low Pass</td>
<td>Student Self-Assessment</td>
<td>Field Instructor Assessment</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>This student demonstrates the ability to:</td>
<td>Select appropriate learning activities and/or add additional activities in the “other” box.</td>
<td>Check all that apply</td>
</tr>
<tr>
<td>4c. Use and translate research findings to inform and improve practice, policy, and service delivery.</td>
<td>Identify agency practice models Describe how agency practice models are chosen Research evidence based practice interventions for client systems and discuss with FYTS Investigate available information relevant to practice from a variety of sources and discuss findings in supervision Discuss with FYTS how practice experience informs agency policy and practice Other:</td>
<td>DP CMPP</td>
</tr>
<tr>
<td>5 – Excellence</td>
<td>Performance Evaluation for Item 4c</td>
<td></td>
</tr>
<tr>
<td>4 – Competence</td>
<td>First Evaluation: SOWO 520</td>
<td>Final Evaluation: SOWO 521</td>
</tr>
<tr>
<td>3 – Emerging</td>
<td>Student Self-Assessment</td>
<td>Field Instructor Assessment</td>
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<td>2 – Low Pass</td>
<td>Student Self-Assessment</td>
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<td>1 – Not pass N/A – at this time</td>
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<tr>
<td>This student demonstrates the ability to:</td>
<td>Select appropriate learning activities and/or add additional activities in the “other” box.</td>
<td>Check all that apply</td>
</tr>
<tr>
<td>4d. Advise on practice, policy, and service delivery.</td>
<td>Identify agency practice models Describe how agency practice models are chosen Research evidence based practice interventions for client systems and discuss with FYTS Investigate available information relevant to practice from a variety of sources and discuss findings in supervision Discuss with FYTS how practice experience informs agency policy and practice Other:</td>
<td>DP CMPP</td>
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### Performance Evaluation for Item 4c

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<tr>
<th>5 – Excellence</th>
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<th>1 – Not pass</th>
<th>N/A – at this time</th>
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#### Performance Evaluation - SOWO 520

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<th>Field Instructor Assessment</th>
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<tr>
<td><strong>Performance</strong></td>
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<tr>
<td><strong>Comments</strong></td>
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#### Performance Evaluation - SOWO 521

<table>
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<tr>
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<td><strong>Performance</strong></td>
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</tr>
<tr>
<td><strong>Comments</strong></td>
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</table>

#### SOWO 520 - Student Example of Demonstrated Competence of Core Competency 4 – Engage in Practice-informed Research and Research-informed Practice

<table>
<thead>
<tr>
<th>SOWO 520 Comments</th>
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<tbody>
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<td>Student comments:</td>
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</table>

#### SOWO 521 - Student Example of Demonstrated Competence of Core Competency 4 – Engage in Practice-informed Research and Research-informed Practice

<table>
<thead>
<tr>
<th>SOWO 521 Comments</th>
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<tr>
<td></td>
<td>Student Comments:</td>
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</table>
# Core Competency 5 – Engage in Policy Practice

<table>
<thead>
<tr>
<th>This student demonstrates the ability to:</th>
<th>Select appropriate learning activities and/or add additional activities in the &quot;other&quot; box</th>
<th>Check all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>5a. Assess how social welfare and economic policies impact the delivery of and access to social services.</td>
<td>Research and describe laws and policies impacting clients systems served by the agency</td>
<td>DP</td>
</tr>
<tr>
<td>5b. Critically analyze and promote policies that advance human rights and social and economic justice.</td>
<td>Discuss with F/T/S agency culture and its impact on service delivery</td>
<td>DP</td>
</tr>
</tbody>
</table>

## Performance Evaluation for Item 5a

<table>
<thead>
<tr>
<th>First Evaluation: SOWO 520</th>
<th>Final Evaluation: SOWO 521</th>
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</thead>
<tbody>
<tr>
<td>Student Self-Assessment</td>
<td>Field Instructor Assessment</td>
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<tr>
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<td>Student Self-Assessment</td>
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## Performance Evaluation for Item 5b

<table>
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<tr>
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<tbody>
<tr>
<td>Student Self-Assessment</td>
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<td>Field Instructor Assessment</td>
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</table>

### SOWO 520 - Student Example of Demonstrated Competence of Core Competency 5 – Engage in Policy Practice

**SOWO 520 Comments**

(required if there is a score of 2 or less OR if)

Field Instructor/TIS Comments:
<table>
<thead>
<tr>
<th>Score is NA, then an activity plan should be addressed</th>
<th>Student comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWO 521 - Student Example of Demonstrated Competence of Core Competency 5 – Engage in Policy Practice</td>
<td>Field Instructor/TE Comments:</td>
</tr>
<tr>
<td>SOWO 521 Comments (required if there is a score of 2 or less)</td>
<td>Student Comments:</td>
</tr>
</tbody>
</table>
## Core Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities

This student demonstrates the ability to:

<p>| Select appropriate learning activities and/or add additional activities in the “other” box. | Check all that apply |</p>
<table>
<thead>
<tr>
<th>DP</th>
<th>CMMPP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6a. Apply knowledge of human behavior and the social environment and practice context to engage with client systems.</strong></td>
<td></td>
</tr>
<tr>
<td>Identify human behavior and social environment theories from coursework that are relevant to the agency client population</td>
<td>☐</td>
</tr>
<tr>
<td>Discuss with FTS the application of HBSR theories with specific client systems in supervision</td>
<td>☐</td>
</tr>
<tr>
<td>Provide to &amp; discuss with FTS at least two journal articles that describe the impact of human behavior in the social environment with client systems served by the agency</td>
<td>☐</td>
</tr>
<tr>
<td>Complete initial interviews and assessments using theories and approaches of human development and the ecological perspective</td>
<td>☐</td>
</tr>
<tr>
<td>Use personal-environment and strengths perspective in assessments, goal setting, and interventions</td>
<td>☐</td>
</tr>
<tr>
<td>Identify and review characteristics unique to the client system. Discuss impact on client engagement and interaction with FTS</td>
<td>☐</td>
</tr>
<tr>
<td>Utilize genograms and ecograms to engage clients and assess relationships and connections</td>
<td>☐</td>
</tr>
<tr>
<td>Demonstrate social work approaches to empower client systems to partner in the helping process</td>
<td>☐</td>
</tr>
<tr>
<td>Other:</td>
<td>☐</td>
</tr>
<tr>
<td>Other:</td>
<td>☐</td>
</tr>
</tbody>
</table>

### Performance Evaluation for Item 6a

<table>
<thead>
<tr>
<th>5 – Excellence</th>
<th>4 – Competence</th>
<th>3 – Emerging</th>
<th>2 – Low Pass</th>
<th>1 – Not pass</th>
<th>N/A – at this time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Self-Assessment</strong></td>
<td><strong>Field Instructor Assessment</strong></td>
<td><strong>Student Self-Assessment</strong></td>
<td><strong>Field Instructor Assessment</strong></td>
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<tr>
<td>First Evaluation: SDWS 520</td>
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</table>

<p>| This student demonstrates the ability to: | Select appropriate learning activities and/or add additional activities in the “other” box. | Check all that apply |</p>
<table>
<thead>
<tr>
<th>DP</th>
<th>CMMPP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6b. Use empathy, self-regulation, and interpersonal skills to effectively engage diverse client systems.</strong></td>
<td></td>
</tr>
<tr>
<td>Observe field instructor and other community professionals’ relationship building and interactions with client systems</td>
<td>☐</td>
</tr>
<tr>
<td>Explore clients’ personal values, cultural preferences and sensitivities to increase student’s awareness of community and larger culture</td>
<td>☐</td>
</tr>
<tr>
<td>Express care, concern, authenticity and genuineness with client systems</td>
<td>☐</td>
</tr>
<tr>
<td>Demonstrate effective communication skills such as paraphrasing, reflective listening and reframing with client systems</td>
<td>☐</td>
</tr>
<tr>
<td>Maintain appropriate professional boundaries with clients and agency staff</td>
<td>☐</td>
</tr>
<tr>
<td>Complete process recording and/or video/audio recording and review with FTS in supervision</td>
<td>☐</td>
</tr>
<tr>
<td>Record a log or journal of personal reactions to client systems</td>
<td>☐</td>
</tr>
<tr>
<td>Identify personal strengths, limitations and challenges with F1 and appropriately manage such in supervision and professional activities</td>
<td>☐</td>
</tr>
<tr>
<td>Performance Evaluation for Item 6b</td>
<td>First Evaluation: SOWO 520</td>
</tr>
<tr>
<td>---------------------------------</td>
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<tr>
<td></td>
<td>Student Self-Assessment</td>
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</table>

SOWO 520 - Student Example of Demonstrated Competence of Core Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities:

SOWO 520 Comments (required if there is a score of 2 or less OR if score is NA, then an activity plan should be addressed)

Field Instructor/TS Comments:

Student comments:

SOWO 521 - Student Example of Demonstrated Competence of Core Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities:

SOWO 521 Comments (required if there is a score of 2 or less)

Field Instructor/TS Comments:

Student Comments:
### Core Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>This student demonstrates the ability to:</th>
<th>Select appropriate learning activities and/or add additional activities in the “other” box.</th>
<th>Check all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>7a. Collect, organize, and critically analyze and interpret information from client systems.</td>
<td>Review current empirical literature related to the client populations and services offered by the agency</td>
<td>☐ ☐</td>
</tr>
<tr>
<td></td>
<td>Review and utilize assessment tools and approaches used in the agency</td>
<td>☐ ☐</td>
</tr>
<tr>
<td></td>
<td>Observe other professionals completing assessments with individuals, families and/or groups and review observations with Field Instructor and/or other agency personnel</td>
<td>☐ ☐</td>
</tr>
<tr>
<td></td>
<td>Collect relevant data from individuals, families, other organizations, and other significant elements of the client system’s environment</td>
<td>☐ ☐</td>
</tr>
<tr>
<td></td>
<td>Create a genogram or ecomap for an individual or client system</td>
<td>☐ ☐</td>
</tr>
<tr>
<td></td>
<td>Conduct a community needs assessment, review findings with Field Instructor, and use the assessment to inform social work practice with clients</td>
<td>☐ ☐</td>
</tr>
<tr>
<td></td>
<td>Document and articulate a sound assessment of client systems at both the Direct and Community, Management and Policy Practice levels in accordance with agency procedures</td>
<td>☐ ☐</td>
</tr>
<tr>
<td></td>
<td>Present assessment findings in team meetings or case review conferences</td>
<td>☐ ☐</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
<td>☐ ☐</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
<td>☐ ☐</td>
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</table>

#### Performance Evaluation for Item 7a

<table>
<thead>
<tr>
<th>3 – Excellence</th>
<th>4 – Competence</th>
<th>5 – Emerging</th>
<th>2 – Low Pass</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Student Self-Assessment</td>
<td>Field Instructor Assessment</td>
<td>Student Self-Assessment</td>
<td>Field Instructor Assessment</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>This student demonstrates the ability to:</th>
<th>Select appropriate learning activities and/or add additional activities in the “other” box.</th>
<th>Check all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>7b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of data from client systems.</td>
<td>Identify biological, psychological, social, spiritual and environmental factors that influence development and behavior of client system</td>
<td>☐ ☐</td>
</tr>
<tr>
<td></td>
<td>Identify and discuss theoretical frameworks and evidence based practice models appropriate for the client system</td>
<td>☐ ☐</td>
</tr>
<tr>
<td></td>
<td>Critique the strengths and limitations of theoretical frameworks for guiding assessments</td>
<td>☐ ☐</td>
</tr>
<tr>
<td></td>
<td>Employ a strength based perspective in identifying strengths, healthy coping behaviors, and resources with clients</td>
<td>☐ ☐</td>
</tr>
<tr>
<td></td>
<td>Explore areas of needs, challenges and clients’ desired service outcomes</td>
<td>☐ ☐</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
<td>☐ ☐</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
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</table>

#### Performance Evaluation for Item 7b

<table>
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<th>3 – Excellence</th>
<th>4 – Competence</th>
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</thead>
<tbody>
<tr>
<td>1st Evaluation: SOWO 520</td>
<td>Final Evaluation: SOWO 521</td>
</tr>
</tbody>
</table>
### 7c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within client systems.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 – Excellence</td>
<td></td>
</tr>
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<td>4 – Competence</td>
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<td></td>
</tr>
<tr>
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<td>N/A – at this time</td>
</tr>
</tbody>
</table>

**Student Self-Assessment**

Select appropriate learning activities and/or add additional activities in the "other" box.

<table>
<thead>
<tr>
<th>Observed Behavior</th>
<th>Check all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DP</td>
</tr>
</tbody>
</table>

**Field Instructor Assessment**

- Collaborate with client systems to identify and select goals and objectives for interventions
- Review selected goals with field instructor and treatment team
- Continuously assess client system progress toward achieving goals and modify as needed
- Using the agency format, develop an appropriate case plan

**Performance Evaluation for Item 7c**

<table>
<thead>
<tr>
<th>First Evaluation: SOWO 520</th>
<th>Final Evaluation: SOWO 521</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Self-Assessment</td>
<td>Field Instructor Assessment</td>
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<tr>
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<tr>
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</tbody>
</table>

### 7d. Select appropriate intervention strategies based on the assessment, research, knowledge, and values and preferences of client systems.

<table>
<thead>
<tr>
<th>Level</th>
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</tr>
</thead>
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**Student Self-Assessment**

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<tr>
<th>Observed Behavior</th>
<th>Check all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DP</td>
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</tbody>
</table>

**Field Instructor Assessment**

- Review literature on evidence-based interventions used with client systems in the placement setting
- Consult with field instructor to identify potential intervention strategies that are consistent with assessment
- Develop a treatment plan in collaboration with client systems consistent with client system values and preferences
- Plan a program or intervention to address a community problem using logic models and theories of change

**Performance Evaluation for Item 7d**

<table>
<thead>
<tr>
<th>First Evaluation: SOWO 520</th>
<th>Final Evaluation: SOWO 521</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Self-Assessment</td>
<td>Field Instructor Assessment</td>
</tr>
<tr>
<td>Field Instructor Assessment</td>
<td>Student Self-Assessment</td>
</tr>
<tr>
<td>Field Instructor Assessment</td>
<td>Field Instructor Assessment</td>
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</tbody>
</table>

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SOWO 520: Student Example of Demonstrated Competence of Core Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities.
<table>
<thead>
<tr>
<th>SOWD 520 Comments (required if there is a score of 2 or less OR if score is NA, then an activity plan should be addressed)</th>
<th>Field Instructor/TS Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student comments:</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>SOWD 521: Student Example of Demonstrated Competence of Core Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>SOWO 521 Comments (required if there is a score of 2 or less)</th>
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</thead>
<tbody>
<tr>
<td>Student Comments:</td>
<td></td>
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</tbody>
</table>
Core Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>This student demonstrates the ability to:</th>
<th>Select appropriate learning activities and/or add additional activities in the &quot;other&quot; box.</th>
<th>Check all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>8a. Implement interventions to achieve practice goals and enhance capacities of client Systems.</td>
<td>Provide selected interventions to clients consistent with identified goals</td>
<td>☐ ☐</td>
</tr>
<tr>
<td></td>
<td>Lead a case presentation (either in class or at the agency), solicit feedback from F/TS, agency staff, professors, classmates, then incorporate feedback into case plan</td>
<td>☐ ☐</td>
</tr>
<tr>
<td></td>
<td>Integrate the client's family, community, and larger cultures into interventions</td>
<td>☐ ☐</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
<td>☐ ☐</td>
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</tbody>
</table>

Performance Evaluation for Item 8a

<table>
<thead>
<tr>
<th>5 – Excellence</th>
<th>4 – Competence</th>
<th>3 – Emerging</th>
<th>2 – Low Pass</th>
<th>1 – Not pass</th>
<th>N/A – at this time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Self-Assessment</td>
<td>Field Instructor Assessment</td>
<td>Student Self-Assessment</td>
<td>Field Instructor Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Evaluation: SOWO 520</td>
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<table>
<thead>
<tr>
<th>This student demonstrates the ability to:</th>
<th>Select appropriate learning activities and/or add additional activities in the &quot;other&quot; box.</th>
<th>Check all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>8b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with client systems.</td>
<td>Discuss with field instructor and/or task supervisor how an assessment translates to an intervention</td>
<td>☐ ☐</td>
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<tr>
<td></td>
<td>Implement interventions directed at multiple system levels consistent with the assessment tool (case plan).</td>
<td>☐ ☐</td>
</tr>
<tr>
<td></td>
<td>Review with field instructor and/or task supervisor how the client's values, preferences, and expectations impact the context of the intervention provided</td>
<td>☐ ☐</td>
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<td></td>
<td>Other:</td>
<td>☐ ☐</td>
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</tbody>
</table>

Performance Evaluation for Item 8b

<table>
<thead>
<tr>
<th>5 – Excellence</th>
<th>4 – Competence</th>
<th>3 – Emerging</th>
<th>2 – Low Pass</th>
<th>1 – Not pass</th>
<th>N/A – at this time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Self-Assessment</td>
<td>Field Instructor Assessment</td>
<td>Student Self-Assessment</td>
<td>Field Instructor Assessment</td>
<td></td>
<td></td>
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<tr>
<td>First Evaluation: SOWO 520</td>
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<table>
<thead>
<tr>
<th>This student demonstrates the ability to:</th>
<th>Select appropriate learning activities and/or add additional activities in the &quot;other&quot; box.</th>
<th>Check all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>8c. Use interprofessional</td>
<td>Participate in staff meetings and interdisciplinary meetings within the agency</td>
<td>☐ ☐</td>
</tr>
<tr>
<td><strong>Outcomes.</strong></td>
<td>Establish partnerships between the agency and local faith communities, civic groups and neighborhood associations</td>
<td>☐</td>
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<tr>
<td>Other:</td>
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<td>Other:</td>
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### Performance Evaluation for Item 8c

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<tr>
<th>Performance Evaluation for Item 8c</th>
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<tbody>
<tr>
<td><strong>First Evaluation: SOWO 520</strong></td>
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<tr>
<td><strong>Student Self-Assessment</strong></td>
</tr>
<tr>
<td>5 – Excellence</td>
</tr>
</tbody>
</table>

This student demonstrates the ability to:

| Identify and collaborate with key people in client systems critical to effecting change | ☐ | ☐ |
| Research resources within the agency and community and make appropriate referrals | ☐ | ☐ |
| Coordinate referrals and assist clients with accessing needed services | ☐ | ☐ |
| Discuss in agency team meetings or supervision unmet client needs, resource gaps, or service barriers, and develop advocacy plans | ☐ | ☐ |
| Other: | ☐ | ☐ |
| Other: | ☐ | ☐ |

### Performance Evaluation for Item 8d

<table>
<thead>
<tr>
<th>Performance Evaluation for Item 8d</th>
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<tbody>
<tr>
<td><strong>First Evaluation: SOWO 520</strong></td>
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<tr>
<td><strong>Student Self-Assessment</strong></td>
</tr>
<tr>
<td>5 – Excellence</td>
</tr>
</tbody>
</table>

This student demonstrates the ability to:

| Plan and facilitate the termination process, including review of client’s accomplishments, and identification of a process of obtaining services if future needs arise | ☐ | ☐ |
| Coordinate transitions of clients to other agency staff through planned sharing of goals and service needs | ☐ | ☐ |
| Other: | ☐ | ☐ |
| Other: | ☐ | ☐ |

### Performance Evaluation for Item 8e

<table>
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<tr>
<th>Performance Evaluation for Item 8e</th>
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<tbody>
<tr>
<td><strong>First Evaluation: SOWO 520</strong></td>
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<tr>
<td><strong>Student Self-Assessment</strong></td>
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<tr>
<td>5 – Excellence</td>
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</tbody>
</table>
### SOWO 520 - Student Example of Demonstrated Competence of Core Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities:

<table>
<thead>
<tr>
<th>SOWO 520 Comments (required if there is a score of 2 or less OR if score is NA, then an activity plan should be addressed)</th>
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<td>Student comments:</td>
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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>SOWO 521 Comments (required if there is a score of 2 or less)</td>
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<tr>
<td>Field Instructor/TS Comments:</td>
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<tr>
<td>Student Comments:</td>
</tr>
<tr>
<td>Core Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
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<td>------------------------------------------------------------------------------------------------</td>
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<tr>
<td><strong>This student demonstrates the ability to:</strong></td>
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<tr>
<td>9a. Select and use appropriate methods for evaluation of outcomes.</td>
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<td><strong>This student demonstrates the ability to:</strong></td>
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<tr>
<td>9b. Critically analyze, monitor, and evaluate intervention processes and outcomes.</td>
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<td><strong>This student demonstrates the ability to:</strong></td>
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<tr>
<td>9c. Apply evaluation findings to improve practice</td>
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</table>
### UNC School of Social Work

**Effectiveness.**

Utilize evaluation and field placement experience to develop best practices.

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<tbody>
<tr>
<td>Other:</td>
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<td>2 – Low Pass</td>
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<td>1 – Not pass</td>
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<td>N/A – at this time</td>
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</table>

### Performance Evaluation for Item 9c

<table>
<thead>
<tr>
<th></th>
<th>First Evaluation: SWDO 520</th>
<th>Final Evaluation: SWDO 521</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Self-Assessment</td>
<td>Field Instructor Assessment</td>
<td>Student Self-Assessment</td>
</tr>
</tbody>
</table>

**SWDO 520 - Student Example of Demonstrated Competence of Core Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:**

**SWDO 520 Comments (required if there is a score of 2 or less OR if score is N/A, then an activity plan should be addressed)**

Field Instructor/TS Comments:

Student comments:

**SWDO 521 Comments (required if there is a score of 2 or less)**

Field Instructor/TS Comments:

Student Comments:

### Learning Agreement Signatures

<table>
<thead>
<tr>
<th>Field Instructor Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Supervisor Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Student Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Field Faculty Signature</td>
<td>Date</td>
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</tbody>
</table>
# SUMMARY FOR SOWO 520

**Overall Rating of Student’s Performance:**  
(5 = Excellence, 4 = Competence, 3 = Emerging, 2 = Low Pass, 1 = Not Pass)  
Enter rating here  

**Student’s Major Strengths and Limitations:**

**Directions and Goals for Student’s Future Learning:**

**Field Instructor Signature**  
**Date**

**Task Supervisor Signature**  
**Date**

**Student Signature**  
**Date**

**Field Faculty Signature**  
**Date**

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# SUMMARY FOR SOWO 521

**Overall Rating of Student’s Performance:**  
(5 = Excellence, 4 = Competence, 3 = Emerging, 2 = Low Pass, 1 = Not Pass)  
Enter rating here  

**Student’s Major Strengths and Limitations:**

**Directions and Goals for Student’s Future Learning:**

**Field Instructor Signature**  
**Date**

**Task Supervisor Signature**  
**Date**

**Student Signature**  
**Date**

**Field Faculty Signature**  
**Date**
LEARNING AGREEMENT – DIRECT PRACTICE CONCENTRATION
LEARNING AGREEMENT
CONCENTRATION – DIRECT PRACTICE

Student: __________________________ Email: __________________________
Field Phone: __________________________ Home Phone: __________________________ Other: __________________________
Field Instructor: __________________________ Email: __________________________
Agency: __________________________ Dept/Division: __________________________
City: __________________________ State: __________________________ Zip Code: __________________________
Agency Phone: __________________________ Fax: __________________________ Other: __________________________

Period Covered by this Agreement: from __________________________ to __________________________

Field Course: □ SOW0720 □ SOW0820 □ SOW0821 □ Block or □ Concurrent
Student Status: □ Full Time □ Part Time □ Advanced Standing

Field Faculty: __________________________ Email: __________________________
Office Phone: __________________________ Fax: __________________________ Other: __________________________
Faculty Advisor: __________________________ Email: __________________________
Office Phone: __________________________ Fax: __________________________ Other: __________________________

Description of Field Agency Setting

________________________________________________________________________

________________________________________________________________________

As part of the Learning Agreement, please specify the following:

Student’s Work Schedule (include days and hours, coverage in student’s absence, make-up arrangements for absences):

________________________________________________________________________

________________________________________________________________________

Supervision (include days, times, and with whom):

________________________________________________________________________

________________________________________________________________________

Other Staff with whom student is expected to work to complete assignments (include names and titles):

________________________________________________________________________

________________________________________________________________________

Signatures:

Student: __________________________ Field Instructor: __________________________ Date: __________________________

Field Faculty: __________________________ Task Supervisor: __________________________ Date: __________________________
LEARNING AGREEMENT
CONCENTRATION – DIRECT PRACTICE

INSTRUCTIONS FOR USING THE LEARNING AGREEMENT

The learning agreement is a dynamic teaching and learning tool that specifies the areas of learning each field experience should provide. It brings together the contributions of the classroom instructor, student, field instructor and field faculty member. The learning agreement has a direct relationship to the student's course work and the learning opportunities available at his/her field site.

The learning agreement should be developed by the student and signed by field instructor after the student has been in the agency long enough to be aware of the learning opportunities the agency offers. Concurrent students should complete the agreement by the sixth week of placement and block placements by the end of the second week of placement. The learning agreement is in place the entire time the student will be in the agency.

Developing the learning agreement is done by:

- Completing the front page of the learning agreement document which includes identifying information, supervision arrangements, and a work schedule for the student;
- Reviewing the goals and outcomes on the following pages; these represent the school's expectations regarding outcomes student should be able to achieve during placement;
- Identifying learning activities available in the agency which will help the student accomplish the stated outcomes.
- Once the learning agreement is completed it will be reviewed and signed by the student, field instructor, task supervisor (if applicable) and field faculty member.

The learning agreement is placed in the student's electronic file as documentation of the planned learning experience during the student's practicum. The learning agreement should be viewed as a dynamic document that can be changed as the practicum proceeds. Major changes should be reviewed by the field faculty member prior to the student making the changes in the document.

The learning agreement should be reviewed at least monthly by the student, the field instructor and the task supervisor and progress reported on the monthly report.
LEARNING AGREEMENT
CONCENTRATION – DIRECT PRACTICE

Goal #1: Assessment

Assess client’s personal and interpersonal functioning and those environmental factors which influence it.

Outcomes:

At the completion of the concentration year, at an advanced level, the student is able to:

a. Apply knowledge of biological, psychological, social, spiritual and environmental factors to a comprehensive assessment of a client system;

b. Assess strengths and patterns of behavior in an individual, family or group and identify interventions that facilitate functional behaviors;

c. Identify the affective content, underlying messages and themes embedded in the assessment interaction;

d. Understand and accurately apply diagnostic tools appropriate to the setting such as risk assessments, DSM IV-TR, and other tools used in the agency; and,

e. Understand the strengths and limitations of theoretical frameworks for guiding assessments.

Learning Activities:

Please list the activities and tasks necessary to achieve educational outcomes.

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LEARNING AGREEMENT
CONCENTRATION – DIRECT PRACTICE

Goal #2: Relationship Building and Communication

Establish and maintain the helping relationship with client system.

Outcomes:

At the completion of the concentration year, at an advanced level, the student is able to:

a. Demonstrate effective verbal and non-verbal communication that takes into consideration the client’s culture, developmental age, and other relevant factors;

b. Demonstrate an advanced ability to engage client through use of empathy and other relationship building skills;

c. Demonstrate essential elements of a helping relationship critical for social work practice including concern for others, acceptance, accurate empathy, genuineness, appropriate use of authority, purposeful communication, respect for client self-determination, a non-judgmental attitude, and others;

d. Demonstrate understanding of countertransference, and skill in addressing issues that may arise in the relationship with the client system;

e. Recognize and analyze client reluctance to engage or difficulty participating in the helping relationship; and,

f. Demonstrate advanced practice skills with the client system including skills in addressing impasses and challenging points of treatment.

______________________________

Learning Activities:

Please list the activities and tasks necessary to achieve educational outcomes.

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LEARNING AGREEMENT
CONCENTRATION – DIRECT PRACTICE

Goal #3: Goal Planning and Intervention

Research and apply differential treatment/intervention modalities.

Outcomes:

At the completion of the concentration year, at an advanced level, the student is able to:

a. Develop a cohesive plan of intervention based on client’s goals and needs;
b. Engage in differential treatment planning based on modalities learned in the classroom and modalities used in the agency;
c. Develop and practice relevant, sensitive interventions in working with culturally diverse client systems;
d. Identify and incorporate evidence informed interventions that are appropriate for the client system;
e. Demonstrate skill in responding to and monitoring crisis situations;
f. Collaborate with relevant agencies to meet client needs;
g. Identify and use important recurrent themes in ongoing work with client systems; and,
h. Demonstrate appropriate timing and process of termination, anticipating client system’s reactions.

Learning Activities:

Please list the activities and tasks necessary to achieve educational outcomes.

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LEARNING AGREEMENT
CONCENTRATION – DIRECT PRACTICE

Goal #4: Policy

Apply an understanding of policy, program development and program analysis to provision of client services.

Outcomes:

At the completion of the concentration year, at an advanced level, the student is able to:

a. Demonstrate understanding of the agency’s organizational structure, vision, mission, human resources, fiscal management and service goals;
b. Demonstrate understanding of staff deployment to meet service delivery needs;
c. Identify client’s right in the setting, and articulate ethical agency and social worker response to those rights;
d. Analyze the effects of policies, procedures and legislation at the Federal, State, local and agency level on service delivery in the agency; and,
e. Identify situations that call for advocacy on behalf of a client system and demonstrate the ability to balance genuine advocacy in the reality of the agency’s mission and culture.

Learning Activities:

Please list the activities and tasks necessary to achieve educational outcomes.
LEARNING AGREEMENT
CONCENTRATION – DIRECT PRACTICE

Goal #5: Professional Behavior

Work constructively to meet professional, organizational, and community responsibilities.

Outcomes:

At the completion of the concentration year, at an advanced level, the student is able to:

a. Identify and work within agency guidelines, manage workload and accomplish assigned tasks within expected timelines, appropriately uses existing channels of communication in agency;

b. Make presentations to professional staff and/or community members that meet the standards of the agency and demonstrate the ability to critique the strengths and limitations of the presentation;

c. Document work accurately, following the prescribed agency format and standards;

d. Meet the agency standards for appropriate dress, work habits, attendance and social interaction; understand and articulate how these standards impact the ability to work effectively with the client system and the community;

e. Respect the privacy and confidentiality of others and comply with agency policy and professional ethics regarding confidentiality;

f. Demonstrate initiative and motivation in seeking learning opportunities and in supporting team members and co-workers;

g. Demonstrate the ability to interact effectively with diverse agency and community personnel; treat colleagues with respect and accurately represent their views;

h. Be able to use and model problem-solving, conflict resolution, mediation and negotiation skills as necessary;

i. Maintain appropriate emotional intensity; is generally adaptive and able to overcome challenges; and,

j. Demonstrate understanding of boundaries and appropriate self disclosure.

Learning Activities:

Please list the activities and tasks necessary to achieve educational outcomes.

__________________________________________________________________________

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7
LEARNING AGREEMENT
CONCENTRATION – DIRECT PRACTICE

Goal #6: Evaluation

Evaluate client progress and effectiveness of practice.

Outcomes:

At the completion of the concentration year, at an advanced level, the student is able to:

a. Identify methods (both formal and informal) for evaluating program and/or individual effectiveness and incorporate into practice;

b. Plan, conduct and/or utilize research to inform social work practice;

c. Demonstrate the ability to engage client system and/or community/stakeholder groups in evaluating and modifying interventions to increase effectiveness;

d. Plan and implement methods to seek feedback and incorporate this feedback into practice; and,

e. Demonstrate understanding and ability to use instruments, assessment tools, record keeping and feedback from others to monitor change.

Learning Activities:

Please list the activities and tasks necessary to achieve educational outcomes.

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LEARNING AGREEMENT
CONCENTRATION – DIRECT PRACTICE

Goal #7: Self-knowledge

Demonstrate self awareness in relationships with client systems, other professionals and volunteers within the social service network and use such awareness to promote professional growth.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:

a. Use self awareness of work style to effectively manage workload, and learn how to adapt and adjust to differing work styles in the agency;

b. Convey a concerted effort, including independent research and study, attendance at applicable training experiences and agency forums, to expand one’s own professional growth;

c. Demonstrate integration of personal and professional values. Show an awareness of personal biases with client systems and how practice decisions are clearly informed by that awareness;

d. Recognize learning patterns and the impact that the student’s personality and leadership style have on professional relationships;

e. Monitor the effectiveness of one’s own professional practice through self reflection and feedback from clients, colleagues and community members; and,

f. Recognize limitations in knowledge and ability and know when to ask for supervision or help.

Learning Activities:

Please list the activities and tasks necessary to achieve educational outcomes.

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LEARNING AGREEMENT
CONCENTRATION – DIRECT PRACTICE

Goal #8: Supervision

Develop a professional identity and competent practice skills through supervision.

Outcomes:

At the completion of the concentration year, at an advanced level, the student is able to:

a. Demonstrate efficient use of supervisory time by using written agendas, setting priorities and articulating practice concerns concisely;

b. Seek and use instructional support and constructive criticism from the field instructor to enhance practice skills and increase self awareness;

c. Understand issues of trust, diversity and conflict as they present in the supervisory relationship and discuss these issues with the field instructor;

d. Identify areas of learning for continued education and supervision; and,

e. Demonstrate ability to receive and operationalize supervisory suggestions in a non-defensive manner.

Learning Activities:

Please list the activities and tasks necessary to achieve educational outcomes.

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LEARNING AGREEMENT
CONCENTRATION – DIRECT PRACTICE

Goal #9: Ethics

Demonstrate a commitment to social work values and ethical standards.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:
a. Demonstrate ethical practice based on an identification with the NASW Code of Ethics;
b. Recognize major ethical dilemmas in practice. In consultation with the field instructor and/or field advisor consider appropriate measures to discourage, prevent, disclose and correct unethical behavior of others;
c. Demonstrate commitment to address the needs of oppressed and vulnerable populations toward the goal of achieving human rights and social and economic justice;
d. Respect the rights of others to maintain perspective and positions different from one’s own. Support the right of self-determination to promote individual, group and community empowerment;
e. Demonstrate respect for the worth and dignity of individuals regardless of culture, religion, ethnicity, race, sexual orientation, gender identity and expression, socioeconomic status, age, physical characteristics, disability and social development; and,
f. Recognize institutional discrimination and utilize policy and advocacy strategies to promote social justice.

Learning Activities:

Please list the activities and tasks necessary to achieve educational outcomes.
LEARNING AGREEMENT – COMMUNITY, MANAGEMENT AND POLICY PRACTICE
CONCENTRATION
LEARNING AGREEMENT - CONCENTRATION
COMMUNITY, MANAGEMENT AND POLICY PRACTICE

Student: __________________________ Email: __________________________
Field Phone: __________________ Home Phone: __________ Other: ______
Field Instructor: ______________ Email: __________________________
Agency: ___________________ Dept./Division: __________________
City: ___________________ State: __________ Zip Code: __________
Agency Phone: __________ Fax: __________ Other: __________

Period Covered by this Agreement: from __________ to __________

Field Course: □ SOWD720 □ SOWD820 □ SOWD821 □ Block or □ Concurrent
Student Status: □ Full Time □ Part Time □ Advanced Standing

Field Faculty: __________________ Email: __________________________
Office Phone: __________ Fax: __________ Other: __________
Faculty Advisor: ______________ Email: __________________________
Office Phone: __________ Fax: __________ Other: __________

Description of Field Agency Setting

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As part of the Learning Agreement, please specify the following:

Student’s Work Schedule (include days and hours, coverage in student’s absence, make-up arrangements for absences):

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Supervision (include days, times, and with whom):

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Other Staff with whom student is expected to work to complete assignments (include names and titles):
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Signatures:

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Student: __________________ Field Instructor: __________________

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Field Faculty: __________________ Task Supervisor: __________________

UNC
SCHOOL OF SOCIAL WORK
LEARNING AGREEMENT - CONCENTRATION
COMMUNITY, MANAGEMENT AND POLICY PRACTICE

INSTRUCTIONS FOR USING THE LEARNING AGREEMENT

The learning agreement is a dynamic teaching and learning tool that specifies the areas of learning each field experience should provide. It brings together the contributions of the classroom instructor, student, field instructor and field faculty member. The learning agreement has a direct relationship to the student's course work and the learning opportunities available at his/her field site.

The learning agreement should be developed by the student and signed by field instructor after the student has been in the agency long enough to be aware of the learning opportunities the agency offers. Concurrent students should complete the agreement by the sixth week of placement and block placements by the end of the second week of placement. The learning agreement is in place the entire time the student will be in the agency.

Developing the learning agreement is done by:

- Completing the front page of the learning agreement document which includes identifying information, supervision arrangements, and a work schedule for the student;

- Reviewing the goals and outcomes on the following pages; these represent the school's expectations regarding outcomes student should be able to achieve during placement;

- Identifying learning activities available in the agency which will help the student accomplish the stated outcomes;

- Once the learning agreement is completed it will be reviewed and signed by the student, field instructor, task supervisor (if applicable) and field faculty member.

The learning agreement is placed in the student's electronic file as documentation of the planned learning experience during the student's practicum. The learning agreement should be viewed as a dynamic document that can be changed as the practicum proceeds. Major changes should be reviewed by the field faculty member prior to the student making the changes in the document.

The learning agreement should be reviewed at least monthly by the student, the field instructor and the task supervisor and progress reported on the monthly report.
LEARNING AGREEMENT - CONCENTRATION
COMMUNITY, MANAGEMENT AND POLICY PRACTICE

Goal #1: Assessment

Assess the inter-relationship among human service, social, cultural, and political systems as they affect service organizations, service providers, and service beneficiaries. Engage an organization or community system in the analysis of its strengths, problems and resources.

Outcomes:

At the completion of the concentration year, at an advanced level, the student is able to:

a. Critically analyze the agency’s organizational structure, mission, and service goals in the political, economic and community context within which the agency operates;

b. Describe the agency’s history, interaction with the population it services, as well as the funding sources that support it and how that agency influences and is influenced by community behavior and social environment;

c. Identify organizational, inter-organizational, and community relationships that impact social and economic services to families, groups, and communities. Critically assess the strengths and limitations of theoretical frameworks that guide organizational and community assessment processes;

d. Engage agency and community leaders in the design and implementation of a needs and assets assessment for an organization, population group, service area, or community using appropriate theoretical framework tools; and

e. Recognize norms and practices in communities and organizations that facilitate or hinder discussion of organizational or community problems and demonstrate sensitivity to culture and diverse communication styles.

Learning Activities:

Please list the activities and tasks necessary to achieve educational outcomes.
LEARNING AGREEMENT - CONCENTRATION
COMMUNITY, MANAGEMENT AND POLICY PRACTICE

Goal #2: Relationship Building and Communication

Use community and relationship-building skills with individuals, task groups, community associations, boards, and client advocacy groups.

Outcomes:

At the completion of the concentration year, at an advanced level, the student is able to:

a. Exhibit clear, articulate, verbal and non-verbal communication to various constituency groups that display respect for cultural diversity and community traditions;

b. Demonstrate written skill to effectively communicate with diverse constituencies, at multiple levels;

c. Demonstrate mutual respect, acceptance and trust of others through active listening, explanation, and reframing skills. Facilitate group and inter-group communications recognizing power relationships and employing empowerment strategies so that diverse positions are heard and answered;

d. Understand both the function of conflict and the appropriate use of problem-solving, mediation, and negotiation skills in work with organizations and communities; and,

e. Analyze the procedures followed by placement agency staff in developing and maintaining cooperative relationships with other agencies in the community and participate in developing plans for improvement where necessary.

Learning Activities:

Please list the activities and tasks necessary to achieve educational outcomes.

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LEARNING AGREEMENT - CONCENTRATION
COMMUNITY, MANAGEMENT AND POLICY PRACTICE

Goal #3: Program Planning and Implementation

Identify goals and select and implement interventions that will enhance the functioning of a population, organization and/or community and develop outcomes to measure effectiveness of the implementation.

Outcomes:

At the completion of the concentration year, at an advanced level, the student is able to:

a. Engage community leaders, residents, or groups in goal planning, program development and implementation of change strategies;

b. Research best available evidence and knowledge for appropriateness of implementation in the field setting;

c. Utilize a range of models of community practice and planning to improve organization, inter-organization, and community functioning;

d. Demonstrate skill in coordinating and facilitative leadership with staff, committees, community groups and/or coalitions;

e. Develop and practice relevant, sensitive interventions in working with culturally diverse populations, organizations, community groups, and coalitions. Facilitate empowered involvement of clients and consumers in planning and decision-making;

f. Develop the capacity for ongoing leadership in communities and organizations. Understand planning and issues for leadership succession, employ empowerment strategies with communities and group to build autonomy; and,

g. Identify outcome measures that are specific, measurable, and relevant to gauge effectiveness of the program implementation.

Learning Activities:

Please list the activities and tasks necessary to achieve educational outcomes.
LEARNING AGREEMENT - CONCENTRATION
COMMUNITY, MANAGEMENT AND POLICY PRACTICE

Goal #4: Policy

Assess policies and procedures, their development, and their effect on organizational functions, program development and analysis, and client services.

Outcomes:

At the completion of the concentration year, at an advanced level, the student is able to:

a. Analyze the effect of federal, state and local policies, procedures, legislation, funding allocation and budget on organizational functioning, service delivery and issues of diversity;

b. Analyze the process observed at policy-making meetings, or decision making meetings, including agency board meetings, staff meetings, council meetings, legislative meetings etc.; be able to formulate and propose policy strategies for client system and community benefit;

c. Outline the steps in agency policy making and implementation. Analyze the process of feedback and refinement. Be able to understand and interpret the impact of policy changes on service populations and communities;

d. Identity the formal and informal means by which agency policy is formulated or influenced by internal and external factors; and,

e. Identify means for client and community education on policy shifts and issues.

Learning Activities:

Please list the activities and tasks necessary to achieve educational outcomes.

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LEARNING AGREEMENT - CONCENTRATION
COMMUNITY, MANAGEMENT AND POLICY PRACTICE

Goal #5: Professional Behavior

Work constructively to meet professional, organizational, and community responsibilities.

Outcomes:

At the completion of the concentration year, at an advanced level, the student is able to:

a. Identify and work within agency guidelines, manage workload and accomplish assigned tasks within expected timelines; appropriately uses existing channels of communication in agency;

b. Make presentations to professional staff and/or community members that meet the standards of the agency and demonstrate the ability to critique the strengths and limitations of the presentation;

c. Document work accurately, following the prescribed agency format and standards;

d. Meet the agency standards for appropriate dress, work habits, attendance and social interaction; understand and articulate how these standards impact the ability to work effectively with the client system and the community;

e. Respect the privacy and confidentiality of others and comply with agency policy and professional ethics regarding confidentiality;

f. Demonstrate initiative and motivation in seeking learning opportunities and in supporting team members and co-workers;

g. Demonstrate the ability to interact effectively with diverse agency and community personnel; treat colleagues with respect and accurately represent their views; and,

h. Be able to use and model problem-solving, conflict resolution, mediation and negotiation skills as necessary;

i. Maintain appropriate emotional intensity; is generally adaptive and able to overcome challenges; and,

j. Demonstrate understanding of boundaries and appropriate self disclosure.

Learning Activities:

Please list the activities and tasks necessary to achieve educational outcomes.

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LEARNING AGREEMENT - CONCENTRATION
COMMUNITY, MANAGEMENT AND POLICY PRACTICE

Goal #6: Evaluation

Design methodology to evaluate the effectiveness of a planned intervention and articulate criteria for determining success.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:
   a. Identify methods (both formal and informal) for evaluating program and/or individual effectiveness and incorporate into practice;
   b. Plan, conduct and/or utilize research to inform social work practice;
   c. Demonstrate the ability to engage client system and/or community/stakeholder groups in evaluating and modifying interventions to increase effectiveness;
   d. Plan and implement methods to seek feedback and incorporate this feedback into practice; and,
   e. Demonstrate understanding and ability to use instruments, assessment tools, record keeping and feedback from others to monitor change.

Learning Activities:

Please list the activities and tasks necessary to achieve educational outcomes.

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LEARNING AGREEMENT - CONCENTRATION
COMMUNITY, MANAGEMENT AND POLICY PRACTICE

Goal #7: Self-knowledge

Demonstrate self awareness in relationships with client systems, other professionals and volunteers within the social service network and use such awareness to promote professional growth.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:

a. Use self awareness of work style to effectively manage workload, and learn how to adapt and adjust to differing work styles in the agency;

b. Convey a concerted effort, including independent research and study, attendance at applicable training experiences and agency forums, to expand one's own professional growth;

c. Demonstrate integration of personal and professional values. Show an awareness of personal biases with client systems and how practice decisions are clearly informed by that awareness;

d. Recognize learning patterns and the impact that the student's personality and leadership style have on professional relationships;

e. Monitor the effectiveness of one's own professional practice through self reflection and feedback from clients, colleagues and community members; and,

f. Recognize limitations in knowledge and ability and know when to ask for supervision or help.

Learning Activities:

Please list the activities and tasks necessary to achieve educational outcomes.

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LEARNING AGREEMENT - CONCENTRATION
COMMUNITY, MANAGEMENT AND POLICY PRACTICE

Goal #8: Supervision

Develop a professional identity and competent practice skills through supervision.

Outcomes:

At the completion of the concentration year, at an advanced level, the student is able to:

a. Demonstrate efficient use of supervisory time by using written agendas, setting priorities and articulating practice concerns concisely;
b. Seek and use instructional support and constructive criticism from the field instructor to enhance practice skills and increase self awareness;
c. Understand issues of trust, diversity and conflict as they present in the supervisory relationship and discuss these issues with the field instructor;
d. Identify areas of learning for continued education and supervision; and,
e. Demonstrate ability to receive and operationalize supervisory suggestions in a non-defensive manner.

Learning Activities:

Please list the activities and tasks necessary to achieve educational outcomes.

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LEARNING AGREEMENT - CONCENTRATION
COMMUNITY, MANAGEMENT AND POLICY PRACTICE

Goal #9: Ethics

Demonstrate a commitment to social work values and ethical standards.

Outcomes:

At the completion of the concentration year, at an advanced level, the student is able to:

a. Demonstrate ethical practice based on an identification with the NASW Code of Ethics;
b. Recognize major ethical dilemmas in practice. In consultation with the field instructor and/or field advisor consider appropriate measures to discourage, prevent, disclose and correct the unethical behavior of others;
c. Demonstrate commitment to address the needs of oppressed and vulnerable populations toward the goal of achieving human rights and social and economic justice;
d. Respect the rights of others to maintain perspective and positions different from one’s own. Support the right of self determination to promote individual, group and community empowerment;
e. Demonstrate respect for the worth and dignity of individuals regardless of culture, religion, ethnicity, race, sexual orientation, gender identity and expression, socioeconomic status, age, physical characteristics, disability and social development; and,
f. Recognize institutional discrimination and utilize policy and advocacy strategies to promote social justice.

Learning Activities:

Please list the activities and tasks necessary to achieve educational outcomes.
LEARNING AGREEMENT – SELF-DIRECTED PRACTICE CONCENTRATION
LEARNING AGREEMENT
CONCENTRATION – SELF-DIRECTED PRACTICE

Student __________________________ Email __________________________
Field Phone ______________________ Home Phone ________________ Other __________________________
Field Instructor _____________________ Email __________________________
Agency ___________________________ Dept./Division __________________________
City ___________________________ State __________________________ Zip Code __________________________
Agency Phone ______________________ Fax __________________________ Other __________________________

Period Covered by this Agreement: from ___________ to ___________

Field Course: ☐ SOW0720 ☐ SOW0820 ☐ SOW0821 ☐ Block or ☐ Concurrent
Student Status: ☐ Full Time ☐ Part Time ☐ Advanced Standing
Field Faculty __________________________ Email __________________________
Office Phone ______________________ Fax __________________________ Other __________________________
Faculty Advisor _______________________ Email __________________________
Office Phone ______________________ Fax __________________________ Other __________________________

Description of Field Agency Setting

________________________________________________________________________________________________________________________________________

As part of the Learning Agreement, please specify the following:

Student's Work Schedule (include days and hours, coverage in student's absence, make-up arrangements for absences):

________________________________________________________________________________________________________________________________________

Supervision (include days, times, and with whom):

________________________________________________________________________________________________________________________________________

Other Staff with whom student is expected to work to complete assignments (include names and titles):

________________________________________________________________________________________________________________________________________

Signatures:

________________________________________________________________________________________________________________________________________

Student __________________________ Field Instructor __________________________

Field Faculty ______________________ Task Supervisor __________________________
LEARNING AGREEMENT
CONCENTRATION – SELF-DIRECTED PRACTICE

INSTRUCTIONS FOR USING THE LEARNING AGREEMENT

The learning agreement is a dynamic teaching and learning tool that specifies the areas of learning each field experience should provide. It brings together the contributions of the classroom instructor, student, field instructor and field faculty member. The learning agreement has a direct relationship to the student’s course work and the learning opportunities available at his/her field site.

The learning agreement should be developed by the student and signed by field instructor after the student has been in the agency long enough to be aware of the learning opportunities the agency offers. Concurrent students should complete the agreement by the sixth week of placement and block placements by the end of the second week of placement. The learning agreement is in place the entire time the student will be in the agency.

Developing the learning agreement is done by:

- Completing the front page of the learning agreement document which includes identifying information, supervision arrangements, and a work schedule for the student;
- Reviewing the goals and outcomes on the following pages; these represent the school’s expectations regarding outcomes student should be able to achieve during placement;
- Identifying learning activities available in the agency which will help the student accomplish the stated outcomes.
- Once the learning agreement is completed it will be reviewed and signed by the student, field instructor, task supervisor (if applicable) and field faculty member.

The learning agreement is placed in the student’s electronic file as documentation of the planned learning experience during the student’s practicum. The learning agreement should be viewed as a dynamic document that can be changed as the practicum proceeds. Major changes should be reviewed by the field faculty member prior to the student making the changes in the document.

The learning agreement should be reviewed at least monthly by the student, the field instructor and the task supervisor and progress reported on the monthly report.
LEARNING AGREEMENT
CONCENTRATION – SELF-DIRECTED PRACTICE

Goal #1: Assessment

Direct Practice: Assess client’s personal and interpersonal functioning and those environmental factors which influence it.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:

a. Apply knowledge of biological, psychological, social, spiritual and environmental factors to a comprehensive assessment of a client system;
b. Assess strengths and patterns of behavior in an individual, family or group and identify interventions that facilitate functional behaviors;
c. Identify the affective content, underlying messages and themes embedded in the assessment interaction;
d. Understand and accurately apply diagnostic tools appropriate to the setting such as risk assessments, DSM IV-TR, and other tools used in the agency; and,
e. Understand the strengths and limitations of theoretical frameworks for guiding assessments.

Community, Management and Policy Practice: Assess the inter-relationship among human service, social, cultural, and political systems as they affect service organizations, service providers, and service beneficiaries. Engage an organization or community system in the analysis of its strengths, problems and resources.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:

f. Critically analyze the agency’s organizational structure, mission, and service goals in the political, economic and community context within which the agency operates;
g. Describe the agency’s history, interaction with the population it services, as well as the funding sources that support it and how that agency influences and is influenced by community behavior and social environment;
h. Identify organizational, inter-organizational, and community relationships that impact social and economic services to families, groups, and communities. Critically assess the strengths and limitations of theoretical frameworks that guide organizational and community assessment processes;
i. Engage agency and community leaders in the design and implementation of a needs and assets assessment for an organization, population group, service area, or community using appropriate theoretical framework tools; and;
j. Recognize norms and practices in communities and organizations that facilitate or hinder discussion of organizational or community problems and demonstrate sensitivity to culture and diverse communication styles.

Learning Activities:
Please list both direct practice and community, management and policy practice activities necessary to achieve educational outcomes.
LEARNING AGREEMENT
CONCENTRATION – SELF-DIRECTED PRACTICE

Goal #2: Relationship Building and Communication

Direct Practice: Establish and maintain the helping relationship with client system.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:

a. Demonstrate effective verbal and non-verbal communication that takes into consideration the client's culture, developmental age, and other relevant factors;
b. Demonstrate an advanced ability to engage client through use of empathy and other relationship building skills;
c. Demonstrate essential elements of a helping relationship critical for social work practice including concern for others, acceptance, accurate empathy, genuineness, appropriate use of authority, purposeful communication, respect for client self-determination, a non-judgmental attitude, and others;
d. Recognize and analyze client reluctance to engage or difficulty participating in the helping relationship; and,
e. Demonstrate advanced practice skills with the client system including skills in addressing impasses and challenging points of treatment.

Community, Management and Policy Practice: Use relationship-building skills with individuals, task groups, community associations, boards, and client advocacy groups.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:

f. Exhibit clear, articulate, verbal and non-verbal communication to various constituency groups that displays respect for cultural diversity and community traditions;
g. Demonstrate written skill to effectively communicate with diverse constituencies, at multiple levels;
h. Demonstrate mutual respect, acceptance and trust of others through active listening, explanation, and reframing skills. Facilitate group and inter-group communications recognizing power relationships and employing empowerment strategies so that diverse positions are heard and answered;
i. Understand both the function of conflict and the appropriate use of problem-solving, mediation, and negotiation skills in work with organizations and communities; and,
j. Analyze the procedures followed by placement agency staff in developing and maintaining cooperative relationships with other agencies in the community and participate in developing plans for improvement where necessary.

Learning Activities:
Please list both direct practice and community, management and policy practice activities necessary to achieve educational outcomes.
LEARNING AGREEMENT
CONCENTRATION – SELF-DIRECTED PRACTICE

Goal #3: Goal Planning and Program Implementation:

Direct Practice: Research and apply differential treatment/intervention modalities.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:
- Develop a cohesive plan of intervention based on client's goals and needs;
- Engage in differential treatment planning based on modalities learned in the classroom and modalities used in the agency;
- Develop and practice relevant, sensitive interventions in working with culturally diverse client systems;
- Identify and incorporate evidence-informed interventions that are appropriate for the client system;
- Demonstrate skill in responding to and monitoring crisis situations;
- Collaborate with relevant agencies to meet client needs;
- Identify and use important recurrent themes in ongoing work with client systems; and,
- Demonstrate appropriate timing and process of termination, anticipating client system's reactions.

Community, Management and Policy Practice: Identify goals and select and implement interventions that will enhance the functioning of a population, organization and/or community and develop outcomes to measure effectiveness of the implementation.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:
- Engage community leaders, residents, or groups in goal planning, program development and implementation of change strategies;
- Utilize a range of models of community practice and planning to improve organization, interorganization, and community functioning;
- Demonstrate skill in coordinating and facilitative leadership with staff, committees, community groups and/or coalitions;
- Develop and practice relevant, sensitive interventions in working with culturally diverse populations, organizations, community groups, and coalitions. Facilitate empowered involvement of clients and consumers in planning and decision-making;
- Develop the capacity for on-going leadership in communities and organizations. Understand planning and issues for leadership succession, employ empowerment strategies with communities and group to build autonomy; and,
- Identify outcome measures that are specific, measurable, and relevant to gauge effectiveness of the program implementation.

Learning Activities:
Please list both direct practice and community, management and policy practice activities necessary to achieve educational outcomes.
LEARNING AGREEMENT
CONCENTRATION – SELF-DIRECTED PRACTICE

Goal #4: Policy

Direct Practice: Apply an understanding of policy, program development and program analysis to provision of client services.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:
   a. Demonstrate understanding of the agency’s organizational structure, vision, mission, human resources, fiscal management and service goals;
   b. Demonstrate understanding of staff deployment to meet service delivery needs;
   c. Identify client’s right in the setting, and articulate ethical agency and social worker response to those rights;
   d. Analyze the effects of policies, procedures and legislation at the Federal, State, local and agency level on service delivery in the agency; and,
   e. Identify situations that call for advocacy on behalf of a client system and demonstrate the ability to balance genuine advocacy in the reality of the agency’s mission and culture.

Community, Management and Policy Practice: Assess policies and procedures, their development and their effect on organizational functions, program development and analysis, and client services.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:
   f. Analyze the effect of federal, state and local policies, procedures, legislation, funding allocation and budget on organizational functioning, service delivery and issues of diversity;
   g. Analyze the process observed at policy-making meetings, or decision making meetings, including agency board meetings, staff meetings, council meetings, legislative meetings etc., be able to formulate and propose policy strategies for client system and community benefit;
   h. Outline the steps in agency policy making and implementation. Analyze the process of feedback and refinement. Be able to understand and interpret the impact of policy changes on service populations and communities;
   i. Identify the formal and informal means by which agency policy is formulated or influenced by internal and external factors; and,
   j. Identify means for client and community education on policy shifts and issues.

Learning Activities:
Please list both direct practice and community, management and policy practice activities necessary to achieve educational outcomes.

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LEARNING AGREEMENT
CONCENTRATION – SELF-DIRECTED PRACTICE

Goal #5: Professional Behavior:

Work constructively to meet professional, organizational, and community responsibilities.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:

a. Identify and work within agency guidelines, manage workload and accomplish assigned tasks within expected timelines, appropriately uses existing channels of communication in agency;
b. Make presentations to professional staff and/or community members that meet the standards of the agency and demonstrate the ability to critique the strengths and limitations of the presentation;
c. Document work accurately, following the prescribed agency format and standards;
d. Meet the agency standards for appropriate dress, work habits, attendance and social interaction; understand and articulate how these standards impact the ability to work effectively with the client system and the community;
e. Respect the privacy and confidentiality of others and comply with agency policy and professional ethics regarding confidentiality;
f. Demonstrate initiative and motivation in seeking learning opportunities and in supporting team members and co-workers;
g. Demonstrate the ability to interact effectively with diverse agency and community personnel; treat colleagues with respect and accurately represent their views;
h. Be able to use and model problem-solving, conflict resolution, mediation and negotiation skills as necessary;
i. Maintain appropriate emotional intensity; is generally adaptive and able to overcome challenges; and,
j. Demonstrate understanding of boundaries and appropriate self-disclosure.

Learning Activities:
Please list both direct practice and community, management and policy practice activities necessary to achieve educational outcomes.

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LEARNING AGREEMENT
CONCENTRATION – SELF-DIRECTED PRACTICE

Goal #6: Evaluation

Evaluate client progress and effectiveness of practice. Design methodology to evaluate the effectiveness of a planned intervention and articulate criteria for determining success.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:
   a. Identify methods (both formal and informal) for evaluating program and/or individual effectiveness and incorporate into practice;
   b. Plan, conduct and/or utilize research to inform social work practice;
   c. Demonstrate the ability to engage client system and/or community/stakeholder groups in evaluating and modifying interventions to increase effectiveness;
   d. Plan and implement methods to seek feedback and incorporate this feedback into practice; and,
   e. Demonstrate understanding and ability to use instruments, assessment tools, record keeping and feedback from others to monitor change.

Learning Activities:
Please list both direct practice and community, management and policy practice activities necessary to achieve educational outcomes.
LEARNING AGREEMENT
CONCENTRATION – SELF-DIRECTED PRACTICE

Goal #2: Self-knowledge:

Demonstrate self-awareness in relationships with client systems, other professionals and volunteers within the social service network and use such awareness to promote professional growth.

Outcomes:

At the completion of the concentration year, at an advanced level, the student is able to:

a. Use self awareness of work style to effectively manage workload, and learn how to adapt and adjust to differing work styles in the agency;
b. Convey a concerted effort, including independent research and study, attendance at applicable training experiences and agency forums, to expand one’s own professional growth;
c. Demonstrate integration of personal and professional values. Show an awareness of personal biases with client systems and how practice decisions are clearly informed by that awareness;
d. Recognize learning patterns and the impact that the student’s personality and leadership style have on professional relationships;
e. Monitor the effectiveness of one’s own professional practice through self reflection and feedback from clients, colleagues and community members; and,
f. Recognize limitations in knowledge and ability and know when to seek supervision or help.

Learning Activities:

Please list both direct practice and community, management and policy practice activities necessary to achieve educational outcomes.

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LEARNING AGREEMENT
CONCENTRATION – SELF-DIRECTED PRACTICE

Goal #8: Supervision:

Develop a professional identity and competent practice skills through supervision.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:

a. Demonstrate efficient use of supervisory time by using written agendas, setting priorities and articulating practice concerns concisely;
b. Seek and use instructional support and constructive criticism from the field instructor to enhance practice skills and increase self awareness;
c. Understand issues of trust, diversity and conflict as they present in the supervisory relationship and discuss these issues with the field instructor;
d. Identify areas of learning for continued education and supervision; and,
e. Demonstrate ability to receive and operationalize supervisory suggestions in a non-defensive manner.

Learning Activities:
Please list both direct practice and community, management and policy practice activities necessary to achieve educational outcomes.
LEARNING AGREEMENT
CONCENTRATION – SELF-DIRECTED PRACTICE

Goal #9: Ethics:

Demonstrate a commitment to social work values and ethical standards.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:

a. Demonstrate ethical practice based on an identification with the NASW Code of Ethics;
b. Recognize major ethical dilemmas in practice in consultation with the field instructor and/or field advisor consider appropriate measures to discourage, prevent, disclose and correct the unethical behavior of others;
c. Demonstrate commitment to address the needs of oppressed and vulnerable populations toward the goal of achieving human rights and social and economic justice;
d. Respect the rights of others to maintain perspective and positions different from one’s own. Support the right of self-determination to promote individual, group and community empowerment;
e. Demonstrate respect for the worth and dignity of individuals regardless of culture, religion, ethnicity, race, sexual orientation, gender identity and expression, socioeconomic status, age, physical characteristics, disability and social development; and,
f. Recognize institutional discrimination and utilize policy and advocacy strategies to promote social justice.

Learning Activities:
Please list both direct practice and community, management and policy practice activities necessary to achieve educational outcomes.
LEARNING AGREEMENT – SUMMER ADVANCED STANDING PROGRAM
LEARNING AGREEMENT
ADVANCED STANDING - SUMMER

Student: __________________________ Email: __________________________
Field Phone: _____________________ Home Phone: __________________ Other: __________
Field Instructor: ________________ Email: __________________________
Agency: _________________________ Dept./Division: __________________
City: ___________________________ State: __________ Zip Code: __________
Agency Phone: ________________ Fax: __________________ Other: __________

Period Covered by this Agreement: from __________ to __________

Field Faculty: __________________ Email: __________________________
Office Phone: ________________ Fax: __________________ Other: __________
Faculty Advisor: ______________ Fax: __________________ Email: __________________
Office Phone: ________________ Fax: __________________ Other: __________

Description of Field Agency Setting
________________________________________________________________________
________________________________________________________________________

As part of the Learning Agreement, please specify the following:

Student’s Work Schedule (include days and hours, coverage in student’s absence, make-up arrangements for absences):
________________________________________________________________________
________________________________________________________________________

Supervision (include days, times, and with whom):
________________________________________________________________________

Other Staff with whom student is expected to work to complete assignments (include names and titles):
________________________________________________________________________
________________________________________________________________________

Signatures:

Student: __________________________ Field Instructor: ________________ Date: __________

Field Faculty: __________________ Task Supervisor: ________________ Date: __________
LEARNING AGREEMENT
ADVANCED STANDING - SUMMER

Goal 1: Bridging the BSW and MSW: Self Assessment

Outcomes:

a. Identify specific skills and knowledge base needing development,
b. Develop an understanding of social work practice skills utilized in the agency,
c. Secure caseload/work product expectations and activities.

Activities:

Please list the activities and tasks necessary to achieve educational outcomes.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Goal 2: Understanding the Agency’s Operation

Outcomes:

a. Develop professional/working relationships with program staff and supervisor,
b. Familiarize self with Agency program and policy.

Activities:

Please list the activities and tasks necessary to achieve educational outcomes.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2
LEARNING AGREEMENT
ADVANCED STANDING - SUMMER

Goal 3: Understanding the Agency’s Role in the Community System

Outcomes:

a. Learn about programs that complement services provided by the Agency,

b. Familiarize self with demographics represented in the Agency as well as in the greater population,

c. Learn about available local, state and national resources that provide services and advocacy for individuals represented by the agency.

Activities:

Please list the activities and tasks necessary to achieve educational outcomes.

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Goal 4: Practice Exploring/Understanding Opportunities

Outcomes:

a. Develop appropriate Concentration Learning Agreement,

b. Pursue learning opportunities within the agency as deemed appropriate.

Activities:

Please list the activities and tasks necessary to achieve educational outcomes.

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
PERFORMANCE EVALUATION: DIRECT PRACTICE CONCENTRATION
PERFORMANCE EVALUATION
DIRECT PRACTICE CONCENTRATION

SoWo 820 □
SoWo 821 □

Student ___________________ Email ___________________
Field Instructor ____________ Email ___________________
Task Supervisor ______________ Email ___________________
Agency _____________________ Dept./Division ____________
City _________________________ State __________ Zip Code __________
Field Faculty _______________ Email ___________________
Office Phone ________________ Fax _____________________ Other _________

In general, the UNC-CH, School of Social Work recommends that the student’s performance evaluation be completed in discussion between the field instructor, task supervisor, and the student in consultation with the field faculty member. However, the School realizes and respects that based on agency culture and personal preference, the form may be completed by the field instructor alone. The form must be entered on-line where the field instructor, task supervisor (if applicable), student and field faculty member should sign the evaluation electronically. The evaluation becomes part of the student’s permanent record. Both student and field instructor should keep a printed copy of this document.

Field Evaluation Grading Criteria

Responsibility for assigning the grade belongs to the field faculty member.

A grade of either P (pass), L (low pass), or F (fail), or IN (incomplete) is assigned by field faculty, at the end of each semester/summer session in which the student has registered for field education. P indicates satisfactory performance and F unsatisfactory performance. L indicates the student is performing at a minimal or inconsistent level. Students receiving an L in field education are required to work with the field education office to develop a plan for future field experiences designed to improve the student’s performance. IN means that the student withdrew during the semester or in some other way did not complete all the requirements during the semester. If a mark of IN is given the student will develop a contract with the field faculty member for when and how the work will be completed. A grade will be assigned when the work is complete. A grade of F will be assigned if the work is not complete by the conclusion of the following semester.

For each item in the following sections, the field instructor should rate the student’s performance relative to where they are in the program (e.g. foundation vs. concentration, first semester vs. second semester). The rating scale for this form ranges from 1 to 5, with 1 indicating the need for significant improvement and 5 indicating exceptional mastery. NA (Not Applicable) may be appropriate in the first semester, before a student has an opportunity to engage in an activity, but this rating would rarely be appropriate at the end of the second semester of field. Likewise, a student may receive a rating of 1 or 2 on some outcomes during the first semester when beginning to practice new skills but a rating of a 2 on the final evaluation would indicate the student’s lack of ability to acquire the skill level expected by the end of the placement.

Provide an overall rating for the student’s performance, as indicated at the end of each category and a brief narrative in the comments section.

UNC-CH School of Social Work, Field Education Office
325 Tate, Turner, Kuralt Bldg., CB # 3550
Chapel Hill, NC 27599-3550
Phone: 919.966.4916 FAX: 919/962.3384
http://www.unccssw.org
PERFORMANCE EVALUATION
DIRECT PRACTICE CONCENTRATION

Goal #1 Assessment: Assess client’s personal and interpersonal functioning and those environmental factors which influence it.

Performance Rating Scale
1...Unacceptable (never or rarely meets criteria)
2...Needs improvement (meets criteria inconsistently)
3...Satisfactory (meets criteria most of the time)
4...Very Good (consistently meets criteria)
5...Outstanding (consistently exceeds criteria)
NA... Not applicable at this time or in this setting

Outcomes
At the completion of the concentration year the student is able to:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Ratings (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Apply knowledge of biological psychological, social, spiritual and environmental factors to a comprehensive assessment of a client system;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>b. Assess strengths and patterns of behavior in an individual, family or group and identify interventions that facilitate functional behaviors;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>c. Identify the affective content, underlying messages and themes embedded in the assessment interaction;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>d. Understand and accurately apply diagnostic tools appropriate to the setting such as risk assessments, DSM IV-TR, and other tools used in the agency; and,</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>e. Understand the strengths and limitations of theoretical frameworks for guiding assessments.</td>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

Summary for Assessment
Overall rating for the student’s performance in this category (circle one).

1 2 3 4 5 NA

Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

UNC
SCHOOL OF SOCIAL WORK
# PERFORMANCE EVALUATION
## DIRECT PRACTICE CONCENTRATION

### Goal #2
Relationship Building and Communication: Establish and maintain the helping relationship with client system(s).

<table>
<thead>
<tr>
<th>Performance Rating Scale</th>
<th>1...Unacceptable (never or rarely meets criteria)</th>
<th>2...Nosed Improvement (meets criteria inconsistently)</th>
<th>3...Satisfactory (meets criteria most of the time)</th>
<th>4...Very Good (consistently meets criteria)</th>
<th>5...Outstanding (consistently exceeds criteria)</th>
<th>NA...Not applicable at this time or in this setting</th>
</tr>
</thead>
</table>

### Outcomes
At the completion of the concentration year the student is able to:

<table>
<thead>
<tr>
<th>a. Demonstrate effective verbal and non-verbal communication that takes into consideration the client’s culture, developmental age, and other relevant factors;</th>
<th>1 2 3 4 5 NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Demonstrate an advanced ability to engage client through use of empathy and other relationship building skills;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>c. Demonstrate essential elements of a helping relationship critical for social work practice including concern for others, acceptance, accurate empathy, genuineness, appropriate use of authority, purposeful communication, respect for client self-determination, a non-judgmental attitude, and others;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>d. Demonstrate understanding of countertransference and skill in addressing issues that may arise in the relationship with the client;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>e. Recognize and analyze client reluctance to engage or difficulty participating in the helping relationship; and</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>f. Demonstrate advanced practice skills with the client system including skills in addressing impasses and challenging points of treatment.</td>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

### Summary for Relationship Building and Communication
Overall rating for the student’s performance in this category (circle one):

| 1 2 3 4 5 NA |

### Comments:

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3

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PERFORMANCE EVALUATION
DIRECT PRACTICE CONCENTRATION

Goal #3  Goal Planning and Intervention: Research and apply differential treatment/intervention modalities.

<table>
<thead>
<tr>
<th>Performance Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Unacceptable (never or rarely meets criteria)</td>
</tr>
<tr>
<td>2. Needs improvement (meets criteria inconsistently)</td>
</tr>
<tr>
<td>3. Satisfactory (meets criteria most of the time)</td>
</tr>
<tr>
<td>4. Very Good (consistently meets criteria)</td>
</tr>
<tr>
<td>5. Outstanding (consistently exceeds criteria)</td>
</tr>
<tr>
<td>NA: Not applicable at this time or in this setting</td>
</tr>
</tbody>
</table>

Outcomes:
At the completion of the concentration year the student is able to:

<table>
<thead>
<tr>
<th>a. Develop a cohesive plan of intervention based on client's goals and needs;</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Engage in differential treatment planning based on modalities learned in the classroom and modalities used in the agency;</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>c. Develop and practice relevant, sensitive interventions in working with culturally diverse client systems;</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>d. Identify and incorporate evidence informed interventions that are appropriate for the client system;</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>e. Demonstrate skill in responding to and monitoring crisis situations;</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>f. Collaborate with relevant agencies to meet client needs;</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>g. Identify and use important recurrent themes in ongoing work with client systems; and,</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>h. Demonstrate appropriate timing and process of termination, anticipating client system's reactions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

Summary for Goal Planning and Interventions
Overall rating for the student's performance in this category (circle one): 1 2 3 4 5 NA

Comments:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
PERFORMANCE EVALUATION
DIRECT PRACTICE CONCENTRATION

Goal #4: Policy: Apply an understanding of policy, program development and program analysis to provision of client services.

Performance Rating Scale
1. Unacceptable (never or rarely meets criteria)
2. Needs improvement (meets criteria inconsistently)
3. Satisfactory (meets criteria most of the time)
4. Very Good (consistently meets criteria)
5. Outstanding (consistently exceeds criteria)
NA: Not applicable at this time or in this setting

Outcomes
At the completion of the concentration year the student is able to:

<table>
<thead>
<tr>
<th>Rating (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

a. Demonstrate understanding of the agency’s organizational structure, vision, mission, human resources, fiscal management and service goals;
1 2 3 4 5 NA

b. Demonstrate understanding of staff deployment to meet service delivery needs;
1 2 3 4 5 NA

c. Identify client’s right in the setting, and articulate ethical agency and social worker response to those rights;
1 2 3 4 5 NA

d. Analyze the effects of policies, procedures and legislation at the Federal, State, local and agency level on service delivery in the agency; and
1 2 3 4 5 NA

e. Identify situations that call for advocacy on behalf of a client system and demonstrate the ability to balance genuine advocacy in the reality of the agency’s mission and culture.
1 2 3 4 5 NA

Summary for Policy
Overall rating for the student’s performance in this category (circle one):

1 2 3 4 5 NA

Comments:
________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________

UNC
SCHOOL OF SOCIAL WORK
## PERFORMANCE EVALUATION

### DIRECT PRACTICE CONCENTRATION

**Goal #5**  
Professional Behavior: Work constructively to meet professional, organizational, and community responsibilities.

<table>
<thead>
<tr>
<th>Performance Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1...Unacceptable (never or rarely meets criteria)</td>
</tr>
<tr>
<td>2...Needs improvement (meets criteria inconsistently)</td>
</tr>
<tr>
<td>3...Satisfactory (meets criteria most of the time)</td>
</tr>
<tr>
<td>4...Very Good (consistently meets criteria)</td>
</tr>
<tr>
<td>5...Outstanding (consistently exceeds criteria)</td>
</tr>
<tr>
<td>NA... Not applicable at this time or in this setting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Ratings (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify and work within agency guidelines, manage workload and accomplish assigned tasks within expected timelines, appropriately uses existing channels of communication in agency</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>b. Make presentations to professional staff and/or community members that meet the standards of the agency and demonstrate the ability to critique the strengths and limitations of the presentation</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>c. Document work accurately, following the prescribed agency format and standards;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>d. Meet the agency standards for appropriate dress, work habits, attendance and social interaction; understand and articulate how these standards impact the ability to work effectively with the client system and the community</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>e. Respect the privacy and confidentiality of others and comply with agency policy and professional ethics regarding confidentiality</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>f. Demonstrate initiative and motivation in seeking learning opportunities and in supporting team members and co-workers</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>g. Demonstrate the ability to interact effectively with diverse agency and community personnel; treat colleagues with respect and accurately represent their views;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>h. Be able to use and model problem-solving, conflict resolution, mediation and negotiation skills as necessary;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>i. Maintain appropriate emotional intensity; is generally adaptive and able to overcome challenges; and</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>j. Demonstrate understanding of boundaries and appropriate self disclosure</td>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

**Summary for Professional Behavior**  
Overall rating for the student’s performance in this category (circle one).

1 2 3 4 5 NA

**Comments:**

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**UNC SCHOOL OF SOCIAL WORK**
PERFORMANCE EVALUATION
DIRECT PRACTICE CONCENTRATION


Performance Rating Scale:
1. Unacceptable (never or rarely meets criteria)
2. Needs improvement (meets criteria inconsistently)
3. Satisfactory (meets criteria most of the time)
4. Very Good (consistently meets criteria)
5. Outstanding (consistently exceeds criteria)
NA: Not applicable at this time or in this setting

Outcomes
At the completion of the concentration year the student is able to:

| a. Identify methods (both formal and informal) for evaluating program and/or individual effectiveness and incorporate into practice; | 1 2 3 4 5 NA |
| b. Plan, conduct and/or utilize research to inform social work practice; | 1 2 3 4 5 NA |
| c. Demonstrate the ability to engage client system and/or community/stakeholder groups in evaluating and modifying interventions to increase effectiveness; | 1 2 3 4 5 NA |
| d. Plan and implement methods to seek feedback and incorporate this feedback into practice; and, | 1 2 3 4 5 NA |
| e. Demonstrate understanding and ability to use instruments, assessment tools, record keeping and feedback from others to monitor change. | 1 2 3 4 5 NA |

Summary for Evaluation
Overall rating for the student’s performance in this category (circle one):

1 2 3 4 5 NA

Comments:

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7
PERFORMANCE EVALUATION
DIRECT PRACTICE CONCENTRATION

Goal #7  Self-knowledge: Demonstrate self awareness in relationships with client systems, other professionals and volunteers within the social service network and use such awareness to promote professional growth.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Ratings (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Use self awareness of work style to effectively manage workload, and learn how to adapt and adjust to differing work styles in the agency;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>b. Convey a concerted effort, including independent research and study, attendance at applicable training experiences and agency forums, to expand one’s own professional growth;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>c. Demonstrate integration of personal and professional values. Show an awareness of personal biases with client systems and how practice decisions are clearly informed by that awareness;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>d. Recognize learning patterns and the impact that the student’s personality and leadership style have on professional relationships;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>e. Monitor the effectiveness of one’s own professional practice through self reflection and feedback from clients, colleagues and community members; and,</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>f. Recognize limitations in knowledge and ability and know when to ask for supervision or help.</td>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

Summary for Self-knowledge
Overall rating for the student’s performance in this category (circle one).

1 2 3 4 5 NA

Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
# PERFORMANCE EVALUATION
## DIRECT PRACTICE CONCENTRATION

**Goal #8**
Supervision: Develop a professional identity and competent practice skills through supervision.

<table>
<thead>
<tr>
<th>Performance Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1...Unacceptable (never or rarely meets criteria)</td>
</tr>
<tr>
<td>2...Needs improvement (meets criteria inconsistently)</td>
</tr>
<tr>
<td>3...Satisfactory (meets criteria most of the time)</td>
</tr>
<tr>
<td>4...Very Good (consistently meets criteria)</td>
</tr>
<tr>
<td>5...Outstanding (consistently exceeds criteria)</td>
</tr>
<tr>
<td>NA...Not applicable at this time or in this setting</td>
</tr>
</tbody>
</table>

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**Outcomes**

At the completion of the concentration year the student is able to:

<table>
<thead>
<tr>
<th>Ratings (circle one)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
</table>

**a.** Demonstrate efficient use of supervisory time by using written agendas, setting priorities and articulating practice concerns concisely;  
1 | 2 | 3 | 4 | 5 | NA |

**b.** Seek and use instructional support and constructive criticism from the field instructor to enhance practice skills and increase self awareness;  
1 | 2 | 3 | 4 | 5 | NA |

**c.** Understand issues of trust, diversity and conflict as they present in the supervisory relationship and discuss these issues with the field instructor;  
1 | 2 | 3 | 4 | 5 | NA |

**d.** Identify areas of learning for continued education and supervision; and,  
1 | 2 | 3 | 4 | 5 | NA |

**e.** Demonstrate ability to receive and operationalize supervisory suggestions in a non-defensive manner.  
1 | 2 | 3 | 4 | 5 | NA |

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**Summary for Supervision**

Overall rating for the student’s performance in this category (circle one).

1 2 3 4 5 NA

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**Comments:**

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## PERFORMANCE EVALUATION
### DIRECT PRACTICE CONCENTRATION

**Goal #9**
Ethics: Demonstrate a commitment to social work values and ethical standards.

<table>
<thead>
<tr>
<th>Performance Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1...Unacceptable (never or rarely meets criteria)</td>
</tr>
<tr>
<td>2...Needs improvement (meets criteria inconsistently)</td>
</tr>
<tr>
<td>3...Satisfactory (meets criteria most of the time)</td>
</tr>
<tr>
<td>4...Very Good (consistently meets criteria)</td>
</tr>
<tr>
<td>5...Outstanding (consistently exceeds criteria)</td>
</tr>
<tr>
<td>NA...Not applicable at this time or in this setting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Ratings (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Demonstrate ethical practice based on an identification with the NASW Code of Ethics;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>b. Recognize major ethical dilemmas in practice. In consultation with the field instructor and/or field advisor consider appropriate measures to discourage, prevent, disclose and correct the unethical behavior of others;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>c. Demonstrate commitment to address the needs of oppressed and vulnerable populations toward the goal of achieving human rights and social and economic justice;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>d. Respect the rights of others to maintain perspective and positions different from one’s own. Support the right of self-determination to promote individual, group and community empowerment;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>e. Demonstrate respect for the worth and dignity of individuals regardless of culture, religion, ethnicity, race, sexual orientation, gender identity and expression, socioeconomic status, age, physical characteristics, disability and social development; and,</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>f. Recognize institutional discrimination and utilize policy and advocacy strategies to promote social justice.</td>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

**Summary for Ethics**

Overall rating for the student's performance in this category (circle one).

1 2 3 4 5 NA

Comments:
PERFORMANCE EVALUATION
DIRECT PRACTICE CONCENTRATION

Overall Student Rating

Student's Major Strengths and Limitations:

Directions and Goals for Student's Future Learning:

Field Instructor's Signature: ___________________________ Date: ____________
Task Supervisor's Signature: ___________________________ Date: ____________
Student's Signature: ___________________________ Date: ____________
Field Faculty Signature: ___________________________ Date: ____________

Please enter online by the last day of field instruction for each semester.

UNC-CH School of Social Work
Field Education Office
325 Tate, Turner, Kuralt Bldg., CB # 3550
Chapel Hill, NC 27599-3550
Phone: 919.966.4916 FAX: 919/962.3384
http://www.unccsw.org
PERFORMANCE EVALUATION
COMMUNITY, MANAGEMENT AND POLICY PRACTICE

SoWo 820 □
SoWo 821 □

Student __________________________ Email __________________________
Field Instructor __________________________ Email __________________________
Task Supervisor __________________________ Email __________________________
Agency __________________________ Dept./Division __________________________
City __________________________ State __________________________ Zip Code __________________________
Field Faculty __________________________ Email __________________________
Office Phone __________________________ Fax __________________________ Other __________________________

In general, the UNC-CH, School of Social Work recommends that the student’s performance evaluation be completed in discussion between the field instructor, task supervisor, and the student in consultation with the field faculty member. However, the School realizes and respects that based on agency culture and personal preference, the form may be completed by the field instructor alone. The form must be entered on-line where the field instructor, task supervisor (if applicable), student and field faculty member should sign the evaluation electronically. The evaluation becomes part of the student’s permanent record. Both student and field instructor should keep a printed copy of this document.

Field Evaluation Grading Criteria
Responsibility for assigning the grade belongs to the field faculty member.
A grade of either P (pass), L (low pass), or F (fail), or IN (incomplete) is assigned by field faculty, at the end of each semester/summer session in which the student has registered for field education. P indicates satisfactory performance and F unsatisfactory performance. L indicates the student is performing at a minimal or inconsistent level. Students receiving an L in field education are required to work with the field education office to develop a plan for future field experiences designed to improve the student’s performance. IN means that the student withdrew during the semester or in some other way did not complete all the requirements during the semester. If a mark of IN is given the student will develop a contract with the field faculty member for when and how the work will be completed. A grade will be assigned when the work is complete. A grade of F will be assigned if the work is not complete by the conclusion of the following semester.

For each item in the following sections, the field instructor should rate the student’s performance relative to where they are in the program (e.g. foundation vs. concentration, first semester vs. second semester). The rating scale for this form ranges from 1 to 5, with 1 indicating the need for significant improvement and 5 indicating exceptional mastery. NA (Not Applicable) may be appropriate in the first semester, before a student has an opportunity to engage in an activity, but this rating would rarely be appropriate at the end of the second semester of field. Likewise, a student may receive a rating of 1 or 2 on some outcomes during the first semester when beginning to practice new skills but a rating of a 2 on the final evaluation would indicate the student’s lack of ability to acquire the skill level expected by the end of the placement.

Provide an overall rating for the student’s performance, as indicated at the end of each category and a brief narrative in the comments section.

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1
Goal #1
Assessment: Assess the inter-relationship among human service, social, cultural, and political systems as they affect service organizations, service providers, and service beneficiaries. Engage an organization or community system in the analysis of its strengths, problems and resources.

<table>
<thead>
<tr>
<th>Performance Rating Scale</th>
<th>1. Unacceptable (never or rarely meets criteria)</th>
<th>2. Needs improvement (meets criteria inconsistently)</th>
<th>3. Satisfactory (meets criteria most of the time)</th>
<th>4. Very Good (consistently meets criteria)</th>
<th>5. Outstanding (consistently exceeds criteria)</th>
<th>NA... Not applicable at this time or in this setting</th>
</tr>
</thead>
</table>

Outcomes
At the completion of the concentration year the student is able to:

| a. Critically analyze the agency’s organizational structure, mission, and service goals in the political, economic and community context within which the agency operates; | 1 2 3 4 5 NA |
|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|
| b. Describe the agency’s history, interaction with the population it serves, as well as the funding sources that support it and how that agency influences and is influenced by community behavior and social environment; | 1 2 3 4 5 NA |
|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|
| c. Identify organizational, inter-organizational, and community relationships that impact social and economic services to families, groups, and communities. Critically assess the strengths and limitations of the theoretical frameworks that guide organizational and community assessment processes; | 1 2 3 4 5 NA |
|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|
| d. Engage agency and community leaders in the design and implementation of a needs and assets assessment for an organization, population group, service area, or community using appropriate theoretical framework tools; and, | 1 2 3 4 5 NA |
|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|
| e. Recognize norms and practices in communities and organizations that facilitate or hinder discussion of organizational or community problems and demonstrate sensitivity to culture and diverse communication styles. | 1 2 3 4 5 NA |
|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|

Summary for Assessment
Overall rating for the student’s performance in this category (circle one).

1 2 3 4 5 NA

Comments:


2
PERFORMANCE EVALUATION
COMMUNITY, MANAGEMENT AND POLICY PRACTICE

Goal #2  Relationship Building and Communication: Use relationship-building skills with individuals, task groups, community associations, boards, and client advocacy groups.

Performance Rating Scale
1...Unacceptable (never or rarely meets criteria)
2...Needs Improvement (meets criteria inconsistently)
3...Satisfactory (meets criteria most of the time)
4...Very Good (consistently meets criteria)
5...Outstanding (consistently exceeds criteria)
NA...Not applicable at this time or in this setting

Outcomes  Ratings (circle one)
At the completion of the concentration year the student is able to:

a. Exhibit clear, articulate, verbal and non-verbal communication to various constituency groups that displays respect for cultural diversity and community traditions;  1 2 3 4 5 NA

b. Demonstrate written skill to effectively communicate with diverse constituencies, at multiple levels;  1 2 3 4 5 NA

c. Demonstrate mutual respect, acceptance and trust of others through active listening, explanation, and reframing skills. Facilitate group and inter-group communications recognizing power relationships and employing empowerment strategies so that diverse positions are heard and answered;  1 2 3 4 5 NA

d. Understand both the function of conflict and the appropriate use of problem-solving, mediation, and negotiation skills in work with organizations and communities; and,  1 2 3 4 5 NA

e. Analyze the procedures followed by placement agency staff in developing and maintaining cooperative relationships with other agencies in the community and participate in developing plans for improvement where necessary.  1 2 3 4 5 NA

Summary for Relationship Building and Communication
Overall rating for the student’s performance in this category (circle one).

1 2 3 4 5 NA

Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3
### PERFORMANCE EVALUATION

**COMMUNITY, MANAGEMENT AND POLICY PRACTICE**

**Goal #3**
Program Planning and Implementation: Identify goals and select and implement interventions that will enhance the functioning of a population, organization and/or community and develop outcomes to measure effectiveness of the implementation.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1...Unacceptable (never or rarely meets criteria)</td>
</tr>
<tr>
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</tr>
<tr>
<td>5...Outstanding (consistently exceeds criteria)</td>
</tr>
<tr>
<td>NA...Not applicable at this time or in this setting</td>
</tr>
</tbody>
</table>

**Outcomes:**

At the completion of the concentration year the student is able to:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Ratings (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Engage community leaders, residents, or groups in goal planning,</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>program development and implementation of change strategies;</td>
<td></td>
</tr>
<tr>
<td>b. Research best available evidence and knowledge for appropriateness of</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>implementation in the field setting;</td>
<td></td>
</tr>
<tr>
<td>c. Utilize a range of models of community practice and planning to</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>improve organization, inter-organization, and community functioning;</td>
<td></td>
</tr>
<tr>
<td>d. Demonstrate skill in coordinating and facilitative leadership with</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>staff, committees, community groups and/or coalitions;</td>
<td></td>
</tr>
<tr>
<td>e. Develop and practice relevant, sensitive interventions in working with</td>
<td></td>
</tr>
<tr>
<td>culturally diverse populations, organizations, community groups, and</td>
<td></td>
</tr>
<tr>
<td>coalitions. Facilitate empowered involvement of clients and consumers</td>
<td></td>
</tr>
<tr>
<td>in planning and decision-making;</td>
<td></td>
</tr>
<tr>
<td>f. Develop the capacity for on-going leadership in communities and</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>organizations. Understand planning and issues for leadership</td>
<td></td>
</tr>
<tr>
<td>succession, employ empowerment strategies with communities and group</td>
<td></td>
</tr>
<tr>
<td>to build autonomy; and,</td>
<td></td>
</tr>
<tr>
<td>g. Identify outcome measures that are specific, measurable, and relevant</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>to gauge effectiveness of the program implementation.</td>
<td></td>
</tr>
</tbody>
</table>

**Summary for Goal Planning and Interventions**

Overall rating for the student’s performance in this category (circle one).

1 2 3 4 5 NA

**Comments:**

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**PERFORMANCE EVALUATION**

**COMMUNITY, MANAGEMENT AND POLICY PRACTICE**

**Goal #4**

Policy: Assess policies and procedures, their development, and their effect on organizational functions, program development and analysis, and client services.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Ratings (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Analyze the effect of federal, state and local policies, procedures, legislation, funding allocation and budget on organizational functioning, service delivery and issues of diversity;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>b. Analyze the process observed at policy-making meetings, or decision making meetings, including agency board meetings, staff meetings, council meetings, legislative meetings etc.; be able to formulate and propose policy strategies for client system and community benefit;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>c. Outline the steps in agency policy making and implementation. Analyze the process of feedback and refinement. Be able to understand and interpret the impact of policy changes on service populations and communities;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>d. Identify the formal and informal means by which agency policy is formulated or influenced by internal and external factors; and,</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>e. Identify means for client and community education on policy shifts and issues.</td>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

**Summary for Policy**

Overall rating for the student's performance in this category (circle one).

1 2 3 4 5 NA

**Comments:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5
PERFORMANCE EVALUATION
COMMUNITY, MANAGEMENT AND POLICY PRACTICE

Goal #5
Professional Behavior: Work constructively to meet professional, organizational, and community responsibilities.

Performance Rating Scale
1... Unacceptable (never or rarely meets criteria)
2... Needs improvement (meets criteria inconsistently)
3... Satisfactory (meets criteria most of the time)
4... Very Good (consistently meets criteria)
5... Outstanding (consistently exceeds criteria)
NA... Not applicable at this time or in this setting

Outcomes

At the completion of the concentration year the student is able to:

<table>
<thead>
<tr>
<th>Number</th>
<th>Outcome</th>
<th>1 2 3 4 5 NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Identify and work within agency guidelines, manage workload and accomplish assigned tasks within expected timelines, appropriately uses existing channels of communication in agency;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>b.</td>
<td>Make presentations to professional staff and/or community members that meet the standards of the agency and demonstrate the ability to critique the strengths and limitations of the presentation;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>c.</td>
<td>Document work accurately, following the prescribed agency format and standards;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>d.</td>
<td>Meet the agency standards for appropriate dress, work habits, attendance and social interaction; understand and articulate how these standards impact the ability to work effectively with the client system and the community;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>e.</td>
<td>Respect the privacy and confidentiality of others and comply with agency policy and professional ethics regarding confidentiality;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>f.</td>
<td>Demonstrate initiative and motivation in seeking learning opportunities and in supporting team members and co-workers;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>g.</td>
<td>Demonstrate the ability to interact effectively with diverse agency and community personnel, treat colleagues with respect and accurately represent their views;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>h.</td>
<td>Be able to use and model problem-solving, conflict resolution, mediation and negotiation skills as necessary;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>i.</td>
<td>Maintain appropriate emotional intensity; is generally adaptive and able to overcome challenges;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>j.</td>
<td>Demonstrate understanding of boundaries and appropriate self disclosure,</td>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

Summary for Professional Behavior
Overall rating for the student’s performance in this category (circle one).

1 2 3 4 5 NA

Comments:

__________________________________________________________

__________________________________________________________

__________________________________________________________
PERFORMANCE EVALUATION
COMMUNITY, MANAGEMENT AND POLICY PRACTICE

Goal #6  Evaluation: Design methodology to evaluate the effectiveness of a planned intervention and articulate criteria for determining success.

Performance Rating Scale
1. Unacceptable (never or rarely meets criteria)
2. Needs improvement (meets criteria inconsistently)
3. Satisfactory (meets criteria most of the time)
4. Very Good (consistently meets criteria)
5. Outstanding (consistently exceeds criteria)
NA... Not applicable at this time or in this setting

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Ratings (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the completion of the concentration year the student is able to:</td>
<td></td>
</tr>
<tr>
<td>a. Identify methods (both formal and informal) for evaluating program and/or individual effectiveness and incorporate into practice;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>b. Plan, conduct and/or utilize research to inform social work practice;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>c. Demonstrate the ability to engage client system and/or community/stakeholder groups in evaluating and modifying interventions to increase effectiveness;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>d. Plan and implement methods to seek feedback and incorporate this feedback into practice; and,</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>e. Demonstrate understanding and ability to use instruments, assessment tools, record keeping and feedback from others to monitor change.</td>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

Summary for Evaluation
Overall rating for the student’s performance in this category (circle one).

1 2 3 4 5 NA

Comments:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
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____________________________________________________________________

7
**PERFORMANCE EVALUATION**
**COMMUNITY, MANAGEMENT AND POLICY PRACTICE**

**Goal #7** Self-knowledge: Demonstrate self awareness in relationships with client systems, other professionals and volunteers within the social service network and use such awareness to promote professional growth.

<table>
<thead>
<tr>
<th>Performance Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1...Unacceptable (never or rarely meets criteria)</td>
</tr>
<tr>
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<td>4...Very Good (consistently meets criteria)</td>
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<tr>
<td>5...Outstanding (consistently exceeds criteria)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Ratings (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the completion of the concentration year the student is able to:</td>
<td></td>
</tr>
<tr>
<td>a. Use self awareness of work style to effectively manage workload, and learn how to adapt and adjust to differing work styles in the agency;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>b. Convey a concerted effort, including independent research and study, attendance at applicable training experiences and agency forums, to expand one's own professional growth;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>c. Demonstrate integration of personal and professional values. Show an awareness of personal biases with client systems and how practice decisions are clearly informed by that awareness;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>d. Recognize learning patterns and the impact that the student's personality and leadership style have on professional relationships;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>e. Monitor the effectiveness of one's own professional practice through self reflection and feedback from clients, colleagues and community members; and</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>f. Recognize limitations in knowledge and ability and know when to ask for supervision or help.</td>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

**Summary for Self Knowledge**
Overall rating for the student's performance in this category (circle one).

1 2 3 4 5 NA

**Comments:**


8
PERFORMANCE EVALUATION
COMMUNITY, MANAGEMENT AND POLICY PRACTICE

Goal #8  Supervision: Develop a professional identity and competent practice skills through supervision.

Performance Rating Scale
1. Unacceptable (never or rarely meets criteria)
2. Needs Improvement (meets criteria inconsistently)
3. Satisfactory (meets criteria most of the time)
4. Very Good (consistently meets criteria)
5. Outstanding (consistently exceeds criteria)
NA: Not applicable at this time or in this setting

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Ratings (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Demonstrate efficient use of supervisory time by using written agendas, setting priorities and articulating practice concerns concisely;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>b. Seek and use instructional support and constructive criticism from the field instructor to enhance practice skills and increase self awareness;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>c. Understand issues of trust, diversity and conflict as they present in the supervisory relationship and discuss these issues with the field instructor;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>d. Identify areas of learning for continued education and supervision; and,</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>e. Demonstrate ability to receive and operationalize supervisory suggestions in a non-defensive manner.</td>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

Summary for Supervision
Overall rating for the student’s performance in this category (circle one).

1 2 3 4 5 NA

Comments:
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
# PERFORMANCE EVALUATION

## COMMUNITY, MANAGEMENT AND POLICY PRACTICE

**Goal #9**  
Ethics: Demonstrate a commitment to social work values and ethical standards.

**Performance Rating Scale**  
1. Unacceptable (never or rarely meets criteria)  
2. Needs Improvement (meets criteria inconsistently)  
3. Satisfactory (meets criteria most of the time)  
4. Very Good (consistently meets criteria)  
5. Outstanding (consistently exceeds criteria)  
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<table>
<thead>
<tr>
<th>Outcomes</th>
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</tr>
</thead>
<tbody>
<tr>
<td>a. Demonstrate ethical practice based on an identification with the NASW Code of Ethics;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>b. Recognize major ethical dilemmas in practice. In consultation with the field instructor and/or field advisor consider appropriate measures to discourage, prevent, disclose and correct the unethical behavior of others;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>c. Demonstrate commitment to address the needs of oppressed and vulnerable populations toward the goal of achieving human rights and social and economic justice;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>d. Respect the rights of others to maintain perspective and positions different from one’s own. Support the right of self-determination to promote individual, group and community empowerment;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>e. Demonstrate respect for the worth and dignity of individuals regardless of culture, religion, ethnicity, race, sexual orientation, gender identity and expression, socioeconomic status, age, physical characteristics, disability and social development; and,</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>f. Recognize institutional discrimination and utilize policy and advocacy strategies to promote social justice.</td>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

**Summary for Ethics**  
Overall rating for the student’s performance in this category (circle one).

1 2 3 4 5 NA

**Comments:**

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________
## PERFORMANCE EVALUATION
### COMMUNITY, MANAGEMENT AND POLICY PRACTICE

<table>
<thead>
<tr>
<th>Overall Student Rating</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
</table>

**Student's Major Strengths and Limitations:**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Directions and Goals for Student's Future Learning:**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Field Instructor's Signature:** _________________________  **Date:** __________

**Task Supervisor's Signature:** _________________________  **Date:** __________

**Student's Signature:** _________________________  **Date:** __________

**Field Faculty Signature:** _________________________  **Date:** __________

*Please enter online by the last day of field instruction for each semester.*

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**UNC-CH School of Social Work**

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[http://www.unccsw.org](http://www.unccsw.org)
PERFORMANCE EVALUATION
SELF-DIRECTED PRACTICE

Student __________________________ Email __________________________
Field Instructor __________________ Email __________________________
Task Supervisor __________________ Email __________________________
Agency __________________________ Dept/Division __________________
City ___________________________ State __________ Zip Code __________
Field Faculty ______________________ Email __________________________
Office Phone _____________________ Fax _____________________________ Other ________

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http://www.uncssw.org

UNC SCHOOL OF SOCIAL WORK
## PERFORMANCE EVALUATION
### SELF-DIRECTED PRACTICE

#### Goal #1 Assessment

<table>
<thead>
<tr>
<th>Direct Practice Outcomes</th>
<th>Ratings (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Apply knowledge of biological, psychological, social, spiritual and environmental factors to a comprehensive assessment of a client system;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>b. Assess strengths and patterns of behavior in an individual, family or group and identify interventions that facilitate functional behaviors;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>c. Identify the affective content, underlying messages and themes embedded in the assessment interaction;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>d. Understand and accurately apply diagnostic tools appropriate to the setting such as risk assessments, DSM IV-TR, and other tools used in the agency;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>e. Understand the strengths and limitations of theoretical frameworks for guiding assessments.</td>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

#### Community, Management and Policy Practice Outcomes

<table>
<thead>
<tr>
<th>At the completion of the concentration year the student is able to:</th>
<th>1 2 3 4 5 NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>f. Critically analyze the agency’s organizational structure, mission, and service goals in the political, economic and community context within which the agency operates;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>g. Describe the agency’s history, interaction with the population it serves, as well as the funding sources that support it and how that agency influences and is influenced by community behavior and social environment;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>h. Identify organizational, inter-organizational, and community relationships that impact social and economic services to families, groups, and communities. Critically assess the strengths and limitations of theoretical frameworks that guide organizational and community assessment processes;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>i. Engage agency and community leaders in the design and implementation of a needs and assets assessment for an organization, population group, service area, or community using appropriate theoretical framework tools; and,</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>j. Recognize norms and practices in communities and organizations that facilitate or hinder discussion of organizational or community problems and demonstrate sensitivity to culture and diverse communication styles.</td>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

**Summary for Assessment**

Overall rating for the student’s performance in this category (circle one).

1 2 3 4 5 NA

**Comments:**
# PERFORMANCE EVALUATION
## SELF-DIRECTED PRACTICE

### Goal #2: Relationship Building and Communication

<table>
<thead>
<tr>
<th>Direct Practice Outcomes</th>
<th>Ratings (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Demonstrate effective verbal and non-verbal communication that takes into consideration the client’s culture, developmental age and other relevant factors;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>b. Demonstrate an advanced ability to engage client through use of empathy and other relationship building skills;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>c. Demonstrate essential elements of a helping relationship critical for social work practice including concern for others, acceptance, accurate empathy, genuineness, appropriate use of authority, purposeful communication, respect for client self-determination, a non-judgmental attitude and others;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>d. Recognize and analyze client reluctance to engage or difficulty participating in the helping relationship; and,</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>e. Demonstrate advanced practice skills with the client system including skills in addressing impasses and challenging points of treatment.</td>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

### Community, Management and Policy Practice Outcomes

<table>
<thead>
<tr>
<th>Community, Management and Policy Practice Outcomes</th>
<th>Ratings (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>f. Exhibit clear, articulate verbal and non-verbal communication to various constituency groups that displays respect for cultural diversity and community traditions;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>g. Demonstrate written skill to effectively communicate with diverse constituencies, at multiple levels;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>h. Demonstrate mutual respect, acceptance and trust of others through active listening, explanation, and reframing skills. Facilitate group and inter-group communications recognizing power relationships and employing empowerment strategies so that diverse positions are heard and answered;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>i. Understand both the function of conflict and the appropriate use of problem-solving, mediation, and negotiation skills in work with organizations and communities; and,</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>j. Analyze the procedures followed by placement agency staff in developing and maintaining cooperative relationships with other agencies in the community and participate in developing plans for improvement where necessary.</td>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

**Summary for Relationship Building and Communication**

Overall rating for the student’s performance in this category (circle one).

1 2 3 4 5 NA

Comments: ____________________________

---

UNC
SCHOOL OF SOCIAL WORK
## PERFORMANCE EVALUATION

### SELF-DIRECTED PRACTICE

<table>
<thead>
<tr>
<th>Goal #3</th>
<th>Goal Planning and Intervention</th>
<th>Performance Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1: Unacceptable (never or rarely meets criteria)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2: Needs improvement (meets criteria inconsistently)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3: Satisfactory (meets criteria most of the time)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4: Very Good (consistently meets criteria)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5: Outstanding (consistently exceeds criteria)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NA: Not applicable at this time or in this setting</td>
</tr>
</tbody>
</table>

### Direct Practice Outcomes

At the completion of the concentration year the student is able to:

<table>
<thead>
<tr>
<th>Direct Practice Outcomes</th>
<th>Ratings (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Develop a cohesive plan of intervention based on client’s goals and needs;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>b. Engage in differential treatment planning based on modalities learned in the classroom and modalities used in the agency;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>c. Develop and practice relevant, sensitive interventions in working with culturally diverse client systems;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>d. Identify and incorporate evidence informed interventions that are appropriate for the client system;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>e. Demonstrate skill in responding to and monitoring crisis situations;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>f. Collaborate with relevant agencies to meet client needs;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>g. Identify and use important recurrent themes in ongoing work with client systems;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>and,</td>
<td></td>
</tr>
<tr>
<td>h. Demonstrate appropriate timing and process of termination, anticipating client system’s reactions;</td>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

### Community, Management and Policy Practice Outcomes

At the completion of the concentration year the student is able to:

<table>
<thead>
<tr>
<th>Community, Management and Policy Practice Outcomes</th>
<th>Ratings (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Engage community leaders, residents, or groups in goal planning, program development and implementation of change strategies;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>j. Research best available evidence and knowledge for appropriateness of implementation in the field setting;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>k. Utilize a range of models of community practice and planning to improve organization, inter-organization, and community functioning;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>l. Demonstrate skill in coordinating, and facilitating leadership with staff, committees, community groups and/or coalitions;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>m. Develop and practice relevant, sensitive interventions in working with culturally diverse populations, organizations, community groups, and coalitions; and facilitate empowered involvement of clients and consumers in planning and decision-making;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>n. Develop the capacity for on-going leadership in communities and organizations. Understand planning and issues for leadership succession, employ empowerment strategies with communities and groups to build autonomy; and,</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>o. Identify outcome measures that are specific, measurable, and relevant to gauge effectiveness of the program implementation;</td>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

### Summary for Goal Planning and Interventions

Overall rating for the student’s performance in this category (circle one).

1 2 3 4 5 NA

Comments:__________________________________________________________

__________________________________________________________

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 UNC SCHOOL OF SOCIAL WORK
# PERFORMANCE EVALUATION
## SELF-DIRECTED PRACTICE

<table>
<thead>
<tr>
<th>Goal #4</th>
<th>Policy</th>
</tr>
</thead>
</table>

## Direct Practice Outcomes
At the completion of the concentration year the student is able to:

- a. Demonstrate understanding of the agency’s organizational structure, mission, human resources, fiscal management and service goals;  
  Ratings (circle one): 1 2 3 4 5 NA

- b. Demonstrate understanding of staff deployment to meet service delivery needs;  
  Ratings (circle one): 1 2 3 4 5 NA

- c. Identify client’s right in the setting, and articulate ethical agency and social worker response to those rights;  
  Ratings (circle one): 1 2 3 4 5 NA

- d. Analyze the effects of policies, procedures and legislation at the Federal, State, local and agency level on service delivery in the agency; and,  
  Ratings (circle one): 1 2 3 4 5 NA

- e. Identify situations that call for advocacy on behalf of a client system and demonstrate the ability to balance genuine advocacy in the reality of the agency’s mission and culture.  
  Ratings (circle one): 1 2 3 4 5 NA

## Community, Management and Policy Practice Outcomes
At the completion of the concentration year the student is able to:

- f. Analyze the effect of federal, state and local policies, procedures, legislation, funding allocation and budget on organizational functioning, service delivery and issues of diversity;  
  Ratings (circle one): 1 2 3 4 5 NA

- g. Analyze the process observed at policy-making meetings, or decision making meetings, including agency board meetings, staff meetings, council meetings, legislative meetings, etc.; be able to formulate and propose policy strategies for client system and community benefit;  
  Ratings (circle one): 1 2 3 4 5 NA

- h. Outline the steps in the agency policy making and implementation; Analyze the process of feedback and refinement; Be able to understand and interpret the impact of policy changes on service populations and communities;  
  Ratings (circle one): 1 2 3 4 5 NA

- i. Identify the formal and informal means by which agency policy is formulated or influenced by internal and external factors; and,  
  Ratings (circle one): 1 2 3 4 5 NA

- j. Identify means for client and community education on policy shifts and issues.  
  Ratings (circle one): 1 2 3 4 5 NA

## Summary for Policy
Overall rating for the student’s performance in this category (circle one).

1 2 3 4 5 NA

Comments: __________________

__________________________

5
PERFORMANCE EVALUATION
SELF-DIRECTED PRACTICE

Goal #5  Professional Behavior

Performance Rating Scale
1. Unacceptable (never or rarely meets criteria)
2. Needs Improvement (meets criteria inconsistently)
3. Satisfactory (meets criteria most of the time)
4. Very Good (consistently meets criteria)
5. Outstanding (consistently exceeds criteria)
NA... Not applicable at this time or in this setting

Outcomes
At the completion of the concentration year the student is able to:

<table>
<thead>
<tr>
<th>Rating (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5  NA</td>
</tr>
</tbody>
</table>

a. Identify and work within agency guidelines, manage workload and accomplish assigned tasks within expected timelines, appropriately uses existing channels of communication in agency;

b. Make presentations to professional staff and/or community members that meet the standards of the agency and demonstrate the ability to critique the strengths and limitations of the presentation;

c. Document work accurately, following the prescribed agency format and standards;

d. Meet the agency standards for appropriate dress, work habits, attendance and social interaction; understand and articulate how these standards impact the ability to work effectively with the client system and the community;

e. Respect the privacy and confidentiality of others and comply with agency policy and professional ethics regarding confidentiality;

f. Demonstrate initiative and motivation in seeking learning opportunities and in supporting team members and co-workers;

g. Demonstrate the ability to interact effectively with diverse agency and community personnel; treat colleagues with respect and accurately represent their views;

h. Be able to use and model problem-solving, conflict resolution, mediation and negotiation skills as necessary;

i. Maintain appropriate emotional intensity; is generally adaptive and able to overcome challenges;

j. Demonstrate understanding of boundaries and appropriate self disclosure.

Summary for Professional Behavior
Overall rating for the student’s performance in this category (circle one).

1 2 3 4 5  NA

Comments:
PERFORMANCE EVALUATION
SELF-DIRECTED PRACTICE

Goal #6  Evaluation

Performance Rating Scale
1... Unacceptable (never or rarely meets criteria)
2... Needs improvement (meets criteria inconsistently)
3... Satisfactory (meets criteria most of the time)
4... Very Good (consistently meets criteria)
5... Outstanding (consistently exceeds criteria)
NA... Not applicable at this time or in this setting

Outcomes

At the completion of the concentration year the student is able to:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Ratings (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify methods (both formal and informal) for evaluating program</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>and/or individual effectiveness and incorporate into practice;</td>
<td></td>
</tr>
<tr>
<td>b. Plan, conduct and/or utilize research to inform social work practice;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>c. Demonstrate the ability to engage client system and/or community</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>community/stakeholder groups in evaluating and modifying interventions</td>
<td></td>
</tr>
<tr>
<td>to increase effectiveness;</td>
<td></td>
</tr>
<tr>
<td>d. Plan and implement methods to seek feedback and incorporate this</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>feedback into practice; and,</td>
<td></td>
</tr>
<tr>
<td>e. Demonstrate understanding and ability to use instruments, assessment</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>tools, record keeping and feedback from others to monitor change.</td>
<td></td>
</tr>
</tbody>
</table>

Summary for Evaluation
Overall rating for the student’s performance in this category (circle one).

1 2 3 4 5 NA

Comments:

_____________________________________________________

_____________________________________________________

_____________________________________________________
**PERFORMANCE EVALUATION**

**SELF-DIRECTED PRACTICE**

<table>
<thead>
<tr>
<th>Goal #7</th>
<th>Self-knowledge</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the completion of the concentration year the student is able to:</td>
</tr>
<tr>
<td>a. Use self-awareness of work style to effectively manage workload, and learn how to adapt and adjust to differing work styles in the agency;</td>
</tr>
<tr>
<td>b. Convey a concerted effort, including independent research and study, attendance at applicable training experiences and agency forums, to expand one’s own professional growth;</td>
</tr>
<tr>
<td>c. Demonstrate integration of personal and professional values. Show an awareness of personal biases with client systems and how practice decisions are clearly informed by that awareness;</td>
</tr>
<tr>
<td>d. Recognize learning patterns and the impact that the student’s personality and leadership style have on professional relationships;</td>
</tr>
<tr>
<td>e. Monitor the effectiveness of one’s own professional practice through self-reflection and feedback from clients, colleagues and community members; and,</td>
</tr>
<tr>
<td>f. Recognize limitations in knowledge and ability and know when to ask for supervision or help.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ratings (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

**Performance Rating Scale**

1...Unacceptable (never or rarely meets criteria)
2...Needs improvement (meets criteria inconsistently)
3...Satisfactory (meets criteria most of the time)
4...Very Good (consistently meets criteria)
5...Outstanding (consistently exceeds criteria)
NA...Not applicable at this time or in this setting

**Summary for Self-knowledge**

Overall rating for the student’s performance in this category (circle one):

1 2 3 4 5 NA

**Comments:**

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

8
PERFORMANCE EVALUATION
SELF-DIRECTED PRACTICE

Goal #8 Supervision

Performance Rating Scale
1... Unacceptable (never or rarely meets criteria)
2... Needs improvement (meets criteria inconsistently)
3... Satisfactory (meets criteria most of the time)
4... Very Good (consistently meets criteria)
5... Outstanding (consistently exceeds criteria)
NA... Not applicable at this time or in this setting

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Ratings (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Demonstrate efficient use of supervisory time by using written agendas, setting priorities and articulating practice concerns concisely;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>b. Seek and use instructional support and constructive criticism from the field instructor to enhance practice skills and increase self awareness;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>c. Understand issues of trust, diversity and conflict as they present in the supervisory relationship and discuss these issues with the field instructor;</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>d. Identify areas of learning for continued education and supervision; and,</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>e. Demonstrate ability to receive and operationalize supervisory suggestions in a non-defensive manner.</td>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

Summary for Supervision
Overall rating for the student’s performance in this category (circle one).

1 2 3 4 5 NA

Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
## PERFORMANCE EVALUATION
### SELF-DIRECTED PRACTICE

#### Goal #9 Ethics

<table>
<thead>
<tr>
<th>Performance Rating Scale</th>
<th>1. Unacceptable (never or rarely meets criteria)</th>
<th>2. Needs improvement (meets criteria inconsistently)</th>
<th>3. Satisfactory (meets criteria most of the time)</th>
<th>4. Very Good (consistently meets criteria)</th>
<th>5. Outstanding (consistently exceeds criteria)</th>
<th>NA: Not applicable at this time or in this setting</th>
</tr>
</thead>
</table>

**Outcomes**

At the completion of the concentration year the student is able to:

| b. Recognize major ethical dilemmas in practice. In consultation with the field instructor and/or field advisor consider appropriate measures to discourage, prevent, disclose and correct the unethical behavior of others; | 1 2 3 4 5 NA |
| a. Demonstrate ethical practice based on an identification with the NASW Code of Ethics; | 1 2 3 4 5 NA |
| c. Demonstrate commitment to address the needs of oppressed and vulnerable populations toward the goal of achieving human rights and social and economic justice; | 1 2 3 4 5 NA |
| d. Respect the rights of others to maintain perspective and positions different from one's own. Support the right of self-determination to promote individual, group and community empowerment; | 1 2 3 4 5 NA |
| e. Demonstrate respect for the worth and dignity of individuals regardless of culture, religion, ethnicity, race, sexual orientation, gender identity and expression, socioeconomic status, age, physical characteristics, disability and social development; and | 1 2 3 4 5 NA |
| f. Recognize institutional discrimination and utilize policy and advocacy strategies to promote social justice. | 1 2 3 4 5 NA |

**Summary for Ethics**

Overall rating for the student’s performance in this category (circle one):

1 2 3 4 5 NA

**Comments:**

__________________________
__________________________
__________________________
__________________________
__________________________
PERFORMANCE EVALUATION
SELF-DIRECTED PRACTICE

Overall Student Rating

1  2  3  4  5  NA

Student’s Major Strengths and Limitations:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Directions and Goals for Student’s Future Learning:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Field Instructor’s Signature: ___________________________  Date: ___________
Task Supervisor’s Signature: ___________________________  Date: ___________
Student’s Signature: ___________________________  Date: ___________
Field Faculty Signature: ___________________________  Date: ___________

Please enter online by the last day of field instruction for each semester.

UNC-CH School of Social Work
Field Education Office
325 Tate, Turner, Kuralt Bldg., CB # 3550
Chapel Hill, NC 27599-3550
Phone: 919.966.4916  FAX: 919/962.3384
http://www.unccsw.org
PERFORMANCE EVALUATION: SUMMER ADVANCED STANDING
Performace Evaluation
Advanced Standing - Summer

SoWo 522

Student ______________________  Email ______________________
Field Instructor ______________________  Email ______________________
Task Supervisor ______________________  Email ______________________
Agency ______________________  Dept./Division ______________________
City ______________________  State ______________________  Zip Code ______________________
Field Faculty ______________________  Email ______________________
Office Phone ______________________  Fax ______________________  Other ______________________

In general, the UNC-CH, School of Social Work recommends that the student's performance evaluation be completed in discussion between the field instructor, task supervisor, and the student in consultation with the field faculty member. However, the School realizes and respects that based on agency culture and personal preference, the form may be completed by the field instructor alone. The form must be entered on-line where the field instructor, task supervisor (if applicable), student and field faculty member should sign the evaluation electronically. The evaluation becomes part of the student's permanent record. Both student and field instructor should keep a printed copy of this document.

Field Evaluation Grading Criteria

Responsibility for assigning the grade belongs to the field faculty member.

A grade of either P (pass), L (low pass), or F (fail), or IN (incomplete) is assigned by field faculty, at the end of each semester/summer session in which the student has registered for field education. P indicates satisfactory performance and F unsatisfactory performance. L indicates the student is performing at a minimal or inconsistent level. Students receiving an L in field education are required to work with the field education office to develop a plan for future field experiences designed to improve the student's performance. IN means that the student withdrew during the semester or in some other way did not complete all the requirements during the semester. If a mark of IN is given the student will develop a contract with the field faculty member for when and how the work will be completed. A grade will be assigned when the work is complete. A grade of F will be assigned if the work is not complete by the conclusion of the following semester.

For each item in the following sections, the field instructor should rate the student's performance relative to where they are in the program (e.g. foundation vs. concentration, first semester vs. second semester). The rating scale for this form ranges from 1 to 5, with 1 indicating the need for significant improvement and 5 indicating exceptional mastery. NA (Not Applicable) may be appropriate in the first semester, before a student has an opportunity to engage in an activity, but this rating would rarely be appropriate at the end of the second semester of field. Likewise, a student may receive a rating of 1 or 2 on some outcomes during the first semester when beginning to practice new skills but a rating of a 2 on the final evaluation would indicate the student's lack of ability to acquire the skill level expected by the end of the placement.

Provide an overall rating for the student's performance, as indicated at the end of each category and a brief narrative in the comments section.

UNC-CH School of Social Work, Field Education Office
325 Tate, Turner, Kuralt Bldg., CB # 3550
Chapel Hill, NC 27599-3550
Phone: 919.966.4916  FAX: 919/962.3384
http://www.unccsw.org
## PERFORMANCE EVALUATION
## ADVANCED STANDING - SUMMER

### Goal #1  Bridging the BSW and MSW: Self-assessment

**Performance Rating Scale**
- 1: Unacceptable (never or rarely meets criteria)
- 2: Needs Improvement (meets criteria inconsistently)
- 3: Satisfactory (meets criteria most of the time)
- 4: Very Good (consistently meets criteria)
- 5: Outstanding (consistently exceeds criteria)
- NA: Not applicable at this time or in this setting

**Outcomes**

> At the completion of the summer advanced standing field placement the student is able to:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Ratings (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify specific skills and knowledge base needing development,</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>b. Develop an understanding of social work practice skills utilized in the Agency; and,</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>c. Secure caseload/work product expectations and activities.</td>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

**Comments:**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

### Goal #2  Understanding the Agency's Operation.

**Outcomes**

> At the completion of the summer advanced standing field placement the student is able to:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Ratings (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Develop professional/working relationships with program staff and supervisor; and,</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>b. Familiarize self with Agency program and policy.</td>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

**Comments:**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
PERFORMANCE EVALUATION
ADVANCED STANDING - SUMMER

Goal #3  Understanding the Agency Role in the Community System

Performance Rating Scale
1... Unacceptable (never or rarely meets criteria)
2... Needs Improvement (meets criteria inconsistently)
3... Satisfactory (meets criteria most of the time)
4... Very Good (consistently meets criteria)
5... Outstanding (consistently exceeds criteria)
NA... Not applicable at this time or in this setting

Outcomes                                      Ratings (circle one)
At the completion of the summer advanced standing field placement the student is able to:

a. Learn about programs that complement services provided by the Agency; 1 2 3 4 5 NA
b. Familiarize self with demographics represented in the Agency as well as in the greater population; and, 1 2 3 4 5 NA
c. Learn about available local, state and national resources that provide services and advocacy for individuals represented by the agency. 1 2 3 4 5 NA

Comments:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Goal #4  Practice Exploring/Understanding Opportunities

Outcomes                                      Ratings (circle one)
At the completion of the summer advanced standing field placement the student is able to:

a. Develop appropriate Concentration Learning Agreement, and 1 2 3 4 5 NA
b. Pursue learning opportunities within the agency as deemed appropriate. 1 2 3 4 5 NA

Comments:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
PERFORMANCE EVALUATION
ADVANCED STANDING - SUMMER

Overall Student Rating  1  2  3  4  5  NA

Student's Major Strengths and Limitations:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Directions and Goals for Student's Future Learning:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Field Instructor's Signature: ___________________________ Date: ____________
Task Supervisor's Signature: ___________________________ Date: ____________
Student's Signature: ___________________________ Date: ____________
Field Faculty Signature: ___________________________ Date: ____________

Please enter online by the last day of field instruction for each semester.

Performance Rating Scale
1. Unacceptable (never or rarely meets criteria)
2. Needs improvement (meets criteria inconsistently)
3. Satisfactory (meets criteria most of the time)
4. Very Good (consistently meets criteria)
5. Outstanding (consistently exceeds criteria)
NA...Not applicable at this time or in this setting

UNC-CH School of Social Work
Field Education Office
325 Tate, Turner, Kuralt Bldg., CB # 3550
Chapel Hill, NC 27599-3550
Phone: 919.966.4916  FAX: 919/962.3384
http://www.uncssw.org
STUDENT FIELD PLACEMENT AGREEMENT
Print Name (Last, First)

Student Field Placement Agreement

UNC-CH, School of Social Work
The University of North Carolina at Chapel Hill

All students are expected to follow all policies and procedures of the Field Education Program as outlined in the Field Education Program Manual and the NASW Code of Ethics. Therefore, prior to beginning a field placement, students are expected to sign the following statement indicating their understanding and agreement to adhere to these policies and ethical standards.

As a student enrolled in a Field Education course, I agree to the following:

1. To act professionally and ethically. This includes, but is not limited to, adhering to the Code of Ethics of the National Association of Social Workers, maintaining confidentiality, and giving priority to the rights and needs of clients over my own.

2. To follow the policies, procedures, programs and operating standards of the agency and of UNC-CH, including timely completion of all documentation required by the agency and UNC-CH.

3. To initiate and engage in academic and professional social work development through active participation in field seminar (if applicable), regular field supervision and self-assessment of my academic and personal aptitude, knowledge, skills, performance and values.

4. To accept supervision and instruction of the agency representative designated as my Field Instructor and Task Supervisor (as applicable).

5. To authorize the School of Social Work faculty to discuss my progress with other faculty members, field instructors, task supervisors and agency contact persons in accordance with the Family Educational Rights and Privacy Act of 1974.

6. To provide accurate, timely and complete information to the field office, especially regarding my experience, legal involvement and other issues potentially relevant to field.

7. To secure authorization from my Field Instructor/Task Supervisor for use of any agency materials or records prior to using them in academic coursework. I understand that I am not to audio or video record interviews without special permission from the client and my Field Instructor/Task Supervisor.

8. I understand I am responsible for reading and understanding the field policies and procedures. Prior to entering field, I will review the contents of the Field Education Program Manual, with special emphasis on Chapter IV of the Manual and on the following:
   a. Process for matching a student to a field placement
   b. Attendance
   c. Evaluation and Grading
   d. Procedures for addressing placement concerns, termination and reassignment of placement

I give permission to share my name and agency placement name with other UNC-CH MSW students for purposes of student carpooling and/or student placement inquiry. □ yes □ no

By signing, I agree to know and adhere to policies and procedures of the Field Education Program as outlined in the Field Education Program Manual and the NASW Code of Ethics.

Student Signature ______________________ Date ____________

UNC SCHOOL OF SOCIAL WORK
Foundation Monthly Report I

Month ___________________________ Year ___________________________ Hours in Placement ___________________________
Student Name ___________________________ Field Faculty ___________________________
Agency ___________________________ Field Instructor ___________________________

The monthly report is intended to provide the student with an opportunity for self-reflection, and to be useful in guiding discussion during supervision. In addition, it provides the student, field instructor, and field faculty with documentation regarding learning experiences and hours in field. It is expected that the monthly report be well written, specific, and detailed.

We encourage field instructors and students to contact your assigned field faculty member if you have any concerns regarding this practicum experience.

1. Which competencies and practice behaviors from your learning agreement were the focus of your learning this month? Which activities from your learning agreement facilitated this learning?

________________________________________________________________________

2. Describe an experience in field that was significant or challenging for you this month. What were your reactions to this experience?

________________________________________________________________________

3. What did you learn (about yourself, the agency, the community, the profession) as a result of this experience? How does this learning influence what you will do in the future?

________________________________________________________________________

4. Describe issues of diversity, social work values, and/or ethics that have been manifested and addressed in your work this month. What did you learn as a result (about yourself, the agency, the community, the profession)?

________________________________________________________________________

Student Signature_________________________ Date ___________________________
Field Instructor Signature_________________________ Date ___________________________
Task Supervisor Signature_________________________ Date ___________________________
Field Faculty Signature_________________________ Date ___________________________
Foundation Monthly Report II

Month ___________________ Year ___________ Hours in Placement ______________
Student Name ___________________________ Field Faculty _______________________
Agency ________________________________ Field Instructor _____________________

The monthly report is intended to provide the student with an opportunity for self-reflection, and to be useful in guiding discussion during supervision. In addition it provides the student, field instructor and field advisor with documentation regarding learning experiences and hours in field. It is expected that the monthly report be well written, specific and detailed.

We encourage field instructors and students to contact your assigned field faculty member if you have any concerns regarding this practicum experience.

1. Which competencies and practice behaviors in your learning agreement will be your focus in the remaining months of this placement? What activities from your learning agreement have yet to be completed?

__________________________________________________________

2. Describe an experience in field that was significant or challenging for you this month. How did this experience contribute to your understanding of yourself, the agency and community, diversity issues, social work values and/or ethics? How will it influence what you will do in the future?

__________________________________________________________

3. Describe an experience in field this month when you were able to apply what you’ve learned in the classroom this year. Did this experience differ from your expectations or from your classroom learning? If so, in what way(s)?

__________________________________________________________

4. Identify activities in which you demonstrated an aspect of leadership this month.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Description of the activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-knowledge</td>
<td></td>
</tr>
<tr>
<td>Critical &amp; Creative Thinking</td>
<td></td>
</tr>
<tr>
<td>Effective Communication</td>
<td></td>
</tr>
</tbody>
</table>
Choose one activity from the above list. How did this activity contribute to your understanding of yourself as a leader?

______________________________

Student Signature_________________________ Date ___________
Field Instructor Signature_________________________ Date ___________
Task Supervisor Signature_________________________ Date ___________
Field Faculty Signature_________________________ Date ___________
Concentration Monthly Report I

Month __________ Year __________ Hours in Placement __________
Student Name __________________________ Field Faculty __________________________
Agency __________________________ Field Instructor __________________________

The monthly report is intended to provide the student with an opportunity for self-reflection, and to be useful in guiding discussion during supervision. In addition it provides the student, field instructor and field advisor with documentation regarding learning experiences and hours in field. It is expected that the monthly report be well written, specific and detailed.

We encourage field instructors and students to contact your assigned field faculty member if you have any concerns regarding this practicum experience.

1. Which goals/outcomes from your learning agreement were the focus of your learning this month? Which activities from your learning agreement facilitated this learning?

____________________________________________________________________________

2. Describe an experience in field that was significant or challenging for you this month. How did this experience contribute to your understanding of yourself, the agency and community, diversity issues, social work values and/or ethics? How will it influence what you will do in the future?

____________________________________________________________________________

3. Describe an experience in field this month when you were able to apply what you have learned in the classroom this year. Did this experience differ from your expectations or from your classroom learning? If so, in what way(s)?

____________________________________________________________________________

4. Identify activities in which you demonstrated an aspect of leadership this month:

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<td></td>
</tr>
<tr>
<td>Effective Communication</td>
<td></td>
</tr>
<tr>
<td>Respect &amp;</td>
<td></td>
</tr>
</tbody>
</table>
Inclusion

☐ Moral Courage

☐ Teamwork & Collaboration

☐ Focus on Results

Choose one activity from the above list. How did this activity contribute to your understanding of yourself as a leader?

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Instructor Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Task Supervisor Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Field Faculty Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>
Concentration Monthly Report II

Month __________ Year __________ Hours in Placement __________
Student Name ___________________________ Field Faculty ___________________________
Agency ___________________________ Field Instructor ___________________________

The monthly report is intended to provide the student with an opportunity for self-reflection, and to be useful in guiding discussion during supervision. In addition it provides the student, field instructor and field advisor with documentation regarding learning experiences and hours in field. It is expected that the monthly report be well written, specific and detailed.

We encourage field instructors and students to contact your assigned field faculty member if you have any concerns regarding this practicum experience.

1. Which goals/outcomes in your learning agreement will be your focus in the remaining months of this placement? What activities from your learning agreement have yet to be completed?

2. Describe an experience in field that was significant or challenging for you this month. How did this experience contribute to your understanding of yourself, the agency and community, diversity issues, social work values and/or ethics? How will it influence what you will do in the future?

3. Describe an experience in Field this month when you were able to apply what you’ve learned in the classroom this year. Did this experience differ from your expectations or from your classroom learning? If so, in what way(s)?

4. What have you accomplished this month (work products, case presentations and/or summaries, trainings attended, certificates received, demonstrations of leadership, others) that you will include in your portfolio or your resume?

5. What steps have you taken this month toward your post-graduation career?

________________________________________  ____________________________
Student Signature Date

________________________________________  ____________________________
Field Instructor Signature Date

________________________________________  ____________________________
Task Supervisor Signature Date

________________________________________  ____________________________
Field Faculty Signature Date

UNC
SCHOOL OF SOCIAL WORK
STUDENT EVALUATION OF FIELD PLACEMENT & FIELD INSTRUCTOR
STUDENT EVALUATION OF FIELD PLACEMENT
AND FIELD INSTRUCTOR

Student __________________________ Agency __________________________
Field Instructor __________________________ Task Supervisor (if applicable) __________________________
Placement: ☐ Foundation ☐ Concentration ☐ Field Faculty __________________________

Field Placement

1. What were the highlights of this field placement for you?

2. What, if anything, were barriers that got in the way of your learning?

3. During this placement, what specific activities/experiences facilitated further development of your skills?

4. How have you learned to use self-awareness to increase your skills and further your professional growth?

5. How well did this placement prepare you for professional practice?
☐ Poorly ☐ Not very well ☐ Well ☐ Very well ☐ Extremely well

Comments

6. Would you recommend this field placement to other students?
☐ No ☐ Probably not ☐ Maybe ☐ Probably ☐ Yes

Comments

Additional questions on next page...

Revised July 7, 2014 - Foundation/Concentration
### Field Instructor (FI)/Task Supervisor (TS)

Please rate your assigned Field Instructor AND Task Supervisor (if applicable):

<table>
<thead>
<tr>
<th>Field Instructor (FI)</th>
<th>Task Supervisor (TS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My FI/TS explained how we could work together and discussed the kind of help s/he could provide me.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. My FI/TS talked with me about the knowledge, skills, and attitudes s/he would be helping to develop.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. My FI/TS helped me to talk about subjects that were not comfortable for me to discuss (e.g., my reactions to death and dying, sexual relationships, etc.)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. When I told my FI/TS how I really feel, s/he understood (e.g., my anger at a colleague, my fears about a client situation, etc.)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. My FI/TS helped me organize and prioritize my concerns in a situation enabling me to look at them one at a time.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. My FI/TS shared his/her opinions with me about the subjects we discussed, but allowed me to make my own decisions.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. My FI/TS created a safe atmosphere and encouraged me to discuss my mistakes and failures as well as my successes and strengths.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8. When I was upset about something my FI/TS said or did s/he encouraged me to talk with him/her about it.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9. Did you have a weekly conference with your FI/TS?</td>
<td>Yes</td>
</tr>
<tr>
<td>10. Did your FI/TS make sure you got the experience you needed or wanted to be prepared for professional practice?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>11. Did your FI/TS assume the role of teaching during supervision?</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

#### Estimated amount of time:

- **Each Week**: 
  - Field Instructor: ______________ hours. 
  - Task Supervisor: ______________ hours.

- **Overall**: 
  - Field Instructor: ______________ hours. 
  - Task Supervisor: ______________ hours.

---

**General Comments:**

---

I give permission for the above information to be released to my Field Instructor/Task Supervisor upon request: (check one)  □ Yes  □ No

Student Signature: ______________ Date ______________

---

Revised July 7, 2014 – Foundation/Concentration
### STUDENT EVALUATION OF FIELD FACULTY AND FIELD EDUCATION PROGRAM

**2014-2015**

**I am as:**
- [ ] Foundation Student
- [ ] Concentration Student

<table>
<thead>
<tr>
<th>Field Faculty</th>
<th>Frequency (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

1. My assigned field faculty member demonstrated an interest in my field experience.
2. My assigned field faculty member was available as often as needed.
3. How often did your field faculty member meet face-to-face with you and your field instructor? ____ times
4. How often did your field faculty member meet face-to-face with you alone? ____ times
5. How often did your field faculty member comment on your monthly reports? ____ times
6. Would you recommend your field faculty member to other students?  [ ] yes  [ ] no
7. In general, evaluate the helpfulness of your assigned field faculty member:

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

<table>
<thead>
<tr>
<th>Field Education Program</th>
<th>Frequency (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

1. For my field placement this year, I was satisfied with the placement planning process.
2. Field Team members (Director, Administrative Assistant and/or other field faculty) were available to meet with me as needed.
3. Overall, I believe that the Field Education Team cares about my satisfaction with my field education experience.

Additional questions on next page.
4. Overall, what strengths do you identify in the UNC-SSW Field Education Program?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

5. Overall, what recommendations would you make for improving the UNC-SSW Field Education Program?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
FIELD INSTRUCTOR FEEDBACK FORM
FIELD INSTRUCTOR’S FEEDBACK

Field Instructor_________________________ Field Faculty_________________________
Student_________________________ Agency_________________________

1. Is this your first year as a field instructor for the UNC School of Social Work?
   □ yes □ no (if no, skip to Question 5)

2. Did you participate in New Field Instructor’s Orientation?
   □ yes □ no

3. Did the orientation adequately prepare you for your beginning role as a field instructor?
   □ yes □ no

4. Have you been a field instructor for another School of Social Work in previous years?
   □ yes □ no

5. Comment on your overall experience as a field instructor this year. Please consider the following factors which influence this experience: (a) the student, (b) yourself, (c) your agency and community at large.
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

6. How many times did your field advisor meet face-to-face with you?
   □ none □ one □ two □ three □ more than three

7. How many times did your field advisor offer consultation/evaluation on the phone?
   □ none □ one □ two □ three □ more than three

8. Please comment on the helpfulness of the field advisor, taking into consideration: (a) availability, (b) the number and quality of agency visits, (c) assistance in the development of the learning agreement, (d) responsiveness to problems that arose where the assistance of the field advisor was requested and (e) the evaluation of student performance.
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
9. Please comment on the UNC Field Education Program in general taking into consideration: (a) adequacy of communication, (b) the effectiveness of the student placement process, and (c) the responsiveness of the Field Education Program. What suggestions would you make? 

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

10. Please comment on the usefulness of the learning agreement, performance evaluation and other forms. What suggestions would you make?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

11. What training specific to your role as a field instructor would benefit you? 

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

12. What recommendations do you have for the improvement of the UNC Field Education Program in general? 

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Thank you!
MEMORANDUM OF AGREEMENT
MEMORANDUM OF AGREEMENT BETWEEN
THE UNC at CHAPEL HILL SCHOOL of SOCIAL WORK
and

(Please type the cooperating agency.)

The School of Social Work of The University of North Carolina at Chapel Hill designates the above agency as an approved setting for field instruction in the School's program of graduate education for social work, by the signing of this agreement. Also, by the signing of this agreement, both the School and the Agency commit themselves to cooperatively provide field instruction for students of the School as described below.

This agreement becomes effective on __________, and remains in force for a period of three years unless either the School or the Agency indicates a need for review or change. Minor adjustments may be agreed upon by letter which should be then attached to each copy of this document.

THE SCHOOL OF SOCIAL WORK AGREES TO:

1. Consider the perceptions and recommendations of the Agency in all matters concerning its field instruction program;

2. Provide guidelines to students in preparing a learning agreement which includes student educational objectives and field learning experiences;

3. Take final responsibility for decisions regarding appointment of agency-nominated staff members as field instructors for the School;

4. Carry final responsibility for the administration of the field instruction program, including decisions which affect the progress of the student, such as grades, credits, and field instruction hours in the Agency;

5. Assume initial responsibility for the selection of student(s) to be placed at the agency, involve the agency in decisions regarding placement, and accept the agency's judgment as to the final acceptance of the individual student;

6. Provide the Agency pertinent written information concerning student(s) selected for the placement in the Agency and final decisions regarding placement;

7. Provide consultation to the Agency, field instructor(s) and other appropriate staff of the Agency regarding the general development of its field instruction program;
8. Provide a designated member of the faculty to serve as Faculty Liaison to the Agency in matters pertaining to field instruction. This Faculty Liaison (Field Advisor) will:
   a. Serve as principle liaison between the School and the Agency including appropriate communication with the Director;
   b. Make periodic visits to the Agency to assess the practicum setting, review student progress and consult with the Field Instructor on learning patterns or problems;
   c. Be available to the Field Instructor for immediate consultation when requested; and
   d. Share with the Field Instructor knowledge of the educational program of the School and pertinent information about the student's progress in other areas of the curriculum.

9. Provide opportunities for professional development of the Field Instructor(s) and other appropriate members of the Agency staff through provision of meetings, institutes, and/or seminars; and

10. Provide professional student liability coverage (1,000,000/3,000,000).

THE AGENCY AGREES TO:

1. Accept students for placement in the Agency, the exact number to be negotiated annually by the Agency and the Field Education office;

2. Accept the assignment of students to the Agency without discrimination based upon race, color, national origin, age, sex, religion, disability, sexual orientation, gender identity/expression, or marital status;

3. Accept the guiding principle that any agency selected for field instruction should provide educationally sound field placements for both first and second year students;

4. Update annually the description of the placement (the function and purpose of the agency), including the learning opportunities anticipated, in order to help students and the School match students to placements;

5. Provide students with opportunities to participate in the overall agency program and activities as appropriate to educational needs, educational preparation and practice competency;

6. Accept and help to implement the objective of the School that field instruction should provide opportunities to reinforce learning from all areas of the School curriculum;

7. Provide qualified field instruction for the student(s) by the nomination of, subject to the approval of the School, those persons who will serve as Field Instructors;
8. Assure that each Field Instructor has adequate time within his/her work schedule to:
   a. Meet the educational needs of the student, including: orientation to the Agency and its services; development of learning opportunities which include depth and variety; preparation for at least weekly conferences with each student;
   b. Meet with the Field Advisor at periodic intervals to discuss learning opportunities and student performance;
   c. Attend mandatory School-sponsored meetings, institutes, and seminars; and
   d. Prepare reports and evaluations as required by the School.

9. Provide opportunities for planned student contact with Agency staff members, in addition to the Field Instructor(s), through whom appropriate learning opportunities can be provided;

10. Permit use of its facilities, as indicated, by students of the School during the period of placement, including:
    a. Sufficient space for students, including a desk for each student in an area sufficiently private for carrying on his/her independent work and activities;
    b. Convenient access to a telephone;
    c. Office supplies, as needed, in the performance of responsibilities;
    d. Clerical service for those records and reports which the student is expected to produce for the agency; and
    e. Access to client and agency records appropriate to the student’s learning experience.

11. Provide for travel or reimbursement of such approved travel required of the students on behalf of clients and for adequate parking for student autos during practicum hours. Obtain a copy of the student’s driver’s license and automobile insurance (if needed).

12. Provide the UNC School of Social Work with the results of drug screening tests of the student intern (if applicable).

HOSPITAL PLACEMENTS

Hospital placements shall provide participating students and faculty with access to first aid and emergency care for illness and incidents occurring on the Hospital’s property. The individual student or faculty member will be responsible for the cost of such care. Students who experience an HIV exposure incident should go to the UNC-CH Student Health Service for appropriate emergency counseling and treatment if they are in the Chapel Hill, Raleigh or Durham communities. Other students should go to: ________________________________

for appropriate emergency counseling and treatment. (Please indicate the location or locations where this counseling and treatment is available.) Faculty members in Chapel Hill, Raleigh Durham who experience an HIV exposure incident should go to the emergency room at the
UNC Hospitals for appropriate emergency counseling and treatment. Faculty members in other communities should go to ________________

for appropriate emergency counseling and treatment. (Please indicate the location or locations where this counseling and treatment is available. Student or faculty members will be responsible for the cost of such counseling and treatment.)

NON-HOSPITAL PLACEMENTS (Placements in settings where emergency medical care is not available on the premises.)

In the event a student or faculty member is exposed to a communicable disease or requires first aid or emergency care for an illness or incident that occurs while he/she is performing placement responsibilities, such care is available at ________________. (Please indicate the nearest health care facility where these services are available.) The individual student or faculty member will be responsible for the cost of such care. Students who experience an HIV exposure incident should go to the UNC-CH Student Health Service for appropriate emergency counseling and treatment if they are in the Chapel Hill, Raleigh or Durham communities. Those placed elsewhere can obtain emergency counseling and treatment at ________________. (Please indicate the nearest health care facility these services are available.) Faculty members in the Chapel Hill, Raleigh, Durham communities who experience an HIV exposure incident should go to the emergency room at the UNC Hospitals for appropriate emergency counseling and treatment. Those in other communities should seek treatment at ________________. (Please indicate the nearest health care facility where these service are available. Student or faculty members will be responsible for the cost of such counseling and treatment.)

Jack Richman, Ph.D.
Dean, School of Social Work

__________________________
Executive’s Name (PRINT)

__________________________
Signature

__________________________
Date

__________________________
Signature

__________________________
Date
RELEASE OF CONFIDENTIAL INFORMATION

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
CONSENT FOR RELEASE OF INFORMATION FROM EDUCATION RECORDS

I, ______________________, hereby authorize The University of North Carolina
Name of Student

at Chapel Hill to release information from my education records to:

__________________________________________________________
Name of Party or Parties to Whom Disclosure Is to Be Made

I consent to the release of the following types of information and documents from my education records:

__________________________________________________________

The purpose of this disclosure is:

__________________________________________________________

__________________________________________________________

This Consent shall remain in effect until revoked. A copy of this Consent shall have the same
force and effect as the original.

__________________________________________________________
Signature of Student

__________________________________________________________
Date

{0046830.DOC}
The University of North Carolina at Chapel Hill

Release and Hold Harmless Agreement for Study Abroad Programs and Other Programs and Activities Involving Foreign Travel

As part of the consideration for participating in this program/activity, I hereby release, hold harmless, and forever discharge The University of North Carolina at Chapel Hill, its employees and agents from any and all liability, claims, demands, actions, and causes of action whatsoever arising out of or related to any loss, property damage, or personal injury, including death, that may be sustained by me or to any property belonging to me while participating in this program.

I am fully aware of the risks and hazards associated with foreign travel and residence and with the particular activities I intend to pursue abroad. I further understand that other countries have different laws, regulations or standards; may have few or no laws, regulations or standards; or may not enforce their existing laws, regulations or standards, including, but not limited to, those relating to health, welfare, safety, crime, regulation of businesses and transportation in any form (including travel by sea, land or air). I acknowledge that my participation in this activity is elected by me and not required. I voluntarily assume full responsibility for any risk of loss, damage, or personal injury, including death, and for any property damage that may be sustained by me as a result of participation in this program.

I acknowledge and understand that I am responsible for making my own travel, transportation and housing arrangements in connection with this program or activity. I understand that I must make provision before departure for continuation of medical treatments such as prescriptions or special diets. I also understand that it is my responsibility to obtain and keep in force my own health insurance while out of the country. I further understand that I am financially responsible for my own medical expenses. I acknowledge that I have been advised to secure insurance coverage that includes coverage for medical evacuation and repatriation of remains.

I understand and acknowledge that it is my responsibility to:


- Obtain current information from the U.S. State Department website about the risks of travel to the area in which I am traveling by going to [http://travel.state.gov](http://travel.state.gov), clicking on “International Travel” and reading material applicable to the area listed under “Travel Warnings,” and “Country-Specific Information,” as well as the “Avian Flu Fact Sheet.”

I acknowledge that the University’s “Policy Concerning Study, Travel, and Research in Countries Under U.S. State Department Travel Warnings” applies to this activity and that
my travel and/or funding may be terminated under the circumstances set out in that policy at http://provost.unc.edu/policies/UNC%20Travel%20Policy%2010.18.2010.pdf.

If the program in which I am participating includes University-sponsored and supervised group travel, in the event of illness or injury, I hereby authorize the program director or other agents to obtain emergency or other medical treatment for me as deemed necessary, including administration of an anesthetic or other medication and surgery, and I hereby assume the cost of such treatment. I understand that this authorization is given in advance of any specific diagnosis, treatment, or hospital care being required but is given to provide authority and power on the part of the University to give specific consent to the diagnosis, treatment, or hospital care which in the best judgment of a licensed physician is deemed advisable. A copy of this authorization shall have the same force and effect as the original.

I have read and I understand this document, including the release and hold harmless portions of it. I understand and agree that it is binding on myself, my heirs, my assigns, and personal representatives. I acknowledge that I am 18 years old or more.

This the ____ day of ________________, 20__.  

_____________________________________ (Seal)  Date:________________________
Signature of Applicant

_____________________________________ (Seal)  Date:________________________
Signature of Witness
VI. FIELD PRACTICUM ORIENTATION TOOLS AND RESOURCE MATERIALS
FIELD EDUCATION FREQUENTLY ASKED QUESTIONS
FIELD EDUCATION
FREQUENTLY ASKED QUESTIONS (FAQ’s)

The following information provides a brief summary of the UNC-CH, School of Social Work’s Field Education Program. The UNC-CH, School of Social Work Curriculum Manual and the Field Education Program Manual provide more extensive information.

1. What is the purpose of field education?

Field education is an integral part of both the Foundation and Advanced Curricula. While classroom learning focuses on discrete knowledge and theoretical background, the field curriculum exposes students to a wide range of problems and possibilities. It teaches students to assess these situations and to develop, implement, and evaluate social interventions for actual persons, families, groups, organizations, and communities.

2. What types of agencies are selected as field sites?

We are fortunate to have a wide range of cooperating agencies in over fifty NC counties. Each year more than 200 students are placed in a variety of agencies and programs. Most students complete their practicum in North Carolina, though increasingly students are requesting field placements in national and international settings. Placement sites represent the broad scope of social work practice in public and private, not-for-profit, and for-profit agencies. Typical practicum sites include Departments of Social Services, community providers of mental health services, substance abuse agencies, medical facilities such as hospitals and hospices, domestic violence agencies, homeless shelters and public schools. Students are also placed in agencies involved in program and policy development, advocacy, and regional and statewide planning such as local United Ways, private non-profit agencies, family resource centers, and others.

3. How does the School choose field instructors?

Field instructors are recruited by the School or recommended by agency personnel, other field instructors and our students. They are chosen because of their agency’s support for social work education, their individual qualifications, and our need for particular types of student learning experiences. Among other criteria, field instructors are required to have an MSW degree and at least two years post-masters experience. Most have five or more years of practice experience. They must also be interested in serving as agency-based educators and need sufficient time to supervise a
student. Exceptions to these criteria will be considered, on a case by case basis, depending on the opportunities available for the learning experience and according to program policies.

4. **What kind of training is available to a practitioner who wishes to serve as a field instructor?**

   First time field instructors are asked to participate in New Field Instructor’s Training. Each field instructor is assigned a field faculty member from the School of Social Work who is available to interpret the School’s goals and objectives and advocate for both the student and the field instructor. This training is offered in multiple locations every summer and on-line throughout the course of the year. Field instructors are also invited to participate in continuing education opportunities offered by the School.

5. **Does the school pay field instructors to work with students?**

   No. Most field instructors tell us the greatest reward comes from helping others develop professional knowledge and skill. Though we can never fully compensate field instructors for the teaching they do, some of the direct benefits include: (a) AHEC Digital Library privileges; (b) an annual field instructors’ workshop and luncheon; and (c) reduced or no cost admission to workshops sponsored by the School of Social Work when available. With permission of the instructor, field instructors may also audit social work classes if space is available.

6. **How is the placement assignment determined?**

   Potential field instructors meet with an assigned field faculty who completes an Agency Placement Information Form which provides information about potential placement opportunities and field instructor education, experience, and interests. Field Instructors are also asked to provide us with a resume or vita. Students complete a Practicum Planning Guide which includes a résumé and statements about their interests and learning needs. The agency information is shared with students and used to develop preliminary matches.

   Foundation (1st year) practicum placements are made by the Field Education Program faculty in consultation with students. Concentration (2nd year) practicum placements are also made by the Field Education Program faculty in consultation with the students. Unlike the Foundation students, however, Concentration students provide faculty with their top three preferences of specific agencies where they would like to be placed. When a final choice is made, the student is expected to arrange a pre-placement interview with the prospective field instructor. Students are only matched (and subsequently interview) at one agency at a time. By doing this we prevent students from competing with each other for placements and protect agencies from being inundated by students seeking interviews.

   When placing foundation practicum students, we seek opportunities that will broaden their professional experience and address core knowledge in developing basic social work skills. In the foundation practicum students must engage in both direct and macro practice activities. Concentration practicum students gain a greater depth of skill and knowledge in their chosen area of special interest.
A Memorandum of Agreement between the School and cooperating field education agency should be signed before a student is officially placed. Copies of this agreement are on file in the Field Education Program Office.

7. **What are the goals of the first (foundation) practicum?**

The foundation placement is designed to help the student acquire and improve basic social work practice skills in work with individuals, families, and small groups (direct practice) as well as with work units, organizations, and communities (community, management and policy practice). Therefore students are expected to carry a caseload where they can practice assessment, engagement, and intervention skills. They are also expected to participate in tasks that can improve a work unit, an organization or some aspect of the community. In both kinds of activities they should be able to demonstrate a beginning ability to evaluate their practice.

8. **What are the goals of the second (concentration) practicum?**

In their second year, students select a placement in their area of concentration. Students may choose the Direct Practice, Community, Management and Policy Practice or Self-Directed Concentration. In each area of concentration, students are expected to develop depth in social work practice knowledge and skills sufficient for competent, self-evaluative, accountable and ultimately autonomous practice.

9. **What will the prospective field instructor know about the student before the pre-placement interview?**

After a placement is recommended by the Field Education Program faculty, the student must have a pre-placement interview with the field instructor and any other relevant staff. A copy of the student’s Practicum Planning Guide and résumé is sent to the prospective field instructor prior to the interview. In some cases prospective field instructors call the Field Education Program to clarify information or we may call a field instructor to discuss a student’s special needs.

10. **What is the purpose of the pre-placement interview?**

The pre-placement interview gives the student and field instructor an opportunity to get acquainted and explore mutual expectations about the placement. The goal of this interview is to determine if the match of student/agency/field instructor is appropriate. It helps the student and field instructor clarify and adjust their expectations and prepare for the practicum experience. If the match of student and agency does not seem appropriate, the field instructor and the student should contact the Field Education Office immediately. A different placement option is then explored.

The placement assignment process is not complete until the potential Field instructor and the student have met and the Field Education Office receives confirmation from both parties.

11. **What questions should be explored in the pre-placement interview?**

The student and field instructor should discuss the nature of the practicum assignment including types of clients, activities, projects, services rendered and caseload size (if applicable). They should discuss how tasks will be assigned, especially during the first few weeks of the placement. The
teaching style of the field instructor and learning style of the student is another topic to be explored. Also approaches to supervision should be discussed: when will weekly conferences be scheduled? Will other agency staff be involved? Does the field instructor expect the student to take the initiative in seeking help and how will the instructor routinely monitor the student's work? The student and field instructor should also discuss issues of protocol and the norms present in the field agency regarding dress, student space, level of formality in communication, confidentiality, correspondence and topics such as personal safety and health precautions, when applicable. Finally, the student and field instructor should share enough about their personalities and mutual expectations that they will be able to assess how they can work together most effectively.

12. How many credits do students receive for field?

Students receive three credits each for their first practicum (SoWo 520 & 521) and six credits each for their second (SoWo 820 & 821). First year students also attend a one credit, small group seminar that is related to their practicum experiences (SoWo 523 & 524).

Students complete four semesters of field unless they are advanced standing students, that is, students who have completed a BSW program. Advanced standing students complete three semesters, a six week summer block practicum (four days a week) and two concurrent practica (3 days a week) during the fall and spring semesters.

Normally students are in concurrent practica, that is, they are in classroom and field during the same week. Students are expected to work normal agency hours. Full time foundation students are in their field agencies 16 hours per week on Wednesdays and Thursdays and full time concentration students complete 24 hours of placement on Wednesdays, Thursdays, and Fridays (except for University and agency holidays) unless a special schedule is arranged. Thus foundation students complete 60 days and concentration students complete 90 days in the field during the academic year.

Distance Education students in the Mountain Area, Winston-Salem, and Triangle Distance Education Programs complete the same number of field hours; however their placement schedules may vary from the above format.

By plan and special permission, students may also be placed in a block practicum. That is, they are in their field agency for four or five days a week for one semester or during the summer. A block placement can be completed after the foundation or concentration course work is completed. These are usually scheduled during the summer sessions for 60 or 90 days. See the Field Education Program Manual for specific guidelines.

13. Do students need to have a car?

Students are responsible for securing transportation to their field placements regardless of location. As there is limited public transportation in North Carolina, students must have access to transportation to reach their field placements. It is to the student’s advantage to have a personal vehicle. Many of our local communities are small and have few resources for field placements; therefore, not having a personal vehicle will severely limit the field placement options.
Many field placements offer services that are community-based and the majority of fieldwork sites require the use of a vehicle for field work. This means that many field placements require students to have a car to perform field related tasks such as transporting clients, community outreach, home visits, community work, attending meetings, etc. When using a personal vehicle for required educational training that is authorized by the University, the student’s personal automobile liability insurance is considered primary. The University's automobile liability insurance is only provided on a secondary basis.

Agencies are expected to reimburse students for mileage incurred when conducting agency business (not travel between the agency and the student’s residence). However, students should inquire about this policy during the interview.

14. Do students need insurance?

The School of Social Work carries a blanket professional liability insurance policy for students. Coverage is limited to $1,000,000/$3,000,000. It is recommended that students also carry an automobile insurance policy if they will be using their car to carry out agency assignments (see above).

15. Can placements be completed in a student's employing agency?

Placements in employing agencies may be possible. The placement must differ significantly from the student's current or previous agency experience. Students will have a new field instructor and serve a different client population while learning new intervention methods. Specific guidelines are provided in the Field Education Program Manual.

16. How is the field practicum grade determined?

Grades are based on school criteria and student performance. See the Field Education Program Manual for specifics. This performance should be documented by a variety of means including direct observation, audio/video tapes, statistics, written records, and other products. Performance evaluations are completed at the end of each semester. Students may receive the following grades for field instruction: Pass (P), Low Pass (L), or Fail (F). The grade is assigned by the faculty advisor after consultation with the field instructor and discussions with the student. The student receives a separate grade for each semester of practicum.

17. What if the placement doesn’t work?

Occasionally it is necessary to terminate placements due to agency, field instructor or student factors. Termination requires as much planning as placement. The student and field instructor should thoroughly discuss the need to terminate in consultation with the Field Education Program faculty. Students are not relieved of their field responsibilities without the approval of the Director of Field Education. See the Field Education Program Manual for specifics.
18. If someone wants to serve as a field instructor, what should they do?

Experienced MSWs interested in serving as field instructors should contact:

- The UNC School of Social Work at Chapel Hill
  Field Education Program
  3335 Tate Turner Kuralt Building,
  CB# 3550, Chapel Hill, NC 27599-3550;

  Rebecca Brigham, MSW
  Director of Field Education
  brigham@email.unc.edu
  919-962-6532

  Jean Livermore, MSW, LCSW
  Associate Director of Field Education
  jlivermo@email.unc.edu
  919-962-6529

  Linda Pridgen-Braswell
  Field Office Manager
  linda_pb@unc.edu
  919-966-4916

- Winston-Salem Distance Education Advanced Standing MSW Program
  336-703-3680

  741 N Highland Ave, Winston-Salem NC 27101
  Teresa Palmer, MSW, LCSW
  palmermt@email.unc.edu
  W-S Field Education Coordinator

Rev. July 2012
ORIENTING YOUR STUDENT TO PLACEMENT: A PRELIMINARY CHECKLIST
ORIENTING YOUR STUDENT TO PLACEMENT
A PRELIMINARY CHECKLIST

Each agency is different and will require a unique orientation plan. The items listed below are suggestions based on field instructor, student and faculty feedback.

BEFORE THE STUDENT ARRIVES

- Office or desk assignment is confirmed and area cleared
- Collect initial reading material for student
- History of agency
  - Brochures, annual reports, etc.
  - Policy and procedure manual
  - Information about the client population, the intervention models and the community
  - Glossary or key to frequently used terms
  - Examples of forms, reports, other recordings
  - Information about key community resources
  - Map of the community
  - List of staff, phone numbers, office locations, position and role in the agency
  - Other
- Memo to appropriate staff to remind them of the student’s arrival
- Receptionist is informed about the student and knows how to direct calls/visitors
- Student’s name on mailbox, in/out board, etc.
- Arrange for parking, name badges, etc.
- Develop an orientation plan and schedule

THE FIRST WEEK OF PLACEMENT

- Introduce the student to others in the work area including administrative and clerical personnel
- Make a plan for lunch (or inform student of the usual lunch routine)
- Arrange a tour of the agency (be sure to include the bathrooms)
- Provide the necessary keys, parking sticker, name badges, etc.
- Discuss work hours, appropriate attire, etc.
- Review telephone procedures
- Discuss the student’s role in the agency and how the student is to be identified
- Explain what the agency service delivery system does and does not do
- Review the orientation plan including the student’s responsibility for implementing the plan (e.g.: Is the student to arrange appointments with each department head to discuss the work of that department or will you arrange the meeting?)
- Provide opportunities to observe the work of agency (the student may observe you or others in the agency.) Provide time to process the observations.
- Review reference material which you have collected for the student to read during the early days of placement.
- Discuss the Student Learning Agreement and formulate a plan to develop the Learning Agreement
THE FIRST WEEKS OF PLACEMENT

- Discuss confidentiality policies and procedures
- Review paperwork and recordings requirements
- Provide training related to safety issues
- Discuss ethical issues that arise in the agency and mechanisms for resolving ethical dilemmas
- Establish a schedule for regular supervisory time
- Discuss learning style and teaching style issues
- Arrange opportunities to visit community agencies
- Arrange visits to similar programs in other communities
- Monitor orientation plan to ensure implementation
- Review first draft of the Student Learning Agreement
- Discuss agency policy on use of social media
GETTING TO KNOW YOU FORM
In order to provide sound direct service, evaluate agency effectiveness or serve as a representative of your agency, it is imperative for you to have a thorough understanding of many aspects of agency functioning. When beginning your practicum (or any new job), it is important that you learn as much about your position and your agency as quickly as you can. When you can answer the questions below you will have a good grasp of your agency’s role and your role in the agency. Your understanding will be achieved through observation, questioning, reading agency policy and procedures and becoming actively involved in your field practicum. A thorough understanding will take months, so start on this exercise soon. Class assignments and discussions will address many of these topics too; thinking about them now will give you an “edge” later.

**PURPOSE, FUNCTION & STRUCTURE OF YOUR AGENCY**

1. What is the purpose of your agency?
2. How is this purpose legally spelled out?
3. What segments of the community support this program?
4. How was your agency established?
5. What services does your agency provide?
6. Describe the formal structure of your agency? (Draw an organization chart, if this will help)
7. How many workers are employed in your agency?
8. What is the informal structure of your agency? (You will be better able to answer this question later in the semester.)
9. How is your agency funded? Does it receive public and/or private funds?
10. What is your total agency budget? How is this budget distributed among the various programs?
11. How is your agency related to the other social welfare agencies and services in the community?
SOCIAL WORK PRACTICE IN THE AGENCY
In this section, base your observations, examples and thoughts on your own practice as much as possible.

1. What seems to be the underlying rationale for the process, methods and techniques used in your agency?
2. How are workers trained in your program?
3. Is there an on-going, in-service training program?
4. How is the social work process measured and evaluated?
5. What kind of knowledge and skills are you called upon to know and use in your social work practice?
6. What are the trends in the methods used by the agency and what has brought this about?
7. In what ways do the clientele of the agency influence the selection of methods? Their implementation and outcomes?
8. What methods of supervision are used? Is supervision provided to all workers or only new workers?

CLIENTS
1. Who gets defined as a client?
2. Who cannot be a client?
3. What are the differences between the two groups?
4. How do the problems of client get defined in your agency?
5. What is the process by which individuals or families become clients of the agency?
6. What are the characteristics of the clientele?
7. How do the characteristics influence the method and ways the agency has for helping, the goals of the agency, and the role of the client?
8. What must the client do to remain a client in the agency?
9. How are services to the client terminated?
10. What provisions for client feedback and input into agency decision making are made?
PERSONAL ASSESSMENT QUESTIONNAIRE
“CAN DO”

UNC-CH School of Social Work * Field Education Office
335 Tate, Turner, Kuralt Bldg. CB# 3550 Chapel Hill, NC 27599-3550
Phone 919-966-4916 FAX: 919-962-3384

GENERALIST AND DIRECT HUMAN SERVICES

The following is a copy of the Personal Assessment Questionnaire. This is a tool that has been used in previous years to help students identify strengths and areas for professional growth. Its use is optional, but may be helpful in preparing your learning agreement.

As you read each item on the form, begin the statement by saying to yourself, “I can…” For example, item 1 would read “I can prepare a program proposal.” Thus, the form has been nicknamed the “Can Do” form.

Try to be fair to yourself as you use the rating scale to assess what you know in a given area. The following categories have been provided:

- **NO**
  - “I do not know,” or “I have never done it.”
- **YES**
  - “I have had some practical experience.” You can draw on any paid or volunteer experience that you have had in a social work or related setting.

If you answer YES, then you must also circle 1, 2, or 3.

- **1** “Yes, but I need more practice.”
- **2** “Yes, I can do this adequately.”
- **3** “Yes, I can do this well enough to teach others.” (This response implies that you are also familiar with the literature or other teaching resources.)
- **A** ACADEMIC EXPERIENCE means “I have had classroom/workshop experience.”

Sharing your completed “Can Do” form with your field instructor is a useful way to establish a supervisory relationship. A careful review of your responses will help both of you construct your Field Learning Agreement. For example, if you are not familiar with the components of the planning process (see Item 5), a specific learning objective and related activities could be designed to familiarize you with this aspect of the planner role. In this way, the “Can Do” form can help you take the first step towards meeting your educational/career needs.

Provided by Portland State University School of Social Work

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**Assessment Rating Scale**

<table>
<thead>
<tr>
<th>NO</th>
<th>“I do not know,” or “I have never done it.”</th>
</tr>
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PERSONAL ASSESSMENT QUESTIONNAIRE
“CAN DO”

GENERALIST AND DIRECT HUMAN SERVICES

PROFESSIONAL GROWTH AND DEVELOPMENT

USE OF SUPERVISION

1. Use supervision to critically examine my own professional growth. NO YES 1 2 3 A
2. Identify those areas of learning where I need supervisory help and ask for it. NO YES 1 2 3 A
3. Plan ahead for supervisory conferences. NO YES 1 2 3 A
4. Organize and plan my work so that assigned responsibilities are carried out in a timely fashion. NO YES 1 2 3 A
5. Apply the skills and concepts I learn in one situation to another. NO YES 1 2 3 A

ROLE OF SOCIAL WORKER

6. Explain the role and function of a social worker to a non-social worker. NO YES 1 2 3 A
7. Apply social work values and ethics in work with clients and colleagues. NO YES 1 2 3 A
8. Work with other professionals/para-professionals as a member of a team. NO YES 1 2 3 A
9. Differentiate between representing a personal, professional, or organizational position. NO YES 1 2 3 A
10. Consult with persons from other disciplines on behalf of clients. NO YES 1 2 3 A

SELF-AWARENESS

11. Assess how my values, attitudes, and beliefs affect my perception of and my relationships with other people. NO YES 1 2 3 A
12. Recognize the influence my personal feelings have on my relationships with other people. NO YES 1 2 3 A

Assessment Rating Scale
NO.... "I do not know," or "I have never done it."
YES.... "I have had some practical experience."
1.... "Yes, but I need more practice."
2.... "Yes, I can do this adequately."
3.... "Yes, I can do this well enough to teach others."
A.... "I have had classroom/workshop experience."
13. Examine and change my own behavior when it interferes with successful client work. NO YES 1 2 3 A

14. Articulate and clarify my personal values, stereotypes, and biases about my own and others’ race and ethnicity, sexual orientation, gender, and social class, and ways these may accommodate or conflict with the needs of clients from cultural groups other than my own. NO YES 1 2 3 A

15. Work effectively with people in sub-ordinate positions. NO YES 1 2 3 A

16. Work effectively with persons in positions of authority. NO YES 1 2 3 A

17. Work effectively with persons from cultural groups other than my own. NO YES 1 2 3 A

**COMMUNICATION SKILLS**

18. Express myself clearly when speaking. NO YES 1 2 3 A

19. Express my ideas clearly in writing. NO YES 1 2 3 A

20. Utilize computer technology for written and visual presentation. NO YES 1 2 3 A

21. Present and defend my own point of view orally and in writing. NO YES 1 2 3 A

22. Openly discuss racial, class, gender, ethnic, sexual orientation, disability, and other differences and be able to respond to culturally-based cues. NO YES 1 2 3 A

**ORGANIZATIONAL AND COMMUNITY CONTEXT OF PRACTICE**

**FIELD PLACEMENT SETTING**

23. Identify the goals and purposes of an agency or organization. NO YES 1 2 3 A

24. Interpret formal organizational charts. NO YES 1 2 3 A

25. Locate and use informal communication channels in an organization. NO YES 1 2 3 A

26. Evaluate the impact of agency goals, structure, process, and physical environment on the services provided and on the help-seeking behaviors of clients from cultures different from my own. NO YES 1 2 3 A

27. Differentiate between interpersonal and organizational conflict. NO YES 1 2 3 A

**Assessment Rating Scale**

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3
INTER-AGENCY RELATIONSHIPS

28. Locate information about the formal social services that exist in a community.  NO YES 1 2 3 A

29. Locate informal services (e.g., individuals, neighborhood networks) which can be used as resources.  NO YES 1 2 3 A

30. Identify linkages, (e.g., contractual, procedural) that exist between agencies.  NO YES 1 2 3 A

SERVICE POPULATION

31. Describe the characteristics of an agency’s client population.  NO YES 1 2 3 A

32. Identify techniques for learning the cultures of client groups who differ from me due to race, class, gender, ethnicity, sexual orientation, or disability.  NO YES 1 2 3 A

33. Identify the unique demographic characteristics of the community or geographical area that an agency or organization serves.  NO YES 1 2 3 A

34. Identify gaps in an agency’s services and the clientele’s needs.  NO YES 1 2 3 A

POLICIES AND PROCEDURES

35. Describe how an agency’s policies and procedures are developed.  NO YES 1 2 3 A

36. Determine how an agency’s policies or procedures will affect service delivery to a client or client group.  NO YES 1 2 3 A

37. Identify different approaches for service delivery to a client or client group.  NO YES 1 2 3 A

38. Recognize and combat racism, sexism, heterosexism, classism, and the related stereotypes, and myths within individuals and institutions.  NO YES 1 2 3 A

Assessment Rating Scale
NO... "I do not know," or "I have never done it."
YES... "I have had some practical experience."
1...... "Yes, but I need more practice."
2...... "Yes, I can do this adequately."
3...... "Yes, I can do this well enough to teach others."
A...... "I have had classroom/workshop experience."
PROVISION OF DIRECT SERVICES

PROBLEM IDENTIFICATION AND ASSESSMENT

39. Differentiate between symptoms of intra-psychic stress and stress arising from the social structure. NO YES 1 2 3 A

40. Understand a problem(s) from the client’s point of view. NO YES 1 2 3 A

41. Figure out the key people who are involved in a problem. NO YES 1 2 3 A

42. Determine what specific information I need to better understand a problem. NO YES 1 2 3 A

43. Relate a client’s current problem to relevant past history. NO YES 1 2 3 A

44. Distinguish between what is inferred or “seems to be” and what is factual information. NO YES 1 2 3 A

45. Systematically collect information within a theoretical framework. NO YES 1 2 3 A

46. Examine alternative explanations about the possible causes of a problem and its solution(s) after considering all known facts. NO YES 1 2 3 A

47. Develop an assessment of an individual or family that takes into account intrapersonal, interpersonal, and environmental factors. NO YES 1 2 3 A

48. Assess the dynamics of a small group. NO YES 1 2 3 A

49. Assess how characteristics such as race, ethnicity, economic status, sex, age, disability, or lifestyle affect a client’s situation. NO YES 1 2 3 A

50. Assess the meaning economic class, race, gender, sexual orientation, disability and ethnicity has for individual clients. NO YES 1 2 3 A

51. Assess a client’s needs, capacities, and readiness to benefit from intervention. NO YES 1 2 3 A

52. Synthesize information so that a clear intervention plan can be developed. NO YES 1 2 3 A

53. Change my mind about a problem based on new information. NO YES 1 2 3 A

54. Examine more than one solution (outcome) to a problem and choose the one that’s most feasible. NO YES 1 2 3 A

Assessment Rating Scale
NO . . . .”I do not know,” or “I have never done it.”
YES . . . .”I have had some practical experience.”
1……. “Yes, but I need more practice.”
2……. “Yes, I can do this adequately.”
3……. “Yes, I can do this well enough to teach others.”
A……. “I have had classroom/workshop experience.”
55. Use research findings to assess the utility of alternative intervention approaches. NO YES 1 2 3 A
56. Evaluate new techniques, research, and knowledge as to their validity and applicability in working with culturally diverse client groups. NO YES 1 2 3 A
57. Work with a client to select goals for change. NO YES 1 2 3 A
58. Write outcome objectives in clear, behavioral terms so that results can be evaluated. NO YES 1 2 3 A
59. Negotiate a contract (working agreement) with a client. NO YES 1 2 3 A
60. Develop and justify a detailed intervention plan which "fits with" a problem assessment. NO YES 1 2 3 A
61. Actively involve a client in the intervention (change) process. NO YES 1 2 3 A
62. Pace the tempo of intervention to a client's capacity to change and to handle change. NO YES 1 2 3 A
63. Make changes in the scope and focus of the client's contract when they are indicated. NO YES 1 2 3 A

**INTERVENTION MODES**

64. Utilize the concepts of empowerment on behalf of all clients and communities. NO YES 1 2 3 A
65. Provide supportive counseling for an individual. NO YES 1 2 3 A
66. Provide long-term counseling for an individual. NO YES 1 2 3 A
67. Provide short-term (crisis intervention) counseling for an individual. NO YES 1 2 3 A
68. Provide marital or couples counseling. NO YES 1 2 3 A
69. Provide conjoint family therapy. NO YES 1 2 3 A
70. Provide supportive services to the family of a client. NO YES 1 2 3 A
71. Lead or co-lead a support or educationally focused group. NO YES 1 2 3 A
72. Lead or co-lead a psycho-therapeutic group. NO YES 1 2 3 A
73. Facilitate the development of a self-help group. NO YES 1 2 3 A
74. Act as a case advocate on behalf of a client. NO YES 1 2 3 A
75. Act as a case manager to plan and coordinate services for a client. NO YES 1 2 3 A

**Assessment Rating Scale**

NO... "I do not know," or "I have never done it."
YES... "I have had some practical experience."
1...... "Yes, but I need more practice."
2...... "Yes, I can do this adequately."
3...... "Yes, I can do this well enough to teach others."
A...... "I have had classroom/workshop experience."
76. Understand and articulate accurately the cultural context of each client and his/her community. NO YES 1 2 3 A
77. Act as a social broker to locate and match clients to appropriate community resources. NO YES 1 2 3 A
78. Use resources (e.g., agencies, persons, informal helping networks, research) on behalf of all clients and their communities, taking cultural issues into consideration. NO YES 1 2 3 A
79. Provide consultation, in an area of expertise I have, to other professionals or non-professionals. NO YES 1 2 3 A

TERMINATION EVALUATION
80. Determine when to end a contract with a client. NO YES 1 2 3 A
81. Terminate with a client and other people involved. NO YES 1 2 3 A
82. Compare the client’s progress with what was originally planned. NO YES 1 2 3 A

HUMAN RELATIONS SKILLS
83. Use accurate empathy by communicating a concern for and an understanding of what a client is experiencing. NO YES 1 2 3 A
84. Show genuine interest in a client by use of congruent attending behavior. NO YES 1 2 3 A
85. Demonstrate respect by accepting the client’s point of view as a valid perspective. NO YES 1 2 3 A
86. Use concreteness to assist a client to be more specific about personally relevant concerns. NO YES 1 2 3 A
87. Read non-verbal communication accurately. NO YES 1 2 3 A
88. Respond appropriately to pertinent non-verbal communication. NO YES 1 2 3 A
89. Respond to clients in a manner that is perceived as useful and relevant to their concerns. NO YES 1 2 3 A
90. Use appropriate self-disclosure to help clients explore and more clearly understand their concerns. NO YES 1 2 3 A
91. Use immediacy to focus on the here-and-now of worker/client relationships. NO YES 1 2 3 A

Assessment Rating Scale
NO… "I do not know," or "I have never done it."
YES… "I have had some practical experience."
1…….. "Yes, but I need more practice."
2…….. "Yes, I can do this adequately."
3…….. "Yes, I can do this well enough to teach others."
A…….. "I have had classroom/workshop experience."
INTERVIEWING SKILLS

92. Open a helping (counseling) interview and clearly establish its context. NO YES 1 2 3 A
93. Use a range of questioning skills in a timely manner. NO YES 1 2 3 A
94. Demonstrate diverse and appropriate responding skills. NO YES 1 2 3 A
95. Guide the direction and provide focus during an interview. NO YES 1 2 3 A
96. Close an interview and give direction for future contacts. NO YES 1 2 3 A

Assessment Rating Scale
NO… “I do not know,” or “I have never done it.”
YES… “I have had some practical experience.”
1…. “Yes, but I need more practice.”
2…. “Yes, I can do this adequately.”
3…. “Yes, I can do this well enough to teach others.”
A…. “I have had classroom/workshop experience.”
SOCIAL SERVICE ADMINISTRATION AND MANAGEMENT

Following is a copy of a Personal Assessment Questionnaire. This is a tool that has been used in previous years to help students identify strengths and areas for professional growth. It’s use is optional, but may be helpful in preparing your learning agreement.

As you read each item on the form, begin the statement by saying to yourself, “I can …” for example, Item 1 would read “(I can) prepare a program proposal.” Thus, the form has been nicknamed the “Can Do” form.

Try to be fair to yourself as you use the rating scale to assess what you know in a given area. The following categories have been provided:

- **NO**  “I do not know,” or “I have never done it.”
- **YES**  “I have had some practical experience.” You can draw on any paid or volunteer experience that you have had in a social work or related setting.

If you answer **YES**, then you must also circle 1, 2, or 3.

- **1**  “Yes, but I need more practice.”
- **2**  “Yes, I can do this adequately.”
- **3**  “Yes, I can do this well enough to teach others.” (This response implies that you are also familiar with the literature or other teaching resources.)
- **A**  ACADEMIC EXPERIENCE means “I have had classroom/workshop experience.”

Sharing your completed “Can Do” form with your field instructor is a useful way to establish a supervisory relationship. A careful review of your responses will help both of you construct your Field Learning Agreement. For example, if you are not familiar with the components of the planning process (see Item 5), a specific learning objective and related activities could be designed to familiarize you with this aspect of the planner role. In this way, the “Can Do” form can help you take the first step towards meeting your educational/career needs.

*Provided by Portland State University School of Social Work*
SOCIAL SERVICE ADMINISTRATION
AND MANAGEMENT

PLANNER ROLE

1. Prepare a program proposal. NO YES 1 2 3 A
2. Write a grant. NO YES 1 2 3 A
3. Develop a flow chart as a planning technique. NO YES 1 2 3 A
4. Write specifications for contracts and RFPs (Requests for Proposals). NO YES 1 2 3 A
5. Explain the components of the planning process. NO YES 1 2 3 A
6. Secure guidelines and regulations for federal grants. NO YES 1 2 3 A
7. Develop political strategies to ensure implementation. NO YES 1 2 3 A
8. Work and plan effectively with persons from groups culturally different from my own. NO YES 1 2 3 A
9. Assess the importance of cultural variables to client-related social problems. NO YES 1 2 3 A
10. Identify and develop resources (agencies, persons, informal helping networks, research) on behalf of all clients and their communities, taking cultural issues into consideration. NO YES 1 2 3 A

RESEARCH ROLE

11. Design a program evaluation supportive to issues of cultural diversity. NO YES 1 2 3 A
12. Implement and administer a program evaluation. NO YES 1 2 3 A
13. Call on appropriate statistical tests for data analysis. NO YES 1 2 3 A
14. Design a needs assessment with sensitivity to culturally diverse populations. NO YES 1 2 3 A
15. Explain the various approaches to designing/conducting a needs assessment. NO YES 1 2 3 A
16. Organize data for computer utilization. NO YES 1 2 3 A

Assessment Rating Scale

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>&quot;I do not know,&quot; or &quot;I have never done it.&quot;</td>
</tr>
<tr>
<td>YES</td>
<td>&quot;I have had some practical experience.&quot;</td>
</tr>
<tr>
<td>1</td>
<td>&quot;Yes, but I need more practice.&quot;</td>
</tr>
<tr>
<td>2</td>
<td>&quot;Yes, I can do this adequately.&quot;</td>
</tr>
<tr>
<td>3</td>
<td>&quot;Yes, I can do this well enough to teach others.&quot;</td>
</tr>
<tr>
<td>A</td>
<td>&quot;I have had classroom/workshop experience.&quot;</td>
</tr>
</tbody>
</table>
17. Develop a management information system (MIS).
18. Write a scientific paper.
19. Utilize social indicators.

**FISCAL ANALYST**

20. Prepare a line item budget.
21. Convert a line item budget into a program budget.
22. Prepare contingency plans in budgeting.
23. Design a method to compute unit costs.
24. Compute a simple cost-benefit analysis.
25. Develop strategies for budget presentations to public bodies and funding groups.
26. Develop five year cost projections from a budget.
27. Develop output measures for program performance.
28. Design a Management By Objective (MBO) program.
29. Design fiscal strategies supportive of vulnerable populations.

**PERSONNEL MANAGEMENT/STAFF DEVELOPMENT**

30. Manage and supervise a culturally diverse workforce.
31. Organize and develop a staff development program.
32. Write a job description.
33. Deal with grievance and termination.
34. Evaluate and discuss employee performance.
35. Analyze organizational conditions, including issues of gender, race, ethnicity, and cultural diversity, that affect employee performance.
36. Develop and coordinate work assignments.
37. Delegate responsibility.
38. Enforce agency policy.
39. Utilize the dynamics of work groups.

**Assessment Rating Scale**

NO......"I do not know," or "I have never done it."
YES......"I have had some practical experience."
1......"Yes, but I need more practice."
2......"Yes, I can do this adequately."
3......"Yes, I can do this well enough to teach others."
A......"I have had classroom/workshop experience."

Name ________ Date ________
40. Understand and deal with employee resistance.

41. Assess roles and role expectations that lead to role strains, including gender and ethnicity.

**CHANGE AGENT/ADVOCATE**

42. Conduct an analysis of an organization.

43. Develop strategies for organizational change sensitive to issues of gender, race, ethnicity, sexual orientation, and disability.

44. Locate both formal and informal power centers in an organization.

45. Distinguish authority figures from power figures.

46. Separate interpersonal conflict from organizational conflict.

47. Utilize the concepts of empowerment on behalf of culturally diverse clients and communities.

48. Plan structural changes and make recommendations to administrative personnel.

49. Organize people from diverse economic and cultural backgrounds into action groups.

50. Help culturally diverse community groups develop action strategies.

51. Understand and communicate accurate information about the cultural context of diverse client groups on behalf of their communities.

**POLICY ANALYST**

52. Recognize and combat racism, racial stereotypes, and myths in individuals and institutions.

53. Translate case data or service data into policy issues.

54. Describe the relationships between the political processes and the development of social policy and the issues raised by class, race and ethnicity, gender, sexual orientation, and disability.

55. Develop "culturally-sensitive" policy options for a practical problem.

56. Describe the formal steps in the legislative process.

**Assessment Rating Scale**

NO... "I do not know." or "I have never done it."

YES... "I have had some practical experience."

1...... "Yes, but I need more practice."

2...... "Yes, I can do this adequately."

3...... "Yes, I can do this well enough to teach others."

A...... "I have had classroom/workshop experience."
ADMINISTRATOR/MANAGER

57. Plan and organize work in an efficient manner. NO YES 1 2 3 A

58. Evaluate the impact of agency goals, structure, process, and physical environment on the services provided and on the help seeking behaviors of clients from different cultural backgrounds. NO YES 1 2 3 A

59. Seek out and evaluate information. NO YES 1 2 3 A

60. Foresee the consequences of decisions with particular attention to issues of race, ethnicity, class, gender, sexual orientation, and disability. NO YES 1 2 3 A

61. Be firm, yet accepting, of subordinates. NO YES 1 2 3 A

62. Prioritize decisions. NO YES 1 2 3 A

63. Make quick and clear decisions. NO YES 1 2 3 A

64. Help organize a fund-raising campaign. NO YES 1 2 3 A

65. Implement an affirmative action plan. NO YES 1 2 3 A

66. Develop written personnel policies. NO YES 1 2 3 A

COORDINATOR

67. Explain and perform staff functions for a small group or committee. NO YES 1 2 3 A

68. Develop and conduct problem solving sessions. NO YES 1 2 3 A

69. Deal with frustrations of group problem solving. NO YES 1 2 3 A

70. Lead a group discussion. NO YES 1 2 3 A

71. Chair a meeting. NO YES 1 2 3 A

72. Manage conflict between organizations. NO YES 1 2 3 A

73. Analyze interorganizational relationships. NO YES 1 2 3 A

COMMUNICATOR

74. Articulate and clarify my personal values, stereotypes, and biases about my own and others' ethnicity and social class, and ways these may accommodate or conflict with the needs of clients from cultural groups different from my own. NO YES 1 2 3 A

Assessment Rating Scale

NO ... "I do not know," or "I have never done it."
YES ... "I have had some practical experience."
1 ...... "Yes, but I need more practice."
2 ...... "Yes, I can do this adequately."
3 ...... "Yes, I can do this well enough to teach others."
A ...... "I have had classroom/fieldwork experience."

13
75. Summarize large amounts of information in a page. NO YES 1 2 3 A
76. Make oral presentations to small groups. NO YES 1 2 3 A
77. Identify techniques for learning the cultures of racial, class, and ethnic groups other than my own. NO YES 1 2 3 A
78. Make public presentations to large audiences. NO YES 1 2 3 A
79. Express ideas clearly and precisely. NO YES 1 2 3 A
80. Prepare and deliver testimony for legislative committees. NO YES 1 2 3 A
81. State and argue a position. NO YES 1 2 3 A
82. Negotiate a personal contract. NO YES 1 2 3 A
83. Read nonverbal behavior and hidden agendas. NO YES 1 2 3 A
84. Write a press release. NO YES 1 2 3 A
85. Develop a media campaign. NO YES 1 2 3 A
86. Clarify and take directions. NO YES 1 2 3 A
87. Give clear and precise directions. NO YES 1 2 3 A
88. Summarize information and make specific recommendations to superiors. NO YES 1 2 3 A
89. Openly discuss racial, class gender, ethnic, disabilities, and other differences and be able to respond to culturally-based cues. NO YES 1 2 3 A

**Assessment Rating Scale**

NO ... "I do not know," or "I have never done it."
YES... "I have had some practical experience."
1 .... "Yes, but I need more practice."
2 .... "Yes, I can do this adequately."
3 .... "Yes, I can do this well enough to teach others."
A ... "I have had classroom/workshop experience."
COMMUNITY BASED PRACTICE

PLANNER ROLE
1. Use supervision to critically examine my own professional growth and performance.  NO YES 1 2 3 A
2. Identify areas of learning where I need supervisory support and ask for it.  NO YES 1 2 3 A
3. Plan for long term professional goals.  NO YES 1 2 3 A

ROLE OF SOCIAL WORKER
4. Articulate the roles and functions of a community-based social worker to a non-social worker.  NO YES 1 2 3 A
5. Explain the overlapping roles and boundaries issues that community-based social workers encounter.  NO YES 1 2 3 A
6. Describe the qualities and characteristics the social worker brings to community settings.  NO YES 1 2 3 A

COMMUNICATION SKILLS
7. Make public presentations to community audiences.  NO YES 1 2 3 A
8. Express ideas clearly and precisely through oral and written methods.  NO YES 1 2 3 A
9. Discuss ethical issues and dilemmas that emerge in community relationships and settings.  NO YES 1 2 3 A

USES OF TECHNOLOGY
10. Access local census data for assessing community demographic data.  NO YES 1 2 3 A
11. Utilize software programs for preparing presentations and reports.  NO YES 1 2 3 A
12. Access the resources of the Internet.  NO YES 1 2 3 A

Assessment Rating Scale
NO... "I do not know." or "I have never done it."
YES... "I have had some practical experience."
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3...... "Yes, I can do this well enough to teach others."
A...... "I have had classroom/workshop experience."

15
ORGANIZATIONAL AND COMMUNITY CONTEXT OF PRACTICE

SOCIAL AND ECONOMIC DEVELOPMENT

13. Identify formal and informal policies that have shaped communities. NO YES 1 2 3 A

14. Access economic and social conditions of neighborhoods and communities. NO YES 1 2 3 A

15. Develop culturally sensitive policy options for community needs. NO YES 1 2 3 A

CULTURALLY SENSITIVE COMMUNITY PRACTICE

16. Help culturally diverse community groups develop action strategies. NO YES 1 2 3 A

17. Develop strategies for community change sensitive to issues of gender, race, ethnicity, sexual orientation and disability. NO YES 1 2 3 A

18. Organize people from diverse economic and cultural backgrounds into action groups. NO YES 1 2 3 A

COMMUNITY AND ORGANIZATIONAL COLLABORATION

19. Organize community and agency meetings. NO YES 1 2 3 A

20. Plan for services at the grass roots level. NO YES 1 2 3 A

21. Create partnerships between social service and non-social service agencies. NO YES 1 2 3 A

KNOWLEDGE OF COMMUNITY

22. Apply strategic practice skills based on knowledge of community leaders and community history. NO YES 1 2 3 A

COMMUNITY PRACTICE INTERVENTION

23. Identify and develop resources (agencies, persons, informal helping networks, research) on behalf of clients and their communities. NO YES 1 2 3 A

Assessment Rating Scale

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YES... "I have had some practical experience."
1...... "Yes, but I need more practice."
2...... "Yes, I can do this adequately."
3...... "Yes, I can do this well enough to teach others."
A...... "I have had classroom/workshop experience."
24. Organize community members to develop a project.  NO  YES  1  2  3  A
25. Participate in activities that promote social justice.  NO  YES  1  2  3  A

**RESEARCH ROLE**

26. Create an asset based community assessment.  NO  YES  1  2  3  A
27. Write a grant or proposal.  NO  YES  1  2  3  A
28. Use quantitative/qualitative methods for evaluation.  NO  YES  1  2  3  A

**APPLIED THEORY**

29. Utilize the concepts of empowerment on behalf of culturally diverse clients and communities.  NO  YES  1  2  3  A
30. Apply models of family/group decision making process to community planning efforts.  NO  YES  1  2  3  A

**TERMINATION**

31. Terminate successfully with clients/families and communities.  NO  YES  1  2  3  A

---

**Assessment Rating Scale**

NO: ... "I do not know," or "I have never done it."
YES: ... "I have had some practical experience."
1...... "Yes, but I need more practice."
2...... "Yes, I can do this adequately."
3...... "Yes, I can do this well enough to teach others."
A...... "I have had classroom/workshop experience."
WORKPLACE VIOLENCE CHECKLIST

Please use the following checklist to identify and evaluate agency workplace safety standards:

<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>T</td>
<td>F</td>
<td>The agency frequently confronts violent behavior and assaults of staff.</td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>Violence occurs regularly where this facility is located.</td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>Violence has occurred on the premises or in conducting business.</td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>Customers, clients, or coworkers assault, threaten, yell, push, or verbally abuse employees or use racial or sexual remarks.</td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>Employees/ volunteers are required to report incidents or threats of violence, regardless of injury or severity, to the agency.</td>
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<tr>
<td>T</td>
<td>F</td>
<td>Employees/ volunteers are trained by the agency to recognize and handle threatening, aggressive, or violent behavior.</td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>Violence is accepted as “part of the job” by some managers, supervisors, and/or employees.</td>
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<tr>
<td>T</td>
<td>F</td>
<td>Access and freedom of movement within the workplace is restricted to those persons who have a legitimate reason for being there.</td>
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<tr>
<td>T</td>
<td>F</td>
<td>Employees or staff members have been assaulted, threatened, or verbally abused by clients and patients.</td>
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<tr>
<td>T</td>
<td>F</td>
<td>Medical and counseling services are been offered to employees who have been assaulted.</td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>Alarm systems such as panic alarm buttons, silent alarms, or personal electronic alarm systems are being used for prompt security assistance.</td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>There is regular training provided on correct response to alarm sounding (if applicable).</td>
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<tr>
<td>T</td>
<td>F</td>
<td>Alarm systems are tested on a monthly basis to assure correct function (if applicable).</td>
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<tr>
<td>T</td>
<td>F</td>
<td>Security guards are employed at the workplace.</td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>Closed circuit cameras and mirrors are used to monitor dangerous areas (if applicable).</td>
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<tr>
<td>T</td>
<td>F</td>
<td>Metal detectors are available.</td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>Employees have been trained to recognize and control hostile and escalating aggressive behaviors, and to manage assaultive behavior.</td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>Employees can adjust work schedules to use the “Buddy system” for visits to clients in areas where they feel threatened.</td>
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<tr>
<td>T</td>
<td>F</td>
<td>Cellular phones or other communication devices are made available to field staff to enable them to request aid.</td>
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<tr>
<td>T</td>
<td>F</td>
<td>Agency vehicles are maintained on a regular basis to ensure reliability and safety.</td>
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<tr>
<td>T</td>
<td>F</td>
<td>Employees work where assistance is quickly available.</td>
</tr>
</tbody>
</table>

MSW Supervision Outline

Date: ______________________

Follow-up issues from last meeting:

Tasks completed this week:

Issues to discuss: (consider administrative issues as well as ethics, diversity, client assessment, intervention plans, theoretical issues)

Area(s) of strength this week:

Area(s) that challenged you this week:

Learning Objectives addressed this week:

Feedback:

____________________________________  _______________________________________
Field Instructor                          Student
## Concentration Year 2012/13 Planning Checklist

<table>
<thead>
<tr>
<th>Box</th>
<th>Due Date</th>
<th>REQUIRED ACTION</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td></td>
<td>Reflect on Career Goals</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td></td>
<td>Attend Concentration Planning – Part I Field Education (12:15 – 1:30, Auditorium)</td>
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<tr>
<td>☐</td>
<td></td>
<td>Update your resume. Be sure to list your Foundation Placement under experience.</td>
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<tr>
<td>☐</td>
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<td>Research active placements in the Field Education Database</td>
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<td>☐</td>
<td></td>
<td>Complete a draft of the Field Education, Concentration Planning Guide (absent agency choices)</td>
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<tr>
<td>☐</td>
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<td>Schedule Appointment with your current Field Advisor</td>
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<tr>
<td>☐</td>
<td></td>
<td>Attend Concentration Planning – Part II (CH FT only) Curriculum and Plan of Study (1:00 – 2:00)</td>
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<tr>
<td>☐</td>
<td></td>
<td>Meet with your current Field Advisor to review Field Education Concentration Planning Guide</td>
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<tr>
<td>☐</td>
<td></td>
<td>Meet with field advisor(s) in area(s) of interest: Management &amp; Community Practice, Adult Mental Health/Substance Abuse, Child Mental Health, Aging, Schools, Child Welfare, Healthcare, Children/Family</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td></td>
<td>Talk to students currently placed at agencies you may be interested in. <strong>DO NOT</strong> speak with potential field instructors</td>
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<tr>
<td>☐</td>
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<td>Attend Informal Field Education Meetings (Optional) Bring your own lunch 12:15 – 1:30</td>
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<td>☐</td>
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<td>Health Care</td>
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<td>Adult Mental Health and Substance Abuse</td>
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<td>Child Mental Health</td>
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<td>Aging</td>
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<td>Management and Community Practice</td>
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<td>Schools, Child Welfare</td>
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<tr>
<td>☐</td>
<td></td>
<td>Complete a draft of the Concentration Curriculum, Plan of Study</td>
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<tr>
<td>☐</td>
<td></td>
<td>Meet with your faculty advisor to review Concentration Curriculum, Plan of Study (academic course selection)</td>
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<tr>
<td>☐</td>
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<td>Exceptions to the Standard Field Practicum Due (If applicable)</td>
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<tr>
<td>☐</td>
<td></td>
<td><strong>Due on line</strong> - Concentration Curriculum, Plan of Study</td>
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<tr>
<td>☐</td>
<td></td>
<td><strong>Due on line</strong> - Concentration Field Education Planning Guide – including final three placement selections</td>
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<tr>
<td>☐</td>
<td></td>
<td>Receive an email from the Field Education Office with the name and contact information for your proposed placement and field instructor</td>
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<td>Contact proposed field instructor to arrange for an interview</td>
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<td>☐</td>
<td></td>
<td>Interview with prospective field instructor</td>
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<td>Accept/decline placement in the Field Ed Database. Have discussion with field advisor before declining placement.</td>
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<tr>
<td>☐</td>
<td></td>
<td>Return criminal record</td>
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</tbody>
</table>
CONTRACT FOR COMPLETION OF GRADES OF INCOMPLETE ("INC")

Student: ___________________________ PID#: __________________
Course: ___________________________ Semester/Year: __________

I agree that by receiving a grade of "INC" in the above course, I must submit satisfactory or above satisfactory work by the following deadline(s) as negotiated between myself and the instructor in order to have a permanent and passing grade recorded for the course.

I will complete and turn in to the instructor the following assignments by the specified dates below:

________________________________ by date: __________
________________________________ by date: __________
________________________________ by date: __________

I am aware that if I fail to meet any deadline(s) specified above, it will be necessary to seek a renegotiation with the instructor. However, regardless of any renegotiations, if a new grade is not entered by ____________________,* the grade of "INC" will be converted automatically to "F."

________________________________ Date: ________________

(Signature of Student)

I agree to the above named terms for this student. Other comments I wish to make are:

________________________________________
________________________________________

________________________________________ Date: ________________

(Signature of Instructor)

*For graduate courses the date can be set by the instructor any time up to 12 months after the conclusion of the semester in which the student was enrolled in the course. For undergraduate courses, please consult the Undergraduate Record.

The student is responsible for making and distributing copies of the signed agreement to the course instructor, Registrar, and Associate Dean.
Social Media Guidelines

Guidelines for the Use of Social Media
UNC – CH School of Social Work
Field Education Program

Social media channels, such as Facebook, Twitter, YouTube, Flickr, Second Life and various blog sites are just a few examples of new and exciting ways to connect with others and share information. However, the rapid growth of social media communication tools and their ease of accessibility can also have unintended and potentially damaging consequences to users if basic guidelines are ignored. Students are expected to adhere to social work values, ethics and engage in professional conduct as outlined in the NASW Code of Ethics when using social media communication tools, whether using a personal site or an agency site. Common issues that students need to understand and manage when utilizing social media include, but are not limited to, privacy and confidentiality (Section 1.07), conflicts of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) in our relationships with clients, colleagues and in our practice settings. Utilizing social media communication tools as a social work professional requires ongoing attention to these ethical challenges.

As a social work professional, it is important to consider whether you are using social media channels for professional activities such as advancing social justice issues, advocating for vulnerable populations and promoting your professional identity versus using these sites to maintain contact with friends and family. Your professional image, that is, the professional self you develop that is guided by social work values and ethical standards, extends beyond the field agency and physical setting of an office. As social workers, we must be cognizant that the legal, ethical and clinical responsibilities we have as professionals and that those obligations extend to the virtual world of the Internet and include the use of social media communication tools. As with the Hippocratic oath to “first do no harm,” it is imperative to consider how to be connected within the context of social media while protecting yourself, your field site, your clients, the School of Social Work, and the profession.

As you get started in your field placement, it may be helpful to explore the following questions with your field instructor and/or task supervisor.

1. Does your field site have a policy on the use of social media communication tools? If so, review the policy with your field instructor. If not, what expectation does the agency have regarding the use of social media during field hours?
2. How much personal information is shared with clients and former clients as well as agency staff and professional colleagues?
3. What are the most common ethical concerns you should be aware of when using social media as a professional social worker?
To help facilitate these conversations, consider the following topics for discussion with your field instructor and/or task supervisor.

**What are the agency guidelines regarding the use of Facebook and who can you friend?**
Managing friend requests and maintaining privacy settings is critical regardless of whether you use social media for personal and/or professional reasons. Allowing clients, former clients, or others in your professional circle to cross into your personal life may complicate and blur your professional boundaries. This is particularly tricky when managing Facebook accounts. As a professional, you must fully consider the extent of your privacy settings, how you will manage friend requests, your level of self-disclosure, and how you will monitor wall posts or other interactions on your site. Be aware that if you do not employ any privacy settings on your social media site, your profile is public and anyone can see what is on your page. Additionally, people can see when you are tagged in photos, view comments made by others, note your status updates and see who you’ve friended. All professionals must evaluate the scope of their social media connections. Since this is still an emerging professional topic, some professionals may be cautious and guarded in their use of social media while others may be more open and exposed. It is your responsibility as a professional social worker to abide by the Code of Ethics, including your virtual communications and use social work values and principles to guide your interactions.

**What privacy and confidentiality concerns should I consider when texting, emailing and/or using Twitter?**
With the proliferation of hand held devices such as smart phones, iPhones and Blackberries, accessing the Internet and connecting with others is literally in the palm of our hands. Text, email and Twitter are quick and effective ways to communicate with others however many ethical, legal, and clinical issues must be addressed when using these communication tools. There is a huge potential for unintentionally sharing protected information so always use good ethical judgment. Be cautious about discussion information about your field placement, classroom work, or agency staff. Do not discuss confidential or private information about clients, colleagues, or agency practices even if you are disguising the information. In general, consider the security, privacy and confidentiality of all communication methods and when in doubt, seek consultation and supervision before embarking into unfamiliar or uncertain areas.

**Can I check my personal social media accounts during field hours?**
In general, your time in field and the resources provided to you in your field placement are to be used for field related matters. Before using social media communication tools on behalf of your agency, be sure to seek approval of any messages or posts. Be careful not to endorse or promote a product, cause or position without prior approval. If you have personal sites, it is best to maintain them on your own time using your own computer.

**I can’t find anything in the Code of Ethics that specifically mentions social media, so does that mean the Code of Ethics does not apply?**
Absolutely not! The NASW Code of Ethics provides a variety of standards that social workers should consider when engaging in the use of social media. Here are a few examples of the Code’s applicability to social media.

• Standard 1.06 states that “social workers should not engage in dual or multiple relationships...in which there is a risk of exploitation or potential harm to the client...and social workers...are responsible for setting clear, appropriate, and culturally sensitive boundaries” (1.06c) The Code goes on to note that “dual or multiple relationships can occur simultaneously or consecutively” (1.06c) Our ethical obligations to clients, colleagues and other professionals are no different when using Facebook, Twitter or other social media channels as well as communications via our cell phones such as texting or email.

• Standard 1.07(i) states that “social workers should not discuss confidential information in any setting unless privacy can be ensured.” We all know there is no such thing as privacy on a social media site or the Internet. Comments can be forwarded or copied, posts and pictures can be found on search engines years after the initial publication, and archival systems save information even after you delete it. Always consider the image you are portraying by the photos and comments you post. Understand how privacy settings work and review them regularly. Refrain from providing too much personal information such as your home address or full birth date. Don’t post in advance when you plan to be on vacation or away from home for an extended period of time. Be sure to project the image you want potential faculty members, future employers, advisors and friends to know you by.

• Standard 4.03 states that “social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.” Social media channels provide an excellent means to build community; however, as you navigate these channels, do no harm to yourself, your field site, your clients, the School of Social Work or to the social work profession in the process. Do not pretend to be someone else or hide your identity when using social media. Be clear if you are sharing personal views and use good judgment regarding sensitive issues. Verify information before you post it, correct mistakes in a timely manner, and be aware of legal liability issues such as copyright infringement, defamation, and posting proprietary information.

What should I do next?
Take some time to review these guidelines with your field instructor and seek to identify other ethical standards that are applicable in your practice setting. As a social work student, you are continually developing a professional identity and you must be cognizant that your private world has a greater likelihood of becoming public when using social media. Field instructors, colleagues, and even clients may have access to information via the Internet that you would
otherwise limit to your friends and families so we encourage you to consider the personal versus professional role of social media in your life and your field setting.
EMPLOYER BASED FIELD PLACEMENTS

Field education is a critical component of a social work degree program, providing opportunities to integrate classroom knowledge and to practice social work in different settings. The experience is supervised by professional staff members of participating agencies. Employer based field placements may be developed for students to fulfill their field education requirements within their employing agency. The curriculum and objectives of an employer based placement are identical to those of a student in a non-employment placement. The primary purpose of a field placement is to provide students with educational opportunities that lead to competent social work practice. Therefore, an employer based field placement should not be viewed as a job but as a student learning experience that assists in the development of knowledge and skills that are transferable from one setting to another as well as an arena in which the student can develop a professional social work identity.

Frequently Asked Questions

1. Can a student do a field placement in his or her current place of employment?
   Employer based field placements are one option that may be developed for students to fulfill their field education requirements while retaining a connection to their employing agency. Employer based field placements can provide students with the opportunity to continue employment with their agency while completing either their Foundation or Concentration Practicum. Field placement assignments must be educationally appropriate yet separate and distinct from their employment responsibilities. However, placement in a student’s employing agency is the exception rather than the rule. An employer based field placement should not be viewed as a job but as the student’s learning experience. It is possible only if the agency is in agreement and is willing and able to make programmatic accommodations to meet the student’s learning needs. Students requesting approval for placement in their employing agency must submit an “Employer Based Placement Proposal.”

2. What factors contribute to the success of an employer based placement?
   Employer based placements are most readily developed in agencies supportive of social work education and workforce development. An agency serving as a successful employer based placement site generally has multiple functions or departments to better provide students with exposure to new learning in areas of the agency substantially different from the area in which the student is employed. Employer based placements also are more suitable for students whom the agency is committed to retaining; in turn, students generally have been employed with the agency for a significant length of time and have demonstrated their commitment to the agency.

3. Who needs to be involved in setting up an employer based placement?
   Setting up placements in employing agencies requires more effort than placement in non-employing agencies. This extra attention is necessary to ensure that the planned placement experience meets all School requirements and learning objectives as well as to ensure that it does not duplicate current job tasks and responsibilities. Arrangement and approval of the placement plan requires involvement of the following individuals: Student/employee, job supervisor, an agency executive, potential Field Instructor, Task Supervisor (if applicable), and field faculty from the School of Social Work. In most instances, a field faculty member will visit the agency and meet with those listed above to determine if the proposed plan meets field placement requirements and to answer any questions. The Field Education Director grants final approval of employer based placements on a case-by-case basis.
4. **What are the benefits of an employer based field placement?**

   The student/employee already knows and is oriented to the agency so the general learning curve may be less steep initially. The student/employee also brings new learning back to the agency, which can enhance agency practice. The agency demonstrates its commitment to employees' professional development and education. The agency also retains a quality employee and protects its investment in the employee.

5. **What are the challenges of an employer based field placement:**

   It can be difficult to separate student and employee roles, both for the student and for other staff within the agency. It also can be challenging to ensure appropriate division of work load to accommodate student learning activities. As a result, the student role may be forgotten at times. The student/employee’s work colleagues also may feel confused or even resentful of the employee in a student role. In addition, the student/employee may have access to agency leadership, meetings, and information that they themselves in past roles or others in the agency currently may not be privy to, and therefore may create a sensitive situation.

6. **What is the process for obtaining an employer based placement?**

   There is no guarantee that an employer based placement will be approved. The student must electronically complete an Employer Based Placement Proposal and review it with his or her employer (i.e., the job supervisor, an agency executive, Field Instructor, and Task Supervisor, if applicable). It is then reviewed and verbally approved by the assigned field faculty member and Field Education Director. Once a final version is agreed upon, a hard copy of the proposal is printed and signed by all parties. It is the student’s responsibility to obtain these signatures and return them to the assigned field faculty member. A signed copy is kept on file by the School of Social Work. This signed proposal must be submitted to the School **prior** to the start of the field placement.

7. **What must be included in the employer based proposal?**

   It is the responsibility of the student to submit a proposal that meets the following criteria:
   
   - Designated field placement activities which meet the educational goals and outcomes appropriate for the student’s program (i.e., Foundation, Direct Practice, Management & Community Practice, or Self-Directed).
   - Affirmation that the student is not a probationary employee (or that probation has been waived by the agency) and is an employee in good standing.
   - Assurance of release time for course work and field education.
   - Field placement assignments which differ from those associated with the student’s current or past employment.

   The plan for field education must be educationally focused, not centered solely on agency services, and must meet the criteria that have been established for all of the School’s field placements.

8. **Who can supervise the student’s employer based field placement?**

   The student’s Field Instructor must have an MSW with 2 years of post-degree experience and agree to provide the student with a minimum of one hour of supervision per week. The Field Instructor cannot be the student’s job supervisor. If the agency does not have a qualified MSW on staff, the agency may look to other MSWs with involvement in the agency, such as contract staff, volunteers, or board members, since a degree of familiarity with the agency is important. If an off-site Field Instructor is selected by the agency then an appropriate on-site Task Supervisor different from the student’s job supervisor must be assigned.
VII. APPENDICES
PROFESSIONAL ORGANIZATIONS

NATIONAL ASSOCIATION OF SOCIAL WORKERS

The National Association of Social Workers (NASW) was formed in 1955 as the result of a merger of seven separate professional social work organizations. With more than 150,000 members in 55 chapters, NASW is the largest social work organization in the world. The NASW national office is in Washington, DC, and the North Carolina Chapter office is in Raleigh (telephone: 919-828-1341). Information about NASW, including membership forms can be found by visiting their website at: www.naswdc.org

The principal functions of NASW include provision of membership services, establishment of professional standards, provision of professional development activities, and professional action. The national staff directory lobbies at the federal level on issues related to the social work profession and the clients served by social workers.

Students in the School are entitled to full rights and privileges in NASW through a student membership. Members participate at all levels of the association. A graduate student is elected to membership on the National board of Directors and to the Board of Directors of each chapter of NASW. NASW members work through their local chapters to enhance social work practice and to lobby for beneficial change in professional standards, social policy, salary levels, and other concerns. Some of the membership benefits for students include:

- Subscriptions to the journal Social Work and the NASW News, a monthly publication that includes job listings;
- Complimentary registration to the NASW Annual conference as on on-site volunteer;
- Subscription to the North Carolina social Worker Newsletter, which includes regional job listings;
- Group rate health, life, and disability insurance coverage;
- Leadership opportunities on the local, state, and national level;
- Discounts on all NASW specialty journals;
- Low-cost malpractice insurance through the NASW Insurance Trust; and
- Access to professional competence recognition through the Academy of Certified Social Workers (ACSW).

Students are urged to participate in NASW.
CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

The faculty of the School of Social Work subscribes to the Code of Ethics of the National Association of Social Workers for all social work practitioners, whether or not they are members of NASW. The full text of the Code can be found at:

http://www.socialworkers.org/pubs/code/code.asp

NATIONAL ASSOCIATION OF BLACK SOCIAL WORKERS (NABSW)

Membership in NABSW is open to Black people working in human services and is not predicated upon degree or experience. There are NABSW chapters throughout the country, with links in Africa and the Caribbean.

From its inception, NABSW recognized the importance of students as it called for improved client/worker/administration relations. NABSW has financially supported an Office of Academic and Student Affairs that is student-operated and has full membership in the organization. NABSW has concern for the recruitment, admission/hiring retention, and graduation/promotion of African American students and faculty in schools of social work. There is also concern for curriculum development, teaching (classroom and practicum) that is monitored by the Education Committee of NABSW.

The Triangle Association of Black Social Workers (TABSW) is a regional chapter of NABSW, which sponsors programs related to service delivery and policy making, such as the adoption of African American children, family service, education, employment, and political education. A chapter in Charlotte offers similar programs.

TABSW is also an affiliate member of the North Carolina State Association of Black Social Workers (NCSABSW). This enables North Carolina chapters to interact with and support each other. NCSABSW sponsors an annual state conference to address relevant social work service needs of clients, students, practitioners, educators and administrators, regardless of race or ethnicity.

Students are eligible to be full members, and they may form a unit within NABSW to express their concerns. NABSW encourages students and practitioners to be supportive of their mutual concerns for accountability and responsibility in social work service.

NABSW has annual conferences and educational tours. Its publications are the Black Caucus Journal and the NABSW Newspaper. Through its various committees on social welfare, NABSW addresses individual, family and community needs. The organization engages in social action, research, and other activities to promote improvement in the civil, legal, health, and socio-economic status of African Americans. NABSW has instituted a certification education process related to working effectively with African American clients.
NABSW CODE OF ETHICS

The Code of Ethics of NABSW, adopted in 1971, can be found at:


INTERNATIONAL FEDERATION OF SOCIAL WORKERS

The Statement of Ethical Principles for the International Federation of Social Workers can be found at:

http://ifsw.org/policies/statement-of-ethical-principles/

NORTH CAROLINA SOCIETY FOR CLINICAL SOCIAL WORK

The North Carolina Society for Clinical Social Work (NCSCSW) has the purpose of advancing and promoting the practice of clinical social work by:

- Improving the qualifications and the effectiveness of the Clinical Social Worker through high standards of education, experience, ethics, conduct, and achievement;
- Increasing and disseminating knowledge through workshops, student groups, short courses, and publications and
- Engaging in advocacy, licensing, public education, and social actions.

NCSCSW is affiliated with the Clinical Social Work Federation and adheres to the ethical principles stated in the Federation’s Code of Ethics. These codified ethical principles serve as a standard for clinical social workers as psychotherapists and in their various other professional roles, relationships, and responsibilities. A copy of this Code of Ethics is available in the Office of the Associate Dean for Academic Affairs. The Code establishes ethical standards in the following areas:

- Responsibility to clients
- Relationships with colleagues
- Remuneration
- Confidentiality
- Societal and legal standards
- Pursuit of research and scholarly activities
- Public statements

Students are encouraged to become members of NCSCSW. Student members are also eligible to join the Clinical Social Work Guild of AFL-CIO with its entire attendant power and benefits. NCSCSW offers students liability insurance at reduced rates as well as medical and disability insurance. Two second-year students act as student representatives to the society and attend the meetings of the Board of Directors. Adjunct Professor Jay Williams is the School’s liaison to NCSCSW.
A scholarship is awarded by the NCSCSW each spring semester to a second-year student to recognize promise in the field of clinical social work. Candidates for this award submit a case summary and meet with the scholarship committee to discuss their work.

NCSCSW also sponsors a mentoring program. If requested, the mentoring program will link a recent MSW graduate with a senior clinician in an effort to provide assistance in the transition from graduate school to beginning clinical practice. Finally, NCSCSW offers a Student Treatment Referral Service to students interested in low-fee psychotherapy. For more information on these programs contact NCSCSW offices at 919-490-0192 or email at ncscsw@aol.com.

NORTH CAROLINA SOCIAL WORK CERTIFICATION AND LICENSURE BOARD

“The profession of social work significantly affects the lives of people in North Carolina. The North Carolina Social Work Certification and Licensure Board protects the public by setting standards for qualifications, training, and experience for those who see to represent themselves to the public as a certified/licensed social worker and by promoting high standards of professional performance for those engaged in the practice of social work” (What is NCSWCLB? Retrieved 6/21/06 from www.nccbsw.org).

The following certificates are granted by the NCSWCLB based on the qualifications of the individual applying:

- Licensed Clinical Social Worker.--A person who is competent to function independently, who holds himself or herself out to the public as a social worker, and who offers or provides clinical social work services or supervises others engaging in clinical social work practice.
- Certified Master Social Worker.--A person who is certified to practice social work as a master social worker and is engaged in the practice of social work.
- Certified Social Work Manager.--A person who is to practice social work as a social work manager and is engaged in the practice of social work.
- Certified Social Worker.--A person who is certified to practice social work as a social worker and is engaged in the practice of social work.

Students who intend to apply for the Licensed Clinical Social Worker Provisional clinical license may apply during their last semester prior to graduation. This is advised for students who may be seeking employment in a role that requires the P-LCSW certification. As the licensure board considers these applications once monthly, there may be some time lag between application and approval. Application requirements and forms are found on the website: http://www.nccbsw.org.

NORTH CAROLINA SUBSTANCE ABUSE PROFESSIONAL PRACTICE BOARD

“The Board provides opportunity for individuals working in the substance abuse field to become involved in the credentialing process at different stages of their professional development. The Board embraces the belief that the primary function of a substance abuse counselor is to provide therapeutic assistance to persons and families struggling with issues of chemical dependency and/or
abuse. This assistance may take the form of individual, group, or family counseling, referral aftercare planning and provision of information. In order to provide such assistance the counselor needs to possess a thorough knowledge of alcohol and other drug addiction along with their corresponding withdrawal syndromes and other physiological side effects. Substance abuse counseling experience is therefore defined as approved supervised experience, full-time or part-time, paid or voluntary, working directly with the drug and/or alcohol client. This experience may be both direct or indirect, but must include all of the 12 core functions. Formal education or unsupervised work experience may not be substituted for the experience requirement. All experience must be appropriately documented by job description and supervisor’s evaluation.” (NCSAPPB, Credentialing Procedures Manual, page 3, 2005.)

90.113.39. Standards for credentials.
The Board shall establish standards to credential substance abuse professionals. The credentialing standards of the International Certification and Reciprocity Consortium/Alcohol and Other Drug Abuse, Incorporated and the standards adopted by professional disciplines granted deemed status or their successor organizations may be used as guidelines for the Board’s standards. The Board shall publish these required standards.

90.113.31A. Definitions. (excerpted for informational purposes)
The following definitions shall apply in this Article:
(c) The Board shall issue a license credentialing an applicant as a “Licensed Clinical Addictions Specialist” if, in addition to meeting the requirements of subdivisions (a)(1) through (5a) of this section, the applicant meets one of the following criteria:
(1) Criteria A. – The applicant:
   a. Has a minimum of a master’s degree with a clinical application in a human services field from a regionally accredited college or university.
   b. Has two years post-graduate supervised substance abuse counseling experience.
   c. Submits three letters of reference from Licensed Clinical Addictions Specialists or Certified Substance Abuse Counselors who have obtained master’s degrees.
   d. Has achieved a combined passing score set by the Board on a Master’s level written and oral examination administered by the Board.
   e. Has attained 180 hours of substance abuse specific training from either a regionally accredited college or university, which may include unlimited independent study, or from training events of which no more than fifty percent shall be in independent study. All hours shall be credited according to the standards set forth in G.S. 90-113.41A.
   f. The applicant has documented completion of a minimum of 300 hours supervised practical training and has provided a Board-approved supervision contract between the applicant and an applicant supervisor.
(2) Criteria B. – The applicant:
   a. Has a minimum of a master’s degree with a clinical application in a human services field from a regionally accredited college or university.
   b. Has been certified as a substance abuse counselor.
   c. Has one year of post-graduate supervised substance abuse counseling experience.
   d. Has achieved a passing score on a Master’s level written examination administered by the Board.
   e. Submits three letters of reference from either Licensed Clinical Addictions Specialists or Certified Substance Abuse Counselors who have obtained master’s degrees.
(3) Criteria C. – The applicant:
a. Has a minimum of a master’s degree in a human services field with both a clinical application and a substance abuse specialty from a regionally accredited college or university that includes 180 hours of substance abuse specific education and training pursuant to G.S. 90-113.41A.

b. Has one year of post-graduate supervised substance abuse counseling experience.

c. Has achieved a passing score on an oral examination administered by the Board.

d. Submits three letters of reference from either Licensed Clinical Addictions Specialists or Certified Substance Abuse Counselors who have obtained master’s degrees.

(4) Criteria D. – The applicant has a substance abuse certification from a professional discipline that has been granted deemed status by the Board. (For additional information or clarification see also, www.ncsappb.org)

Social work students planning a first or second year Field Placement in a substance abuse setting should contact the Certificate in Substance Abuse Studies staff in the Behavioral Healthcare Resource Program, (919-962-5857, Suite #469) prior to placement for additional information required of students wishing to complete the Certificate as part of their MSW studies program.

NORTH CAROLINA SCHOOL SOCIAL WORK CERTIFICATE

School Social Workers in North Carolina are licensed at the BSW, MSW, Advanced and Ph.D. levels. School Social Workers must be competent in the following areas: social work philosophy, social work practice (especially direct and indirect services to children and families), school social work practice, knowledge of community resources and educational issues. UNC Chapel Hill offers course and field work for students to be Licensed School Social Workers at the MSW level upon graduation provided they meet the requirements listed below.

Graduate Level Licensure in School Social Work requires applicants to do the following:
1. Successfully complete MSW course work in services to families and children or related areas. Students can choose direct practice or community, management and policy practice during their concentration year.
2. Successfully complete at least 400 clock hours of field practicum in a school social work placement.
3. Successful completion of an approved, graduate level course in school social work policy and practice.
4. Successful completion of an approved, graduate level course in education such as educational policy, services to special children and their families, school law, or testing and measurement. Complete applicant packet requesting a Social Work License to the Department of Public Instruction after Graduation.

COUNCIL ON SOCIAL WORK EDUCATION

The Council on Social Work Education (CSWE) http://www.cswe.org is a national association that preserves and enhances the quality of social work education, ensuring social work practice that promotes the goals of individual and community well-being and social justice. CSWE pursues this mission by setting and maintaining policy and program standards, accrediting bachelors and
master’s degree programs in social work, promoting research and faculty development, and advocating for social work education.

The School has been a member of CSWE since the organization was established in 1952. The School fully complies with all CSWE 2008 Standards for (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment.

SAMPLE PERMISSION TO AUDIO/VIDEOTAPE RELEASE

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I, ____________________________, give permission to

☐ audiotape  ☐ videotape

me and/or my child, ____________________________, I understand that the tape will be transcribed and then erased by ____________________________. The de-identified transcript will be used for his/her evaluation and training at the University of North Carolina at Chapel Hill School of Social Work.

I grant this consent as a voluntary contribution in the interest of education and knowledge. Therefore, I waive all rights for compensation related to this material. I further understand that accepting these conditions or withholding permission will not affect the kind, amount, quality, or cost of clinical services I or other family members receive at this institution.

Signature ____________________________  Witness ____________________________

Date ____________________________  Date ____________________________