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TO: Prospective Field Instructors  
FROM: Rebecca Brigham, Director of Field Education  
RE: Field Instructor Recruitment Information

Greetings!

We are thrilled that you are interested in learning more about providing field instruction to our MSW students. As a professional social worker, I am certain that you can remember your own field placements and reflect upon the MSW field instructors who took the time and energy to help you along your professional journey.

The UNC School of Social Work's Master of Social Work (MSW) program has been named one of the top 5 social work programs in the country in the latest rankings by US News and World Report for the 2013 edition of "America's Best Graduate Schools."

Field education is the “signature pedagogy” of social work education and affords MSW students the opportunity to apply theory and skills learned into the classroom into real world practice. We rely on our network of partnering agencies and field instructors to provide opportunities for students to develop and enhance social work knowledge and skills.

Each semester, MSW students are placed in more than 250 government, nonprofit and other human service agencies throughout North Carolina. Students are exposed to numerous career possibilities and challenges and receive hands-on experience working directly or indirectly with adults, children, and families, or individuals served within the mental health system. Students generally contribute more than 130,000 hours—an estimated value of $1.2 million—to these agencies.

Our students enter the MSW program with a diverse array of backgrounds and experiences. Some students have a fair bit of work experience and some are brand new to social work practice. On the average, our students enter the program in their late 20’s. However, almost half of our entering students are under the age of 26.

This document is designed to provide you with a basic understanding of our program as well as inform you of the requirements and core responsibilities of field placement agencies. Please visit our website at [http://ssw.unc.edu/programs/masters/fieldeducationinstructors](http://ssw.unc.edu/programs/masters/fieldeducationinstructors) for more information. We hope that you will be able to attend the one day new field instructor training session which are typically offered each summer. We look forward to working together!

August 2014
FIELD EDUCATION FACULTY AND STAFF, 2014-2015

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August 2014
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)

FREQUENTLY ASKED QUESTIONS (FAQ’s)


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 are the roles and responsibilities of the field team?

   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 staff and field advisor) 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 CLASSROOM FACULTY

The Classroom Faculty Instructor is integral in the field experience inviting 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. 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.

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 EDUCATION FACULTY**

The primary responsibility of the field education office and the Field Education 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 Field Education Faculty act as a liaison between the student and the agency. Field Education Faculty recruit new agencies and field instructors and provide training to field instructors. They also facilitate the field seminar course and assign a grade to students for their field practica.

3. **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.

4. **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.
5. **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 Education 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.

6. **What are the benefits that UNC offers to field instructors?**

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. Review this website for more detailed information, [http://ssw.unc.edu/files/BENEFITSOFFIELDINSTRUCTION2012.pdf](http://ssw.unc.edu/files/BENEFITSOFFIELDINSTRUCTION2012.pdf).

7. **How is the placement assignment determined?**

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. A blank Memorandum of Agreement may be found at the end of this document.

8. **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.
9. **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.

10. **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.

11. **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.

12. **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. You will find a checklist for the pre-placement interview here, http://ssw.unc.edu/files/web/pdf/FieldEdChecklist.pdf

13. **How many hours per week are students in field?**

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 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.

14. Are students allowed to transport clients in their own personal vehicle?

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.

15. Do students carry liability 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).

16. 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*.

17. 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 field faculty after consultation with the
field instructor and discussions with the student. The student receives a separate grade for each semester of practicum.

18. 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 placement concerns policy for more information, [http://ssw.unc.edu/files/pdf/placementconcerns.pdf](http://ssw.unc.edu/files/pdf/placementconcerns.pdf)

19. What supervision model do we use?

Our model of supervision for Field Education comes from the work of Alfred Kadushin. We teach a model that explains the importance of three types of supervision, administrative, supportive and educational. Administrative Supervision involves the day to day management of the supervisee’s work which may involve discussing and explaining agency policies and procedures, assigning cases or other work tasks, reviewing and explaining paperwork and monitoring the students casework or other tasks. Supportive supervision involves discussing student's various emotional reactions to the work and helping the student to develop self awareness. In Educational Supervision, the typical supervisory tasks include: discussing theoretical approaches and strategies for interventions with client systems, reviewing ethical issues, evaluating the effectiveness of interventions and examining how issues in the social environment and particularly issues of diversity affect the client system. In our Field Instructor training course we discuss each of these aspects of supervision and provide role played examples.

20. What type of training is provided to new field instructors and task supervisors?

The School is responsible for development and implementation of training opportunities for new and continuing Field Instructors and task supervisors. New Field Instructors are strongly encouraged 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, field faculty, 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.

21. What field education policies and procedures are students expected to follow?
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 a statement indicating their understanding and agreement to adhere to these policies and ethical standards. You will find this Student Field Placement Agreement at the end of this booklet.
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<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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<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>
<td>Field Seminar A Groups</td>
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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>Foundation Students (CH Full Time)</th>
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<td>Foundation Field Seminar B Group</td>
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<td>September 2</td>
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<td>Getting Started in Field Education Meeting – Part II (Required) (may claim 2 hrs. towards Field)</td>
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<td>September 5</td>
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<td>Foundation Field Seminar A Groups</td>
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<td>September 8 or September 9</td>
<td>September 12</td>
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<td>September 16</td>
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<td>September 22 or September 23</td>
<td>September 26</td>
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<td>Foundation Field Seminar B Group</td>
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**LEARNING AGREEMENTS DUE ONLINE - October 3, 2014**

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<th>Concentration Students (Final Year)</th>
<th>Foundation Students (CH Full Time)</th>
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<td>October 6 or October 7</td>
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<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>
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<td>Concentration Planning Part I: Field Education (Required) (may claim 2 hrs. towards Field)</td>
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<td>A Groups</td>
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<td>B Group</td>
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<td><strong>THANKSGIVING HOLIDAY – November 26-28, 2014</strong></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><strong>FIELD INSTRUCTION RESUMES - January 7, 2015</strong></td>
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<td><strong>Last Day of Field Instruction: Performance Evaluations due online</strong></td>
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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:

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.

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1 Client system is defined as work with individuals, groups, families, organizations, and/or communities.
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:
- Apply knowledge of biological, psychological, social, spiritual and environmental factors to a comprehensive assessment of a client system;
- Assess strengths and patterns of behavior in an individual, family or group and identify interventions that facilitate functional behaviors;
- Identify the affective content, underlying messages and themes embedded in the assessment interaction;
- 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,
- 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:
- Demonstrate effective verbal and non-verbal communication that takes into consideration the client’s culture, developmental age, and other relevant factors;
- Demonstrate an advanced ability to engage client through use of empathy and other relationship building skills;
• 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;
• Demonstrate understanding of countertransference, and skill in addressing issues that may arise in the relationship with the client system;
• Recognize and analyze client reluctance to engage or difficulty participating in the helping relationship; and,
• 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:
• 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.

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:

• Demonstrate understanding of the agency’s organizational structure, vision, mission, human resources, fiscal management and service goals;
• Demonstrate understanding of staff deployment to meet service delivery needs;
• Identify client’s right in the setting, and articulate ethical agency and social worker response to those rights;
• Analyze the effects of policies, procedures and legislation at the Federal, State, local and agency level on service delivery in the agency; and,
• 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:

• Identify and work within agency guidelines, manage workload and accomplish assigned tasks within expected timelines, appropriately uses existing channels of communication in agency;
• 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;
• Document work accurately, following the prescribed agency format and standards;
• 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;
• Respect the privacy and confidentiality of others and comply with agency policy and professional ethics regarding confidentiality;
• Demonstrate initiative and motivation in seeking learning opportunities and in supporting team members and co-workers;
• Demonstrate the ability to interact effectively with diverse agency and community personnel; treat colleagues with respect and accurately represent their views;
• Be able to use and model problem-solving, conflict resolution, mediation and negotiation skills as necessary;
• Maintain appropriate emotional intensity; is generally adaptive and able to overcome challenges; and,
• 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: Evaluate client progress and effectiveness of practice.

Outcomes:
At the completion of the concentration year, at an advanced level, the student is able to:
• Identify methods (both formal and informal) for evaluating program and/or individual effectiveness and incorporate into practice;
• Plan, conduct and/or utilize research to inform social work practice;
• Demonstrate the ability to engage client system and/or community/stakeholder groups in evaluating and modifying interventions to increase effectiveness;
• Plan and implement methods to seek feedback and incorporate this feedback into practice; and,
• 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.

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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,
- 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:
- Demonstrate ethical practice based on an identification with the NASW Code of Ethics;
- 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;
- Demonstrate commitment to address the needs of oppressed and vulnerable populations toward the goal of achieving human rights and social and economic justice;
- 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;
- 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,
- 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:

- Critically analyze the agency’s organizational structure, mission, and service goals in the political, economic and community context within which the agency operates;
- 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;
- 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;
- 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,
- 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:
• Exhibit clear, articulate, verbal and non-verbal communication to various constituency groups that displays respect for cultural diversity and community traditions;
• Demonstrate written skill to effectively communicate with diverse constituencies, at multiple levels;
• 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;
• Understand both the function of conflict and the appropriate use of problem-solving, mediation, and negotiation skills in work with organizations and communities; and,
• 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:
• Engage community leaders, residents, or groups in goal planning, program development and implementation of change strategies;
• Research best available evidence and knowledge for appropriateness of implementation in the field setting;
• Utilize a range of models of community practice and planning to improve organization, inter-organization, 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.

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:
• Analyze the effect of federal, state and local policies, procedures, legislation, funding allocation and budget on organizational functioning, service delivery and issues of diversity;
• 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;
• 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;
• Identity the formal and informal means by which agency policy is formulated or influenced by internal and external factors; and,
• 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:

• Identify and work within agency guidelines, manage workload and accomplish assigned tasks within expected timelines, appropriately uses existing channels of communication in agency;
• 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;
• Document work accurately, following the prescribed agency format and standards;
• 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;
• Respect the privacy and confidentiality of others and comply with agency policy and professional ethics regarding confidentiality;
• Demonstrate initiative and motivation in seeking learning opportunities and in supporting team members and co-workers;
• Demonstrate the ability to interact effectively with diverse agency and community personnel; treat colleagues with respect and accurately represent their views; and,
• Be able to use and model problem-solving, conflict resolution, mediation and negotiation skills as necessary;
• Maintain appropriate emotional intensity; is generally adaptive and able to overcome challenges; and,
• 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:
• Identify methods (both formal and informal) for evaluating program and/or individual effectiveness and incorporate into practice;
• Plan, conduct and/or utilize research to inform social work practice;
• Demonstrate the ability to engage client system and/or community/stakeholder groups in evaluating and modifying interventions to increase effectiveness;
• Plan and implement methods to seek feedback and incorporate this feedback into practice; and,
• 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:
• 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:
• 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:
- 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,
- 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:
- Demonstrate ethical practice based on an identification with the NASW Code of Ethics;
- 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;
- Demonstrate commitment to address the needs of oppressed and vulnerable populations toward the goal of achieving human rights and social and economic justice;
- 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;
- 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,
- Recognize institutional discrimination and utilize policy and advocacy strategies to promote social justice.

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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:
- Apply knowledge of biological psychological, social, spiritual and environmental factors to a comprehensive assessment of a client system;
- Assess strengths and patterns of behavior in an individual, family or group and identify interventions that facilitate functional behaviors;
- Identify the affective content, underlying messages and themes embedded in the assessment interaction;
- 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,
- 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:
- Critically analyze the agency’s organizational structure, mission, and service goals in the political, economic and community context within which the agency operates;
• 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;
• 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;
• 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,
• 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:
• Demonstrate effective verbal and non-verbal communication that takes into consideration the client’s culture, developmental age, and other relevant factors;
• Demonstrate an advanced ability to engage client through use of empathy and other relationship building skills;
• 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;

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

- Exhibit clear, articulate, verbal and non-verbal communication to various constituency groups that displays respect for cultural diversity and community traditions;
- Demonstrate written skill to effectively communicate with diverse constituencies, at multiple levels;
- 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;
- Understand both the function of conflict and the appropriate use of problem-solving, mediation, and negotiation skills in work with organizations and communities; and,
- 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:

- 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.

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:

- Engage community leaders, residents, or groups in goal planning, program development and implementation of change strategies;
- Research best available evidence and knowledge for appropriateness of implementation in the field setting;
- Utilize a range of models of community practice and planning to improve organization, inter-organization, 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.

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:
• Demonstrate understanding of the agency’s organizational structure, vision, mission, human resources, fiscal management and service goals;
• Demonstrate understanding of staff deployment to meet service delivery needs;
• Identify client’s right in the setting, and articulate ethical agency and social worker response to those rights;
• Analyze the effects of policies, procedures and legislation at the Federal, State, local and agency level on service delivery in the agency; and,
• 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:
- Analyze the effect of federal, state and local policies, procedures, legislation, funding allocation and budget on organizational functioning, service delivery and issues of diversity;
- 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;
- 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;
- Identify the formal and informal means by which agency policy is formulated or influenced by internal and external factors; and,
- 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:
- Identify and work within agency guidelines, manage workload and accomplish assigned tasks within expected timelines, appropriately uses existing channels of communication in agency;
- 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;
- Document work accurately, following the prescribed agency format and standards;
- 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;
- Respect the privacy and confidentiality of others and comply with agency policy and professional ethics regarding confidentiality;
• Demonstrate initiative and motivation in seeking learning opportunities and in supporting team members and co-workers;
• Demonstrate the ability to interact effectively with diverse agency and community personnel; treat colleagues with respect and accurately represent their views; and,
• Be able to use and model problem-solving, conflict resolution, mediation and negotiation skills as necessary;
• Maintain appropriate emotional intensity; is generally adaptive and able to overcome challenges; and,
• 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:
• Identify methods (both formal and informal) for evaluating program and/or individual effectiveness and incorporate into practice;
• Plan, conduct and/or utilize research to inform social work practice;
• Demonstrate the ability to engage client system and/or community/stakeholder groups in evaluating and modifying interventions to increase effectiveness;
• Plan and implement methods to seek feedback and incorporate this feedback into practice; and,
• 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:

- 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;
- 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:
- 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,
- 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:
- Demonstrate ethical practice based on an identification with the NASW Code of Ethics;
- 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;
- Demonstrate commitment to address the needs of oppressed and vulnerable populations toward the goal of achieving human rights and social and economic justice;
- 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;
- 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,
- 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.
THREE-YEAR
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

August 2014
(Please indicate the nearest health care facility where these services are available. Student or faculty members will be responsible for the cost of such counseling and treatment.)

Executive’s Name (PRINT)  
Jack Richman, Ph.D.  
Dean, School of Social Work

_________________________________________  
Signature

_________________________________________  
Signature

_________________________________________  
Date

_________________________________________  
Date
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 seminars (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 (if 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

August 2014
For more information, please visit our School of Social Work web site
http://ssw.unc.edu/programs/masters/fieldeducation

or

Contact the Field Education Office
Rebecca Brigham, MSW
Director of Field Education
brigham@email.unc.edu

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