Field Education
Program Manual
2020-2021
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The *Field Education Program Manual* has been prepared to orient students, field instructors, and faculty to all aspects of the field education program and its central role within the MSW curriculum.

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

This manual is updated yearly. Each constituent group has contributed to the revisions made herein. This year, the COVID-19 pandemic has resulted in an ever-evolving field environment which cannot be adequately reflected in this document. As such, we encourage you to seek guidance from your field faculty and field personnel with regard to COVID-19-related changes or needs which may arise over the course of the academic year.

Our goal is to present a document that provides clear, concise guidelines to assist in developing a dynamic educational learning experience. We welcome and appreciate your continual input and recommendations on how we can best support students and field instructors in this educational endeavor.

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

Field Education Program Faculty and Staff
Reviewed August 7, 2020
I. THE FIELD EDUCATION PROGRAM IN THE SOCIAL WORK CURRICULUM
RATIONALE

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

In field, students practice social work knowledge, values, skills, and cognitive and affective processes within a variety of human service settings. Field placements present opportunities for

- Building on and applying principles, concepts, and theories taught in classes;
- Developing discipline and insight into the use of self as a professional person; and
- Developing skills to intervene with individuals, families, groups, organizations, and communities.

Specific assignments are elaborated in the student learning agreement. Students practice in an array of agencies, including community development organizations, family and children’s services, school systems, medical and rehabilitative services, mental health services, programs for older adults, and other specialized programs. Students work directly with clients (or on behalf of client populations) from a variety of backgrounds and learn to consider the effects of age, gender, race/ethnicity, social class, disability, nationality, sexual orientation, gender identity, gender expression, religion, and other areas of difference on well-being and social justice.

FUNCTIONS OF THE FIELD PRACTICUM

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

Field education provides opportunities for students to

- Test and validate ethics and values appropriate to the functions of the profession in a practice setting;
- Develop and enhance self-awareness and the disciplined use of self;
- Facilitate application of theory to real issues and problem situations;
- Learn and practice knowledge and skills in more than one method or model of helping;
- Develop skill and confidence in working with and helping various client systems (i.e., individuals, couples, families, groups, communities, and organizations) with a range of social and personal problems;
• Develop critical thinking, affective reactions, and judgment in real-world practice situations;
• Identify the influence of the larger social system on the client and on the nature and effectiveness of human services, and take this reality into account in designing, implementing, and evaluating social interventions; and
• Participate in formulating policy and procedures.

INTEGRATION OF CLASS AND FIELD LEARNING

The integration of class and field learning is achieved through multiple methods involving faculty, field instructors, and students. Classroom faculty prepare course syllabi, infusing opportunities throughout their courses for students to apply theoretical concepts to field activities through assignments (please refer to the section Time in Field Placement for specific information on integrated assignments). Through classroom dialogue and case presentations, students share field experiences, projects, cases, and learning from their agencies.

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

Efforts to ensure integration are also achieved through the training of field instructors. New field instructors are required to attend a 6-hour orientation program that covers the curriculum and field practicum policies and procedures. New field instructors receive course syllabi and have the opportunity to discuss course content with representatives from Generalist and Specialization courses.

OVERALL STRUCTURE OF THE FIELD PRACTICUM

THE GENERALIST PRACTICUM and GENERALIST FIELD SEMINAR

Two courses constitute the Generalist field placement: SOWO 520, Social Work Practicum I, and SOWO 521, Social Work Practicum II. During the Generalist field placement, students are in field for approximately 240 clock hours per semester for two semesters. Typically, this amounts to 2 full days a week, for a total of 60 days. Students in the Generalist field placement focus on development of Generalist knowledge, skills, values, and cognitive and affective processes that provide the groundwork for the Specialization Curriculum. Prior to or concurrent with the Generalist field placement, all students are required to take two courses: SOWO 540, Social Work Practice with Individuals, Families, and Groups; and SOWO 570, Social Work Practice with Organizations and Communities. Generalist Curriculum competencies and practice behaviors are listed elsewhere in this manual.
Specific assignments will vary depending on (a) agency and community resources, and opportunities; and (b) student interests and career goals. Each student is assigned direct service cases (individuals, families, or small groups). Working with these client systems, the student develops the ability to assess, design, and implement social interventions and to evaluate outcomes. In addition, each Generalist field student is assigned an organization/community project or activity to develop skills in macro service assessment, intervention, and evaluation. In developing skills to promote the improved functioning of organizations and communities, students have hands-on responsibilities just as they do in working with direct services clients. Passive observations of organizational or community functioning are not considered adequate to meet this learning goal. In general, Generalist Practicum learning activities should include 50% direct practice and 50% community, management, and policy practice (macro) activities.

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

THE SPECIALIZATION PRACTICUM

Direct practice is understood to be purposeful intervention designed to enhance client functioning. In field, Direct Practice (DP) Specialization students are expected to apply a variety of practice methods appropriate to the client system, the setting, and the presenting need of the client system. Students have the opportunity to work with different types of client systems, including individuals, families, and groups. Students work with clients from a variety of backgrounds representing various dimensions of diversity, including age, race/ethnicity, gender (including identity and expression), sexual orientation, and socioeconomic status. Students actively evaluate direct practice outcomes and their own practice. Depending on the learning opportunities available in the agency, students specializing in Direct Practice may have up to 20% of their learning activities in the Community, Management, and Policy Practice area (macro practice).

The Community, Management, and Policy Practice Specialization includes purposeful interventions with work units, organizations, communities, and policy-making entities. The goal of the CMPP Specialization Practicum is to enhance the performance of the systems that provide human services, including agencies at all levels and community groups. Students are expected to assess functioning and apply a range of macro methods appropriate to the setting, the problem or issue, and the desired outcomes. Student also take a responsible role in developing a project to enhance the functioning of their practicum agency or community. Projects are expected to contribute to a more responsive service delivery system or to improve working conditions. Students actively evaluate macro practice outcomes and their own practice. Depending on the learning opportunities available in the agency, organization, or community, student’s specializing in the Community, Management, and Policy Practice Specialization (macro practice) may have up to 20% of their learning activities in the Direct Practice area.

Three courses constitute the Specialization Practicum: SOWO 522, Advanced Standing Practicum for Advanced Standing students (during the summer preceding the academic year, Advanced Standing
students are in the field for approximately 200 clock hours); SOWO 820, Social Work Practicum III; and SOWO 821, Social Work Practicum IV. A student’s choice of the required Specialization HBSE/Practice course MUST correspond with the student’s placement setting.

Specialization students in Specialization placements are in field for approximately 360 clock hours per semester for two semesters. Typically, this amounts to 3 days a week, for a total of 90 days. In the Specialization Field Curriculum, students develop expanded knowledge, values, skills, and cognitive and affective processes in their chosen Specialization area. Specialization curriculum competencies and behaviors are listed in Chapter II of the Field Education Program Manual.

Assignments vary depending on Specialization requirements, level of student skill, placement opportunities, and community resources. Specific assignments must be consistent with the student’s chosen area of Specialization. All placements are designed to enable students to work with disadvantaged, vulnerable, and oppressed populations.

Students who have prior professional experience (in social work or a related field) and whose career goals can justify a 60/40 (or 40/60) ratio between direct practice learning and macro practice (community, management, and policy practice) learning activities can request an exception to the Specialization Field Practicum. Students who are granted this exception to field education are required to take a Specialization HBSE/Practice course from each Specialization (one of which can count as an elective).

ORGANIZATION OF THE FIELD EDUCATION PROGRAM

FIELD EDUCATION ADVISORY COMMITTEE

The Field Advisory Committee is responsible for (a) advising the School on policies and issues related to field instruction, and (b) maintaining effective relationships between the school and each of the agencies in which students are placed for field education. The Field Advisory Committee is composed of 15 social work practitioners who are appointed by the Dean of the School of Social Work on the recommendation of the Assistant Dean of Field Education.

THE FIELD EDUCATION TEAM

The Field Education Team is composed of the Assistant Dean of Field Education, the Associate Assistant Dean of Field Education, an administrative support specialist, field education faculty, and other faculty members who have major responsibilities related to field education. The Team is responsible for

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

The Assistant Dean of Field Education manages the Field Education Program. Responsibilities include coordinating efforts of the Field Team, managing the Field Education Program budget, representing the Field Education Program on appropriate committees and task groups, and assisting the Field Education Advisory Committee in executing its duties.

**CRITICAL RELATIONSHIPS IN THE FIELD: ROLES**

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

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Classroom instructors intentionally integrate the theories and concepts that the students will use during their field practicums (and later as active professionals) throughout the classroom learning process. The classroom instructor is integral to the field experience and agrees to consider the transfer of learning from the classroom to field when teaching theories and concepts, thereby encouraging students to be conscious of the application of theory to practice.

**FIELD INSTRUCTOR**

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

**TASK SUPERVISOR**

A student may be assigned a task supervisor if the student’s field instructor is off-site or not always available to the student in the field. 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 their own learning experience. This responsibility involves a willingness to look for and participate in the translation between classroom learning and the field practicum.
FIELD FACULTY

The primary responsibility of the Field Education Office and the field faculty is to support those experiences that will enhance the professional development and skills of future graduates of the School of Social Work. The School of Social Work field faculty member acts as a liaison between the student and the placement agency. Field faculty recruit new agencies and field instructors as well as provide training to field instructors. Field faculty facilitate the field seminar course and assign grades to students for their field practicums.
II. FIELD PRACTICUM COMPETENCIES AND PRACTICE BEHAVIORS
OVERVIEW

Field practicum goals provide structure for the field experience in the Generalist and Specialization curricula. Field practicum goals are informed by the CSWE Curriculum Policy Statement, the School of Social Work’s Mission, and MSW curriculum objectives. Field practicum goals are statements of purpose without achievement criteria and provide the field instructor and student with a broad framework for what the student is expected to accomplish in the field practicum. Specifically, the outcomes established for each goal provide the requisite competencies that students at entry and Specialization levels should acquire.
GENERALIST FIELD PRACTICUM COMPETENCIES AND PRACTICE BEHAVIORS

The Generalist Practicum introduces the student to the breadth of social work practice. Students have opportunities to work with individuals, families, or groups; to participate in an organization/community project 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, and Policy Practice.

The following nine competencies with identified practice behaviors as defined by the 2015 CSWE Educational Policy and Accreditation Standards.¹

**Competency 1—Demonstrate Ethical and Professional Behavior**
At the completion of the Generalist year, the student is able to demonstrate the following:

1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
1.4 Use technology ethically and appropriately to facilitate practice outcomes.
1.5 Use supervision and consultation to guide professional judgment and behavior.
1.6 Demonstrate initiative in seeking learning opportunities while managing workload to accomplish assigned tasks within expected timeframes, including: documentation, attendance, dress and other appropriate work habits [field only behavior].

**Competency 2—Engage Diversity and Difference in Practice**
At the completion of the Generalist year, the student is able to demonstrate the following:

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

**Competency 3—Advance Human Rights and Social, Economic, and Environmental Justice**
At the completion of the Generalist year, the student is able to demonstrate the following:

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

**Competency 4—Engage in Practice-informed Research and Research-Informed Practice**
At the completion of the Generalist year, the student is able to demonstrate the following:

4.1 Use practice experience to inform scientific inquiry and research.

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

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

**Competency 5–Engage in Policy Practice**

At the completion of the Generalist year, the student is able to demonstrate the following:

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

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

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

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

At the completion of the Generalist year, the student is able to demonstrate the following:

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

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

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

At the completion of the Generalist year, the student is able to demonstrate the following:

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

7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

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

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

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

At the completion of the Generalist year, the student is able to demonstrate the following:

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

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

8.3 Use interprofessional collaboration as appropriate to achieve beneficial practice outcomes.

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

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

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

At the completion of the Generalist year, the student is able to demonstrate the following:

9.1 Select and use appropriate methods for evaluation of outcomes.
9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

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

9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
The Specialization Practicum builds on the Generalist placement with field experiences specifically related to providing 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.

**Competency 1: Demonstrate Ethical and Professional Behavior**
At the completion of the Specialization year, the student is able to demonstrate the following:

1.1 Understand and appropriately use global, regional, and setting-specific regulations and policies for effective practice.
1.2 Demonstrate the ability to maintain professional and personal boundaries, use self-disclosure appropriately, and regulate personal emotions in the practice setting.
1.3 Accept and effectively operationalize professional supervision and peer supervision (as applicable).
1.4 Appropriately use ethical decision-making models and apply the NASW Code of Ethics to the practice setting.
1.5 Differentiate appropriate and inappropriate uses of electronic communications (e.g. e-mail, text, social media, blogging, etc.) and use technology as indicated by the practice setting.
1.6 Demonstrate initiative in seeking learning opportunities while managing workload to accomplish assigned tasks within expected timeframes, including: documentation, attendance, dress and other appropriate work habits [field only behavior].

**Competency 2: Engage Diversity and Difference in Practice**
At the completion of the Specialization year, the student is able to demonstrate the following:

2.1 Identify how multiple stigmatizing identities collectively affect client systems at multiple levels.
2.2 Evaluate the ways in which oppression and privilege manifest in institutional policies and practices and promote change to reduce bias and increase fairness.
2.3 Analyze the extent to which norms, values, and historical structures can marginalize groups of people or enhance privilege and power and stimulate changes to reduce marginalization within the practice context.
2.4 Engage in critical self-reflection to identify and manage personal values and biases that might affect practice with diverse client systems, organizations, and communities.
2.5 Adopt a spirit of inquiry when engaging with diverse groups to better understand the experiences of people who have been marginalized and oppressed.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**
At the completion of the Specialization year, the student is able to demonstrate the following:

3.1 Effectively formulate strategies that promote social justice and human rights.
3.2 Advocate for social, economic, and environmental justice and human rights.
3.3 Use theory to critically analyze social injustice and human rights violations.

**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**
At the completion of the Specialization year, the student is able to demonstrate the following:
4.1 Incorporate evidence and knowledge into the development of effective practice methods.
4.2 Understand how research questions guide the selection of research methods.
4.3 Remain informed about current and emerging evidence.
4.4 Use knowledge of research and evaluation methods to critique the literature that informs practice.
4.5 Obtain information about the quality of measures before using them to inform practice.

Competency 5: Engage in Policy Practice
At the completion of the Specialization year, the student is able to demonstrate the following:

5.1 Maintain current knowledge of organizational, local, state, and federal policies and proposed legislation that can affect systems at all levels.
5.2 Analyze policies that impact client systems, organizations, and communities, and work within the practice context to minimize adverse consequences.
5.3 Evaluate the effects of contextual history on policy formulation and implementation.
5.4 Collaborate within and across systems to advocate for and empower individuals or populations excluded from or limited by aspects of a policy.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
At the completion of the Specialization year, the student is able to demonstrate the following:

6.1 Demonstrate self-awareness in assessing how personal experiences, beliefs, and identities influence practice with client systems, groups, organizations, and communities.
6.2 Use an understanding of the influences of development and culture to effectively engage client systems.
6.3 Practice effective engagement through the development of cooperative and respectful relationships with others and work toward resolving conflicts in the service of the client system.
6.4 Employ empathy, relational, and strengths-based approaches to developing helping relationships with diverse client systems.
6.5 Effectively prepare and facilitate meetings with client systems to work toward identified goals.
6.6 Through the use of effective verbal and nonverbal communication, consistently demonstrate the critical elements of the change process.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
At the completion of the Specialization year, the student is able to demonstrate the following:

7.1 Use evidence-informed knowledge and theory to structure an assessment, design goals, and objectives, and develop strategies for change.
7.2 Identify the strengths and limitations of theoretical models commonly used in practice.
7.3 Use at least one instrument or process designed for assessment or data collection.
7.4 Write a clear and comprehensive assessment of a client system including mutual goals and plans for intervention.
7.5 Routinely identify strengths, challenges, and systemic factors relevant to client systems.
7.6 Select evidence-based or evidence-informed interventions that integrate assessment information and the goals of the client system.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
At the completion of the Specialization year, the student is able to demonstrate the following:

8.1 Critically analyze and apply research regarding evidence-informed practices and emerging practices that might be appropriate for client systems.
8.2 Develop a cohesive intervention plan based on the needs and goals of client systems.
8.3 Collaborate with multidisciplinary teams and client systems to achieve the desired outcomes of planned change.
8.4 Work with leaders, staff members, community groups, or coalitions to intervene by negotiating, mediating, or advocating on behalf of client systems.

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

At the completion of the Specialization year, the student is able to demonstrate the following:

9.1 Demonstrate the ability to identify and select appropriate measures for evaluation of social work practice, programs, and policies.
9.2 Monitor and analyze discrete tasks in the intervention plan using formal or informal evaluation methods, including assessing the level of involvement of client systems, organizational representatives, community representatives, and other stakeholders.
9.3 Analyze data to inform social work practice decisions and to evaluate practice and program outcomes.
9.4 Appropriately use formal instruments, tools, record keeping, and feedback from others to evaluate practice.
III. FIELD PRACTICUM POLICIES AND PROCEDURES
OVERVIEW

The School of Social Work’s Field Education Program conforms to the standards and guidelines of the Council of Social Work Education (CSWE) and sets forth the following policies and procedures. These policies and procedures serve as guidelines and reflect the common interest of all parties involved in field education activities.

I. FIELD AGENCIES/ORGANIZATIONS

When an agency is identified as a potential field site, a representative from the field education faculty will confer with the agency representative and evaluate the possibility and appropriateness of an affiliation. Factors taken into consideration include the agency’s capacity to address learning outcomes of both the Generalist and Specialization Practicums, the field instructor’s interest and commitment to social work education, the field instructor’s ability to provide appropriate supervision, and the agency’s ability to adhere to field policies and procedures. All agencies must be in compliance with the Fair Labor Standards Act.

If an affiliation appears mutually desirable, the field education faculty will ask the agency representative to complete the field education memorandum of agreement.

II. STANDARDS FOR THE SELECTION OF FIELD INSTRUCTORS

The field instructor is selected by mutual agreement of the School and the agency and must meet the following standards:

A. Hold a master’s of social work (MSW) degree from a CSWE accredited school of social work;
B. Have at least 2 years of post-degree social work experience;
C. Be an employed staff member of the agency or an approved off-site (outside the agency) MSW;
D. Demonstrate Specialization social work knowledge and skills essential for competent practice;
E. Have the ability to evaluate and influence provision of social work services in the agency;
F. Have the ability to conceptualize and to communicate knowledge to others;
G. Be able to engage in a give-and-take relationship with the student;
H. Be prepared and available for ongoing consultation and able to provide weekly supervision;
I. Be available to periodically (or as necessary) meet with the assigned field faculty member to discuss student progress;
J. Have a willingness to attend and participate in the School’s seminars, workshops, and conferences on field education as appropriate;
K. Work cooperatively with the School in evaluating the student, the Field Education Program, and the curriculum;
L. Show evidence of continued professional development;
M. Have an interest in students and willingness to accept the role of field instructor; and
N. Agree to supply the School with a résumé.
Considerations for Off-Site Field Instructor:

Requests for exceptions to the standards for field instructors might include the following:

A. A task supervisor without an MSW in combination with an off-site MSW field instructor located outside of the placement agency;
B. An MSW field instructor with less than 2 years of post-degree social work experience in combination with some level of supervision with a social worker who has an MSW;
C. A field instructor that does not have an MSW.

When considering an exception to the standards for field instructors, the following issues should be addressed:

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

Requests for exceptions may be initiated by the student, assigned field faculty member, or the agency. Requests for exceptions must be approved by the Assistant Dean of the Field Education Program.

In the identification of an off-site MSW field instructor, effort must be made to select a social worker with an MSW who has an affiliation with the agency and/or knowledge of the agency unit and population served (e.g., staff member in another department, board member, agency consultant). The off-site MSW field instructor is responsible for directing the student’s overall learning experience and for guiding the task supervisor’s activities with the student. An essential key to the success of this partnership is clear expectations concerning roles, responsibilities, and the relationship between the field supervisor and task supervisor, and their relationships with the student and the School of Social Work.

Criteria for Consideration of Less Than Weekly MSW Supervision

The following criteria will be used when considering a placement that uses an off-site task supervisor and less than weekly MSW supervision:

A. The task supervisor has 3 or more years’ of field education experience with the School;
B. The task supervisor has a minimum of a post baccalaureate degree in a human services field;
C. The student’s level of experience prior to this placement;
D. The availability of regular, individual, or group MSW supervision that can provide the student with the social work perspective;
E. The approval of the Assistant Dean for Field Education.

Criteria for Consideration of a Field Instructor Without an MSW Degree

The following criteria are used when considering a field instructor who does not have an MSW:
A. The individual has been a task supervisor with the School of Social Work for at least 3 years;
B. The individual has a master’s degree in a related field;
C. The individual has clearly demonstrated the use of a social work perspective in their practice, including an understanding of the values of social justice, dignity, worth of the person, and the importance of human relationships. Further, the individual has demonstrated that their practice has integrity and competence; and,
D. The individual meets the other requirements of a field instructor.

For an individual without an MSW to be considered as a field instructor, the assigned field faculty member must submit a written letter to the Assistant Dean of Field Education outlining how the individual meets the criteria outlined above. The final decision will be made by the Assistant Dean of Field Education. The decision letter will be kept in the agency file.

III. PROCEDURE FOR ESTABLISHING NEW FIELD EDUCATION SITES

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

A. Field education faculty will contact agency and schedule site visit with potential field instructor (see Standards for the Selection of Field Instructors section).
B. Site visit conducted by field education faculty will include the following:
   • Tour agency;
   • Identify space and equipment for student;
   • Determine potential student learning assignments and appropriate volume of assignments;
   • Review qualifications of potential field instructor/task supervisor and determine compliance with standards;
   • Determine agency director’s agreement and support as field education site;
   • Determine suitability for Generalist and/or Specialization placement, as well as suitability for concurrent and/or block placement and stipend availability;
   • Review content of the field education memorandum of agreement;
   • Discuss benefits of field education affiliation for field instructors and task supervisors;
   • Discuss training and continuing education opportunities for field instructors and task supervisors; and
   • Briefly discuss use of the field education database.
C. Assigned field education faculty will mail packet of forms and database information to agency.
D. Field Education Office will make acceptance decision, and then notify field instructor/agency.

IV. ROLES and RESPONSIBILITIES

The memorandum of agreement (MOA) defines the School’s and agency’s roles and responsibilities for the field education of students. The MOA must be signed by appropriate parties before students can be placed in the field site. A copy of the MOA found in the Forms section of the Field Education Program Manual.
Roles and Responsibilities of the Agency – the agency administration and board are expected to fulfill the following:

A. Support competent and ethical social work practice, professional education, and appropriate student instruction;
B. Provide a qualified staff member to instruct the student, and reduce the workload of that staff member as necessary to allow time for instruction, attend School functions, and meet with field education faculty;
C. Control student workload so as to permit Specialization on individual learning and to facilitate receipt of maximum help from the field instructor;
D. Accept students as developing professionals and neither exploit them to meet staff needs nor hold back appropriate assignments because of their student status;
E. Provide adequate space, equipment, and supplies for students;
F. Make assignments that satisfy the following criteria:
   • Are appropriate to the student’s Specialization, field of practice, interests, goals, and level of competency;
   • Provide sufficient balance of short-term and long-term assignments;
   • Offer opportunities to begin and complete the helping process;
   • Contain sufficient variety of experiences to allow some breadth of learning;
   • Provide opportunities for students to work with disadvantaged, vulnerable, and oppressed individuals, families, or communities; and,
   • Provide placement sites without regard to the student’s race/ethnicity, gender, gender identity, sexual orientation, or disability.

Continuity of Field Placement Agencies/Organizations

A. The field education faculty will report annually to the Assistant Dean for Field Education regarding the ability of the agency/organization to continue meeting these roles and responsibilities.
B. Agencies/organizations will continue to serve as field placement sites unless they request termination or the Assistant Dean for Field Education and field faculty agree that the site is no longer meeting field site criteria.

Roles and Responsibilities of the Field Instructor (On-Site or Off-Site), Task Supervisor (if applicable), Field Faculty, and Student

The following roles and responsibilities relevant to field placements are outlined below to ensure the School’s standards for field education are maintained:

A. Field Instructor
   1. In consultation with the task supervisor (if applicable), select appropriate learning opportunities that respond to the educational needs of the student and the field learning objectives and outcomes;
   2. Develop and sign the student’s learning agreement.
   3. Provide supervision to the student. It is recommended that field instructors meet for one hour per week with students in formal, uninterrupted supervisory sessions to address student’s learning issues and needs. However, the School realizes and respects
that based on agency culture, supervision may be delivered more informally. On occasion, supervision can also be provided through other models such as structured group process;

4. Provide feedback to the assigned field faculty member and field education office about concerns regarding an individual student or the field experience in general;

5. Prepare a written evaluation of the student’s progress and submit it to the field education office by the last field day of the semester;

6. Attend required New Field Instructors Training and remain abreast of curricular developments at the School of Social Work through participation in ongoing workshops and seminars;

7. Orient the student to the agency and the experience of individual practice in ways that are most effective for the student’s learning style and knowledge level;

8. Guide the student’s development as a member of the social work profession;

9. Encourage the student’s ability to engage in useful self-evaluation; and

10. Prepare the Field Instructor’s Feedback form at the end of the academic year, including the evaluation of the practicum experience.

B. Task Supervisor (if applicable)

1. Provides student with a general orientation to the field agency;

2. In consultation with the field instructor, identify and/or design learning assignments for the student;

3. Develop and sign the student’s learning agreement;

4. Provide daily supervision to the student regarding field assignments and monitor the student’s performance in the field;

5. Schedule weekly supervisory conferences with the student to provide assistance in planning, managing, and completing field assignments;

6. Maintain contact with and meet with the field instructor and field faculty to monitor student progress;

7. Consult with the student and field instructor in completing the student’s competency evaluation; and

8. Participate in the New Field Instructor Training and orientation.

C. Field Faculty

1. Diligently develop placements of such diversity that students with different learning goals and expectations can be accommodated to the greatest extent possible;

2. Engage in a discussion process with a new agency, and periodically with all established agencies, to determine the readiness of the agency and its staff to provide a controlled, challenging learning opportunity for students;

3. Provide students with an in-depth orientation to both the Generalist and Specialization Practicum;

4. Provide clarification and consultation regarding placement requirements, learning assignments, and learning outcomes for the practicum;

5. Review and approve the student’s learning agreement, providing feedback as necessary;

6. Meet with the student and field instructor (and task supervisor, if applicable) during the practicum to monitor the practicum experience, review the student’s evaluation, and assign a course grade for the practicum at the end of the semester;

7. Engage Generalist Practicum students in regularly scheduled seminar sessions to facilitate the integration of classroom and field learning;
8. Provide orientation for the field instructor to ensure clarity regarding the School’s expectations of the field agency; and
9. Provide support to field instructors through individual meetings, and regularly offered workshops to help maintain professional expertise in the field.

D. Student
1. Work collaboratively with the field instructor and the task supervisor (if applicable) to prepare the Field Practicum Learning Agreement, outlining specific learning activities assignments; Revise the learning agreement as necessary to maintain educational relevance and for accurate use in evaluating student competency;
2. Plan an agenda and meet weekly with the field instructor (and task supervisor, if applicable) for direction in planning, managing, and completing field assignments; applying theory to social work practice, and discussing other issues associated with the profession of social work;
3. Complete the competency evaluation in collaboration with the field instructor (and task supervisor, if applicable);
4. Make known (i.e., self-identify) any special needs that might affect the learning experience. Students with physical or mental disabilities are encouraged to disclose this information to the Field Education Office and to connect the UNC Office of Accessibility Resources & Service (accessibility@unc.edu). With the student’s written consent, the Field Education Office will engage in a dialogue with the student, knowledgeable faculty and agency personnel with the focus of determining the most appropriate field agency and the need for reasonable accommodations;
5. Participate in scheduled orientations for the Generalist and Specialization Practicums;
6. Complete and submit the Statement of Understanding form to the Field Education Office; and
7. Participate in the regularly scheduled Generalist field seminar.

V. TRAINING FOR FIELD INSTRUCTORS

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

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

A certification of completion is awarded.
At the conclusion of each academic year, the Field Advisory Committee and Field Education Program co-sponsor a Field Instructors’ Conference and Recognition Luncheon. This day-long event includes a variety of CEU opportunities.

VI. RETENTION OF FIELD INSTRUCTORS/AGENCIES

Field education faculty will report to the Assistant Dean of Field Education each spring regarding the following:

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

Field instructors/agencies will be retained unless:

A. The field instructor or agency requests to be made temporarily inactive or terminated;
B. The Assistant Dean for Field Education and field faculty agree that the field instructor should no longer serve in this capacity. The process for deciding that a field instructor/agency will be made inactive should include a conference with the field faculty and the field instructor/agency director, during which the challenges in the placement are clearly identified and needed changes are clearly specified. This conference should be held as soon as any party recognizes a challenge exists.

VII. BENEFITS OF FIELD INSTRUCTION

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

A. Become an Area Health Education Centers (AHEC) Trainer

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

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

Each spring, the Field Education Office hosts a Field Instructors’ Conference and Recognition Luncheon. This day-long event includes a variety of CEU opportunities.

C. Posting Job Vacancies

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

D. Clinical Lecture Series

Annually, the School of Social Work offers the Clinical Lecture Series (CLS) that provides practitioners, students, and faculty the opportunity to learn from esteemed and innovative clinicians. The CLS lectures enhance the clinical curriculum for students and offers continuing education for graduates and practitioners, including field instructors and task supervisors. All CLS events are held in the Tate-Turner-Kuralt Auditorium at the School of Social Work. Students, field instructors, and task supervisors are eligible to attend CLS events at a reduced rate. To register

- Go to the website, click on “Pre-Registration”
- Fill out contact information
- Select “Field Instructor” in the list (do not select any other category such as clinician)
- In the box that opens, select Field Instructor. Enter your PID number, if you have one; if you do not have a PID number, enter the field instructor code (Note. You can obtain this code by contacting Linda Pridgen-Braswell at 919-966-4916).
- Select the lecture(s) you plan to attend
- Proceed to payment.

E. Career Day

Agencies and field instructors are invited to partner with the School for our annual Career Day event, held in the spring. Career Day affords agencies an opportunity to highlight their work and potential employment opportunities for graduating students.

VIII. THE FIELD EDUCATION AGENCY RECRUITMENT AND STUDENT MATCHING PROCESS

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

B. Information about Field Resources

The Field Education Office uses a database of placement sites. The database describes the client population, usual presenting problems, typical social interventions, customary practice methods, and each site’s potential field instructors and their qualifications. Students and their advisors use this database when considering field placement preferences. Before requesting a specific field site, final year students are encouraged to consult with other faculty and with students who completed placements with that agency.

C. Requests for Field Assignments

Entering 2-Year MSW Program and advanced standing students are placed in field sites by the Field Team, which reviews students’ application materials and field planning guides. In addition, the Field Team may conduct personal interviews. Students in distance education programs begin field practicums in their second year of study. Faculty in the distance education programs work with the Field Team in assigning students to sites in the areas served by the distance education program.

Students planning their Generalist or advanced standing placement begin by completing the Generalist or Advanced Standing Planning Guide, which is available on the field education database. Students planning their Specialization year placement begin by using the field education database to review available resources. In collaboration with their faculty advisors and Specialization representatives, Specialization year students clarify their learning needs, styles, career goals, and review field opportunities to identify potential matches. Students then prepare the Specialization Placement Planning Guide, indicating their top three preferences of available field sites. These preferences must be consistent with their choice of Specialization. The Field Team matches students to an available field site and notifies students of their assignment.

After the assignment is made by the Field Team, students visit their assigned agency and interview with their proposed field instructor. Students should prepare for the interview as if it were an interview for employment. The placement is not confirmed until the field instructor and the student agree that the match is compatible. Should a student wish to decline a field placement match, either before or after the interview, the student must first contact their assigned field faculty or the Field Education Office.

In researching possible field placements, students may not directly contact field placement sites or potential field instructors/task supervisors. All preplacement contact with agencies and field instructors must be initiated by the field education faculty.

Students are matched with one field placement site at a time. Students are not permitted to concurrently interview field instructors in multiple sites and then make a placement selection. These procedures not only prevent students from competing with each other but also protect agencies from being inundated by requests for interviews.
The Field Education Office recommends that students make their field placement choice based on their social work interests and future career goals rather than on the proximity of the field placement location. **Students are expected to accept field placements within a 60-mile radius of their designated program.** Students who prioritize proximity of the field placement may severely limit their field placement options. Depending on resources, the Field Education Office may not be able to meet these requests.

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

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

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website, contact ARS by email at accessibility@unc.edu, or by phone at 919-962-8300. The accommodations process starts with ARS and helps instruct faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

**IX. MATCHING PROCESS POLICIES AND PROCEDURES**

A. Placement Matching

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

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

The Field Education Office takes responsibility for making assignments to field practicum settings. The Assistant Dean of Field Education has final approval for all field placements.

Every effort is made to match students to a field placement that matches their individual interests and career goals. However, due to the voluntary nature of field instructors, educational standards, and community resources this is not always possible.

Students are matched with one agency at a time. A student must decline a placement before being matched elsewhere. If the Field Team has determined that an agency offered to a student for the pre-placement interview is the best available match for the student, the student may not refuse that placement assignment for non-educational reasons.

1. Placement Matching—Generalist Students

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

2. Placement Matching—Specialization Students

Students requesting a Specialization placement are required to complete and submit the online Specialization Field Education Planning Guide to the Field Education Office. Students are assigned a placement manager who takes primary responsibility for providing leadership to and guiding the student through the placement process. Generally, the placement manager is the student’s assigned Generalist field faculty person or seminar leader; for students in the 3-Year Winston-Salem MSW Program, the placement manager is the program’s coordinator of field education. Students are encouraged to seek counsel and advice from other faculty members in the School and from their current field instructor regarding placement options. However, it is always the student’s decision to identify their three top choices on the Specialization Field Education Planning Guide.

The field education faculty meets as a team to review each student’s placement choices; for 3-Year Winston-Salem MSW Program students, this review is performed by the coordinator of field education. The faculty review how well the student’s choices match with the learning opportunities available in the field placement and the “goodness of fit” with the field instructor and agency, including the style of supervision needed. Students are notified of their placement match via e-mail to their UNC e-mail account.
During the Specialization matching process, multiple students might be interested in the same field placement. After exploring the possibility of the field setting accepting more than one student, the Field Education Office will use the following principles (in no particular order) in determining which student will be placed at the field site:

- How closely the student’s second choice would meet their learning goals;
- How well the proposed field instructor’s and student’s learning/teaching styles match;
- The agency expectations of the student (e.g., skill level, professional experience, age, maturity of the student, requirements for languages other than English);
- How well the placement fits with the student’s career goals;
- The strength of the student’s Generalist placement;
- Duplication of prior employment or Generalist field placement experiences; and
- Special needs of the student such as health or disability.

The Field Office does not consider travel distance to field sites or financial need in these decisions.

If a placement becomes unavailable between the time the student submits their agency preferences and the time field matches are announced, the student will be notified that one of their three preferences is no longer available and will be asked to choose another option in its place.

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

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

After the placement interview, the student and field instructor are requested to advise the Field Education Office (in Winston-Salem, the coordinator of field education) of the outcome; 3-year MSW Program students in Chapel Hill and Winston-Salem must submit their respective Confirmation Form online. If interview has raised a student’s concerns about the proposed educational experience at the placement, the student should immediately contact the Field Office to discuss the interview and their rationale for wanting to decline the match. Students will have two opportunities to receive placement assignments, based on the rationale for the rematch and the availability of resources. If the student remains dissatisfied with the field placement process after two attempted placement assignments, the student must schedule a meeting with the Assistant Dean of Field Education before additional placement assignments will be considered.

If the field instructor decides to decline the match, he or she should immediately contact the Assistant Dean of Field Education.

Students are required to successfully interview and be officially accepted by the field placement agency and field instructor/task supervisor. Occasionally, a student is not accepted for placement after the initial interview because the field instructor/task supervisor thinks that the student is not appropriate professionally. If a student is not accepted for a field placement after two different interviews for reasons of professional inappropriateness, the student will not be allowed to
interview at another field setting until a meeting occurs between the student, the field faculty, the Assistant Dean for Field Education, and the Associate Dean for Academic Affairs. The purpose of the meeting will be to assess and address the issues identified by the field instructors who interviewed the student and to assist the student in correcting or addressing such challenges. On occasion, the student may be referred to the Committee on Students.

Once students have made a commitment to their respective agencies, students are expected to complete their field placement in that agency. However, if at any point during the practicum, the student determines that she or he will not be going to a field placement as planned, or is not a good match for the agency, then the student shall contact the Field Education Office. Once the situation has been discussed with and agreed upon by the field education faculty, the student shall notify the agency to which they were assigned. This notification must be completed before a referral to another agency will be pursued by the Field Education Office.

X. PLACEMENT CONCERNS, REASSIGNMENT OF PLACEMENT, AND TERMINATION

Placement Concerns

If a student, field instructor, or task supervisor has a concern about any aspect of field education, the issue should be reported as soon as possible to the assigned field faculty member. Then, if not resolved, a report should be made to the Assistant Dean of Field Education.

Before the placement has begun

If the concern occurs during the interview and acceptance process, the student and/or field instructor should contact the assigned field faculty member to discuss the concern and decide if the match should continue.

If the field instructor/task supervisor declines the student based on poor performance during the interview, only one additional placement match will be made. Student poor performance in two consecutive interviews will result in a conference with the Assistant Dean of Field Education and consideration of a referral to the Committee on Students.

After the placement has begun

If the concern occurs after the placement has begun, in most circumstances, the assigned field faculty member will schedule a joint conference with the student and the field instructor/task supervisor. The purpose of the conference is to explore in-depth the concerns of all involved parties and the agency and to determine an action plan.

During the joint conference, an action plan will be developed that includes:

- A clear identification of problems in learning/teaching;
- Specification of the expected behavior changes;
- Necessary actions and procedures to be taken; and
• A time to review the progress made on the action plan.

When the issue involves field instructor/task supervisor concerns about student performance, field instructor/task supervisors are expected to provide the student with behaviorally specific feedback prior to placement termination unless there is a serious incident or concern. Likewise, students who have concerns about their field placement are expected to directly discuss those concerns with their field instructor either prior to or during the joint conference. It is expected that most student and field instructor placement concerns can be resolved through a joint conference process.

Reassignment and Termination of Placements

Due to the School’s multiple obligations including the interests and needs of the student, the field agency, the field instructor/task supervisor and the agency’s clients, serious consideration must always be given to the decision to reassign or terminate a field placement.

However, if there is a decision to remove the student from the assigned placement, the following policies will apply:

Field Instructor/Task Supervisor concerns about the student:

If the field instructor/task supervisor determines that termination of the student from the field placement is the only option, then the placement will be ended. As field instructor/task supervisors voluntarily supervise students, they have the right to terminate an internship without notice if they can no longer work with the student.

Student concerns about the placement:

Decisions regarding placement reassignment due to student concerns or challenges at the agency are made by the assigned field faculty member with the approval of the Assistant Dean of Field Education. Multiple factors will be considered in making this decision such as student learning opportunities, availability of supervision, professional ethics, client/student safety and agency/field instructor functioning.

No student may terminate a field placement without prior approval of the Assistant Dean for Field Education. Any student who terminates their field placement without prior approval risks permanent denial of reassignment into a field placement setting and dismissal from the MSW program.

On occasion, students and field faculty members may recommend that the School’s relationship with a field instructor and/or agency be terminated. In order to make this decision, the Assistant Dean for Field Education will carefully weigh the type and seriousness of the concern, the experience of the students and field faculty members, evaluation of the field placement over time and the results of the aforementioned joint conference process.

Regardless of the reason for the termination from the field placement, the field instructor/task supervisor and/or the field faculty member should determine the best way for the student to end the field placement in a professional manner.
When a student leaves the field placement before the mid-semester break, the field instructor/task supervisor should provide a brief written competency evaluation. If a student leaves the placement after the mid-semester break, the field instructor/task supervisor should evaluate the fieldwork performance using the Field Education Competency form appropriate to the student’s program level and semester.

In exceptional circumstances (e.g. student terminated from field placement, serious student illness), a final grade can be assigned if 70% of the required field hours have been completed. To request this exception, field faculty will seek approval to assign the grade from the Assistant Dean of Field Education.

**Steps Following Termination of a Student’s Placement**

In consultation with the Assistant Dean of Field Education and depending on the circumstances, alternate plans for the student can include one or more of the following:

- Reassign the student to a new field placement;
- Reassign the student to a new field placement with a remediation plan;
- Refer the student to the UNC-CH School of Social Work Committee on Students; and/or
- Assign a grade of F for the associated field education course.

Students who are approved for reassignment of their field placement are required to update their Field Education Planning Guide and résumé before they can be assigned a new placement match. During the interview, the student must be prepared to discuss the reason for their reassignment with the prospective field instructor/task supervisor. Once the student has been accepted into the new agency, the prospective field instructor/task supervisor may need to know information regarding the student’s previous placement experience. The assigned field faculty member will share information regarding the status of the student’s social work competencies and practice behaviors and a required remediation plan (if applicable).

The student who is reassigned will be required to make up any missed field hours in order to fully meet the required number of field hours. Additionally, the student will be required to participate in additional orientation hours at the new placement which will not count toward the total required number of field hours. The length and scheduling of this time is to be negotiated with the Field Office and the agency to which the student is reassigned. All Generalist field hours and course work must be completed prior to matriculating into the Specialization year.

When the reassignment of the student has been made due to student request or poor performance, only one reassignment will be made.

**Referral to the Committee on Students:**

Students may be referred to the COS for a multitude of reasons including but not limited to:

- Failure to maintain the School of Social Work Technical Standards for Professional and Ethical Behavior;
- Failure to make adequate progress toward the CSWE Core Competencies of Social Work Practice;
- Failure to meet or maintain academic requirements as established by UNC Chapel Hill, the UNC Chapel Hill Graduate School, and/or the School of Social Work;
- Behavior that may constitute a violation of the NASW Code of Ethics;
- Conduct that could constitute a violation of the University’s Instrument of Student Judicial Governance/Honor Code (violations of the Honor Code will be referred to the University’s Honor System; however, the University Honor System process and the COS process are not mutually exclusive);
- Legal involvement including arrests, criminal charges, convictions, or pleas (students may also be referred to the University’s Emergency Evaluation and Action Committee);
- Pattern of problematic behavior;
- Uncertainty about fit for the social work profession; and/or
- Requests for reinstatement and/or readmission.

Additional information about the Committee on Students is found in the UNC-CH Master of Social Work Curriculum Manual.

Once the student is referred to the Committee on Students, the student will be temporarily removed and/or denied reassignment into a field placement setting. The Committee on Students will make a recommendation to the Dean about a proposed plan of action. Recommendations can include one or a combination of the following: reassignment into a field setting, reassignment with conditions, temporary denial of reassignment or assignment of a grade of F for the field placement under review rendering the student academically ineligible to continue in the MSW program.

Assign a grade of F for the Field Education course:

A student will be assigned a grade of F for the Field Education course when there are especially egregious circumstances (see above) that would seriously jeopardize the integrity of the social work program, the educational standards of the School and the University, the field agency, and/or the profession, or would be considered potentially harmful to the clients with whom the student would be working.

XI. OPERATIONAL POLICIES AND PROCEDURES

Placements with Family Members

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

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

Generalist students are in placement two days a week and must complete a total of 448* hours while enrolled in SOWO 520 and SOWO 521.

Specialization students are in placement three days a week and must complete a total of 664* hours while enrolled in SOWO 820 and SOWO 821.

Advanced standing students complete SOWO 522 in a 24-day block placement during the summer in addition to SOWO 820 and SOWO 821 in the fall and spring for a total of 848* hours.

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

Students who are out of sequence with their entry cohort will be required to complete the number of field hours required for the most current academic year.

Attendance is a beginning benchmark of the developing professional social worker. Students should treat their fieldwork as they would a formal job. Students are expected to be present in their assigned placements during the normal hours the agency operates unless a special schedule has been worked out and approved by their field instructor and the field education faculty.

Lunch breaks are not counted as field hours unless they are an agency-required “working” luncheon meeting. Likewise, time spent commuting to and from the agency at the beginning and end of each scheduled work session may not be counted as field hours.

Students are expected to be in the assigned agency from the beginning date of the semester or summer session until the ending date of that semester or summer session unless an alternative plan has been negotiated and approved by the field instructor and the assigned field education faculty member. For students graduating in May, under no circumstances shall a field placement end before April 1.

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

An attempt should be made to avoid overtime in connection with the practicum. Overtime is defined as hours greater than the prescribed number of hours per week (16 for Generalist students and 24 for Specialization students). The student and the field instructor should discuss and negotiate overtime before any is incurred. In most circumstances, the student should get weekly compensation time in lieu of accumulating overtime. Overtime is not to be used to shorten the span of the field practicum (i.e., overtime cannot be used to complete the practicum before the end of the semester or summer session).

The UNC School of Social Work provides two days of leave each semester for Generalist students and 3 days per semester for Specialization students; no leave is provided for students in the Advanced Standing Bridge course. Students requesting to use leave due to illness or family
bereavement are expected to notify their field instructor before or on the day leave is used. If a student plans to request leave for another purpose (e.g., personal time, wedding, or special event), then the student must ask their field instructor for leave before using any leave time. Each field instructor determines what constitutes sufficient notice for a request of leave. Missed time beyond the specified leave amount must be made up. Leave may not be rolled over from one semester to another. Students should enter the actual number of hours they are in field on the monthly report. Absences that exceed the allotted leave time must be reported to the assigned field faculty member via e-mail.

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

Students appointed as representatives to committees at the School of Social Work such as the Curriculum Committee, Specialization and Generalist Committees, and Field Advisory Committee may be granted time away from their field practicum not to exceed 30 hours per academic year to participate in these decision-making bodies. These absences must be requested by the student and approved by the agency field instructor.

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

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

Circumstances might arise in which a student has compelling reasons for an extended absence from their field placement, and the absences cannot be made up in the semester or summer session in which the absence occurred. In such a case, if a plan to make up the missed hours in a subsequent term is approved by the field instructor and the field education faculty, then a grade of I (Incomplete) will be entered by the field faculty and replaced by a letter grade once the absences are made up. Note: A Contract for Completion of Grades of Incomplete form, which outlines the plan to make up the hours, must be completed prior to submitting the grade of I. Field instructors are encouraged to immediately notify the assigned field education faculty if issues arise regarding a student’s attendance in field. The Generalist field placement must be completed prior to matriculating into the Specialization year.

Integrated Assignments
One of the primary purposes of field education is to afford the student an opportunity to integrate classwork learning with real world settings. For example, in SOWO 540, *Social Work Practice with Families and Individuals*, students are assigned to interview a client from their assigned field placement and then write a biopsychosocial assessment paper to submit to their professor for a grade. Similarly, the SOWO 810, *Evaluation of Social Work Interventions*, the primary assignment involves an evaluation project which includes a focused literature review, evaluation design, sampling strategy, measurement plan, data collection data analysis and final evaluation report.

When thinking about integrated assignments and counting field education hours it is important that the student consider whether the work that they are completing is primarily benefiting the student (such as completing a class assignment) or the agency and their clients. For example, in SOWO 540, conducting the interview with the client while in the agency would count towards field education hours but writing the biopsychosocial assessment paper would not. For SOWO 810, various components of the project may count towards field hours depending on if the project has been integrated into the student’s learning agreement with the agency and how the work will be utilized by the agency. Students should be transparent about the recording of their hours for field education and questions about this should be directed to the assigned field faculty member prior to the work being completed.

*Excused Absences for Religious Reasons*

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

Written Notice of Excused Absence. Students are responsible for providing a written notice for an excused absence for a religious observance **2 weeks in advance** of the date requested or as soon as possible if the date occurs within the first 2 weeks of the semester.

*Inclement Weather Policy*

If the assigned field site is closed during inclement weather, students are not required to make up any missed field hours. If the agency is open during inclement weather, students **should consider personal safety first** when making decisions to travel to and from their agency. If a student chooses not to travel, the student must make up the missed hours by the end of the semester. Field instructors are strongly encouraged to be flexible with students in planning for activities that would make up the hours.

If the University is closed due to inclement weather, the student is **not** required to attend their field placement and is **not** required to make up the hours before the end of the semester. To obtain
information about the University’s adverse weather status, please refer to the Alert Carolina webpage. In this circumstance, the total number of required hours for the month will be reduced based on the number of hours the University is closed and the new total will be communicated to students, field instructors, and task supervisors. It is the student’s responsibility to notify their field instructor/task supervisor if they will not be at the agency and to inquire about strategies to make up the work if required. Questions about individual circumstances should be directed to the student’s assigned field education faculty.

Field Education Fees

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

The current authorized fee is $300 payable during the semester the practicum is taken. Students completing a block placement (completing the requirements of two practicums in one semester) pay two field fees.

Fees are subject to change without notice.

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

Student Malpractice Insurance

A blanket professional liability insurance policy provides coverage for students enrolled in SOWO 520, 521, 522, 820, 821, or 720 (Individual Field Practicum). The coverage limit is $2 million per claim and $4 million aggregate. The policy is written on an annual basis for any student who is registered and receiving course credit for an approved field practicum. Student malpractice insurance is provided to all enrolled UNC-CH Social of Social Work students placed in the United States or internationally.

The professional liability insurance policy purchased by the University will provide coverage for a student placed internationally. However, in order for the insurance company to respond to the claim, the lawsuit must be brought within the United States of America, its territories, or possessions or Canada.

Liability Insurance for Field Instructors

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


**Safety Policy and Procedures in the Field**

The Field Education Program oversees the students’ experiences in their field placements and their safety in the field. The following safety policy and procedures were created in recognition of the fact that physical vulnerability of professional social workers and violence in the lives of clients/consumers/communities are current realities. This policy clarifies the respective roles of the School, the agency and the student with the goal of collaboration to maximize safe practices in field education settings.

**Roles and Responsibilities**

**UNC School of Social Work** will:
- Provide to students and agencies a Workplace Safety Practice discussion guide
- Provide training on assessing and intervening in potentially dangerous situations

**Field Placement Agencies** will:
- Orient students to the safety policies and procedures of the agency. Such orientation should include, but not be limited to, discussion of safety issues in the community, within the agency building(s), and with particular clients. Security of personal belongings should be included. Students should also be informed of and trained in health precautions and protocols appropriate for the setting. Procedures for the student(s) to follow in the event of a safety or security problem should be reviewed.
- Include in the learning agreement information about the agency’s orientation to safety and the training opportunities it provides to students to develop skills and knowledge that will maximize safe social work practice.
- Make the same accommodations to ensure students’ safety as they make for staff.
- Contact the assigned field faculty member if the student’s concerns about safety interfere with the learning process. In consultation with the field faculty member develop a plan that addresses the student’s educational needs and the agency’s requirement to provide services.
- Not assign the following tasks to student interns: restraining clients, performing drug screening (collecting urine samples), and/or bodily searches of clients.

**Social Work Students** will:
- Read and be familiar with the safety policy and procedures of the agency where they are placed and abide by health precautions and protocols related to the specific agency setting.
- Attend orientation, workshops and training programs related to the safety and safe social work practice offered at the School and at their agency.
- Not engage in assignments in which they feel physically at risk. If a student is concerned about their safety, the student should inform the field instructor. The field faculty member and field instructor should consult to determine the best course of action to support the student’s education.

**Procedures for Reporting an Incident**
- If an incident occurs in which a student is threatened or hurt, the field instructor or their assigned field faculty member should contact the Assistant Dean for Field Education immediately to discuss what actions the agency and School should take to ensure the student’s physical and emotional well-being.
• The Assistant Dean for Field Education will document the incident and the steps taken to address it. The Assistant Dean of Field Education will meet with the student and field faculty member to discuss the situation, assess the immediate and ongoing risk, and find a resolution that promotes the student’s sense of well-being and the learning process.

After Hours Reporting
Field Education students who experience an emergency after regular business hours or on the weekends should contact the University Public Safety Office at 919-962-8100.

Injury While in Field Placement

Medical services that may be required by a student due to injury occurring while performing field duties are usually not covered by agency (unless the student is employed by the agency and covered by Workman’s Compensation), and note covered by The University of North Carolina at Chapel Hill or the School of Social Work. The student’s own medical insurance may or may not cover the medical treatment depending on the insurance plan.

Communicable Diseases & Exposure Incidents

If a student is diagnosed with a contagious disease and a physician informs the student that this illness could be spread by casual contact and could seriously endanger the health of others, including staff or clients at the field agency, the student is required to report this information to the Assistant Dean of Field Education and to cease attending the field placement. Subsequently, the student should ensure that a written report from the physician is sent to the Assistant Dean for Field Education explaining the issues regarding the illness and public contact.

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

Before returning to the field placement, it is the student’s responsibility to provide the Assistant Dean of Field Education with documentation from a physician stating that the student is no longer contagious or presents a health risk to others.

As defined by OSHA (Occupational Safety and Health Administration) an exposure incident is “a specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials that results from the performance of an employee’s duties [a student's clinical practice/research activities].” Students who follow the recommendations developed by the Centers for Disease Control (CDC Universal Blood and Body Fluid Precautions)

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have minimal danger of contracting any infection in the course of their clinical practice/research activities. Should an exposure incident occur, the student must follow the Exposure Protocol for Students at UNC-CH as established by the Student Health Service.

**Professional Ethics and Conduct**

At all times in their practicum setting, students are expected to adhere to the standards regarding professional values and ethical conduct and behavior as identified in the NASW Code of Ethics. Students are expected to be familiar with the Code of Ethics and demonstrate their understanding of these standards in the application of knowledge and practice skills in their practicum settings. The NASW Code of Ethics can be found here. Additionally, at all times in their practicum setting, students are expected to adhere to the UNC-Chapel Hill School of Social Work’s Technical Standards.

**Disclosure of Student Trainee Status**

In accordance with the NASW Code of Ethics, social workers (including social work students) must represent themselves as competent only within the boundaries of their education. In general, this means that social work students must identify themselves as student trainees to patients/clients both verbally and through the use of nametags (except in emergency situations where such identification of their student trainee status is clinically contraindicated as determined by the field instructor and the student) and in signing notes in records or charts and all other documents produced by student trainees for or on behalf of the field agency.

**Disguise of Confidential Practice Material**

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

**NASW Competency Requirements/Nondiscrimination**

The NASW Code of Ethics states,

Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of the people for whom they have a professional responsibility. (§ 4.05a)

The Code encourages social workers, including students, who believe that these difficulties are interfering with their professional judgment and performance to “seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.” (§4.05b)

2-Year MSW Program students who are experiencing physical or emotional health difficulties may contact Campus Health Services online or by phone by calling (919) 966-2281 for assistance. Additionally, students who believe they may have a disability can self-identify with or seek reasonable accommodations through the UNC Office of Accessibility Resources and Service (919-962-8300; NC Relay T-711; accessibility@unc.edu).
The UNC-CH policy on nondiscrimination (full text [here](#)) states,

The University of North Carolina at Chapel Hill is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of race/ethnicity, color, gender, age, national origin, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity, or gender expression. The Equal Opportunity/ADA Office (which can be contacted at 100 E. Franklin Street, Unit 110, CB #9160, Chapel Hill, NC 27599-9160 or 919-966-3576) has been designated to handle inquiries regarding the University’s nondiscrimination policies.

**Mandatory Reporting and Duty to Warn**

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

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

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

**Criminal History Check**

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

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

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

Some field placement agencies require that the student pay for the criminal record check. In this case, the student will be reimbursed by the University up to the cost paid to the UNC-CH approved background check vendor.

Drug Screening

Some field placement agencies require drug screening of students placed with their agency. It is the student’s responsibility to inquire about drug screening requirements during the placement interview with the field instructor. Of the agencies that require screening, some conduct the drug screening themselves and some agencies require that the student obtain their own screening and provide the agency and/or the field office with the results. The UNC-CH Student Health Center does not provide this service for students. Students may be able to have a drug screen done by their personal physician. Other vendors may also be used for drug screening, especially for students who do not reside in the Raleigh/Durham/Chapel Hill area; however, the student should first confirm with the agency/field instructor whether the proposed vendor meets the agency’s requirements. Unless the field placement conducts the screening itself or chooses to pay for the screening, the student is responsible for the cost of the drug screen.

Should an agency refuse to accept a student for placement or retain a student intern (in the case of a random screen) due to the results of a drug screen, and such drug screen has been verified by the drug-screening vendor’s medical review officer, the student must contact the Assistant Dean of Field Education who will consult with the Associate Dean for Academic Affairs, and may refer the student for a professional-level substance abuse assessment. (In the case of a student enrolled in the 2-Year MSW Program, the student will be referred to the UNC-CH Counseling and Wellness Program.) The student will be asked to sign a consent form for release of information permitting Counseling and Wellness to report the results of the assessment to the School. Based on the assessment results—and as evaluated on a case-by-case basis by the Assistant Dean of Field Education in consultation with the Associate Dean for Academic Affairs—the Assistant Dean of Field Education will make a plan with the student regarding continued matriculation in the School of Social Work. The plan may include receiving a letter from a treating therapist stating that a student is ready to return to an agency setting. Only on completion of this plan may the student once again be referred for a field
placement. Given the time required to complete this lengthy process, students need to be aware that their matriculation in the program might be delayed.

A positive drug test result could be grounds for an agency declining to accept a student. As a result, the Field Education Office may not be able to identify field placements for a student with an unexplained, positive drug screen that has been verified by a medical review officer. In a case in which a field placement cannot be identified, completion of degree requirements is not possible, and the student will not receive the MSW.

Verification of Health Status

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

Sharing Student Information

The School of Social Work takes a collaborative approach to student learning. In the educational interest of the student, it is sometimes necessary to confer with faculty, staff, field instructors, and other agents of the University regarding the student’s academic progress and professional development. The purpose of these consultations is to support and assist the student in their educational endeavors. For more information, please refer to the UNC-Chapel Hill Policies and Procedures under the Family Educational Rights and Privacy Act of 1974 here.

In accordance with federal law and University Policy, the Assistant Dean for Field Education has been designated a Campus Security Authority and Responsible Employee at UNC. This means, the Assistant Dean for Field Education has a responsibility to notify the Equal Opportunity & Compliance Office (EOC) when a student discloses that they or someone they know has experienced interpersonal violence, sexual violence, stalking, discrimination, or harassment. This responsibility also means that the Assistant Dean for Field Education has a duty to notify the Department of Public Safety if he or she becomes aware of certain other crimes (e.g., robbery, arson). The Assistant Dean for Field Education is required to share the known details of any reported incidents; however, the Assistant Dean for Field Education will not share the information with anyone outside EOC or the Department of Public Safety.

Following any report made to the EOC, the EOC staff will reach out to the student via e-mail to share information about the student’s rights and options following an incident. The student can choose whether she or he wants to respond to this e-mail. When the Assistant Dean for Field Education makes a report as a Responsible Employee, it does not mean that the student will be required to participate in any University process.

Transportation
Students are responsible for their transportation to and from their field placements. Commute time may not be counted as field hours. Many field placements offer community-based services and the majority of field sites require the use of a vehicle for field work, which means that most field placements will require the student to have a car to perform field-related tasks such as transporting clients, community outreach, home visits, community work, or attending meetings. In these circumstances it is the responsibility of the agency to specify whether the student will drive as a part of their essential duties within their field placement and to manage any state law and agency policy regarding certification of NCDL and automobile insurance. It is the student's responsibility to provide documentation to the agency of their current North Carolina Driver’s License and proof of insurance coverage.

Students who use their own vehicles to transport clients may be liable in the event the client(s) or passengers are injured in the event of an accident, regardless of whether the student is at fault. Students should inquire about the agency’s insurance policy and whether that policy will cover the student and passengers when the student is acting on behalf of the agency. When using a personal vehicle for required educational training that is authorized by the University, the student’s personal automobile liability insurance is considered primary. The University does not reimburse the damage (or deductible portion) for any physical claims (i.e. comprehensive, collision). The University’s automobile liability insurance is provided on a secondary basis only, and the University will only respond once their limits are exhausted. The University of North Carolina at Chapel Hill is not responsible for managing any requirements for transportation or driving as a part of field placements and does not maintain insurance for driving as part of the essential duties of student’s internships.

Agencies are expected to reimburse students for mileage incurred when conducting agency business (not travel between the agency and the student’s residence). It is the student’s responsibility to inquire about this policy during their placement interview with the field instructor.

**Dress Code**

Students must follow the same dress code required of agency employees. Students must adhere to the placement agency’s policies regarding appearance such as professional dress, tattoos, or body piercings.

**Hooding Ceremony Policy for August/December Graduates**

MSW students who anticipate graduating in August/December may participate in May commencement ceremonies and be hooded; students must receive prior approval from the Associate Dean of Student Affairs. This policy primarily affects MSW students enrolled in dual-degree programs who have a summer practicum and major paper remaining in their program of study and students who are out of sequence and have 12 or fewer elective credit hours to complete. MSW students who will graduate in August/December and desire to participate in the May hooding ceremony are expected to (a) submit their graduation application by February of the graduation year; (b) be in good standing with the UNC Graduate School, including no incomplete grades or probationary status; (c) complete all required Generalist and Specialization courses by May; and (d) register for all remaining coursework in the first and/or second summer session.
Students wishing to participate in the hooding ceremony must receive approval from the Associate Dean of Student Affairs by May 2nd. The Associate Dean will respond with an e-mail to the student granting approval to participate in the hooding ceremony. A copy of the e-mail will be directed to the graduation coordinator.

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

XII. CRITERIA FOR EXCEPTIONS TO THE STANDARD FIELD PRACTICUM

A. Block Placements

Typically, field practice occurs concurrently with classroom courses. However, students may request a block placement as an alternative option. A block placement differs from the concurrent arrangement in two major respects: (a) a block placement is concentrated within a shorter time frame, and (b) a block placement is not taken concurrently with related academic course work. A block placement may be approved only after a student has completed the academic course work for the particular field placement (e.g. students must complete their Generalist academic coursework before starting a Generalist block placement, likewise, students must complete their Specialization coursework before starting a Specialization block placement). Students in distance education programs may not engage in Generalist block placements during the summer before their second year of study.

As this is an exception to the usual curriculum, available types of field placements for the requested timeframe may be limited. Students (non-dual degree) who have been approved for a block placement are encouraged to share their plan for completing classroom/field integration assignments with their classroom instructors.

Students are responsible for inquiring how a block placement will affect tuition; such inquiries should be made to the Academic and Student Affairs Office. Field fees must be paid for each field course that the student is registered for (i.e., a block placement incurs fees for two field courses).

The following criteria are set forth as means for guiding the process when students submit a proposal for a block placement. These criteria are essential elements that must be satisfied in evaluating requests for a block placement. Additional guidelines accompany each criterion. These guidelines offer further directions but are not mandatory. Each request will require an individual judgment. In addition, field education faculty must consider the availability of field sites suitable for block placements as well as screen for suitability of assignments to help ensure the requisite depth of learning is offered.

Requests for block placements are made by completing the Block Placement Proposal form; this form must be submitted by the designated date that either the Generalist or Specialization Field Education Planning Guide is due.
Approvals of block placements are based on the following criteria:

- **Compelling reason.** Students must outline in their proposal why they are requesting a block placement. For example, students might cite financial hardship, health related issues, need for accessibility resources, or family care giving situations as compelling reasons for seeking a block placement. The Assistant Dean of Field Education makes the final decision regarding approval of the block placement request.

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

**Student activities during academic year.** If a student receives approval for a block placement, students must be employed in a human services capacity or volunteer 4 hours a week in an approved setting that can provide them with the opportunity to integrate classroom work with practice and meet course requirements. If a student is requesting a block placement for the Specialization Field Practicum, the work or volunteer setting must be consistent with the chosen Specialization and field of practice. As a best practice, we recommend that students insure they are covered by professional liability insurance when volunteering for an agency. The UNC-CH, School of Social Work professional liability insurance does not cover students when they are not registered for a field education course or not placed in an approved field placement. Generalist students must also participate in the Generalist Field Seminar course held throughout the academic year.

**The Assistant Dean of Field Education must approve all requests for a block placement.** If the student is in a distance education program, the student’s request must first be approved by the distance education Program Director and distance education program field faculty (if applicable).

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

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

Students in block placements may not complete more than 45 field hours per week.

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

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

B. Exception to the 80:20 Ratio for Specialization Field Practicum

Typically, students are expected to be in a Specialization field placement with a minimum 80:20 ratio between their primary Specialization choice and the alternative Specialization choice. In exceptional circumstances, the School of Social Work will consider allowing students to have a 60:40 ratio between Specialization choices. This exception will be considered for students who have prior professional experience in social work (or a related field) and whose career goals justify this approach. Students who are granted this exception to field education are required to take an advanced theory/practice course from each Specialization (one of which may count as an elective). If a student is interested in making this request, the student should first talk with the Assistant Dean for Field Education, then their assigned field educations faculty member, then their plan of study advisor, and finally the Associate Dean of Student Affairs.

The procedure is as follows:

A. Consultation and signature:
   i. The student completes and signs the Exception Form.
   ii. Student consults with and obtains the Assistant Dean for Field Education’s signature, which indicates agreement with sufficiency and relevance of the student’s prior social work experience/career goals and the viability of a field placement setting.
   iii. Student consults with and obtains their field education faculty signature, which indicates that a field site has been identified and has committed to accepting the student.
   iv. The student consults with and obtains the signature of their assigned plan of study advisor, which indicates that the student will register for a Specialization HBSE/Practice Course from each Specialization.
   v. The student submits the form to the Associate Dean for Student Affairs for review and final approval.

B. The Associate Dean of Student Affairs has the following options:
   i. Sign and approve the exception request
   ii. Deny the request

C. The student will be notified of the outcome.

D. The original copy of the signed form will be maintained in the Office of Academic and Student Affairs. Student will also provide a copy of the signed form to the Field Education Office.

C. Exception to the Required Number of Hours/Week

On occasion, students request to reduce the amount of time they are in field to below the expected number of hours. When approved by the SSW and at the discretion of the agency, students may
complete fewer hours/week. However, students must complete the total number of required hours to receive credit for the course. Generalist students may not reduce their hours to less than 12 hours/week and Specialization students may not reduce their hours to less than 16 hours/week. Requests for reduction in field hours/week must be made to the assigned field faculty member with approval by the student’s field instructor and the Assistant Dean of Field Education.

D. Two Field Placements in the Same Agency, Unit, or Field Instructor

Achieving professional breadth is an important component of the School’s mission because breadth enhances the student’s ability to transfer knowledge and skills from one practice setting to another. Breadth is promoted through opportunities to practice within different organizations, with different client population groups, and through the provision of different types of services. Consequently, students are normally assigned to different organizations with different field instructors for the Generalist and Specialization field placements. Students may request an exception to this policy if they have compelling reasons to have both field placements in the same organization and/or with the same field instructor. In deciding whether to approve the exception, the Assistant Dean of Field Education will consider the following points:

- Has the student had previous significant social work experience with regular MSW supervision?
- Has the student previously worked in different social work organizations, with different types of services or functions, with different populations, with different issues or problems, and with different methods of intervention?
- Is a different field instructor available for the second placement?
- Do the learning activities differ substantially regarding the problems, tasks, client systems, and other pertinent factors the student will encounter?

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

E. Placement in Employing Agency

Placement in a student’s employing agency can be considered but must be carefully screened to ensure all required field elements can be met within that setting. Such placements allow students to complete part of their education while remaining employed in their home communities. When successful, new knowledge and skill are achieved in the student’s workplace with the diligence and support of the student, the School, and the employing agency. Setting up placements in employing agencies requires more effort than placements in non-employing agencies. Arrangement and approval of the placement plan requires the involvement of the student/employee, job supervisor, agency director (or designee), potential field instructor, and the Field Education Office. This extra attention is necessary to assure that the planned placement experience meets all School and accreditation requirements and does not duplicate current job tasks and responsibilities.

Close communication between the student, the employing agency, and the field education faculty needs to take place during the pre-placement stage and throughout the placement to ensure the student is engaged in new learning activities that allow the student to work on the nine core
competencies and related practice behaviors outlined in the School’s Field Education Program Manual and the Learning Agreement.

The School must be assured that it is possible for the student to achieve Generalist or Specialization Field Practicum competencies and practice behaviors in the employing agency. When placement in an employing agency is being considered, the practicum competencies and related practice behaviors must be reviewed in advance by the student and the student’s employer. The director of the employing agency (or designee) in which the student desires placement must assure the School and student that these objectives can be achieved in the agency; such assurance is indicated by the agency director’s signature on the Employer Based Placement Proposal form and, ideally, through attendance at a meeting to review the proposal with the field faculty. A representative approved by the agency must further affirm the agency’s commitment to the student/employee by serving as the student’s field instructor or task supervisor, both of whom participate in the development of the Student Learning Agreement. The agency is also required to sign a Memorandum of Agreement with the School of Social Work that outlines the responsibilities of both the School and the Agency.

The School must be assured that the employing agency recognizes the value of the student’s educational experience. The student/employee must be allowed the time and opportunity to become involved in discrete learning activities related to the School’s practicum competencies and practice behaviors that the student must achieve in field. Structural arrangements must be made to protect the learning environment from the incursion of conflicting employment demands. Consequently, the director of the employing agency needs to help the School, the student, and the agency create and maintain an environment for learning to take place. For example, a Generalist student may be considered an “employee” 2 days a week and a “student” 2 days a week.

The student must have a qualified field instructor who is not the student’s current direct work supervisor. A qualified field instructor meets all of the standards for field instructors outlined previously in this chapter.

The field placement learning activities may not be the same as the student’s employment duties and must ensure the role of student as a learner. The School must be assured that the student/employee has opportunities to engage in learning activities that are discretely identified and differ at some level from the student’s previous or current work tasks and responsibilities. Preferably, the employing agency will establish a separate learning environment by (a) having the student/employee placed in a different unit in the agency for the practicum experience; (b) having the student/employee work with a different client population than the clients in their current work; and, (3) having the student/employee use different social work intervention methods than those used in their current work. A change in only one of these conditions may not be sufficient to ensure an educationally sound experience. Several variations of this model can occur as long as the School is assured that the student will use new intervention methods, skills, and knowledge or will significantly expand on the methods, skills, and knowledge previously experienced by the student/employee. For example, sometimes an agency is too small to have different work units. Consequently, a student/employee might be placed in the same agency and the same work unit but, to help ensure that this student has a fundamentally different experiences, the agency will need to take steps to expand the student’s work role through special assignments.
Employer-based placements must be approved by the assigned field education faculty member and the Assistant Dean of Field Education. It is strongly advised that students considering an employer-based placement have completed their probationary period in their employing agency before requesting an employer-based placement because an unsuccessful probationary period is also likely to result in disruption of the student’s field placement.

**Process for Approving Employer-Based Placement:**

1. As soon as the student has identified an interest in exploring an employer-based placement, the student should complete the appropriate level of the Field Education Planning Guide and the Employer-Based Placement Proposal. The student should provide the assigned field faculty member with a copy of this proposal. The proposal must demonstrate how the proposed field placement will meet the criteria outlined above. The proposal must be completed regardless of whether the student is employed in the agency in a human services role.

2. The assigned field faculty member should direct the student to review online the Placement in Employing Agency policy in the *Field Education Program Manual*. The student then schedules a meeting with the assigned field faculty member to discuss the student’s current job responsibilities and the potential for an employer-based placement. The student is responsible for discussing the possibility an employer-based placement with their current work supervisor, requesting approval from the agency director, locating a proposed MSW field instructor, and brainstorming a potential list of activities. Information resulting from this process should be included in the Employer Based Placement Proposal.

3. As part of the field placement planning process, the assigned field faculty member will visit the agency to meet with the student, current work supervisor, agency director (or designee), and proposed field instructor. At this meeting, the field education faculty should provide handouts that include (a) the Rationale and Functions of the Field Program, (b) the policy regarding Placement in an Employing Agency, (c) the Field Practicum Competencies and Practice Behaviors, and the standards for field instructors.

4. During this meeting, the assigned field faculty member should learn about the mission of the agency, its function and services, and the student’s current job responsibilities. If the agency is unfamiliar with the School of Social Work, the field faculty should go over each of the handouts identified above and provide a brief description of the field placement process and requirements. The student should present some ideas of learning activities that are distinct from their current job responsibilities and that meet personal and School learning goals.

5. The agency representative, field faculty member, and the student should also discuss the student’s schedule. For example, when field activities take place will they be counted as part of the student’s current workload; if not, how will the student complete both job and field requirements? If each of the parties involved in the discussion is comfortable with the plan that has been discussed, the assigned field faculty member will present the student’s proposal to the Assistant Dean of Field Education for final approval. The Assistant Dean of Field Education may approve, request clarification, suggest areas for improvement, or deny the request. This decision will be communicated to the student in a timely manner, generally within 2 weeks of final proposal submission.
6. The Employer-based placement proposal must be completed and signed by all parties to the proposal before the placement can begin.

Role of the Off-Site Field Instructor and Task Supervisor

The student is responsible for locating a qualified MSW field instructor. Occasionally, no potential field instructors available in the unit where the student will be completing a field placement. If this is the case, an off-site field instructor may be utilized. The field instructor might work at the same agency but within a different unit, or might not be an agency employee. In such cases, an on-site task supervisor assumes the responsibility for the daily supervision of the student while the off-site field instructor provides supervision to the student for at least 4 hours per month. Usually, supervision happens for one hour per week or for 2 hours every other week. If the off-site field instructor and task supervisor have never supervised UNC-Chapel Hill MSW students, they should plan to attend the New Field Instructor Training.

During the Field Placement

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

When Practicum Status Changes to Employment

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

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

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

Please refer to the Frequently Asked Questions (FAQ) on Employer Based Placements, which is located in the Appendices (Chapter VII).

F. Ad-Hoc Placements

The field education faculty is always interested in developing new field placement sites and encourages students to suggest new training sites. However, all placements must be arranged according to the policies and standards of the School of Social Work’s Field Education Program and approved by the Assistant Dean of Field Education. Site approval is usually a 10 to 12 week process for domestic field placements and can take as long as 6 to 12 months for international field placements; therefore Specialization planning is required to avoid a delay in the start of placement.

Student Ad-Hoc Placements are defined as those placements that are developed by the student in collaboration with the Field Education Team as a result of the student’s individual learning interests and needs. To develop an ad-hoc field placement, the placement must meet all of the agency and field instructor criteria as outlined elsewhere in this manual. The process for developing an ad hoc placement is described below:

Before the Placement Begins:
As soon as the student has identified an interest in exploring an ad-hoc placement, the student should meet with their assigned field education faculty member to discuss the proposed field placement site, potential field instructor, and how the placement will meet the student’s learning needs. The student will submit the Ad-Hoc Placement form to the Assistant Dean of Field Education for approval.

If the proposed placement is in North Carolina, a field education faculty member will visit the agency and meet with the proposed field instructor/task supervisor to discuss the following issues: (a) the mission and purpose of the agency, (b) the agency’s function and services, and (c) the proposed tasks for student learning. If the proposed field instructor/task supervisor is unfamiliar with the UNC-CH School of Social Work Field Education Program, then the field faculty will also go over field practicum goals and objectives, required training for field instructors/task supervisors, and the paperwork required by the Field Education Program.

If the placement is located outside of North Carolina but within the United States, then the field faculty will conduct the agency interview by telephone. It is also possible that coordination for field advising may occur with another accredited MSW program. If the placement is an
international field placement, then the Criteria for the Consideration of International Field Placements will be used to evaluate the proposed placement.

**Role of the Off-Site Field Instructor and Task Supervisor:**

The student is responsible for locating a qualified MSW field instructor. Occasionally, no potential field instructors are available in the unit where the student will be completing the field placement. If this is the case, an off-site field instructor may be utilized. This field instructor might work at the same agency but within a different unit, or might not be an employee of the agency. In the case of an off-site field instructor, an on-site task supervisor assumes the responsibility for the daily supervision of the student, while the off-site field instructor provides supervision for the student for at least 4 hours/month. Usually, supervision happens for one hour per week or for 2 hours every other week.

**During the Field Placement:**

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

**G. National (out-of-state) and International Field Education**

The Field Education Program develops national and international placements with students on a case-by-case basis. These placements are developed for *Specialization* fieldwork experiences and are generally delivered through a block placement model either the fall of the Specialization year or the summer following the completion of course work. Successful completion of the required HBSE Theory/Practice course is a requirement prior to the beginning of a block field placement. Dual-degree students may also complete a national or international field placement, the timing of which varies according to the dual-degree matriculation.

National and international field placements must meet all UNC-CH and CSWE Field Education policies and standards as outlined in the *Field Education Program Manual*. Generally, international field placement sites have specific requirements related to previous experience in a developing country. Students requesting national and international field placements must demonstrate the following:

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

When considering a national or international block placement, the student should complete the Request for the Placement Exception in the Field Education Planning Guide and submit the request.
to the Assistant Dean of Field Education for review. Depending on where the field site is located, the Assistant Dean of Field Education may contact the Director of Field Education at a school of social work in that location and ask that Director of Field Education to identify a practicum site and a local person to serve as a liaison. Alternatively, the Assistant Dean of Field Education may ask the student to identify a field site that she or he is interested in and then assign a UNC-CH field education faculty member to serve as a long-distance liaison. When seeking field sites, students should communicate regularly with their field faculty member about their plans.

As in all placement options, students are responsible for making their own arrangements for travel, visas (if required), lodging, food, and other living expenses. The UNC-CH School of Social Work does not make nor is responsible for any logistical arrangements for national or international field placements.

Information/Criteria for the Consideration of International Field Placements

The following information/criteria are required by the UNC School of Social Work for consideration of international field placements:

1. Name of agency considering student for fieldwork
2. Website of agency
3. Main contact at agency
   a. Full Name:
   b. Title:
   c. Phone:
   d. Email:
4. Location of proposed field placement:
5. Mission/purpose of agency:
6. Description of primary services delivered by agency and the client population(s) served:
7. Description of experiences the student will have in this placement, correlated to the appropriate Learning Agreement:
8. Language requirements for student:
9. Dates of proposed travel:
   a. Start Date:
   b. End Date:
10. Dates of proposed placement
   a. Start Date:
   b. End Date:
11. Information about on-site field instruction or task supervision, (including the on-site field instructor/task supervisor résumé or curriculum vitae, including position title and educational degrees:
12. If no on-site MSW field instructor is available, proposed plans and information about MSW supervision, including the proposed supervisor’s résumé or curriculum vitae:
13. Accessibility of electronic communication hardware and software:
14. Financial arrangements of the placement (e.g., stipend for student, resources for student travel, housing subsistence, honorarium for the placement agency for supervision):
15. How the completed field education memorandum of agreement, Learning Agreement, monthly report, and competency evaluation forms will be translated into another language (if applicable):
Students completing an international field placement are required to complete the following steps prior to traveling abroad:

1. Review all UNC policies regarding international travel.
2. Review the Current Warnings and Restrictions on UNC-Sponsored Travel:
3. Register your travel in the UNC Global Travel Registry (currently offline) and sign any required Waivers based on your destination.
4. Enroll in MANDATORY GeoBlue Travel Health Insurance.
5. Review U.S. State Department International Travel information.
6. Register with U.S. State Department Smart Traveler Enrollment Program (STEP):
7. Review information regarding your destination provided by the Centers for Disease Control (CDC).
8. Visit the UNC Campus Health Services International Travel Clinic:
9. Provide the assigned UNC School of Social Work Field Education Program field faculty member with the following information:
   a. Student E-mail address or addresses
   b. Student in-country cell phone telephone number
   c. USA emergency contact information
   d. Confirmation of GeoBlue enrollment

IMPORTANT INTERNATIONAL TRAVEL RESOURCES:

1. UNC:
   a. UNC Global: Andrew Hunt, andrew_hunt@unc.edu or +1.919.962.2198
   b. UNC Department of Public Safety (UNC Police): 1.919.962.8100
2. GeoBlue International Travel Health Insurance:
   a. Website: www.geobluestudents.com
   b. Email: assist@hthworldwide.com
   c. Phone (outside the U.S.): +1.610.254.8771 (call collect)
   d. Phone (inside the U.S.): 1.844.268.2686
3. Centers for Disease Control (CDC)
4. U.S. State Department

H. Taking Coursework Outside the School of Social Work

On occasion, either because students are enrolled in a dual-degree program or because they have a special interest, students request to complete coursework outside the School of Social Work. If coursework outside the School would require the student to be absent from the field agency on a scheduled field day, the student should first consult with the Field Education Office regarding the extent to which their absence from the field agency might affect their work with clients and the field agency. Field instructors must be notified of the possibility of the change in schedule and consent to this arrangement before the student registers for a course outside of the School of Social Work.
I. Independent Study in Field Education – SOWO 720

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

Students may decide to request an additional field placement experience, most commonly during the summer between the student’s Generalist and Specialization years. Students interested in this option should meet with the Assistant Dean of Field Education to discuss an Independent Study in Field Education, SOWO 720. Local and national placements are planned with the student’s assigned field faculty member; international placements are planned with the Assistant Dean for Field Education. Planning for local placements will begin after the Spring Break and will be considered a Specialization Generalist placement. An independent study proposal must be developed and approved by the Associate Dean for Academic Affairs. The proposal must include learning objectives, number of hours, and a written assignment. For a 3-credit hour elective, a minimum of 250 hours are required (although the agency may require more.) Placements will be made as agencies are interested and available. Students are responsible for paying per credit hour for course credit and for the current field education fee. Because this independent study is a field education course, students are eligible to earn a grade of P, L or F for the course.

The UNC-CH School of Social Work does not allow for additional field placements for students who have begun their final year and are on track to complete the 62 credit hours required for graduation. Students interested in additional training are encouraged to apply for post-graduate fellowships.

J. Plan for Two Placements within the Generalist or Specialization Year

The UNC Field Education program is designed for students to complete two distinct field placement experiences: one in the Generalist year and one in the Specialization year. For the purposes of continuity, it is required that a student plan to complete the required number of practicum hours at one agency for the Generalist field placement and one agency for the Specialization placement. As part of the learning agreement, students may include activities involving other agencies (e.g. shadowing someone at another, collaborative tasks, learning about another agency’s services). The School of Social Work does not accept requests from students to plan for two or more placement settings in either the Generalist or Specialization year.

XIII. FIELD PRACTICUM ACTIVITIES

This section outlines and describes the essential activities involved in the field practicum experience, the development of the Learning Agreement document, field advising, and the field placement evaluation process. The Field Education Program’s approach to the practicum experience is grounded in theories of adult and applied learning. The process of field instruction emphasizes
experiential learning that begins with the student’s knowledge and experience, builds on that base by adding new information (theory), and proceeds to the immediate application of that learning. Instrumental to this cycle of learning is evaluative feedback and self-evaluation. A supportive teacher-learner partnership is critical to these processes. Effective learning also requires students and field instructors to actively question theory and practice through critical analysis.

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

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

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

The Learning Agreement

The Learning Agreement is a collaborative document produced by the student and the field instructor. Due dates for the learning agreement are established by the Assistant Dean for Field Education. The student has primary responsibility for writing and designing the learning activities, which are a product of self-assessment, careful planning, and extensive discussion with the field instructor and the student’s assigned field education faculty member. This process requires students to take an active part in articulating assignments and tasks they plan to complete in field to aid them in accomplishing the practicum outcomes. The Learning Agreement provides a focus for student learning throughout the year, establishes and clarifies mutual expectations, and describes the means for evaluation of student competency. The basic process includes the following steps:

- Reviewing the field practicum policies and procedures;
- Developing an understanding of the required competencies and behaviors for the field practicum;
- Ensuring sufficient orientation to the field setting (the population served, the services provided, and the organizational structure);
- Conducting a self-assessment (student) and an assessment (field instructor) to identify the student’s strengths and areas for professional growth;
- Reviewing and incorporating each course syllabus into the Learning Agreement; and
- Delineating learning activities and tasks to meet the student’s learning goals and objectives.

The student Learning Agreement marks an important step in building the collaborative relationship between the student, the field instructor, and the assigned field faculty member. Developing the Learning Agreement provides students with an opportunity to structure their field experience in the way that will be most beneficial to their own educational needs and interests. Throughout the field placement, the student and the field instructor should review the student’s current Learning Agreement to assess the relevance of identified activities. Over the course of a field placement, new opportunities will arise, different interests will develop, and students will have a more realistic idea of what can be accomplished during the hours they are in the field, leading many students to desire changes to their Learning Agreement. Modifications to the Learning Agreement should be approved by the field instructor and submitted online to the assigned field education faculty member.
The Monthly Report

Students are expected to complete monthly reports with their field instructors.

The purpose of the report is to

- Provide an ongoing accounting of the student’s activities in the field setting;
- Afford the student an opportunity to reflect on their practice;
- Create a record of the student’s required hours in placement;
- Provide a means of identifying and communicating issues or problems that need a response by the assigned field education faculty member; and
- Provide some of the information the assigned field education faculty member will need to determine the field course grade.

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

The Competency Evaluation and Grading

Evaluation of the student’s progress in the practicum is an ongoing process. The student and field instructor share responsibility for evaluation of the student’s practicum experience and learning. The Competency Evaluation form should be completed each semester through discussions between the field instructor and student, as well as in consultation with the assigned field education faculty member. The field instructor and the student submit the evaluation online, and both sign the evaluation electronically. The evaluation becomes part of the student’s permanent record. Both the student and the field instructor should keep a hard copy of the signed document. The Competency Evaluation form must be submitted electronically to the Field Education Office by the last day of field for the current semester.

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

Supportive and continuous evaluation of students is important for many reasons. First, field instructors must assure their clients and the agency that the student is able to effectively and
efficiently complete assignments, and that the student is receiving adequate supervision. Second, our profession expects schools of social work and their affiliated training agencies to serve as gatekeepers to the profession by encouraging excellence and identifying students who face challenges in meeting social work competencies. Once identified, field instructors help these students to improve their competencies or counsel the student about leaving the program and considering an alternate career. Finally, students welcome and expect constructive feedback on their performance. Such feedback can increase the student’s awareness of strengths or challenges, increase the motivation to change, clarify expectations, target developmental and training needs, and positively affect student performance.

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

Multiple competency measures derived from a variety of methods not only promote effective student performance appraisals but also provide documentation of student growth. The following methods have proven useful to students and field instructors in the past. Identified strengths and needs can be addressed in weekly supervision and end-of-semester meetings with the assigned field education faculty member and student:

<table>
<thead>
<tr>
<th>Direct observation of student</th>
<th>Presentations</th>
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<tbody>
<tr>
<td>Video tapes</td>
<td>Audio tapes</td>
</tr>
<tr>
<td>Written records</td>
<td>Co-therapy/intervention</td>
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<tr>
<td>Collateral staff feedback</td>
<td>Client feedback</td>
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<tr>
<td>Student self-reports</td>
<td>Process recording</td>
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<tr>
<td>Work products</td>
<td>Quantitative outcomes measures</td>
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<td>Curricula</td>
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The following approaches are likely to contribute to a productive evaluation:
- Evaluation should be a continuous process rather than an occasional event;
- The field instructor and student should discuss the evaluation procedures at the outset of the field placement so there is mutual understanding of expectations and evaluation criteria;
- The evaluation should be a mutual, shared process. Evaluations are done “with the student,” not “to the student;”
- The principle focus (or exclusive focus) of the evaluation should be the competency of the student as a social worker rather than evaluation as a person;
- The evaluation should be a fair and balanced review of both strengths and needs and areas of growth as well as stagnation. Fair evaluation focuses on behavior and behavior patterns;
- The evaluation should focus on modifiable aspects of the student’s competency; and,
- Evaluation should be formulated with some consistency.
IV. FIELD PRACTICUM ORIENTATION TOOLS AND RESOURCE MATERIALS
FIELD EDUCATION
FREQUENTLY ASKED QUESTIONS (FAQs)

The following information provides a brief summary of the UNC-CH, School of Social Work’s Field Education Program. The UNC-CH, School of Social Work Curriculum Manual, and the Field Education Program Manual, provide more extensive information.

1. What is the purpose of field education?

   Field education is an integral part of both the Generalist and Specialization 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 faculty) and the agency via the field instructor. The relationships that develop among these partners create the environment that supports and guides achievement of the student’s learning outcomes.

   **Field Instructor**

   The major responsibilities of the MSW field instructor include helping the student select appropriate learning activities that support the development of social work competencies, evaluating the student’s competence, and providing weekly supervision. The field instructor is particularly instrumental in guiding discussions about social work values and ethics, providing a context for the student to understand social work practice, and helping the student integrate theories and skills learned in the classroom with the field setting. The field instructor should communicate regularly with the task supervisor to ensure that a consistent learning experience is provided for the student and to better understand the student’s strengths and challenges. The field instructor, task supervisor, and student should participate in a joint meeting with the field faculty three times each academic year.

   **Off-site field instructors**
When there is no MSW field instructor at the agency, an MSW affiliated with the agency may be assigned as the field instructor. The MSW may be a faculty member at the University, work in another program at the agency, or be a board member or volunteer. This individual should have a clear knowledge base of agency functioning and be familiar with the services provided and competencies necessary to be successful within this environment. Social work placements with external supervision can have advantages for students. They can provide placement experiences in non-traditional or emergent fields, allow for expanded multi-disciplinary work, used in rural settings in which MSW’s are less available, or may be associated with an employer-based placement. There are also potential challenges with this arrangement, such as the lack of a clearly defined social work role, and limited opportunities for field instructors to observe student performance in the placement.

**Task Supervisor**

Task supervisors guide and shape the student’s field experiences on a day-to-day basis. They offer a variety of learning activities and help the student facilitate completion of daily tasks. The task supervisor should be available to model practice behaviors, observe the student, and provide feedback to the student, field instructor and field faculty about student performance and progress toward achieving competencies.

**Field Faculty**

The primary responsibility of the field faculty is to support those experiences that enhance the professional development and skills of MSW students. The field faculty is the School of Social Work faculty member who serves as a liaison between the student and the agency. Field faculty foster collaboration between the field instructor, task supervisor and student, and visit the agency several times per academic year to meet with all parties. They are available to troubleshoot should any challenges occur in the placement.

**Student**

Students are expected to actively engage in translating and applying classroom learning to their experiences in field. Students should schedule weekly supervision with the field instructor and task supervisor and create agendas to guide those sessions. Students are responsible for communicating with the field instructor, task supervisor and field faculty about successes and challenges they experience in field.

**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 and Task Supervisor 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 online 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) UNC electronic library privileges; (b) an annual field instructors’ appreciation conference; 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. More information about training opportunities may be found here.

7. How is the placement assignment determined?

Generalist (1st year) practicum placements are made by the Field Education Program faculty in consultation with students. Specialization (2nd year) practicum placements are also made by the Field Education Program faculty in consultation with the students. Unlike the Generalist students, however, Specialization 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 generalist practicum students, we seek opportunities that will broaden their professional experience and address core knowledge in developing basic social work skills. In the generalist practicum students must engage in both direct and macro practice activities.
Specialization 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.

8. **What are the goals of the first (generalist) practicum?**

The generalist 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 (specialization) practicum?**

In their second year, students select a placement in their area of concentration. Students may choose either Direct Practice or Community, Management and Policy Practice. 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 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 discuss. 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.

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.

Typically, 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 generalist students are in their field agencies 16 hours per week on Wednesdays and Thursdays and full-time specialization students complete 24 hours of placement on Wednesdays, Thursdays, and Fridays (except for University and agency holidays) unless a special schedule is arranged. Thus, generalist students complete 60 days and specialization students complete 90 days in the field during the academic year.

Students in the Winston-Salem and Triangle 3-Year 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 generalist or specialization 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.

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 student’s 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 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.

21. What happens if a student requests a clinical/practicum accommodation in their field
placement through Accessibility and Resource Services (ARS)?

The School of Social Work aims to create an educational environment that supports the learning
needs of all students. The University of North Carolina - Chapel Hill facilitates the implementation of
reasonable accommodations, including resources and services, for students with disabilities, chronic
medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with
accessing learning opportunities. The Accessibility Resources and Service (ARS) office at UNC has been
established to coordinate all accommodations. If a student might need accommodations at any point
during the semester, they should contact ARS prior to the beginning of the semester or as early in the
semester as possible. Information about ARS is available their website or by calling (919) 962-8300. The
accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how
best to proceed. Approved accommodations will likely require coordination between the field education
faculty, the agency and the student. If a student inquires about receiving accommodations in their field
placement ask the student for their permission to contact the assigned field faculty member.
ORIENTING YOUR STUDENT TO PLACEMENT
A PRELIMINARY CHECKLIST

Each agency is different and will require a unique orientation plan. The items listed below are suggestions based on field instructor, student and faculty feedback.

BEFORE THE STUDENT ARRIVES

☐ Office or desk assignment is confirmed and area cleared
☐ Prepare initial reading material for student
☐ History of agency
  ☐ Brochures, annual reports, etc.
  ☐ Policy and procedure manual
  ☐ Information about the client population, the intervention models and the community
  ☐ Glossary or key to frequently used terms
  ☐ Examples of forms, reports, other recordings
  ☐ Information about key community resources
  ☐ Map of the community
  ☐ List of staff, phone numbers, office locations, position and role in the agency
  ☐ Other
☐ Memo to appropriate staff to remind them of the student’s arrival
☐ Receptionist is informed about the student and knows how to direct calls/visitors
☐ Student’s name on mailbox, in/out board, etc.
☐ Arrange for parking, name badges, etc.
☐ Develop an orientation plan and schedule

THE FIRST WEEK OF PLACEMENT

☐ Review with the student the agency’s history, mission, and target population.
☐ Introduce the student to others in the work area including administrative and clerical personnel
☐ Make a plan for lunch (or inform student of the usual lunch routine)
☐ Arrange a tour of the agency (be sure to include the bathrooms, supplies, copier)
☐ Provide the necessary keys, parking sticker, name badges, etc.
☐ Discuss work hours, appropriate attire, etc.
☐ Review telephone procedures and computer use
☐ Discuss the student’s role in the agency and how the student is to be identified
☐ Explain what the agency service delivery system does and does not do
☐ Review the orientation plan including the student’s responsibility for implementing the plan (e.g.: Is the student to arrange appointments with each department head to discuss the work of that department or will you arrange the meeting?)
Provide opportunities to observe the work of agency (the student may observe you or others in the agency.) Provide time to process the observations.

Review reference material which you have collected for the student to read during the early days of placement.

Discuss the Student Learning Agreement and formulate a plan to develop the Learning Agreement

THE FIRST WEEKS OF PLACEMENT

Discuss confidentiality policies and procedures
Review paperwork
Discuss how long in advance student should prepare for class projects related to field agency (e.g. interviews with clients and request agency documents)
Provide training related to safety issues
Discuss ethical issues that arise in the agency and mechanisms for resolving ethical dilemmas
Establish a schedule for weekly supervisory time and establish time for regular feedback
Discuss learning style and teaching style, communication style, and differences.
Create safety and open dialogue with student, especially when discussing diversity and difference. Be aware of and sensitive to the identities the student holds as they vary from one’s own identities.
Arrange opportunities to visit community agencies
Arrange visits to similar programs in other communities
Monitor orientation plan to ensure implementation
Review first draft of the Student Learning Agreement
Discuss agency policy on use of social media
Discuss time off (sick days, personal days, vacations) and the best way for the student to communicate with the supervisor.
GETTING TO KNOW YOU

To provide sound direct service, evaluate agency effectiveness or serve as a representative of your agency, it is imperative for you to have a thorough understanding of the various aspects of agency functioning. When beginning your field placement (or any new job), it is important that you learn as much as you can, as quickly as you can about your position, your agency, and the agency’s services and clientele. The ability to answer the questions below indicates you have a good grasp of your agency and your role in the agency. The required level of understanding is achieved through observation, questioning, reading agency policy and procedures, and being actively involved in your field placement. A thorough understanding will take months, so start on this exercise as soon as possible. Class assignments and discussions will also address many of these topics; thinking about these questions from the earliest days of your placement will give you an “edge” later.

PURPOSE, FUNCTION, & STRUCTURE OF YOUR AGENCY

1. What is the purpose of your agency?
2. How is the agency’s purpose legally spelled out?
3. What segments of the community support this program?
4. How was your agency established?
5. What types and range of services are provided by your agency?
6. Describe the formal structure of your agency? (Draw an organization chart, if this will help)
7. How many workers are employed in your agency?
8. What roles do volunteers fill in your agency? (If applicable)
9. What is the informal structure of your agency? (You will be better able to answer this question later in the semester.)
10. How is your agency funded? Does the agency receive public and/or private funds?
11. What is your total agency budget? How is this budget distributed among the various programs?
12. How is your agency related to the other social welfare agencies and services in the community?
SOCIAL WORK PRACTICE IN THE AGENCY

To the greatest extent possible, base your responses to the following questions on your own practice, including your observations, examples, and thoughts on your practice in the agency.

1. What seems to be the underlying rationale for the process, methods and techniques used in your agency?

2. How are workers trained in your program?

3. Does the agency provide ongoing, in-service trainings?

4. How is the social work process measured and evaluated?

5. What kind of knowledge and skills are you called upon to know and use in your social work practice?

6. What are the trends in the methods used by the agency, and what factors have influenced or driven these trends?

7. Describe the ways in which the client groups served by the agency influence the selection of methods, the ways in which those methods are implemented, and the outcomes.

8. What supervision methods are used? Is supervision provided to all workers or only new workers?

CLIENTS

1. Who gets defined as a client?

2. Who cannot be a client?

3. What are the differences between clients and non-clients?

4. How do the problems of clients get defined in your agency?

5. What is the process by which individuals or families become clients of the agency?

6. What are the characteristics of the clientele?

7. How do the characteristics of the clientele influence the methods typically used, the ways the agency has for helping, the goals of the agency, and the role of the client?

8. What must the client do to remain a client in the agency?

9. How are services to the client terminated?

10. What provisions are made for incorporating client feedback and input into the agency decision-making process?
PERSONAL ASSESSMENT FORM “CAN DO”
PERSONAL ASSESSMENT QUESTIONNAIRE
“CAN DO”

UNG-CH School of Social Work * Field Education Office
335 Tate, Turner, Kuralt Bldg. CB# 3550 Chapel Hill, NC 27599-3550
Phone 919-966-4916  FAX 919-962-3384

GENERALIST AND DIRECT HUMAN SERVICES

The following is a copy of the Personal Assessment Questionnaire. This is a tool that has been used in previous years to help students identify strengths and areas for professional growth. Its use is optional, but may be helpful in preparing your learning agreement.

As you read each item on the form, begin the statement by saying to yourself, “I can...” For example, Item 1 would read “(I can) prepare a program proposal.” Thus, the form has been nicknamed the “Can Do” form.

Try to be fair to yourself as you use the rating scale to assess what you know in a given area. The following categories have been provided:

- **NO**  “I do not know,” or “I have never done it.”
- **YES**  “I have had some practical experience.” You can draw on any paid or volunteer experience that you have had in a social work or related setting.

If you answer **YES**, then you must also circle 1, 2, or 3.

- 1  “Yes, but I need more practice.”
- 2  “Yes, I can do this adequately.”
- 3  “Yes, I can do this well enough to teach others.” (This response implies that you are also familiar with the literature or other teaching resources.)
- A  ACADEMIC EXPERIENCE means “I have had classroom/workshop experience.”

Sharing your completed “Can Do” form with your field instructor is a useful way to establish a supervisory relationship. A careful review of your responses will help both of you construct your Field Learning Agreement. For example, if you are not familiar with the components of the planning process (see Item 5), a specific learning objective and related activities could be designed to familiarize you with this aspect of the planner role. In this way, the “Can Do” form can help you take the first step towards meeting your educational/career needs.

Provided by Portland State University School of Social Work

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<th>Assessment Rating Scale</th>
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<tr>
<td><strong>NO</strong>  “I do not know,” or “I have never done it.”</td>
</tr>
<tr>
<td><strong>YES</strong>  “I have had some practical experience.”</td>
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<tr>
<td>1  “Yes, but I need more practice.”</td>
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<tr>
<td>3  “Yes, I can do this well enough to teach others.”</td>
</tr>
<tr>
<td>A  ACADEMIC EXPERIENCE means “I have had classroom/workshop experience.”</td>
</tr>
</tbody>
</table>
PERSONAL ASSESSMENT QUESTIONNAIRE
“CAN DO”
GENERALIST AND DIRECT HUMAN SERVICES

USE OF SUPERVISION

1. Use supervision to critically examine my own professional growth. NO YES 1 2 3 A
2. Identify those areas of learning where I need supervisory help and ask for it. NO YES 1 2 3 A
3. Plan ahead for supervisory conferences. NO YES 1 2 3 A
4. Organize and plan my work so that assigned responsibilities are carried out in a timely fashion. NO YES 1 2 3 A
5. Apply the skills and concepts I learn in one situation to another. NO YES 1 2 3 A

ROLE OF SOCIAL WORKER

6. Explain the role and function of a social worker to a non-social worker. NO YES 1 2 3 A
7. Apply social work values and ethics in work with clients and colleagues. NO YES 1 2 3 A
8. Work with other professionals/para-professionals as a member of a team. NO YES 1 2 3 A
9. Differentiate between representing a personal, professional, or organizational position. NO YES 1 2 3 A
10. Consult with persons from other disciplines on behalf of clients. NO YES 1 2 3 A

SELF-AWARENESS

11. Assess how my values, attitudes, and beliefs affect my perception of and my relationships with other people. NO YES 1 2 3 A
12. Recognize the influence my personal feelings have on my relationships with other people. NO YES 1 2 3 A

Assessment Rating Scale

NO... "I do not know." or "I have never done it."
YES... "I have had some practical experience."
1...... "Yes, but I need more practice."
2...... "Yes, I can do this adequately."
3...... "Yes, I can do this well enough to teach others."
A...... "I have had classroom/workshop experience."
13. Examine and change my own behavior when it interferes with successful client work. NO YES 1 2 3 A

14. Articulate and clarify my personal values, stereotypes, and biases about my own and others' race and ethnicity, sexual orientation, gender, and social class, and ways these may accommodate or conflict with the needs of clients from cultural groups other than my own. NO YES 1 2 3 A

15. Work effectively with people in subordinate positions. NO YES 1 2 3 A

16. Work effectively with persons in positions of authority. NO YES 1 2 3 A

17. Work effectively with persons from cultural groups other than my own. NO YES 1 2 3 A

COMMUNICATION SKILLS

18. Express myself clearly when speaking. NO YES 1 2 3 A

19. Express my ideas clearly in writing. NO YES 1 2 3 A

20. Utilize computer technology for written and visual presentation. NO YES 1 2 3 A

21. Present and defend my own point of view orally and in writing. NO YES 1 2 3 A

22. Openly discuss racial, class, gender, ethnic, sexual orientation, disability, and other differences and be able to respond to culturally-based cues. NO YES 1 2 3 A

ORGANIZATIONAL AND COMMUNITY CONTEXT OF PRACTICE

FIELD PLACEMENT SETTING

23. Identify the goals and purposes of an agency or organization. NO YES 1 2 3 A

24. Interpret formal organizational charts. NO YES 1 2 3 A

25. Locate and use informal communication channels in an organization. NO YES 1 2 3 A

26. Evaluate the impact of agency goals, structure, process, and physical environment on the services provided and on the help-seeking behaviors of clients from cultures different from my own. NO YES 1 2 3 A

27. Differentiate between interpersonal and organizational conflict. NO YES 1 2 3 A

Assessment Rating Scale

NO…"I do not know," or "I have never done it."
YES…"I have had some practical experience."
1…..."Yes, but I need more practice."
2…..."Yes, I can do this adequately."
3…..."Yes, I can do this well enough to teach others."
A…..."I have had classroom/ workshop experience."

3
INTER-AGENCY RELATIONSHIPS

28. Locate information about the formal social services that exist in a community. NO YES 1 2 3 A

29. Locate informal services (e.g., individuals, neighborhood networks) which can be used as resources. NO YES 1 2 3 A

30. Identify linkages, (e.g., contractual, procedural) that exist between agencies. NO YES 1 2 3 A

SERVICE POPULATION

31. Describe the characteristics of an agency’s client population. NO YES 1 2 3 A

32. Identify techniques for learning the cultures of client groups who differ from me due to race, class, gender, ethnicity, sexual orientation, or disability. NO YES 1 2 3 A

33. Identify the unique demographic characteristics of the community or geographical area that an agency or organization serves. NO YES 1 2 3 A

34. Identify gaps in an agency’s services and the clientele’s needs. NO YES 1 2 3 A

POLICIES AND PROCEDURES

35. Describe how an agency’s policies and procedures are developed. NO YES 1 2 3 A

36. Determine how an agency’s policies or procedures will affect service delivery to a client or client group. NO YES 1 2 3 A

37. Identify different approaches for service delivery to a client or client group. NO YES 1 2 3 A

38. Recognize and combat racism, sexism, heterosexism, classism, and the related stereotypes, and myths within individuals and institutions. NO YES 1 2 3 A

Assessment Rating Scale

NO...“I do not know.” or “I have never done it.”
YES...“I have had some practical experience.”
1......“Yes, but I need more practice.”
2......“Yes, I can do this adequately.”
3......“Yes, I can do this well enough to teach others.”
A......“I have had classroom/workshop experience.”
PROVISION OF DIRECT SERVICES

PROBLEM IDENTIFICATION AND ASSESSMENT

39. Differentiate between symptoms of intra-psychic stress and stress arising from the social structure. NO YES 1 2 3 A

40. Understand a problem(s) from the client’s point of view. NO YES 1 2 3 A

41. Figure out the key people who are involved in a problem. NO YES 1 2 3 A

42. Determine what specific information I need to better understand a problem. NO YES 1 2 3 A

43. Relate a client’s current problem to relevant past history. NO YES 1 2 3 A

44. Distinguish between what is inferred or ‘seems to be’ and what is factual information. NO YES 1 2 3 A

45. Systematically collect information within a theoretical framework. NO YES 1 2 3 A

46. Examine alternative explanations about the possible causes of a problem and its solution(s) after considering all known facts. NO YES 1 2 3 A

47. Develop an assessment of an individual or family that takes into account intrapersonal, interpersonal, and environmental factors. NO YES 1 2 3 A

48. Assess the dynamics of a small group. NO YES 1 2 3 A

49. Assess how characteristics such as race, ethnicity, economic status, sex, age, disability, or lifestyle affect a client’s situation. NO YES 1 2 3 A

50. Assess the meaning economic class, race, gender, sexual orientation, disability and ethnicity has for individual clients. NO YES 1 2 3 A

51. Assess a client’s needs, capacities, and readiness to benefit from intervention. NO YES 1 2 3 A

52. Synthesize information so that a clear intervention plan can be developed. NO YES 1 2 3 A

53. Change my mind about a problem based on new information. NO YES 1 2 3 A

54. Examine more than one solution (outcome) to a problem and choose the one that’s most feasible. NO YES 1 2 3 A

Assessment Rating Scale

NO ... “I do not know.” or “I have never done it.”
YES... “I have had some practical experience.”
1...... “Yes, but I need more practice.”
2...... “Yes, I can do this adequately.”
3...... “Yes, I can do this well enough to teach others.”
A...... “I have had classroom/workshop experience.”
55. Use research findings to assess the utility of alternative intervention approaches. NO YES 1 2 3 A

56. Evaluate new techniques, research, and knowledge as to their validity and applicability in working with culturally diverse client groups. NO YES 1 2 3 A

57. Work with a client to select goals for change. NO YES 1 2 3 A

58. Write outcome objectives in clear, behavioral terms so that results can be evaluated. NO YES 1 2 3 A

59. Negotiate a contract (working agreement) with a client. NO YES 1 2 3 A

60. Develop and justify a detailed intervention plan which "fits with" a problem assessment. NO YES 1 2 3 A

61. Actively involve a client in the intervention (change) process. NO YES 1 2 3 A

62. Pace the tempo of intervention to a client's capacity to change and to handle change. NO YES 1 2 3 A

63. Make changes in the scope and focus of the client's contract when they are indicated. NO YES 1 2 3 A

**INTERVENTION MODES**

64. Utilize the concepts of empowerment on behalf of all clients and communities. NO YES 1 2 3 A

65. Provide supportive counseling for an individual. NO YES 1 2 3 A

66. Provide long-term counseling for an individual. NO YES 1 2 3 A

67. Provide short-term (crisis intervention) counseling for an individual. NO YES 1 2 3 A

68. Provide marital or couples counseling. NO YES 1 2 3 A

69. Provide conjoint family therapy. NO YES 1 2 3 A

70. Provide supportive services to the family of a client. NO YES 1 2 3 A

71. Lead or co-lead a support or educationally focused group. NO YES 1 2 3 A

72. Lead or co-lead a psycho-therapeutic group. NO YES 1 2 3 A

73. Facilitate the development of a self-help group. NO YES 1 2 3 A

74. Act as a case advocate on behalf of a client. NO YES 1 2 3 A

75. Act as a case manager to plan and coordinate services for a client. NO YES 1 2 3 A

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**Assessment Rating Scale**

NO... "I do not know" or "I have never done it."

YES... "I have had some practical experience."

1...... "Yes, but I need more practice."

2...... "Yes, I can do this adequately."

3...... "Yes, I can do this well enough to teach others."

A...... "I have had classroom/Workshop experience."
76. Understand and articulate accurately the cultural context of each client and his/her community. NO YES 1 2 3 A

77. Act as a social broker to locate and match clients to appropriate community resources. NO YES 1 2 3 A

78. Use resources (e.g., agencies, persons, informal helping networks, research) on behalf of all clients and their communities, taking cultural issues into consideration. NO YES 1 2 3 A

79. Provide consultation, in an area of expertise I have, to other professionals or non-professionals. NO YES 1 2 3 A

TERMINATION EVALUATION

80. Determine when to end a contract with a client. NO YES 1 2 3 A

81. Terminate with a client and other people involved. NO YES 1 2 3 A

82. Compare the client's progress with what was originally planned. NO YES 1 2 3 A

HUMAN RELATIONS SKILLS

83. Use accurate empathy by communicating a concern for and an understanding of what a client is experiencing. NO YES 1 2 3 A

84. Show genuine interest in a client by use of congruent attending behavior. NO YES 1 2 3 A

85. Demonstrate respect by accepting the client's point of view as a valid perspective. NO YES 1 2 3 A

86. Use concreteness to assist a client to be more specific about personally relevant concerns. NO YES 1 2 3 A

87. Read non-verbal communication accurately. NO YES 1 2 3 A

88. Respond appropriately to pertinent non-verbal communication. NO YES 1 2 3 A

89. Respond to clients in a manner that is perceived as useful and relevant to their concerns. NO YES 1 2 3 A

90. Use appropriate self-disclosure to help clients explore and more clearly understand their concerns. NO YES 1 2 3 A

91. Use immediacy to focus on the here-and-now of worker/client relationships. NO YES 1 2 3 A

Assessment Rating Scale
NO.... "I do not know." or "I have never done it."
YES.... "I have had some practical experience."
1....... "Yes, but I need more practice."
2....... "Yes, I can do this adequately."
3....... "Yes, I can do this well enough to teach others."
A....... "I have had classroom/workshop experience."
INTERVIEWING SKILLS

92. Open a helping (counseling) interview and clearly establish its context. NO YES 1 2 3 A
93. Use a range of questioning skills in a timely manner. NO YES 1 2 3 A
94. Demonstrate diverse and appropriate responding skills. NO YES 1 2 3 A
95. Guide the direction and provide focus during an interview. NO YES 1 2 3 A
96. Close an interview and give direction for future contacts. NO YES 1 2 3 A

Assessment Rating Scale
NO . . . . "I do not know." or "I have never done it."
YES . . . . "I have had some practical experience."
1 . . . . . "Yes, but I need more practice."
2 . . . . . "Yes, I can do this adequately."
3 . . . . . "Yes, I can do this well enough to teach others."
A . . . . . "I have had classroom/workshop experience."
SOCIAL SERVICE ADMINISTRATION
AND MANAGEMENT

PLANNER ROLE

1. Prepare a program proposal.  NO  YES  1  2  3  A
2. Write a grant.  NO  YES  1  2  3  A
3. Develop a flow chart as a planning technique.  NO  YES  1  2  3  A
4. Write specifications for contracts and RFPs (Requests for Proposals).  NO  YES  1  2  3  A
5. Explain the components of the planning process.  NO  YES  1  2  3  A
6. Secure guidelines and regulations for federal grants.  NO  YES  1  2  3  A
7. Develop political strategies to ensure implementation.  NO  YES  1  2  3  A
8. Work and plan effectively with persons from groups culturally different from my own.  NO  YES  1  2  3  A
9. Assess the importance of cultural variables to client-related social problems.  NO  YES  1  2  3  A
10. Identify and develop resources (agencies, persons, informal helping networks, research) on behalf of all clients and their communities, taking cultural issues into consideration.  NO  YES  1  2  3  A

RESEARCH ROLE

11. Design a program evaluation supportive to issues of cultural diversity.  NO  YES  1  2  3  A
12. Implement and administer a program evaluation.  NO  YES  1  2  3  A
13. Call on appropriate statistical tests for data analysis.  NO  YES  1  2  3  A
14. Design a needs assessment with sensitivity to culturally diverse populations.  NO  YES  1  2  3  A
15. Explain the various approaches to designing/conducting a needs assessment.  NO  YES  1  2  3  A
16. Organize data for computer utilization.  NO  YES  1  2  3  A

**Assessment Rating Scale**

**NO**  ... "I do not know." or "I have never done it."
**YES**  ... "I have had some practical experience."
1 ....... "Yes, but I need more practice."
2 ....... "Yes, I can do this adequately."
3 ....... "Yes, I can do this well enough to teach others."
A ....... "I have had classroom/workshop experience."
17. Develop a management information system (MIS). NO YES 1 2 3 A
18. Write a scientific paper. NO YES 1 2 3 A
19. Utilize social indicators. NO YES 1 2 3 A

**FISCAL ANALYST**

20. Prepare a line item budget. NO YES 1 2 3 A
21. Convert a line item budget into a program budget. NO YES 1 2 3 A
22. Prepare contingency plans in budgeting. NO YES 1 2 3 A
23. Design a method to compute unit costs. NO YES 1 2 3 A
24. Compute a simple cost-benefit analysis. NO YES 1 2 3 A
25. Develop strategies for budget presentations to public bodies and funding groups. NO YES 1 2 3 A
26. Develop five year cost projections from a budget. NO YES 1 2 3 A
27. Develop output measures for program performance. NO YES 1 2 3 A
28. Design a Management By Objective (MBO) program. NO YES 1 2 3 A
29. Design fiscal strategies supportive of vulnerable populations. NO YES 1 2 3 A

**PERSONNEL MANAGEMENT/STAFF DEVELOPMENT**

30. Manage and supervise a culturally diverse workforce. NO YES 1 2 3 A
31. Organize and develop a staff development program. NO YES 1 2 3 A
32. Write a job description. NO YES 1 2 3 A
33. Deal with grievance and termination. NO YES 1 2 3 A
34. Evaluate and discuss employee performance. NO YES 1 2 3 A
35. Analyze organizational conditions, including issues of gender, race, ethnicity, and cultural diversity, that affect employee performance. NO YES 1 2 3 A
36. Develop and coordinate work assignments. NO YES 1 2 3 A
37. Delegate responsibility. NO YES 1 2 3 A
38. Enforce agency policy. NO YES 1 2 3 A
39. Utilize the dynamics of work groups. NO YES 1 2 3 A

**Assessment Rating Scale**

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YES... "I have had some practical experience."
1...... "Yes, but I need more practice."
2...... "Yes, I can do this adequately."
3...... "Yes, I can do this well enough to teach others."
A...... "I have had classroom/workshop experience."
40. Understand and deal with employee resistance. NO YES 1 2 3 A
41. Assess roles and role expectations that lead to role strains, including gender and ethnicity. NO YES 1 2 3 A

**CHANGE AGENT/ADVOCATE**

42. Conduct an analysis of an organization. NO YES 1 2 3 A
43. Develop strategies for organizational change sensitive to issues of gender, race, ethnicity, sexual orientation, and disability. NO YES 1 2 3 A
44. Locate both formal and informal power centers in an organization. NO YES 1 2 3 A
45. Distinguish authority figures from power figures. NO YES 1 2 3 A
46. Separate interpersonal conflict from organizational conflict. NO YES 1 2 3 A
47. Utilize the concepts of empowerment on behalf of culturally diverse clients and communities. NO YES 1 2 3 A
48. Plan structural changes and make recommendations to administrative personnel. NO YES 1 2 3 A
49. Organize people from diverse economic and cultural backgrounds into action groups. NO YES 1 2 3 A
50. Help culturally diverse community groups develop action strategies. NO YES 1 2 3 A
51. Understand and communicate accurate information about the cultural context of diverse client groups on behalf of their communities. NO YES 1 2 3 A

**POLICY ANALYST**

52. Recognize and combat racism, racial stereotypes, and myths in individuals and institutions. NO YES 1 2 3 A
53. Translate case data or service data into policy issues. NO YES 1 2 3 A
54. Describe the relationships between the political processes and the development of social policy and the issues raised by class, race and ethnicity, gender, sexual orientation, and disability. NO YES 1 2 3 A
55. Develop “culturally-sensitive” policy options for a practical problem. NO YES 1 2 3 A
56. Describe the formal steps in the legislative process. NO YES 1 2 3 A

**Assessment Rating Scale**

NO... “I do not know.” or “I have never done it.”
YES... “I have had some practical experience.”
1...... “Yes, but I need more practice.”
2...... “Yes, I can do this adequately.”
3...... “Yes, I can do this well enough to teach others.”
A...... “I have had classroom/college experience.”

12
ADMINISTRATOR/MANAGER

57. Plan and organize work in an efficient manner. NO YES 1 2 3 A

58. Evaluate the impact of agency goals, structure, process, and physical environment on the services provided and on the help seeking behaviors of clients from different cultural backgrounds. NO YES 1 2 3 A

59. Seek out and evaluate information. NO YES 1 2 3 A

60. Foresee the consequences of decisions with particular attention to issues of race, ethnicity, class, gender, sexual orientation, and disability. NO YES 1 2 3 A

61. Be firm, yet accepting, of subordinates. NO YES 1 2 3 A

62. Prioritize decisions. NO YES 1 2 3 A

63. Make quick and clear decisions. NO YES 1 2 3 A

64. Help organize a fund-raising campaign. NO YES 1 2 3 A

65. Implement an affirmative action plan. NO YES 1 2 3 A

66. Develop written personnel policies. NO YES 1 2 3 A

COORDINATOR

67. Explain and perform staff functions for a small group or committee. NO YES 1 2 3 A

68. Develop and conduct problem solving sessions. NO YES 1 2 3 A

69. Deal with frustrations of group problem solving. NO YES 1 2 3 A

70. Lead a group discussion. NO YES 1 2 3 A

71. Chair a meeting. NO YES 1 2 3 A

72. Manage conflict between organizations. NO YES 1 2 3 A

73. Analyze interorganizational relationships. NO YES 1 2 3 A

COMMUNICATOR

74. Articulate and clarify my personal values, stereotypes, and biases about my own and others’ ethnicity and social class, and ways these may accommodate or conflict with the needs of clients from cultural groups different from my own. NO YES 1 2 3 A

Assessment Rating Scale

NO ... "I do not know." or "I have never done it."

YES ... "I have had some practical experience."

1 ...... "Yes, but I need more practice."

2 ...... "Yes, I can do this adequately."

3 ...... "Yes, I can do this well enough to teach others."

A ...... "I have had classroom/workshop experience."
<table>
<thead>
<tr>
<th>No.</th>
<th>Task Description</th>
<th>NO</th>
<th>YES</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>Summarize large amounts of information in a page.</td>
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<tr>
<td>76</td>
<td>Make oral presentations to small groups.</td>
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<tr>
<td>77</td>
<td>Identify techniques for learning the cultures of racial, class, and ethnic groups other than my own.</td>
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<tr>
<td>78</td>
<td>Make public presentations to large audiences.</td>
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<tr>
<td>79</td>
<td>Express ideas clearly and precisely.</td>
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<tr>
<td>80</td>
<td>Prepare and deliver testimony for legislative committees.</td>
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<tr>
<td>81</td>
<td>State and argue a position.</td>
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<tr>
<td>82</td>
<td>Negotiate a personal contract.</td>
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<tr>
<td>83</td>
<td>Read nonverbal behavior and hidden agendas.</td>
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<tr>
<td>84</td>
<td>Write a press release.</td>
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<tr>
<td>85</td>
<td>Develop a media campaign.</td>
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<tr>
<td>86</td>
<td>Clarify and take directions.</td>
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<tr>
<td>87</td>
<td>Give clear and precise directions.</td>
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</tr>
<tr>
<td>88</td>
<td>Summarize information and make specific recommendations to superiors.</td>
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<tr>
<td>89</td>
<td>Openly discuss racial, class gender, ethnic, disabilities, and other differences and be able to respond to culturally-based cues.</td>
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</table>

**Assessment Rating Scale**

**NO**... "I do not know." or "I have never done it."

**YES**... "I have had some practical experience."

1...... "Yes, but I need more practice."

2...... "Yes, I can do this adequately."

3...... "Yes, I can do this well enough to teach others."

A...... "I have had classroom/workshop experience."
# ORGANIZATIONAL AND COMMUNITY CONTEXT OF PRACTICE

## SOCIAL AND ECONOMIC DEVELOPMENT

13. Identify formal and informal policies that have shaped communities.  
   NO \[YES\] 1 2 3 A

   NO \[YES\] 1 2 3 A

15. Develop culturally sensitive policy options for community needs.  
   NO \[YES\] 1 2 3 A

## CULTURALLY SENSITIVE COMMUNITY PRACTICE

16. Help culturally diverse community groups develop action strategies.  
   NO \[YES\] 1 2 3 A

17. Develop strategies for community change sensitive to issues of gender, race, ethnicity, sexual orientation and disability.  
   NO \[YES\] 1 2 3 A

18. Organize people from diverse economic and cultural backgrounds into action groups.  
   NO \[YES\] 1 2 3 A

## COMMUNITY AND ORGANIZATIONAL COLLABORATION

19. Organize community and agency meetings.  
   NO \[YES\] 1 2 3 A

20. Plan for services at the grass roots level.  
   NO \[YES\] 1 2 3 A

21. Create partnerships between social service and non-social service agencies.  
   NO \[YES\] 1 2 3 A

## KNOWLEDGE OF COMMUNITY

22. Apply strategic practice skills based on knowledge of community leaders and community history.  
   NO \[YES\] 1 2 3 A

## COMMUNITY PRACTICE INTERVENTION

23. Identify and develop resources (agencies, persons, informal helping networks, research) on behalf of clients and their communities.  
   NO \[YES\] 1 2 3 A

### Assessment Rating Scale

- **NO**: "I do not know," or "I have never done it."
- **YES**: "I have had some practical experience."
- **1**: "Yes, but I need more practice."
- **2**: "Yes, I can do this adequately."
- **3**: "Yes, I can do this well enough to teach others."
- **A**: "I have had classroom/ workshop experience."
24. Organize community members to develop a project. NO YES 1 2 3 A
25. Participate in activities that promote social justice. NO YES 1 2 3 A

RESEARCH ROLE
26. Create an asset-based community assessment. NO YES 1 2 3 A
27. Write a grant or proposal. NO YES 1 2 3 A
28. Use quantitative/qualitative methods for evaluation. NO YES 1 2 3 A

APPLIED THEORY
29. Utilize the concepts of empowerment on behalf of culturally diverse clients and communities. NO YES 1 2 3 A
30. Apply models of family/group decision making process to community planning efforts. NO YES 1 2 3 A

TERMINATION
31. Terminate successfully with clients/families and communities. NO YES 1 2 3 A

Assessment Rating Scale
NO... "I do not know." or "I have never done it."
YES... "I have had some practical experience."
1...... "Yes, but I need more practice."
2...... "Yes, I can do this adequately."
3...... "Yes, I can do this well enough to teach others."
A..... "I have had classroom/interaction experience."
Workplace Safety Policy and Procedure Checklist

Please use the following to discuss workplace safety policy/procedure with your field instructor/task supervisor:

1. Does your agency have written policy/procedure related to worker and client safety?
2. What violence related risk factors has the agency identified for this particular population and workplace?
3. Does the agency have guidelines or tools to assess for potential violence in clients/patients/consumers?
4. How frequently do clients/patients/consumers threaten, yell, verbally abuse employees/volunteers/students or use racial slurs, sexual remarks or other offensive/demeaning language?
5. Have employees/volunteers/students been physically assaulted or threatened by clients/patients/consumers?
6. How does the office arrangement contribute to or deter safety? (Location of desk, doors, windows, phone, potential weapons):
   - Are there parts of the building where access is limited to employees only (restrooms, breakrooms, etc.) or parts where access by clients is restricted?
   - What are the alarm systems (such as panic buttons, silent alarms, or personal electronic alarms, code words) that employees use to get immediate assistance? Are the alarm systems regularly tested?
   - Are there security guards employed at this workplace?
   - Are there metal detectors used at this agency?
   - Are there closed circuit cameras or mirrors used to monitor dangerous areas (if applicable) and where are they located?
7. What planning is in place for a situation where a worker feels uncomfortable or concerned about safety?
   - Are employees/volunteers/students trained by the agency on how to recognize and manage hostile and escalating behaviors?
   - Are employees/volunteers/students trained by the agency to handle threatening, aggressive or violent behavior?
   - Are medical and counseling services offered to employees/volunteers/students who have been assaulted?
   - Do employees/volunteers/students work where assistance is quickly available?
   - What is the policy for employees/students on informing someone of their whereabouts on home visits? How would an employee/student access help on a home visit?
8. Are employees/volunteers/students required to report incidents or threats of violence, regardless of injury or severity? What is the procedure for reporting?

Adapted from (2003) School of Social Work, University of Missouri Columbia Field Manual, p. 76

Updated 7/1/2017
MSW Supervision Outline

Date: ____________________

Follow-up issues from last meeting:

Issues to discuss (consider administrative, supportive, and educational aspects of supervision):

Area(s) of strength this week:

Area(s) that were challenging this week:

Competencies/behaviors addressed this week:

Learning activities completed this week:

Feedback:

__________________________  _______________________
Field Instructor             Student

Updated June 2018
## Planning Checklist of Specialization Year 2018/19

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Required Action</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/17/17</td>
<td>Attend Specialization Planning Field Education Overview by R. Brigham (12:15 – 1:30, Auditorium)</td>
<td></td>
</tr>
</tbody>
</table>
| 1/17/18 – 1/23/18 | Attend Informal Field Education Meetings (Optional)  
Bring your own lunch 12:15 – 1:30  
☐ 1/16 Schools, Child Welfare, and/or Child & Family/IDD (Rm 300)  
☐ 1/16 Adult MH and Substance Abuse (Rm 135)  
☐ 1/22 CMPP (Rm 300)  
☐ 1/22 Health Care/Aging/PrimeCare (Rm 500)  
☐ 1/23 Child/Adolescent MH (Rm 135) (12:00-12:50)  
☐ 1/23 Employer Based, Ad Hoc, Exception to the 80:20 Ratio, International Field Placements (Room 107) (12:00-12:50) |                                                                      |
| 1/10/2018 - 2/16/2018 | Meet with field faculty members(s) in area(s) of interest:  
☐ CMPP – Robin Sansing  
☐ Adult Mental Health/Substance Abuse – Jean Livermore  
☐ Child/Adol. Mental Health – Ronni Zuckerman  
☐ Aging – Denise Dew  
☐ Schools – Tauchiana Williams  
☐ Child Welfare – Amy Levine  
☐ Healthcare – Denise Dew  
☐ Children/Family – Ronni Zuckerman  
☐ IDD – Amy Levine |                                                                      |
| Ongoing        | Talk to students currently placed at agencies you may be interested in. DO NOT contact or speak with potential field instructors. |                                                                      |
| Ongoing        | Meet with faculty advisor or other trusted faculty member in the school. |                                                                      |
| 2/9/18         | Exceptions to the Standard Field Practicum Due (if applicable) |                                                                      |
| 2/16/18 noon   | Due on line - Concentration Field Education Planning Guide  
Including final three placement selections |                                                                      |
| 3/09/18        | Receive an email from the Field Education Office with the name and contact information for your proposed placement and field instructor |                                                                      |
| 3/9/18 to 4/5/18 | Contact & interview with prospective field instructor | After the interview, inform placement manager of accept/decline placement. (Have discussion with field faculty member before declining placement.) |
| Before 4/6/18  |                                                                 |                                                                      |
CONTRACT FOR COMPLETION OF GRADES OF INCOMPLETE

University of North Carolina at Chapel Hill
School of Social Work

CONTRACT FOR COMPLETION OF GRADES OF INCOMPLETE ("INC")

Student __________________________ PID# ________________________

Course ___________________________ Semster/Year ________________________

I agree that by receiving a grade of "INC" in the above course, I must submit satisfactory or above satisfactory work by the following deadline(s) as negotiated between myself and the instructor in order to have a permanent passing grade recorded for the course.

I will complete and turn in to the instructor the following assignments by the specified dates below:

________________________ by date: ____________

________________________ by date: ____________

________________________ by date: ____________

I am aware that if I fail to meet any deadline(s) specified above, it will be necessary to seek a renegotiation with the instructor. However, regardless of any renegotiations, if a new grade is not entered by ________________*, the grade of "INC" will be converted automatically to "F".

________________________ Date: ____________

(Signature of Student)

I agree to the above named terms for this student. Other comments I wish to make are:

__________________________

__________________________

(Signature of Instructor)

*For graduate courses the deadline can be set by the instructor any time up to 12 months after the conclusion of the semester in which the student was enrolled in the course. For undergraduate courses, please consult the Undergraduate Record.

The student is responsible for making and distributing copies of this signed agreement to the course instructor, Registrar, and Associate Dean.
GUIDELINES FOR USING TECHNOLOGY AND SOCIAL MEDIA IN SOCIAL WORK PRACTICE
Guidelines for Using Technology and Social Media in Social Work Practice  
UNC–CH School of Social Work  
Field Education Program

Social media channels, such as Facebook, Twitter, Instagram, Snapchat, and various blog sites are just a few examples of new and exciting ways to connect with others and share information. Likewise, technology has broadened social workers’ capacity to assess and manage information about clients, influence policy, address social justice issues, and receive supervision. However, the rapid growth of social media communication tools and their ease of accessibility can also have unintended and potentially damaging consequences if basic guidelines are ignored. Students are expected to adhere to social work values, ethics, and engage in professional conduct as outlined in the recently updated NASW Code of Ethics (effective January 1, 2018). In addition, NASW, ASWB, CSWE & CSWA released the Standards for Technology in Social Work Practice (hereafter referred to as Technology Standards) in 2017 related to social media communication tools and electronic/digital technology. These two sources provide guidance to students and practitioners regarding the use of social media and technology. The Code of Ethics and Technology Standards address many issues, including accurate representation of self, informed consent, privacy and confidentiality, conflicts of interest and dual relationships, separation of personal and professional communications, use of search engines, and accessing client records remotely, to name just a few. Utilizing technology and social media as a social work professional requires ongoing attention to numerous ethical challenges.

As a social work professional, it is important to consider whether you are using social media channels and technology for professional activities such as advancing social justice issues, advocating for vulnerable populations and promoting your professional identity versus using these sites to maintain contact with friends and family. Your professional image, that is, the professional self you develop that is guided by social work values and ethical standards, extends beyond the field agency and physical setting of an office. As social workers, we must be cognizant of the legal, ethical, and clinical responsibilities we have as professionals and that those obligations extend to the virtual world of the Internet and include the use of social media communication tools. As with the Hippocratic oath to “first do no harm,” it is imperative to consider how to be connected within the context of social media along with unrestricted access to information on the Internet, and while protecting yourself, your field site, your clients, the School of Social Work, and the profession.

As you get started in your field placement, it may be helpful to explore the following questions with your field instructor and/or task supervisor.

1. Does your field site have a policy on the use of social media and technology? If so, review the policy with your field instructor. If not, what expectation does the agency have regarding the use of social media and technology during field hours?
2. How much personal information is shared with clients and former clients as well as agency staff and professional colleagues?
3. What are the most common ethical concerns you should be aware of when using social media and technology as a professional social worker?

To help facilitate these conversations, consider the following topics for discussion with your field instructor and/or task supervisor.

**What are the agency guidelines regarding the use of Facebook and who can you friend?**
Managing friend requests and maintaining privacy settings is critical regardless of whether you use social media for personal and/or professional reasons. Allowing clients, former clients, or others in your professional circle to cross into your personal life may complicate and blur your professional boundaries. This is particularly tricky when managing Facebook accounts. As a professional, you must fully consider the extent of your privacy settings, how you will manage friend requests, your level of self-disclosure, and how you will monitor interactions on your site. Be aware that if you do not employ any privacy settings on your social media site, your profile is public and anyone can access your site. Additionally, people can see when you are tagged in photos, view comments made by others, note your status updates, and see who you’ve friended. All professionals must evaluate the scope of their social media connections. Since this is an emerging professional topic, some professionals may be cautious and guarded in their use of social media while others may be more open and exposed. It is your responsibility as a professional social worker to abide by the Code of Ethics and Technology Standards, including your virtual communications and use social work values and principles to guide your interactions.

**What privacy and confidentiality concerns should I consider when texting, emailing and/or using other communication tools such as Twitter or Snapchat?**
With the proliferation of handheld devices, accessing the Internet and connecting with others is literally in the palm of our hands. Text, email, Twitter, and Snapchat are quick and effective ways to communicate with others however many ethical, legal, and clinical issues must be addressed when using these communication tools. There is a huge potential for unintentionally sharing protected information so always use good ethical judgment. Be cautious about discussing information about your field placement, classroom work, or agency staff on your cell phone. Do not discuss confidential or private information about clients, colleagues, or agency practices even if you are disguising the information. In general, consider the security, privacy, and confidentiality of all communication methods and when in doubt, seek consultation and supervision before embarking into unfamiliar or uncertain areas.

**Can I check my personal social media accounts during field hours?**
In general, your time in field and the resources provided to you in your field placement are to be used for field related matters. Before using social media communication tools on behalf of your agency, be sure to seek approval of any messages or posts. Be careful not to endorse or promote a product, cause, or position without prior approval. If you have personal sites, it is best to maintain them on your own time using your own computer.
I know the Code of Ethics was recently updated. What standards specifically mention social media and electronic communication? The NASW Code of Ethics now includes a variety of standards that social workers must consider when engaging in the use of social media and electronic communication such as:

- **Standard 1.03 (e-i)** states that social workers should (e) discuss policies concerning use of technology in provision of services, (f) obtain informed consent during initial screening and prior to initiating services, (g) assess client’s suitability and capacity for electronic and remote services, (i) obtain client consent before conducting an electronic search on client except for compelling professional reasons.

- **Standard 1.04 (d,e)** states that social workers who use technology in the provision of services (d) should ensure they have the necessary knowledge and skills to do so in a competent manner, and (e) should comply with laws governing technology and social work practice in jurisdiction where they are located and regulated, and in jurisdiction where client is located.

- **Standard 1.06 (e-h)** states that social workers should (e) avoid communicating with clients using technology (such as social networking, chat, e-mail, text) for personal or non-work related purposes, (f) be aware that posting personal information on professional websites or other media may cause boundary confusion or harm to clients, (g) be aware that the social worker’s online presence with groups based on race, ethnicity, religion, immigration status, or other personal affiliations may affect ability to work effectively with particular clients, and (h) avoid accepting requests from or engaging in personal relationships with clients on social networking or other electronic media.

- **Standard 1.07(m-r)** states that social workers should use applicable safeguards (encryption, firewalls, passwords) when using electronic communications, (n) notify clients of breach of confidential information in a timely manner, (o) inform clients of any unauthorized access to social worker’s electronic communication or storage systems, (p) develop and inform clients about policies regarding use of Internet-based search engines to gather client information, (q) avoid searching or gathering information electronically unless compelling professional reasons and with client’s informed consent, and (r) avoid posting identifying or confidential information about clients on websites or social media.

The newly revised Code of Ethics contains additional updated standards which are not specifically noted above. Please take time to review and discuss these with your field instructor. Likewise, a review of the Technology Standards (which contains 55 specific standards, along with an interpretation of each standard) should be reviewed as well.

**What do all these changes mean for me?**

We all know there is no such thing as privacy on a social media site or the Internet. Comments can be forwarded or copied, posts and pictures can be found on search engines years after the initial publication, and archival systems save information even after you delete it. Always consider the image you are portraying by the photos and comments you post. Understand how privacy settings work and review them regularly. Refrain from providing too much personal
information such as your home address or full birth date. Don’t post in advance when you plan to be on vacation or away from home for an extended period of time. Be sure to project the image you want potential faculty members, future employers, advisors and friends to know you by. Social media channels provide an excellent means to build community; however, as you navigate these channels, do no harm to yourself, your field site, your clients, the School of Social Work or to the social work profession in the process. Be clear if you are sharing personal views and use good judgment regarding sensitive issues. Verify information before you post it, correct mistakes in a timely manner, and be aware of legal liability issues such as copyright infringement, defamation, and posting proprietary information.

**What should I do next?**
Take some time to review these guidelines and the newly revised Code of Ethics with your field instructor and seek to identify other ethical standards that are applicable in your practice setting. As a social work student, you are continually developing a professional identity and you must be cognizant that your private world has a greater likelihood of becoming public when using social media and other forms of technology. Field instructors, colleagues, and even clients may have access to information via the Internet that you would otherwise limit to your friends and families so we encourage you to consider the personal versus professional role of social media in your life and your field setting.
EMPLOYER-BASED PLACEMENTS FREQUENTLY ASKED QUESTIONS
EMPLOYER-BASED FIELD PLACEMENTS FAQs

Field education is a critical component of a social work degree program, providing opportunities to integrate classroom knowledge and to practice social work in a variety of real-world settings. The experience is supervised by professional staff members of participating agencies. Employer-based field placements may be developed for students to fulfill their field education requirements within their employing agency. The curriculum and objectives of an employer-based placement are identical to those of a student in a non-employment placement. The primary purpose of a field placement is to provide students with educational opportunities that lead to competent social work practice. Therefore, an employer-based field placement should not be viewed as simply an extension of current job duties but rather as a distinct student learning experience that assists in the development of knowledge and skills that are transferable across practice settings as well as an arena in which the student can develop a professional social work identity.

Frequently Asked Questions

1. Can a student do a field placement in their current place of employment?

Employer-based field placements are one option that can be developed for students to fulfill their field education requirements while retaining a connection to their employing agency. Employer-based field placements can provide students with the opportunity to continue employment with their agency while completing their Generalist and/or Specialization Practicum. Field placement assignments must be educationally appropriate to social work and engage students in new learning related to social work practice. An employer-based placement is possible only if the employing agency agrees to the placement and is willing and able to make accommodations to meet the student’s learning needs. Students requesting approval for placement in their employing agency must submit an Employer-Based Placement Proposal.

2. What factors contribute to the success of an employer-based placement?

Employer-based placements are most readily developed in agencies supportive of social work education and workforce development. An agency serving as a successful employer-based placement site generally has multiple functions or departments that can provide students/employees with exposure to new areas of learning relevant to social work. Additionally, employer-based placements are better suited to students whose employing agency is committed to retaining the students/employee; in turn, students/employees generally have been employed with the agency for a significant length of time and have demonstrated their commitment to the agency.

3. Who needs to be involved in setting up an employer-based placement?

Setting up placements in employing agencies requires more effort than placement in non-employing agencies. This extra attention is necessary to ensure that the planned placement experience meets all School requirements, required competencies and behaviors, and does not duplicate learning that the student/employee has already mastered as part of their current or past job duties. Arrangement and approval of the placement plan requires involvement of the following individuals: Student/ employee, job supervisor, an agency executive or administrator, potential field instructor, task supervisor (if applicable), and a field education faculty member from the School of Social Work. In most instances, a field education faculty member will visit the agency and meet with those listed above to determine if the proposed plan meets field placement requirements and to answer any questions. The Assistant
Dean of Field Education makes the final decision regarding approval of requests for employer-based placements on a case-by-case basis.

4. **What are the benefits of an employer-based field placement?**
Because the student/employee already knows and is oriented to the agency, he or she might initially have a less steep learning curve relative to others placed in a new agency. The student/employee also brings new learning back to the agency, which can enhance agency practice. The agency demonstrates its commitment to the student/employee’s professional development and education. The agency also retains a quality employee and protects its investment in the employee.

5. **What are the challenges of an employer-based field placement?**
Clearly separating student and employee roles can be difficult for both the student and other staff within the agency. It also can be challenging to ensure appropriate division of work load to accommodate student learning activities. As a result, the student role may be neglected or forgotten at times. The student/employee’s work colleagues also may feel confused or even resentful of the employee in a student role. In addition, employer-based placements can sometimes create sensitive situations in the workplace because students/employees might have greater access to agency leadership, meetings, and information than they had in their previous role in the agency.

6. **What is the process for obtaining an employer-based placement?**
A student must initiate a request for an employer-based placement; however, there is no guarantee that an employer-based placement will be approved as appropriate. The student must complete an Employer Based Placement Proposal, review the proposal with their employer (i.e., the job supervisor, an agency executive or administrator, field instructor, and task supervisor, if applicable), and then submit the proposal electronically to the Field Education Office. The proposal is then reviewed and if the placement is determined to be appropriate, the proposal received verbal approval from the assigned field faculty member and the Assistant Dean of Field Education; verbal approval can be given contingent on minor adjustments or revisions to the placement plan. Once a final version is agreed upon, the proposal must be signed by all parties. It is the student’s responsibility to obtain these signatures and return the signed document to the assigned field faculty member. A signed copy is kept on file by the School of Social Work. This signed proposal must be submitted to the School prior to the start of the field placement.

7. **What must be included in the employer-based proposal?**
It is the responsibility of the student to submit a proposal that meets the following criteria:

- Designated field placement activities that meet the educational competencies and behaviors appropriate for the student’s program (e.g., Generalist Curriculum; or Specialization Curriculum [Direct Practice Specialization; Community, Management, and Policy Practice Specialization; or Self-Directed Specialization]).
- Affirmation that the student is not a probationary employee (or that probation has been waived by the agency) and is an employee in good standing.
- Assurance of release time for course work and field education activities identified as unpaid by the agency.
- Field placement learning activities that are distinct from the student/employee’s regular employment tasks and responsibilities, and which involve working with different client system.
- The agency must ensure the role of student as learner.

The plan for field education must be educationally focused and must meet the criteria established for all of the School’s field education placements.
8. **Who can supervise the student’s employer-based field placement?**

The student’s field instructor must have an MSW and 2 years of post-degree experience and agree to provide the student with a minimum of one hour of supervision per week (or 2 hours every other week). The field instructor **cannot** be the student’s current job supervisor. If the agency does not have a person on staff who meets the criteria as a qualified MSW field supervisor, then the agency may look to other MSW social workers who are involved with the agency such as contract staff, volunteers, or board members, given that it is important that the field supervisor have a degree of familiarity with the agency and its services. If the agency selects an off-site field instructor, then an appropriate on-site task supervisor must be assigned (**cannot** be the student/employee’s current job supervisor).
PROFESSIONAL ORGANIZATIONS

COUNCIL ON SOCIAL WORK EDUCATION

The Council on Social Work Education (CSWE) is a national association that preserves and enhances the quality of social work education, ensuring social work practice that promotes the goals of individual and community well-being and social justice. CSWE pursues this mission by setting and maintaining policy and program standards, accrediting bachelors and master’s degree programs in social work, promoting research and faculty development, and advocating for social work education.

The School has been a member of CSWE since the organization was established in 1952. The School fully complies with all CSWE 2008 Standards for (a) program mission and goals, (b) explicit curriculum, (c) implicit curriculum, and (d) assessment.

NATIONAL ASSOCIATION OF SOCIAL WORKERS

The National Association of Social Workers (NASW) was formed in 1955 as the result of a merger of seven separate professional social work organizations. With more than 150,000 members in 55 chapters, NASW is the largest social work organization in the world. The NASW national office is in Washington D.C., and the North Carolina Chapter office is in Raleigh (telephone: 919-828-1341). Information about NASW, including membership forms can be found by visiting their website (www.naswdc.org).

The principal functions of NASW include provision of membership services, establishment of professional standards, provision of activities for professional development, and action and advocacy on behalf of the social work profession. The national staff directly lobbies at the federal level on issues related to the social work profession and the clients served by social workers.

Students in the School are entitled to full rights and privileges in NASW through a student membership. Members participate at all levels of the Association. The NASW National Board of Directors and each chapter’s Board of Directors includes a graduate student who is elected to the respective boards. NASW members work through their local chapters to enhance social work practice and to lobby for beneficial change in professional standards, social policy, salary levels, and other concerns. Some of the membership benefits for students include the following:

- Subscriptions to the quarterly journal Social Work and The NASW News, a monthly publication that includes job listings;
- Complimentary registration to the NASW annual conference as an on-site volunteer;
- Subscription to NASW-NC Newsletter, a monthly publication of the North Carolina chapter of NASW that includes regional job listings;
- Group rate health, life, and disability insurance coverage;
- Leadership opportunities on the local, state, and national level;
- Discounts on all NASW specialty journals;
• Low-cost malpractice insurance through the NASW Insurance Trust; and
• Access to professional competence recognition through the Academy of Certified Social Workers (ACSW).

Students are strongly encouraged to participate in NASW.

CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

The faculty of the School of Social Work subscribes to the NASW Code of Ethics for all social work practitioners, regardless of NASW membership status. The full text of the Code of Ethics is available in English and Spanish on the NASW website.

NATIONAL ASSOCIATION OF BLACK SOCIAL WORKERS

Membership in the National Association of Black Social Workers (NABSW) is open to Black people working in human services and is not predicated upon academic degree or experience. NABSW chapters have been established throughout the country, with links to chapters in Africa and the Caribbean.

From its inception, NABSW recognized the importance of students as it called for improved client/worker/administration relations. NABSW has financially supported an Office of Academic and Student Affairs that is student-operated and has full membership in the organization. NABSW emphasizes the recruitment, admission/hiring/retention, and graduation/promotion of African American students and faculty in schools of social work. In addition the NABSW's Education Committee focuses on social work curriculum development and monitors social work teaching (classroom and practicum).

The Triangle Association of Black Social Workers (TABSW) is a regional chapter of NABSW, which sponsors programs related to service delivery and policy making, including the adoption of Black children, family services, education, employment, and political education. A chapter in Charlotte offers similar programs.

TABSW is also an affiliate member of the North Carolina State Association of Black Social Workers (NCSABSW). This affiliation enables North Carolina chapters to interact with and support each other. NCSABSW sponsors an annual state conference to address relevant social work service needs of clients, students, practitioners, educators, and administrators, regardless of race or ethnicity.

Students are eligible to be full members, and they may form a unit within NABSW to express their concerns. NABSW encourages students and practitioners to be supportive of their mutual concerns for accountability and responsibility in social work service.

NABSW has annual conferences and educational tours. NABSW publishes the Black Caucus Journal and the NABSW Newspaper. Through its various committees on social welfare, NABSW addresses the needs of individuals, families, and communities. The organization engages in social action, research, and other activities to promote improvement in the civil, legal, health, and socioeconomic
status of Black people. NABSW has instituted a certification education process related to working effectively with Black clients.

**NABSW CODE OF ETHICS**

The NABSW Code of Ethics, adopted in 1971, can be found online [here](#).

**INTERNATIONAL FEDERATION OF SOCIAL WORKERS**

The Statement of Ethical Principles for the International Federation of Social Workers can be found online [here](#).

**NORTH CAROLINA SOCIETY FOR CLINICAL SOCIAL WORK**

The North Carolina Society for Clinical Social Work (NCSCSW) seeks to advance and promote the practice of clinical social work by

- Improving the qualifications and the effectiveness of the clinical social worker through high standards of education, experience, ethics, conduct, and achievement;
- Increasing and disseminating knowledge through workshops, student groups, short courses, and publications; and
- Engaging in advocacy, licensing, public education, and social actions.

The website for the NCSCSW can be reached [here](#).

Each spring, NCSCSW awards a scholarship to a second-year student to recognize promise in the field of clinical social work. Candidates for this award submit a case summary and meet with the Scholarship Committee to discuss their work.

NCSCSW also sponsors a mentoring program for recent MSW graduates that provides assistance in making the transition from graduate student to beginning clinical practice as a professional. If requested, the mentoring program will link a recent MSW graduate with a senior clinician.

NCSCSW also offers a Student Treatment Referral Service to students interested in low-fee psychotherapy. For more information on any of these programs, contact NCSCSW offices at 919-490-0192 or e-mail at ncscsw@aol.com.

**NORTH CAROLINA SOCIAL WORK CERTIFICATION AND LICENSURE BOARD**

The mission of the North Carolina Social Work Certification and Licensure Board ([NCSWCLB](#)) is defined on their website as follows:

The mission of the North Carolina Social Work Certification and Licensure Board is to protect the public by setting standards for qualification, training, and experience for those who seek to
represent themselves to the public as certified social workers or licensed clinical social workers and by promoting high standards of professional performance for those engaged in the practice of social work in accordance with the Social Worker Certification and Licensure Act.

Four levels of credentialing are available through the Board; three voluntary certifications for non-clinical social work practice, and one license which is required for clinical social work practice in the State of North Carolina. The following credentials are granted by the NCSWCLB based on the qualifications of the individual:

- **LEVEL A** - Certified Social Worker (CSW) — A person who is certified to practice social work as a social worker and is engaged in the practice of social work.
- **LEVEL B** - Certified Master Social Worker (CMSW) — A person who is certified to practice social work as a master social worker and is engaged in the practice of social work.
- **LEVEL C** - Licensed Clinical Social Worker (LCSW) — [MANDATORY for clinical practice] — A person who is competent to function independently, who holds self to the public as a social worker, and who offers or provides clinical social work services or supervises others engaging in clinical social work practice.
- **LEVEL H** - Certified Social Work Manager (CSWM) — A person who is certified to practice social work as a social work manager and is engaged in the practice of social work.

**Provisional License.** The Licensure Board offers a provisional license for social workers who have not satisfied the experience requirements for LCSW licensure: the **Licensed Clinical Social Worker–Associate** (LCSWA). Students who intend to apply for the LCSWA provisional license may apply during their last semester before graduation. Applying for the LCSWA license is advisable for students who are likely to seek employment in a role that requires the clinical licensure. Because the NCSWCLB considers these applications only once per month, a substantial time lag can occur between application and approval. LCSWA information, application requirements, and forms can be found on the NCSWCLB website.

**NORTH CAROLINA SUBSTANCE ABUSE PROFESSIONAL PRACTICE BOARD**

The North Carolina Substance Abuse Professional Practice Board (NCSAPPB) is the credentialing body for addictions counselors in the state of North Carolina. The NCSAPPB describes its purpose and perspectives as follows:

The Board provides opportunity for individuals working in the substance abuse field to become involved in the credentialing process at different stages of their professional development....The Board embraces the belief that the primary function of a substance abuse counselor is to provide therapeutic assistance to persons and families struggling with issues of chemical dependency and/or abuse. This assistance may take the form of individual, group, or family counseling, referral, aftercare planning and provision of information. In order to provide such assistance, the counselor needs to possess a thorough knowledge of alcohol and other drug addiction along with their corresponding withdrawal syndromes and other physiological side effects. ... Substance abuse counseling experience is, therefore, defined as supervised experience, full-time or part-time, paid or voluntary, working directly with the drug and/or alcohol client. This experience may be direct or indirect but must include all of the 12 Core Functions. Formal education or unsupervised work experience may not be substituted.
114 for the experience requirement. All experience must be appropriately documented by job
description and supervisor’s evaluation. (NCSAPPB, Credentialing Procedures Manual: 2012, p. 3.)

90.113.39. Standards for credentials.
The Board shall establish standards to credential substance abuse professionals. The
credentialing standards of the International Certification and Reciprocity Consortium/Alcohol
and Other Drug Abuse, Incorporated (IC&RC/AODA, Inc.) and the standards adopted by
professional disciplines granted deemed status or their successor organizations may be used
as guidelines for the Board’s standards. The Board shall publish these required standards.

90.113.31A. Definitions. (Excerpted for informational purposes)
The following definitions shall apply in this Article:
(c) The Board shall issue a license credentialing an applicant as a “Licensed Clinical Addictions
Specialist” if, in addition to meeting the requirements of subdivisions (a)(1) through (5a) of
this section, the applicant meets one of the following criteria:

(1) Criteria A. – The applicant:
   a. Has a minimum of a master’s degree with a clinical application in a human
      services field from a regionally accredited college or university.
   b. Has two years post-graduate supervised substance abuse counseling
      experience.
   c. Submits three letters of reference from Licensed Clinical Addictions Specialists
      or Certified Substance Abuse Counselors who have obtained master’s
      degrees.
   d. Has achieved a combined passing score set by the Board on a Master’s level
      written and oral examination administered by the Board.
   e. Has attained 180 hours of substance abuse specific training from either a
      regionally accredited college or university, which may include unlimited
      independent study, or from training events of which no more than fifty
      percent shall be in independent study. All hours shall be credited according
      to the standards set forth in G.S. 90-113.41A.
   f. The applicant has documented completion of a minimum of 300 hours
      supervised practical training and has provided a Board-approved
      supervision contract between the applicant and an applicant supervisor.

(2) Criteria B. – The applicant:
   a. Has a minimum of a master’s degree with a clinical application in a human
      services field from a regionally accredited college or university.
   b. Has been certified as a substance abuse counselor.
   c. Has one year of post-graduate supervised substance abuse counseling
      experience.
   d. Has achieved a passing score on a Master’s level written examination
      administered by the Board.
   e. Submits three letters of reference from either Licensed Clinical Addictions
      Specialists or Certified Substance Abuse Counselors who have obtained
      master’s degrees.

(3) Criteria C. – The applicant:
   a. Has a minimum of a master’s degree in a human services field with both a
      clinical application and a substance abuse specialty from a regionally
accredited college or university that includes 180 hours of substance abuse specific education and training pursuant to G.S. 90-113.41A.

b. Has one year of post-graduate supervised substance abuse counseling experience.

c. Has achieved a passing score on an oral examination administered by the Board.

d. Submits three letters of reference from either Licensed Clinical Addictions Specialists or Certified Substance Abuse Counselors who have obtained master’s degrees.

(4) Criteria D. – The applicant has a substance abuse certification from a professional discipline that has been granted deemed status by the Board. 

Note: Application under this criterion does NOT qualify for reciprocity through the IC&RC/AODA, Inc.

For additional information or clarification see the Credentialing Procedures Manual or the NCSAPPP website.

Social work students planning a first-or second-year field placement in a substance abuse setting should contact the Certificate in Substance Abuse Studies staff in the Behavioral Healthcare Resource Program, (919-962-5857, Suite #469) prior to placement for additional information required of students wishing to complete the Certificate as part of their MSW studies program.

NORTH CAROLINA SCHOOL SOCIAL WORK CERTIFICATE/LICENSE

School social workers are trained mental health professionals with a degree in social work (BSW, MSW, or PhD) and are licensed by the North Carolina Department of Public Instruction (NCDPI). School social workers must be competent in the following areas: social work philosophy, social work practice (especially direct and indirect services to children and families), school social work practice, knowledge of community resources, and knowledge of educational issues. UNC-Chapel Hill offers course and field work for students to be licensed school social workers at the MSW level upon graduation provided they meet the requirements listed below.

Graduate-level licensure in school social work requires applicants to do the following:

1. Successfully complete MSW course work in services to families and children or related areas. During their Specialization year, students can choose the Direct Practice Specialization or the Community, Management, and Policy Practice Specialization.

2. Successfully complete at least 400 clock hours of field practicum in a school social work placement.

3. Successfully complete an approved graduate-level course in school social work policy and practice.

4. Successfully complete an approved graduate-level course in education (e.g., educational policy, services to special children and their families, school law, or testing and measurement).

5. After graduation from the MSW program, the applicant completes a request for a School Social Work License and submits the application package to the Department of Public Instruction.
SAMPLE PERMISSION TO AUDIO/VIDEOTAPE RELEASE

PERMISSION TO AUDIOTAPE AND/OR VIDEOTAPE

I, _______________________________ give permission to

☐ audiotape     ☐ videotape

me and/or my child, _______________________. I understand that the tape will be transcribed and then erased by ___________________. The de-identified transcript will be used for his/her evaluation and training at the University of North Carolina at Chapel Hill School of Social Work.

I grant this consent as a voluntary contribution in the interest of education and knowledge. Therefore, I waive all rights for compensation related to this material. I further understand that accepting these conditions or withholding permission will not affect the kind, amount, quality, or cost of clinical services I or other family members receive at this institution.

__________________________________________
Signature

__________________________________________
Witness

_________________________    __________________________
Date                        Date
Purpose

This document is intended to define and clarify the roles of supervisors mentoring MSW students when both a field instructor and task supervisor are working with a student. According to the Council on Social Work Education, MSW students are required to be supervised by a field instructor who has an MSW degree and a minimum of two years of post-graduate professional experience. At times, a field instructor is not available to provide direct supervision for the daily work of the MSW student. In those situations a task supervisor may be assigned by the agency. The task supervisor may hold a degree in another field or have an MSW with less than two years of post-graduate experience.

Occasionally, the field instructor is off-site and is either not an agency staff member, or works in a different unit from the student. If the field instructor is off-site, the role of the task supervisor becomes particularly critical in enhancing student success.

Roles and Responsibilities

Field Instructor

The major responsibilities of the MSW field instructor include helping the student select appropriate learning activities that support the development of social work competencies, evaluating the student’s competence, and providing weekly supervision. The field instructor is particularly instrumental in guiding discussions about social work values and ethics, providing a context for the student to understand social work practice, and helping the student integrate theories and skills learned in the classroom with the field setting. The field instructor should communicate regularly with the task supervisor to ensure that a consistent learning experience is provided for the student and to better understand the student’s strengths and challenges. The field instructor, task supervisor, and student should participate in a joint meeting with the field faculty three times each academic year.

Off-site field instructors

When there is no MSW field instructor at the agency, an MSW affiliated with the agency may be assigned as the field instructor. The MSW may be a faculty member at the University, work in another program at the agency, or be a board member or volunteer. This individual should have a clear knowledge base of agency functioning and be familiar with the services provided and competencies necessary to be successful within this environment. Social work placements with external supervision can have advantages for students. They can provide placement experiences in non-traditional or emergent fields, allow for expanded multi-disciplinary work, used in rural settings in which MSW’s are less available, or may be associated with an employer based placement. There are also potential challenges with this arrangement, such as the lack of
a clearly defined social work role, and limited opportunities for field instructors to directly observe student performance in the placement.

Task Supervisor

Task supervisors guide and shape the student’s field experiences on a day to day basis. They offer a variety of learning activities and help the student facilitate completion of daily tasks. The task supervisor should be available to model practice behaviors, observe the student, and provide feedback to the student, field instructor and field faculty about student performance and progress toward achieving competencies.

Field Faculty

The primary responsibility of the field faculty is to support those experiences that enhance the professional development and skills of MSW students. The field faculty is the School of Social Work faculty member who serves as a liaison between the student and the agency. Field faculty foster collaboration between the field instructor, task supervisor and student, and visit the agency several times per academic year to meet with all parties. They are available to troubleshoot should any challenges occur in the placement.

Student

Students are expected to actively engage in translating and applying classroom learning to their experiences in field. Students should schedule weekly supervision with the field instructor and task supervisor and create agendas to guide those sessions. Students are responsible for communicating with the field instructor, task supervisor and field faculty about successes and challenges they experience in field.

Supervision Model

UNC Chapel Hill’s model of supervision for Field Education is based upon the work of Alfred Kadushin, who delineates three main types of supervision: administrative, supportive and educational. Administrative supervision involves the day-to-day management of the student’s work which may include discussing and explaining agency policies and procedures, assigning cases or other work tasks, reviewing and explaining paperwork and monitoring the student’s casework or other projects. Supportive supervision entails discussing student’s emotional reactions to the work and to the profession, and helping the student to develop self-awareness and implement self-care. In educational supervision the typical supervisory tasks include discussing theoretical approaches and strategies for interventions with client systems, reviewing ethical issues, and examining how issues in the social environment and particularly issues of diversity affect the client system. The task supervisor is primarily responsible for
providing administrative supervision while the field instructor provides the bulk of the educational supervision. Both supervisors offer supportive supervision. The diagram below provides a visual representation of the types of supervision each person is responsible for providing.

**Strategies for success**

When there are a number of different individuals working with the student, frequent, clear, and consistent communication is the key to success. Other critical elements include respect and trust between supervisors, commitment to student learning, and clear and early contracting (Maynard, Mertz & Fortune, 2015). The different responsibilities of the supervisors and characteristics of each supervisor need to be explored and made explicit. Field instructors and task supervisors should create a communication plan such as talking or emailing weekly to check in on how things are going with the student. They should also be mindful of due dates for learning agreement and competency evaluations, and plan to meet to complete those documents together. Finally, if any of the parties experience challenges, they should develop strategies to address them.
Students will need to build a strong relationship with both the field instructor and task supervisor and learn about the context and perspective of each individual. Students should engage in supervision with both the task supervisor and field instructor and should take responsibility for scheduling the hour-long supervisory sessions. Sometimes it works better for students and task supervisors to check in briefly each day to focus on daily tasks. Students should bring questions about tasks directly to the task supervisors.

Students should fully prepare for weekly supervision with the field instructor by creating a thoughtful agenda. Field instructors may ask students to analyze or role play interactions with clients and agency staff, in order to foster student reflection. Field instructors may also assign readings and ask students to do process recordings to compensate for the lack of direct observation of the student’s practice. Both the field instructor and task supervisor should collaborate to assist the student in designing the learning agreement, and complete the competency evaluation cooperatively. The field instructor is primarily responsible for the completion of the competency evaluation, but should include feedback from the task supervisor who may have more opportunity to observe student performance. Both should also review and sign the student’s monthly report and regularly communicate with each other about the student’s progression in developing social work competencies.

**Timing**

**Field Instructor and Task Supervisor Training**

If the field instructor and task supervisor are new to UNC Chapel Hill, it is recommended that they participate together in one of the training dates held each summer. During this training they can discuss how the information learned will be applied to their setting and how they will divide responsibilities and establish consistent communication. If the field instructor and task supervisor are unable to attend this training together, it is recommended that they meet prior to interviewing a potential student in order to plan for the field placement and to develop a common understanding of roles and responsibilities. The assigned field faculty is responsible for facilitating this meeting when the students are matched with an agency.

**Pre-placement Interview**

After a student has been assigned to an agency, the student should contact both the task supervisor and field instructor to schedule a pre-placement interview. It is best if all three can meet and discuss student learning opportunities and roles and responsibilities during the interview.

**Orientation**
As students begin their field placement, it is very helpful for the task supervisor and field instructor to meet and decide which aspects of orientation each person will provide. Typically, the task supervisor will coordinate orientation to the agency, and the field instructor will offer an overview of the profession, highlighting ethics, and schedule regular supervision with the student. This orientation checklist may be a resource to everyone. 


**Beginning of Field Placement**

During the first six weeks of field, the student should work with the task supervisor and the field instructor to identify learning activities that address the competencies and practice behaviors listed on the learning agreement and to complete the document. The assigned UNC field faculty will schedule a visit in late September or early October with the student, task supervisor and field instructor to review the learning agreement and discuss how the placement is going for all parties. Each month, both the task supervisor and field instructor should review and sign the student’s monthly report.

**End of Fall Semester**

In November (or toward the end of the first semester of placement) the field instructor and task supervisor should meet to discuss the student’s progress and to complete their portion of the competency evaluation. They should meet with the student to discuss observed areas of growth and identify competencies and practice behaviors of focus for the spring (or second) semester. The student, task supervisor, and field instructor will also meet with the UNC field faculty to discuss student progress in meeting competencies and to plan for the spring semester.

**End of Spring Semester**

In April (or toward the end of the field placement) the field instructor and task supervisor should meet again to complete the final competency evaluation. The same process should be used as previously, in which the task supervisor and field instructor meet with the student to discuss student progress, and then all meet with the field faculty.

**What if there is a problem?**

Even in the best of circumstances, challenges may arise for the student, field instructor or task supervisor. Ideally, consistent communication will help to smooth out any bumps that occur. However, one role of the field faculty is to help navigate any difficult situations, or questions about the field education program. Students, field instructors and task supervisors should not hesitate to contact their assigned field faculty with any questions or concerns.

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References


