



SCHOOL OF SOCIAL WORK
Field Education



Field Instruction Guide 2022-2023



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

Greetings!

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

The UNC School of Social Work's Master of Social Work (MSW) program has been named one of the top 10 social work programs in the country in the latest rankings by US News and World Report for the 2021 edition of "America's Best Graduate Schools."

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

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

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

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

FIELD EDUCATION FACULTY AND STAFF, 2022-2023

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SCHOOL MISSION

The hallmark of the social work profession is a dual focus on identifying pressing issues affecting vulnerable, marginalized populations and then developing and implementing novel interventions to assist these individuals, families and communities—all within a broad environmental context. Building on 100 years of excellence and service to the state of North Carolina and beyond, the SSW is committed to its work in understanding the etiology of social problems and advancing the design, development, and implementation of evidence-informed policies and practices to **advance equity, transform systems, and improve lives.**

FREQUENTLY ASKED QUESTIONS (FAQ's)

The following information provides a brief summary of the UNC-CH, School of Social Work's Field Education Program. The *UNC-CH, School of Social Work [Curriculum Manual](#)*, and the *[Field Education Program Manual](#)* provide more extensive information.

1. What is the purpose of field education?

Field education is an integral part of both the 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 on-line throughout the course of the year. Field instructors are also invited to participate in continuing education opportunities offered by the School.

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

Most field instructors tell us the greatest reward comes from helping others develop professional knowledge and skill. Though we can never fully compensate field instructors for the teaching they do, some of the direct benefits include: (a) 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 (final 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 interviewed) 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. A blank Memorandum of Agreement may be found at the end of this document.

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. Twelve-month 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. Twenty-month Advanced Standing students are in field for 190 hours per week (2 days a week) for two summers 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 MSW 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 \$2,000,000/\$4,000,000. 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 students casework or other tasks. Supportive supervision involves discussing student's various emotional reactions to the work and helping the student to develop self awareness. In Educational Supervision, the typical supervisory tasks include: discussing theoretical approaches and strategies for interventions with client systems, reviewing ethical issues, evaluating the effectiveness of interventions and examining how issues in the social environment and particularly issues of diversity affect the client system. In our Field Instructor training course we discuss each of these aspects of supervision and provide role played examples.

20. What 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 at <http://accessibility.unc.edu>, accessibility@unc.edu, or (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.

UNC-CH School of Social Work, Field Education Program
Field Practicum Hours
2022 – 2023

Individual student field placements for the 2021/2022 academic year may have different start dates, end dates, days of the week, and number of hours in each week. Students are expected to indicate the days of the week and number of hours, for a typical week, they will be in field on their learning agreement. Hours in field placement will be recorded in the student’s monthly report in SSWIS.

MSW Program	Summer 2022	Fall 2022	Spring 2023
12M AS	160	306	294
3YCh & 3YWS Generalist	NA	184	216
2YCH Generalist	NA	184	216
All Specialization	NA	306	294

Hours spent in Jumpstart, Field Seminar and working on Field Seminar Assignments are not counted as Field Hours.

Important Dates to Remember

All dates listed below are per the UNC academic calendar. If students begin their field placement or end their field placement on a different date, this must be agreed to with their field instructor and their field faculty must be notified. No student may complete their field placement before April 1 without prior approval from the Assistant Dean of Field Education.

Fall Semester, First Day of Field – Specialization students- Wednesday, August 17, Generalist students- Wednesday, August 24

Holiday – September 5

Learning Agreement – October 7

Fall Break – October 20 & 21

Fall Semester, Last Day of Field & Competency Evaluation Due – November 30

Spring Semester, First Day of Field - Wednesday, January 11

Spring Break - March 13-17

Wellbeing day and Holiday – April 6-7

Spring Semester, Last Day of Field & Competency Evaluation Due -Generalist- April 27, Specialization- April 28

GENERALIST FIELD PRACTICUM COMPETENCIES AND 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. Use and translate research evidence to inform and improve practice, policy, and service delivery.

¹ Council on Social Work Education. (2015). *Final 2015 Educational Policy (EP)*. Developed by CSWE Commission on Educational Policy (COEP). Retrieved from <http://www.cswe.org/File.aspx?id=79793>

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.

SPECIALIZATION FIELD PRACTICUM COMPETENCIES AND BEHAVIORS

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.

2021 MEMORANDUM OF AGREEMENT BETWEEN THE UNC at CHAPEL HILL SCHOOL of SOCIAL WORK and the agency

The School of Social Work of The University of North Carolina at Chapel Hill designates the above agency as an approved setting for field instruction in the School's program of graduate education for social work, by the signing of this agreement. Also, by the signing of this agreement, both the School and the Agency commit themselves to cooperatively provide field instruction for students of the School as described below. This agreement becomes effective on _____ and remains in force for a period of **three years** unless either the School or the Agency indicates a need for review or change. Minor adjustments may be agreed upon by letter which should be then attached to each copy of this document.

THE SCHOOL OF SOCIAL WORK AGREES TO:

1. Consider the perceptions and recommendations of the agency in all matters concerning its field instruction program;
2. Provide guidelines to students in preparing a learning agreement which includes student competencies and expected practice behaviors and field learning experiences;
3. Take final responsibility for decisions regarding appointment of agency-nominated staff members as field instructors/task supervisors for the School;
4. Carry final responsibility for the administration of the field instruction program, including decisions which affect the progress of the student, such as grades, credits, and field instruction hours in the agency;
5. Assume initial responsibility for the selection of student(s) to be placed at the agency, involve the agency in decisions regarding placement, and accept the agency's judgment as to the final acceptance of the individual student;
6. Provide the agency pertinent written information concerning student(s) selected for the placement in the Agency and final decisions regarding placement;
7. Provide consultation to the agency, field instructor/task supervisor(s) and other appropriate staff of the Agency regarding the general development of its field instruction program;
8. Provide a designated member of the faculty to serve as faculty liaison to the Agency in matters pertaining to field instruction. This Field Faculty member will:
 - a. Serve as principal liaison between the School and the Agency including appropriate communication with the Director of the agency and the Assistant Dean of Field Education;
 - b. Make periodic visits to the agency to assess the practicum setting, review student progress and consult with the Field Instructor/Task Supervisor on learning patterns or challenges;
 - c. Be available to the Field Instructor/Task Supervisor for as soon as possible consultation when requested; and
 - d. Share with the Field Instructor/Task Supervisor knowledge of the educational program of the School.
9. Provide opportunities for professional development of the Field Instructor/Task Supervisor(s) and other appropriate members of the agency staff through provision of meetings, institutes, and/or seminars; and
10. Provide professional student liability coverage (2,000,000/4,000,000).

THE AGENCY AGREES TO:

1. Accept students for placement in the agency, the exact number to be negotiated annually by the agency and the Field Education office;
2. Accept the assignment of students to the Agency without discrimination based upon race, color, national origin, age, sex, religion, disability, sexual orientation, gender identity/expression, or marital status;
3. Accept the guiding principle that any agency selected for field instruction should provide educationally sound field placements for MSW student learners;
4. Update annually the description of the placement (the function and purpose of the agency), including the learning opportunities anticipated, in order to help students and the School match students to placements;
5. Provide students with opportunities to participate in the overall agency program and activities as appropriate to educational needs, educational preparation, and competency development;
6. Accept and help to implement the mission and values of the School recognizing that field instruction should provide opportunities to reinforce learning from all areas of the School curriculum;
7. Provide qualified field instruction for the student(s) by the nomination of, subject to the approval of the School, those persons who will serve as Field Instructors/Task Supervisors;
8. Assure that each Field Instructor/Task Supervisor has adequate time within their work schedule to:
 - a. Meet the educational needs of the student, including: orientation to the Agency and its services; development of learning opportunities which include depth and variety; preparation for at least weekly conferences with each student;
 - b. Meet with the Field Faculty member at periodic intervals to discuss learning opportunities and student competence;
 - c. Attend required School-sponsored meetings, institutes, and seminars; and
 - d. Prepare reports and evaluations as required by the School.
9. Provide opportunities for planned student contact with Agency staff members, in addition to the Field Instructor/Task Supervisor(s), through whom appropriate learning opportunities can be provided.
10. Permit use of its facilities, as indicated, by students of the School during the period of placement, including:
 - a. Sufficient and adequate workspace for students,
 - b. Convenient access to a telephone if use of a student cell phone is not possible
 - c. Office supplies, as needed, in the performance of responsibilities; and
 - d. Access to client and agency records appropriate to the student's learning experience.
11. Provide for travel or reimbursement of such approved travel required of the students on behalf of clients/client systems. Obtain a copy of the student's driver's license and automobile insurance from student (if needed).
12. Provide the UNC School of Social Work with the results of drug screening tests of the student intern (if applicable). Obtain a copy of student health insurance from student (if required).

HOSPITAL PLACEMENTS

Hospital placements shall provide participating students and faculty with access to first aid and emergency care for illness and incidents occurring on the Hospital’s property. The individual student or faculty member will be responsible for the cost of such care. Students who experience an HIV or COVID-19 exposure incident should go to the UNC-CH Student Health Service or their own physician for appropriate emergency counseling and treatment if they are in the Chapel Hill, Raleigh, or Durham communities. Other students should go to:

_____ for appropriate emergency counseling and treatment. (Please indicate the location or locations where this counseling and treatment is available.) Students will be responsible for the cost of such counseling and treatment.)

In the event a student or faculty member is exposed to a communicable disease or requires first aid or emergency care for an illness or incident that occurs while they are performing placement responsibilities, such care is available at _____

_____ (Please indicate the nearest health care facility where these services are available.) The individual student will be responsible for the cost of such care.

Students who experience an HIV or COVID-19 exposure incident should go to the UNC-CH Student Health Service or their own physician for appropriate emergency counseling and treatment if they are in the Chapel Hill, Raleigh, or Durham communities. Those placed elsewhere can obtain emergency counseling and treatment at _____

_____ (Please indicate the nearest health care facility these services are available.) The student will be responsible for the cost of such counseling and treatment.)

Executive’s Name (PRINT)

Signature

Date

Rebecca Burgess-Brigham, Assistant Dean, Field Education The UNC at Chapel Hill School of Social Work

Signature _____

Student Field Placement Agreement

The University of North Carolina at
Chapel Hill School of Social Work

All students participating in a UNC-Chapel Hill School of Social Work (SSW) Field Education placement are required to follow the policies and procedures as outlined in the Field Education Program Manual (FEPM), the School of Social Work, the University, relevant State and Federal regulations and laws and the agency in which they are placed. All students must carefully review the information provided in the FEPM and in this document. Prior to beginning a field placement, students are required to read and sign this agreement.

Students are not required to participate in a field placement if they do not feel it is safe to do so. Graduation requirements remain the same. Students are encouraged to discuss questions and concerns with their assigned field faculty member, plan of study advisor, the Assistant Dean of Field Education and/or the Associate Dean of Student Affairs to determine what options might be available for their given situation.

1. I will act professionally and ethically. This includes, but is not limited to, adhering to the [NASW Code of Ethics](#), and the [SSW Technical Standards for Professional and Ethical Behavior](#), maintaining confidentiality and complying with all applicable federal and state privacy laws and giving priority to the rights and needs of clients over my own.
2. I will follow the policies, procedures, rules, regulations, programs, and operating standards of the placement agency and of UNC-Chapel Hill, including timely completion of all documentation and records required by the agency and SSW.
3. I will initiate and engage in academic and professional social work development through active participation in field seminar (if applicable), regular field supervision, and self-assessment of the Council on Social Work Education's nine social work competencies and associated practice behaviors as outlined on my Learning Agreement and Competency Evaluation(s).
4. I will accept supervision and instruction of the agency representative designated as my field instructor and task supervisor (as applicable).
5. I will provide accurate, timely and complete information to the field office, especially regarding my experience, legal involvement (arrests, criminal charges, convictions, or pleas) and other issues potentially relevant to field education.
6. I will secure authorization from my field instructor/task supervisor for use of any agency materials or records prior to using them in academic coursework. I understand that I am not to audio or video record interviews without special permission from the client and my field Instructor/task Supervisor. I will familiarize myself with and follow the [NASW Standards for Technology in Social Work Practice](#).
7. I understand that I am responsible for reading and understanding the field policies and procedures. Prior to entering field, I will review the contents of *the Field Education Program Manual*, with special emphasis on Chapter III of the Manual and on the following:
 - a. Process for matching a student to a field placement.
 - b. Attendance
 - c. Evaluation and Grading
 - d. Procedures for addressing placement concerns, termination, and reassignment of placement.
 - e. Safety Policy and Procedures
8. I give permission to share my name and agency placement name with other UNC-CH MSW students for purposes of student carpooling and/or student placement inquiry.
9. As members of the healthcare community, Social Work Students are expected to be good citizens who always promote and protect public health. This includes:
 - a. Monitoring your own health status, seeking appropriate medical care, and staying home when

advised to do so to avoid spreading communicable disease to fellow students, faculty/preceptors, colleagues, and patients;

b. Compliance with all public health guidelines, local regulations, and facility requirements; and

c. Completing immunizations, screenings, trainings, and other requirements of the University, School of Social Work, and field placement agency to assure that you are prepared for any situation you may encounter and to minimize risk for yourself, patients, and others.

10. I understand that Infections and communicable diseases are common in social work service delivery settings and may pose a threat to my participation in a field placement(s) as part of my education at the UNC-Chapel Hill, SSW. During the performance of social work activities, I may have contact with individuals who have AIDS (HIV), Tuberculosis (TB), Hepatitis (Hep B), COVID-19, and other infections. Although rare when proper preventive measures are used, this contact may result in exposure to infectious agents. If I have a potential exposure to an infectious agent, I will contact Campus Health (919)966-6573 (if eligible for campus health services) or my personal health care provider.
11. I understand that I must not attend my field placement if I am sick or if I have been exposed to someone who puts me at risk for illness. I will call Campus Health (919-966-6573) or my personal health care provider for advice. If Campus Health or my personal health care provider advises me to stay home from my field placement I will do so until I have been cleared and released to return to these activities.
12. I understand that I am encouraged to monitor my mental health as well as my physical health, and to seek help when needed. I may contact UNC-CAPS (919-966-3658) or my personal health care provider with any mental health concerns.
13. I understand that if I am found to have a highly contagious illness, immediate notification of close contacts including field instructors may be necessary to protect public health and welfare. I authorize Campus Health to disclose the results of positive test results to the Assistant Dean of Field Education. I further the Assistant Dean of Field Education to disclose this information to faculty and/or field instructors/task supervisors with a need to know. I understand that every effort will be made to maintain the confidentiality of my health information, but that in situations where I am the only student or am in a small group, it may not be possible to keep my identity completely confidential. If I have been tested for an infectious disease somewhere other than Campus Health, I will personally notify the Assistant Dean of Field Education of my test results.
14. I understand that I may request to delay my field placement for medical or personal reasons. Doing so will not affect my academic standing but may result in a delay of program completion and graduation.
15. I understand that policies, procedures, and restrictions designed to guard against the transmission of communicable diseases may be updated from time to time by the University, state and local governments, and health care institutions. I understand that my program will provide notification of changes that affect me, and I agree to read and follow updated guidelines.
16. I understand that I am responsible for completing all field education related training requirements of my program as well as those required by my placement sites, including training requirements which may be added during my time as a student. I further understand that failure to complete these requirements may result in disciplinary action up to and including disenrollment.
17. I acknowledge and assume the risks associated with my social work practice during my field placement and I release the University of North Carolina at Chapel Hill, the University of North Carolina Health Care System, and their trustees, faculty, students, employees, and affiliates from any claims, actions, and liabilities arising out of any loss, injury, or damages I may sustain from any infections or communicable diseases during my field placement.

Student Signature

Date

NOTES

For more information, please visit our
School of Social Work web site
<https://ssw.unc.edu/> or

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

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