



UNC CHARLOTTE

College of Health and Human Services

BSW Program and Field

Student Handbook

2016-2017

Academic Year



This version is for BSW students who started the program either in Fall 2016 or Fall 2017.

School of Social Work

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Note: This Handbook is broken into three sections.

Section I Program Information contains general information about the BSW program and its overall program curriculum.

Section II Field Education contains information specific to field practicum.

Section III Appendix is a collection of frequently used forms.

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Welcome and Introduction

Welcome to the School of Social Work Baccalaureate of Social Work (BSW) Program! Social Work education at UNC Charlotte is a long-standing tradition. Social work courses were first offered as supplemental courses in the Sociology major in 1970. By 1989 a full BSW Degree program was established. The UNC Charlotte BSW major achieved national accreditation through the Council on Social Work Education (CSWE) in 1992, and the BSW Program has been nationally accredited ever since. Beginning in 2000, a Master of Social Work (MSW) Program was added to the Department. In the summer of 2006, the School began its Advanced Standing Program, allowing those holding the BSW to obtain their MSW in one full calendar year (May to May). This is an exciting new opportunity for UNCC BSWs and for community members who already possess the BSW degree.

UNC Charlotte graduates are employed in areas such as family preservation, mental health, mental retardation, gerontology, child protective services, substance abuse treatment, hospitals, youth and children services, criminal justice, adoptions/foster care, hospice, and long term care. They work from the coast to the mountains of North Carolina as well as across the United States. As a graduate of the BSW Program at UNC Charlotte, you will join the ranks of influential professional social workers that have gone on to make a difference in the lives of thousands of people. Welcome to the challenge!

This Student Handbook contains information about the BSW major and the UNC Charlotte School of Social Work. Departmental policies and procedures for entering the major, navigating the curriculum, and proceeding successfully toward graduation are included. Please read the Handbook in its entirety; a bit of time spent now will greatly enhance your experience in the program.

BSW students must comply with University policies as well. They are not reproduced in this handbook, and you remain responsible for knowing about and complying with all University policies.

Please note: The BSW Program requires students to use their UNCC e-mail accounts, and to check their accounts frequently. Members of the School are required to use the UNCC email system when communicating with you (and not personal email addresses). Checking and responding to email facilitates good communication between the School and students.

The Mission of The University of North Carolina at Charlotte is: UNC Charlotte is the only Doctoral/Research University – Intensive in the Charlotte region, fully engaged in the discovery, dissemination, synthesis, and application of knowledge. It provides for the educational, economic, social, and cultural advancement of the people of North Carolina through on- and off-campus programs, continuing personal and professional education opportunities, research, and collaborative relationships with private, public, and nonprofit institutions. UNC Charlotte has a special responsibility to build the intellectual capital of this area. As such it serves the research and doctoral education needs of the greater Charlotte metropolitan region.

The primary commitment of UNC Charlotte is to extend educational opportunities and to ensure success for qualified students of diverse backgrounds through informed and effective teaching in the liberal arts and sciences and in selected professional programs offered through Colleges of Architecture, Arts and Sciences, Business Administration, Education, Engineering, Information Technology, and Health and Human Services, and through programs and services designed to support students' intellectual and personal development. The University offers an extensive array of baccalaureate and master's programs and a number of doctoral programs.

With a broad institutional commitment to liberal education as the foundation for constructive citizenship, professional practice, and lifelong learning, UNC Charlotte is prepared to focus interdisciplinary resources to address seven broad areas of concern to the Charlotte region: 1) Liberal Education; 2) Business and Finance; 3) Urban and Regional Development; 4) Children, Families, and Schools; 5) Health Care and Health Policy; 6) International Understanding and Involvement; and 7) Applied Sciences and Technologies.

The Mission of The College of Health and Human Services at the University of North Carolina at Charlotte is: The College of Health and Human Services offers professionally recognized and accessible undergraduate and graduate programs that are nationally and globally relevant, and responsive to changing needs of health care and human services in the state and region. The College achieves excellence through informed and effective teaching in its degree programs, community partnerships, professional activities and research to advance science and practice in the health and human service professions.

The mission of the UNC Charlotte School of Social Work is to prepare competent social workers and promote community well-being and social justice through teaching, scholarship, and service with special attention to vulnerable populations.

Social Work as a Profession

The UNC Charlotte School of Social Work philosophically aligns itself with the social work profession as depicted by the professional associations of the National Association of Social Workers (NASW) and the Council on Social Work Education (CSWE). According to the NASW Code of Ethics (National Association of Social Workers, 2008), the primary mission of the social work profession is to:

Enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other

forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience. (p. 1)

CSWE (Council on Social Work Education, 2003) identifies the purposes of social work as follows:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promotes social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures. (p. 15)

Social Work Education

Generalist Social Work Practice

The School of Social Work at UNC Charlotte defines generalist social work practice as the professionally responsible application of knowledge, research findings, and skills with a commitment to working with clients and implementing interventions at multiple levels (e.g. individuals, families, groups, organizations, communities, and society). The term “professionally responsible application” refers to ethical practice based on the values (e.g., the NASW Code of Ethics), knowledge, and skills as endorsed by our profession.

BSW Program Mission, Goals, Competencies and Practice Behaviors

The UNC Charlotte BSW Program, Mission, Goals, and Objectives are in keeping with University, College, and Departmental missions as well as with CSWE policies and standards for accreditation of baccalaureate social work programs.

BSW Program Mission and Goals

The mission of the UNC Charlotte BSW Program is to educate generalist social work professionals to be able to:

- 1) promote community well-being by seeking social and economic justice;
- 2) pursue the elimination of poverty;
- 3) prevent conditions that limit human rights;
- 4) seek to enhance the quality of life for all.

A person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry drive the curriculum.

The curriculum of the BSW Program emphasizes effective social work practice in North Carolina's largest urban area, a rapidly growing multi-county setting where numerous vulnerable people, families and groups reside. The Charlotte region includes the nation's third largest public nonprofit healthcare system as a feature of its unique historical, social, and cultural milieu(1).

The educational program promotes a secure learning environment, accommodates a diverse student body including many first generation college students, and transfer students.

Goals

1. Graduates of the UNC-Charlotte BSW Program will be able to:
 - a. Use a wide range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities;
 - b. Apply ethical principles, critical thinking, and incorporate diversity in their practice;
 - c. Recognize, support, and build on the strengths and resiliency of all human beings; and
 - d. Engage in research informed practice, respond proactively to the impact of context on professional practice, and integrate all of the BSW Program's core competencies in practice.
2. Graduates of the UNC-Charlotte BSW Program will practice generalist social work in a

manner that values service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, safety and scientific inquiry.

Competencies and Practice Behaviors¹

Graduates of the BSW Program will, at a minimum, leave with the competencies listed below. There are several “practice behaviors” under each competency. Practice behaviors (the bulleted items) are specific operationalizations of the competencies and they are listed under the relevant competency. Competencies have been numbered in the same manner as they are numbered in the CSWE Educational Policy and Accreditation Standards.

2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- Advocate for client access to the services of social work;
- Practice personal reflection and self-correction to assure continual professional development;
- Attend to professional roles and boundaries;
- Demonstrate professional demeanor in behavior, appearance, and communication;
- Engage in career-long learning; and
- Use supervision and consultation.

2.1.2—Apply social work ethical principles to guide professional practice.

- Recognize and manage personal values in a way that allows professional values to guide practice;
- Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- Tolerate ambiguity in resolving ethical conflicts; and
- Apply strategies of ethical reasoning to arrive at principled decisions.

2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation; and
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

2.1.4—Engage diversity and difference in practice

- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

¹ The Council on Social Work Education mandates the competencies and associated practice behaviors. The Program must be able to demonstrate that graduates are able to perform the practice behaviors in order for the Program to maintain its accreditation.

- Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- View themselves as learners and engage those with whom they work as informants.

2.1.5—Advance human rights and social and economic justice.

- Understand the forms and mechanisms of oppression and discrimination;
- Advocate for human rights and social and economic justice; and
- Engage in practices that advance social and economic justice.

2.1.6—Engage in research-informed practice and practice-informed research.

- Use practice experience to inform scientific inquiry and
- Use research evidence to inform practice.

2.1.7—Apply knowledge of human behavior and the social environment.

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- Critique and apply knowledge to understand person and environment.

2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

- Analyze, formulate, and advocate for policies that advance social well-being; and
- Collaborate with colleagues and clients for effective policy action.

2.1.9—Respond to contexts that shape practice.

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

2.1.10(a)—Engagement with individuals, families, groups, organizations, and communities.

- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- Use empathy and other interpersonal skills; and
- Develop a mutually agreed-on focus of work and desired outcomes.

2.1.10(b)—Assessment with individuals, families, groups, organizations, and communities.

- Collect, organize, and interpret client data;
- Assess client strengths and limitations;
- Develop mutually agreed-on intervention goals and objectives; and
- Select appropriate intervention strategies.

2.1.10(c)—Intervention with individuals, families, groups, organizations, and communities.

- Initiate actions to achieve organizational goals;
- Implement prevention interventions that enhance client capacities;

- Help clients resolve problems;
- Negotiate, mediate, and advocate for clients; and
- Facilitate transitions and endings.

2.1.10(d)—Evaluation with individuals, families, groups, organizations, and communities.

- Social workers critically analyze, monitor, and evaluate interventions.

BSW Degree Requirements

Admission to the BSW Program is a competitive process, and, unfortunately, we are unable to accommodate all interested students. (See the Department’s webpage for information about the application process.)

The major in Social Work is based on a liberal arts foundation, augmented by social work and social work-related courses. In addition to completing all University general education requirements, the BSW major requires that students complete 76 credits made up of 50 credits in required SOWK courses and 23 credits in required courses from other disciplines. The core SOWK courses for the social work major are: SOWK 1101, 2182, 2183, 3120, 3181, 3182, 3184, 3201, 3202, 3482, 3484, 3683, 3685, 3900, and 3988. In addition, four courses on “vulnerable population groups must be taken. (See the appendix for a list of pre-approved “population courses”). Other required courses for the social work major are SOCY 1101, BIOL 1110, BIOL 1110L; PSYC 1101, POLS 1110, LBST 1100, 2101, 2102, and 2200. Students must acquire a minimum of 120 total credits in order to graduate from UNC Charlotte.²

The following is a sample curriculum layout for a social work major. It is important to note that social work courses can only be used for the major if they have been obtained within the last five years. Social Work is a professional program, with changes in the field occurring frequently. Whether “older” courses are equivalent to those currently in the curriculum is determined by the Program Director. The same is true of courses taken at other institutions.

BSW Major Curriculum Plan

Fall, First Year

UWRT 1101 Writing and Inquiry in Academic Contexts I (3)

SOCY 1101 Introduction to Sociology (3)

Mathematics Course (3)

HAHS 1000 (1-3) or elective³

PSYC 1101 General Psychology (3)

Spring, First Year

UWRT 1102 Writing and Inquiry in Academic Contexts II (3)

³ HAHS 1000 is a freshman course only. Transfer students will need to substitute and elective in its place.

STAT 1222 Introduction to Statistics (3)
BIOL 1101 Principles of Biology I (3)
BIOL 1101L Principles of Biology I Laboratory (1)
LBST 1100 Series Course (Arts and Society) (3)
Elective (3)

Fall, Second Year

SOWK 1101 The Field of Social Work (3)
SOWK 2182 Human Behavior in the Social Environment I (3)
LBST 2101 Western Culture and Historical Awareness (3)
POLS 1110 American Politics (3)
Population Group (3)
Writing Intensive course outside Social Work (W) (3)

Spring, Second Year

SOWK 2183 Human Behavior in the Social Environment II (3)
LBST 2102 Series Global and Intercultural Connections (3)
LBST 2210 Series
Population Group (3)
Elective (3)

Fall, Third Year

SOWK 3120 Diversity and Populations-at-Risk (3)
SOWK 3133 (3) Community Engagement and Outreach
SOWK 3201 Foundations of Social Welfare (3)
Population Group (3)

Spring, Third Year

SOWK 3181 Practice Methods I (3)
SOWK 3202 Social Welfare Policy (3)
PSYC 3151 Abnormal Psychology (3)
Population Group (3)

Fall, Fourth Year

SOWK 3182 Practice Methods II (3)
SOWK 3482 Field Placement I (5) Elective (3)
SOWK 3900 Social Work Research I (3)
Elective (3)

Spring, Fourth Year

SOWK 3184 Practice Methods III (3)
SOWK 3988 Research II (3)
SOWK 3484 Field Placement II (6) Elective (3)

The curriculum is designed so that students complete the liberal arts foundation courses during the first two years. Students begin taking lower division social work courses during the second

year, including the Introductory course (SOWK 1101) and the Human Behavior and Social Environment (SOWK 2182, 2183) Content Area courses. From the beginning, introductory (second year) social work courses expose students to the Diversity, Populations-at-Risk and Social and Economic Justice, and Values and Ethics, which are either infused or integrated into the other courses. “Infused” refers to incorporating the Content Area in all courses, while “integrated” refers to incorporating the Content Area in many but not necessarily all of the courses.

It is possible for students enrolled in North Carolina’s community colleges to transfer to UNCC with most, if not all, of their General Education requirements met. In most cases, transfer students must attend the first summer session and take SOWK 1101 and 2182, which are required for admission to the Program. Students take SOWK 2183 in the second summer session, and it is during this time period when applications to the BSW Program are submitted.

The curriculum is integrated vertically as it builds from the second to third to final year. The HBSE courses, which are taken in the second year, provide a broad base of knowledge and conceptual material that is utilized in the other Content Areas that follow. Examples include systems theory, theories relevant to various system levels, human diversity, life cycle theory, and social justice concerns. Other Content Areas (Diversity, Policy, Populations-at-Risk and Social and Economic Justice, and Research) are either introduced or elaborated upon during the third year emphasizing social welfare, policy, and social work electives. Field education (Practicum and Seminar) occurs in the final year when students integrate and apply learning from content areas to a field setting as a generalist social worker. In the field seminars, students are required to complete assignments that build upon learning in previous courses: case analyses, an agency analysis paper, a practice evaluation assignment, and an integrative journal.

Advising

Lower Division Social Work majors receive academic advising through the Office of Student Services (OSS) in the College of Health and Human Services (CHHS).
<http://health.uncc.edu/advising-center>

Upper Division Student Advising is provided by faculty members in the School of Social Work. Upon entering Upper Division status, students will be assigned a member of the Social Work faculty as their academic advisor. Upper Division students are responsible for meeting as needed with their Upper Division advisor to assure they remain on track for completing all social work major requirements for the BSW Degree. We encourage students to contact their advisor early each semester and arrange a mutually agreeable time to meet. Students should continue to use the Office of Student Services in CHHS for advising on General Education course requirements and for overall curriculum review and checks prior to graduation.

Upper Division advisors may also become involved with students whenever formal concerns are raised about a student’s academic and professional/ethical performance in the Program (see the section on Review of Academic Performance). Upper Division advisors are also available to meet with students in the capacity of professional advising (i.e., helping students understand and explore the intricacies of being a professional social worker). Students’ advisors are one of the

most important resources available to them in the Department; we encourage students to see their advisors frequently (by appointment, with most faculty preferring to be contacted via e-mail addresses, which are listed on the Department's website). Resources available to assist students and advisors with Upper Division advising include this Student Handbook, the University Undergraduate Catalog (available in hard copy at the University Bookstore and in electronic form on the University web site), students' Lower Division advising records, and the Office of Student Services.

Social Work Course Descriptions

SOWK 1101. The Field of Social Work. (3) Introduction to the social work profession, including its history, values, and areas of professional practice. *(Fall, Spring, Summer)*

SOWK 2182. Human Behavior in the Social Environment I. (3) Pre-requisites: BIOL 1110, BIOL 1101L, SOCY 1101, and PSYC 1101. Pre- or co-requisite: SOWK 1101. Human development within the biological, psychological, and social structure as it occurs throughout the lifespan. *(Fall, Summer)*

SOWK 2183. Human Behavior in the Social Environment II. (3) Prerequisite: SOWK 2182. The foundational framework for understanding human interaction between individuals, families, communities, and larger social systems. *(Spring, Summer)*

SOWK 3120. Diversity and Populations-at-Risk. (3) Prerequisite: Upper Division standing. Analysis of issues of race, ethnicity, gender, sexual orientation, social class, age, and ability within social work practice. *(Fall)*

SOWK 3133. Community Engagement and Outreach. (3) Prerequisite: Upper Division standing. Corequisites: SOWK 3120 and SOWK 3199. Students engage in experiential learning in order to effectively prepare for social work practice with vulnerable populations, and specifically to enhance their ability to build relationships and facilitate access. *(Fall)*

SOWK 3181. Practice Methods I. (3) Prerequisite: Upper Division standing. Co-requisite: SOWK 3900. Development of competencies within generalist social work practice methods with an emphasis on working with individuals. *(Fall)*

SOWK 3182. Practice Methods II. (3) Prerequisites: Upper Division standing and SOWK 3181. Co-requisite: SOWK 3482. Development of competencies within generalist social work practice methods with an emphasis on working with families and groups. *(Spring)*

SOWK 3184. Practice Methods III. (3) Prerequisite: Upper Division standing, SOWK 3181. Co-requisite: SOWK 3484. Development of competencies within generalist social work practice methods with an emphasis on working with communities and large systems. *(Spring)*

SOWK 3199. Professional Behaviors, Ethics, and Communication. (3) Prerequisite: Upper Division standing. Corequisites: SOWK 3120 and SOWK 3133. Issues related to professional values, professional identity, continual learning, and best practices for social workers in a variety of practice situations. *(Fall)*

SOWK 3201. Foundations of Social Welfare. (3) (W) Prerequisite: Upper Division standing. History of and current trends in social welfare, and values and conflicts that influence social welfare programming. *(Fall)*

SOWK 3202. Social Welfare Policy. (3) (W) Prerequisites: Upper Division standing and SOWK 3201. Critical analysis of social welfare policy, including policy development and reform processes and outcomes. *(Spring)*

SOWK 3482. Field Practicum I. (5) (O) Prerequisites: Upper Division standing and SOWK 3181. Co-requisite: SOWK 3182. Students complete an approved supervised field experience 16 hours per week. Students concurrently participate in a field seminar to reinforce and enhance their field experience. *(Fall)*

SOWK 3484. Field Practicum II. (6) (O) Prerequisites: Upper Division standing, SOWK 3182, and SOWK 3482. Co-requisite: SOWK 3184. Students complete an approved supervised field experience and concurrently participate in a field seminar to reinforce and enhance their field experiences. *(Spring)*

SOWK 3895. Directed Individual Study. (1-4) Prerequisite: Permission of department. Supervised investigation of a special problem or area of practice. *May be repeated for credit. (Fall, Spring, Summer)*

SOWK 3900. Social Work Research I. (3) Prerequisite: Upper Division standing. Introduction to research methods and skills used in social work. *(Fall)*

SOWK 3988. Social Work Research II. (3) Prerequisites: Upper Division standing and SOWK 3900. Corequisites: SOWK 3182 and SOWK 3482. Quantitative and qualitative research and the understanding of scientific and ethical approaches to building knowledge. *(Spring)*

Upper Division Progression

In order to promote the progression of competent students through the Upper Division component of the social work major and eventually into the social work profession:

1. **Grade Point Average.** Students are considered to be in academic difficulty if their GPA drops below 2.0. Students will be advised to withdraw from the program if their grade point average falls below 2.0 overall or 2.25 in the Social Work major.
2. **Course Grades.** Students must receive a grade of C or better in every Upper Division SOWK course, including practicum. A Level II review will be called if a student earns a D or F in any required social work course. Students who receive two grades of D or F during matriculation in Upper Division will be dismissed from the major.
3. **Course Repeat.** Students who earn a grade of D or F are permitted one course repeat (i.e., students may pursue a course repeat on one occasion only during matriculation in Upper Division). Students who repeat a course and achieve a grade of C or higher may continue to progress in Upper Division. Students who receive a grade of D or F for a course repeat will be dismissed from the major.
4. **Field Repeat.** Students are permitted to apply to repeat a practicum course only once, with the permission of the Field Committee. The Field Committee will review the

student's application to repeat field, as well as their overall performance in the Program, and will decide whether the student will be permitted to repeat the field practicum course. Field Committee denial decisions for repeating practicum will result in a student's dismissal from the major. In addition, a student who is permitted to repeat practicum and does not achieve a grade of C will be dismissed from the major.

Non-discrimination Policy

The School of Social Work is committed to equality of opportunity and does not discriminate in recruiting or admitting students, or in the hiring or promoting of faculty and staff, based on race, color, national origin, religion, gender, sexual orientation, age, or ability/disability.

Transfer Credit

The University Admissions Office initially determines which courses can be transferred from other colleges and universities. A minimum course grade of a "C" at the previous institution is a basic requirement for every transfer course. The BSW Program determines whether transferred courses may exempt students from taking courses required in the Social Work major. Social work courses are waived only when the Program determines that a transferred course is equivalent to a required course.

All field courses must be taken at UNC Charlotte.

Credit for Life and Work Experience

The BSW Program does not give credit for previous work or life experiences.

Residency Requirement

In accordance with University policy, students must earn the last 25% (30 credits) of baccalaureate degree requirements at UNC Charlotte, including a minimum of the last 12 semester hours in the major.

Grade of Incomplete

In accordance with University policy, a grade of "I" (Incomplete) is assigned *at the discretion of the instructor* when a student who is otherwise passing has not, due to circumstances beyond his or her control completed all the work in the course. The missing work must be completed by the deadline specified *by the instructor* or during the next semester (fall or spring) in residence, but no later than 12 months after the term in which the "I" was assigned, whichever comes first. If the "I" is not removed during the specified time, a grade of F, U, or N as appropriate is automatically assigned. *The grade of "I" cannot be removed by enrolling again in the same*

North Carolina Child Welfare Education Collaborative

The North Carolina Child Welfare Education Collaborative was established in 1999 to improve public child welfare services in North Carolina and is administered by the Jordan Institute for Families at UNC Chapel Hill. Schools participating in the Collaboration offer curricula that not only meet the state's pre-service competency requirements, but also include specialized, in-depth training in child welfare best practices and theory.

The Collaborative is a joint effort of the NC Division of Social Services, the NC Association of County Directors of Social Services, the National Association of Social Workers NC Chapter, and the following thirteen (13) social work programs in North Carolina as follows:

Collaborative Programs:

- Appalachian State University (BSW)
- East Carolina University (BSW & MSW)
- Fayetteville State University (MSW)
- North Carolina State University (BSW)
- North Carolina Central University (BSW & MSW)
- The Joint MSW Collaborative Scholar Program (MSW), NC A&T SU, and The University of North Carolina at Greensboro
- Methodist University (BSW)
- Shaw University
- The University of North Carolina at Chapel Hill (MSW)
- The University of North Carolina at Charlotte (MSW & BSW)
- The University of North Carolina at Greensboro (BSW)
- The University of North Carolina at Pembroke (BSW)
- The University of North Carolina at Wilmington (BSW)
- Western Carolina University (BSW & MSW)

The Collaborative seeks to increase the number of professionally educated social workers in public child welfare in North Carolina. The annual turnover rate for NC county child welfare workers is 44%, and only 30% of current NC child welfare staff has social work degrees.

The University of North Carolina at Charlotte School of Social Work began participating in the Collaborative during the fall 2002 as a "waiver" school. A "waiver school" is one that offers a specialized classroom and field curriculum in public child welfare to BSW and MSW students to prepare for practice in public child welfare.

During the academic year of 2008-2009, UNC Charlotte became a Collaborative Scholar Program and will NOT continue this status during the 2016-2017 academic year due to lack of funding allotted by the NC State Legislature..

Upper Division BSW Social Work Majors and MSW students are eligible to apply to the Collaborative as a “waiver” student. The School of Social Work at the University of North Carolina at Charlotte requires that each Child Welfare Waiver student enroll and complete the UNC Charlotte Child Welfare Class, receive a final grade of a (B), and meet DSS compliance requirements for practicum placement in order to continue in the Child Welfare Collaborative Program. The final requirement is that the student must have a field practicum in a Department of Social Services Agency- Youth and Family Services for a full academic year and receive a grade of at least a (B) for the course.

Practice skills, knowledge and values related to Child Welfare are infused in the curriculum and all Child Welfare students must complete the Transfer of Learning Activities as a component of their field work, review with their field instructor, and a copy is kept on file in the Child Welfare student file at UNC Charlotte

Upon successful completion of the Child Welfare course and Field Placement, along with the other required classes for their degree, waiver students receive a certificate indicating they have successfully completed the pre-service training competencies. Waiver students may be hired at a NC county DSS with six (6) months of experience. Waiver students are not obligated to work in a county DSS upon graduation.

For a better understanding of how the program works, take a look at "[The Path of a Child Welfare Scholar](http://ssw.unc.edu/cwec/materials/path.pdf)" <http://ssw.unc.edu/cwec/materials/path.pdf>. Please contact Dr. Robert Herman-Smith for questions about the Child Welfare Collaborative.

BSW Program Standards for Social Work Education

The UNC Charlotte School of Social Work Standards for Social Work Education set forth the policies that apply to students enrolled in the BSW major. Because of the nature of professional social work practice, the School of Social Work has different expectations of students than do non-professional programs. The standards are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about the expectations and procedures with which to address academic performance concerns. The ultimate goal of the Standards is to help students have a successful experience in the BSW Program.

Persons who teach and supervise students, along with the Program Director, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career. "Professional judgment" is the capacity to assess a situation by applying the values and knowledge of the social work profession as would be expected for a social work professional. It also represents the application of knowledge, values, and skills to making decisions in a helping process.

All social work students are expected to read and follow the School of Social Work's Standards for Social Work Education. They are also expected to read and follow the National Association of Social Workers (NASW) Code of Ethics located in Appendix C of this Handbook (also on the web at <http://www.naswdc.org/pubs/code/code.asp>).

Student Conduct

Students in the School of Social Work are bound by three codes of student and/or professional conduct:

1. University's regulations regarding student conduct (<http://legal.uncc.edu/policies/ps-104.pdf>);
2. School of Social Work Standards for Social Work Education (see below); and
3. The National Association of Social Workers (NASW) Code of Ethics (<http://www.socialworkers.org/pubs/code/code.asp>).

The Standards for Social Work Education in particular are viewed as a support to both students and faculty in professional development. Students should pay special attention to Section 2, "Criteria for Evaluating Academic Performance," for clarity on professional conduct expectations. A student may be dismissed from the program for violation of these codes even if he or she has demonstrated satisfactory scholastic performance. Students should also note their rights and responsibilities in Section 3, "Policies and Procedures for Review of Academic Performance" and Section 4, "Academic and Non-Academic Grievances".

It is the student's responsibility to know current University regulations and those of the Social Work Program, as well as to know the NASW Code of Ethics. The University's regulations regarding student conduct, consisting of the Code of Student Responsibility and Code of Student

Academic Integrity, are available through the UNC Charlotte website and in the Undergraduate and Graduate Student Handbooks.

Introduction

This document sets out Standards for Social Work Education that applies to students enrolled in the School of Social Work at the University of North Carolina at Charlotte. Because of the nature of professional social work practice, the School of Social Work has different expectations of students than do non-professional programs. The standards are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns. The ultimate goal of the Standards is to help students have a successful experience in the BSW and MSW Social Work Programs. Since becoming a professional is a gradual process, not all criteria are expected to be met at all times. Persons who teach and supervise students, along with program coordinators, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process. All social work students will be provided with and are expected to read the Standards for Social Work Education and the National Association of Social Workers (NASW) Code of Ethics included in the BSW and MSW Student Handbooks.

Accommodations for Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the School of Social Work. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation to provide equal opportunity to meet academic criteria for professional behavior and scholastic performance. Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify the UNC Charlotte Office of Disability Services and provide documentation as needed. The Office of Disability Services will work with the faculty member(s) on how to accommodate the student.

Policies and Procedures for Review of Academic Performance

Three levels of review can occur at the School of Social Work in reviewing student's academic performance. The level of review depends upon the potential severity of the concern. Information disclosed during student meetings with faculty, program coordinators, or school administrators will not be kept confidential if the information raises concerns about professional performance. Faculty and/or program coordinators will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem solving about the concerns. They will follow University procedures related to student performance issues.

- Performance that may Result in a Review and/or Possible Dismissal from the School of Social Work
 - Student reviews can occur under any of the following circumstances:

- Failure to meet or maintain academic requirements as stated under Scholastic Performance
- Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage to the student. For complete University policy and procedures, see the UNC Charlotte Undergraduate Catalogue and the Graduate Catalogue, Please note the Code of Student Responsibility as well as policies related to the illegal use of drugs or alcohol, sexual orientation, sexual harassment, and “fighting words” harassment.
<http://www.uncc.edu/catalog>/http://www.uncc.edu/gradmiss/grad_cat
- Behavior judged to be in violation of the current NASW Code of Ethics
- Any threat or attempt to harm oneself or someone else
- Commission of a criminal act that is contrary to professional practice, occurring during the course of study or occurring prior to admission to the School of Social Work and becoming known after admission.
- Consistent pattern of unprofessional behavior
- Failure to meet any of the Standards for Social Work Education: School of Social Work Criteria for Evaluation of Academic Performance

The Three Levels Student Success Reviews

Level I

A Level I review involves a faculty member and a student. When a faculty member has concerns about a student enrolled in the social work program meeting any of the academic criteria, whether related to professional behavior or scholastic performance, that faculty member will:

- Discuss those concerns directly with the student and seek to work with the student to resolve the difficulties.
- Apprise the student’s advisor and the Program Coordinator (or Coordinator or Assistant Coordinator of Field Education if field related) of the concerns in order to identify potential patterns and issues related to the student
- The faculty member initiating the concern will document dates and content of meetings with students.
- If a problem arises in field, the agency-based field instructor will discuss concerns directly with the student and with the faculty liaison. It is the responsibility of the faculty liaison to apprise the Coordinator or Assistant Coordinator of Field Education.
- The Coordinator of Field Education may coordinate administrative adjustments in the student’s placement such as changing field instructors due to agency issues or field sites due to tasks assignments. Substantial concerns about student field performance are moved to a Level II review. In many instances, meetings between faculty and students resolve the concerns and do not necessarily lead to further reviews, pursuant to this section.

Level II

A Level II Academic Success review will involve the student; the student’s advisor will attend at the student’s request and the BSW Coordinator. The meeting will outline recommendations

provided by the Student Success Review Committee, upon completion of a fact-finding review. The fact-finding review will include statements provided by student, faculty member requesting the level II. If field related, the Coordinator or Assistant Coordinator of Field Education, the faculty liaison, and the field instructor also attend the meeting with the student. A Level II Academic Success review is appropriate:

- When the student is not meeting or following program or University standards, policies, and procedures, or
- When concerns have not been resolved following a Level I review.

In the information gathering process, the Academic Success Committee will:

- Determine the nature of the concern and gather sufficient information to develop a plan to address that concern, if one is needed.
- No further action may be required, or the student may be asked, in writing, to modify his or her behavior and/or seek appropriate help.
- This process is designed to assist students in dealing with identified concerns that have an impact on their performance.
- If a problem arises in field, the agency-based field instructor, faculty liaison, and Coordinator or Assistant Coordinator of Field Education will compile and share information with the Student Success review committee.
- The Program Coordinator and the Coordinator (or Assistant Coordinator) of Field Education, if field related, assess the nature of these concerns with appropriate faculty, maintain documentation. The Academic Success Review Committee will decide if it is necessary to conduct a more comprehensive review pursuant to the Level III review procedures.

Level III

A Level III review involves the faculty member, student, Program Coordinator, student advisor, and faculty who had direct experience with the student in classroom or field. There are three reasons that a Level III review is called:

- When problematic patterns are identified with students, or
- When the issues are serious enough to require formal consultation with the student, or
- When concerns have not been resolved in prior reviews; when issues relate to a student not meeting the criteria for academic performance or professional or ethical behaviors as outlined in Section 2, “Criteria for Evaluating Academic Performance,” or when the student is being considered for recommendation for termination from the Graduate School or discontinuance from the Program.

In most instances, a Level III review is sufficient to deal with student performance and is the last decision making step in the review process at the School of Social Work level. When a Level III review is called, the Program Coordinator and the student advisor will convene a meeting with the appropriate faculty and the student to gather information, determine the nature of the problem (if one is confirmed to exist), and identify alternatives for its remediation. Appropriate faculty to

be involved in a review will include but are not limited to those who have direct knowledge and experience with the student. The student will be notified in writing of the concerns and meeting date, with sufficient time to prepare for and attend the meeting. After the review meeting has occurred, the Program Coordinator will consult with the Director of the School of Social Work to discuss the problem situation and make recommendations regarding the student. Based on the review, conference with the Director, and an objective assessment of the information provided, the Director shall inform the student of the decision.

A Level III review is the last decision-making step in the review process at the School of Social Work level. The following are the potential outcomes of a Level III review.

- *Establish formal, written conditions for the student's continuance in the program.* The Level III review committee might require that students meet specific conditions for continued enrollment in the program. Conditions may include one or more of the following: establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support to the student; placing the student on probation and monitoring the student during the probationary period; referring the student to counseling and/or advising services; allowing the student to follow a reduced course load or delay entry to the field practicum; or advising the student to withdraw from the program and reapply at a later time.
- *Recommend termination from the program.* The Level III Review Committee may recommend that a student be terminated from the program if his or her behavior is judged to be a serious violation of professional ethics, professional behavior, self-awareness, or a persistent pattern of such behavior as defined by the *Social Work Professional Practice Standards*. If the Level III Review Committee recommends termination for non-academic concerns, the BSW Program Director will document the evidence for the decision in writing. The written documentation will be provided to the student and to the School of Social Work Director. The School of Social Work Director will talk to the student directly about the events that led the Level III Review Committee to recommend termination. The School of Social Work Director will then review the decision to terminate and decide to support or recommend formal, written conditions for the student's continuance in the program. The School of Social Work Director will notify the student and the College of Health and Human Services, Associate Dean of Academic Affairs of this decision in writing. The student may invoke the *University Policy 411, Student Grievance Procedure* within seven days of the receipt of the written notice from the School of Social Work. The notice can be found at <http://legal.uncc.edu/policies/up-411> Otherwise, the student's termination from the program is final.

Following a Level III review, it is the responsibility of the Director to communicate the decision to the student. Students must be notified of the decision in writing within fourteen (14) University business days of the review. Such decision will include reasoning for the decision and instructions on how to appeal the decision, if applicable.

4.0 Academic Grievances

Students enrolled in the Social Work Program have the right to redress grievances related to academic matters. Students are assured freedom from reprisals for bringing a grievance.

4.1 Procedures for Handling Academic Grievances

Undergraduate and graduate students with an academic grievance should follow the College of Health and Human Services (CHHS) Academic Grievance Policy & Procedure outlined in the CHHS Student Handbook. That Policy and Procedure provides as follows:

- The student shall first meet with the involved faculty/staff member(s) for discussion.
- If this discussion does not resolve the situation, the student/faculty member(s) may request the Chair to become involved.
- If the grievance still has not been resolved, the student may submit the grievance in writing to the CHHS Associate Dean for Academic Affairs who will obtain input from the involved faculty or staff member(s) and may appoint an ad hoc committee of faculty not involved in the course to investigate the grievance and give written advice to the Associate Dean for Academic Affairs.
- The grievance document submitted by the student to the Associate Dean for Academic Affairs shall include:
 - substance of the grievance
 - what steps have been taken
 - desired resolution
- The Associate Dean for Academic Affairs shall communicate in writing her/his recommendation to the involved faculty, student and academic advisor.
- In cases where progression is not an issue, the timeframe may be more flexible, but in all cases the grievance procedure shall be completed by the end of the next academic semester.

Final course grade appeals should be conducted in accordance with the University's Policy and Procedures for Student Appeals of Final Course Grades, available at <http://www.legal.uncc.edu/policies/GradeAppeal.html>.

4.2 Non-Academic Grievances

Student-initiated grievances that are not academic in nature should be conducted in accordance with the University's Student Grievance Procedure, available at <http://www.legal.uncc.edu/StudentGrievanceProcedure.html>.

Grievance Policy

In addition to the Department's Standards for Social Work Education located on the web at http://www.health.uncc.edu/sowk/files/bsw_standards_education_0203.pdf, please refer to Procedures for Undergraduate Student Grievances in the University Undergraduate Catalogue located on the web at <http://www.uncc.edu/catalog/>.

Accommodations for Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the School of Social Work. A student with a disability may be

protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation to provide equal opportunity to meet academic criteria for professional behavior and scholastic performance. Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify the UNC Charlotte Office of Disability Services and provide documentation as needed. The Office of Disability Services will work with the faculty member(s) on how to accommodate the student.

If you have questions about disability-related policy, the Office of Disability website can be found at <http://ds.uncc.edu/>. Their office is located at Fretwell, Office 230. The phone number is 704□687□0040 (tty/v)

Other Important University and School of Social Work Policies

University Code of Student Responsibility

“The *UNC Charlotte Code of Student Responsibility* (the Code) sets forth certain rights and responsibilities in matters of student discipline. The Code defines these responsibilities and guarantees you certain rights that ensure your protection from unjust imposition of disciplinary penalties. You should familiarize yourself with the provisions and procedures of the Code” (Introductory statement from the UNC Charlotte brochure about the Code of Student Responsibility). The entire document may be found at <http://legal.uncc.edu/policies/ps-104.html>

Academic Integrity

All students are required to read and abide by the *Code of Student Academic Integrity*. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action. Students are expected to submit their own work, either as individuals or contributors to a group assignment. Definitions and examples of plagiarism are provided in the Code book, which is available online at: <http://www.legal.uncc.edu/policies/ps-105.html>

Note: Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

English as a Second Language

If the student speaks English as a second language, the student should inform course instructors as soon as possible.

Nondiscrimination Policy

The University of North Carolina at Charlotte affirms that its educational and employment decisions must be based on the abilities and qualifications of individuals and may not be based on irrelevant factors, including personal characteristics, that have no connection with academic abilities or job performance. Therefore, the University prohibits discrimination and harassment in its educational and employment decisions and provides equal opportunities for all members of the University community and for all those seeking to join the University community.

The following factors may not form the basis for educational or employment-related decisions: race; color; religion, including belief and non-belief; sex, including but not limited to pregnancy, childbirth, or related medical condition, and parenting; sexual orientation; actual or perceived gender identity, including but not limited to gender expression, transition status (including but not limited to physical transition), transgender status, and gender nonconformity; age; national origin; physical or mental disability; political affiliation; veteran status; and genetic information.

In March 2016, the North Carolina General Assembly and Governor Pat McCrory enacted the Public Facilities Privacy and Security Act, also known as House Bill 2. This law replaces local nondiscrimination policies with a statewide policy. The University and the School of Social Work appreciate the serious concerns many have regarding this law. We want to assure every current and future member of our community that UNC Charlotte recognizes and values the inherent dignity and worth of each individual student, employee, and visitor.

Gender-Neutral Bathrooms

One of the requirements of the Public Facilities Privacy and Security Act is that persons must use the bathroom that reflects the gender on their birth certificate rather than their gender identity. UNC Charlotte will continue to label multiple-occupancy restrooms and changing facilities for single-sex use with appropriate signage. However, in 2014, UNC Charlotte undertook an initiative to provide single-occupancy, gender-neutral restrooms across campus to make selecting a restroom easier for all students, faculty, staff, and visitors, including transgender individuals, families, and individuals with disabilities who may have an attendant. A list of gender-neutral restrooms, along with maps to those restrooms and a list of additional planned restrooms, can be found at the link here. <http://legal.uncc.edu/restrooms>

Sexual Harassment

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<https://legal.uncc.edu/policies/up-502>), including the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://www.legal.uncc.edu/policies/ps-66.html>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Religious Accommodation

It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](http://legal.uncc.edu/policies/ps-134.html) to their instructor prior to the census date for enrollment for a given semester <http://legal.uncc.edu/policies/ps-134.html> . The census date for each semester (typically the tenth day of instruction) can be found in UNC Charlotte's Academic Calendar (<http://registrar.uncc.edu/calendars/calendar.htm>).

Part II Field Education Manual

Field Education

Field education is the “signature pedagogy” of BSW education. Field education involves a student working under the guidance of an experienced social worker. Field education integrates knowledge and skills from the classroom into professional practice in a human services agency. Field education at UNC Charlotte’s Social Work School is based on a concurrent model. This means that, as often as possible, field practicum and academic courses are scheduled during the same semester.

It is important to note that the BSW Program does not grant course credit for life experience or previous work experience. Field education is not considered work experience, but an integration of academic and practice knowledge. This is not to be confused with “paid employment.” Students are not at the agency as employees, but rather building skills, knowledge, and values about social work practice and themselves to aid in their development as future professionals.

TK20 Database

In an effort to streamline field management, application processes, assessment data collection and reporting for CSWE accreditation and to make administrative and accreditation activities more efficient, systematic and sustainable, UNC Charlotte utilizes TK20 electronic database to support students in Field. TK20 is a web-based HigherEd system. A key area of the HigherEd system is the field experience module which manages field experience data and field-based assessments more efficiently. In addition to offering a comprehensive field management solution, Tk20 streamlines administrative processes by allowing you to manage your admission and field application workflows within the Tk20 system, including creating application templates, reviewing submitted applications and aggregating application data in real-time reports. Students are responsible for purchasing an account and must utilize TK20 when submitting documents related to Field Education. Students will have ultimate access to their accounts for up to 7 years. Students can access TK20 by going to uncc.tk20.com.

SELECTION OF FIELD AGENCIES

The UNC Charlotte Social Work Program is located within a large metropolitan community. As a result, a wide variety of placement possibilities exist within the region. Field agencies are selected that serve diverse groups and have the potential for adding to the students’ learning experience around practice in diverse settings. Field Placements will be selected to support their development of social work values, skills and knowledge at the level of generalist practice. Agencies’ that offer learning opportunities in generalist practice are also utilized for first year graduate students.

The Assistant Field Director is responsible for selecting BSW field sites and discussing the requirements for an Affiliation Agreements. A student may not be placed in an agency unless there is a fully executed Affiliation Agreement with the University. Agencies are selected based on the degree of their adherence to the following criteria:

1. Providing generalist social work practice opportunities.
2. Commitment to the standards of professional social work practice.
3. Ability to provide learning opportunities/evaluate all practice behaviors of the Council of Social Work 2008/2012 Educational Policy and Accreditation Standards.
4. Capacity to provide learning opportunities with individuals, families, groups, communities, and organizations appropriate to beginning level generalist social work practice.
5. Availability of regularly scheduled supervision with a field instructor that meet the program objectives or task supervisor & Social Worker who will reinforce a social work perspective during the practicum placement.
6. Commitment to the educational function of field placement experiences.
7. Availability of direct contact with clients and client records at various system levels that represent diverse populations.
8. Availability of adequate physical space for the student.

Selection of Field Instructors

The Assistant Field Education Director is responsible for maintaining the quality of the field practicum. The Assistant Field Education Director meets with prospective field agencies and instructors to discuss the function, mission, and process of BSW education at UNC Charlotte. Field sites and instructors who meet the criteria are carefully monitored during the initial field practicum to maintain quality of the educational experience, with ongoing monitoring and support of practicum sites and instructors as needed. The faculty involved in field education may initiate meetings with agency personnel. Student feedback is also considered when making decisions about specific practicum sites.

The selection of appropriate Field Instructors is crucial to the learning experience. Field Instructors serve as the agency-based professionals who are responsible for the day-to-day design and supervision of the field practicum. They are the teacher and mentor in the agency. The following criteria, based on CSWE established standards, are used to select Field Instructors.

Education

Field Instructors must hold a Bachelors of Social Work degree or a Masters of Social Work degree from a social work program accredited by CSWE.

Experience

The Field Instructors should have at least two years of post-BSW or Post MSW practice experience.

Personal Qualities

The agency-based Field Instructor must demonstrate a commitment to the mission of social work and social work education, a capacity for effective supervision, a willingness to attend Field Instructor training either in person or via a scheduled webinar, and a willingness to operate within the framework of responsibilities of a UNC Charlotte Field Instructor.

Selection of Task Supervisors

Students may be placed in an affiliated field practicum agency that does not have a supervisor with an BSW or an MSW if the learning opportunities will support their professional growth and learning needs. In every practicum, supervision by a qualified social worker **must be in place** prior to the practicum being approved. The agreement assures that supervision is provided one hour weekly by someone who holds a BSW or MSW and has two years of experience. Agencies may make arrangements for an approved supervisor through the use of board members, contracting with a social worker who meets the criteria, and/or requesting that University faculty consider filling this role.

Education

The Task Supervisor must have a degree in a closely related field or may have been grandfathered in as an LCSW by the North Carolina Certification and Licensure Board.

Experience

The Task Supervisor should have at least two years of practice experience.

Personal Qualities

The agency-based Task Supervisor must demonstrate a willingness to support the student's social work education, a capacity for effective supervision, a willingness to attend Field Instructor training either in person or via a scheduled webinar, and a willingness to operate within the framework of responsibilities of a UNC Charlotte Task Supervisor/Field

The Field Practicum Application Process

All students must complete a Field Practicum Application (See Appendix A). The Program has the professional responsibility to delay or deny a student entrance into field education who demonstrates marginal skills or who violates the professional standards of the School of Social Work or the professional. The Field Practicum Application should be submitted as per the timeline established by the Assistant Field Education Director.

Eligibility

All applicants for Field Placement must meet the following requirements:

- a. Admittance to the upper division in the BSW Social Work Program; and
- b. Have completed all the coursework with the exception of Practice Methods II& III, Field Placement I & II, (2) Electives, and Social Work Research courses; and
- c. Grade work in courses that meets the standards of the School of Social Work.

Field Practicum Application Process

1. The Assistant Field Education Director will conduct an interview at scheduled designated time via Skype, phone, or in person to review the interests of the student and discuss field

- and possible practicum options.
2. Each student will complete/submit an electronic BSW Field Application & updated resume and return them to the Field Education office by the deadline established.
 3. Each student will identify three agencies and/or populations of interest based on the review of the Field Agency Manual and the meeting with the Assistant Field Education Director.
 4. The Assistant Field Education Director will electronically submit the student's application to the highest ranked agency with capacity for a student practicum. The Assistant Field Education Director will contact the student electronically to follow up with the application within one week and schedule an interview with the agency representative provided to be considered for practicum.
 5. **Students should not self-refer to other agencies. The Assistant Field Education Director handles all initial contacts with agencies.**

Field Practicum Interview

The purpose of the interview is to ascertain if it is a “good fit” between the prospective student, Field Instructor, and agency. The interview may be conducted by the agency on individually or in a group interview. Some interviews have a performance-based focus. It is strongly recommended that students research agencies and arrive with questions related to their prospective practicum.

1. Students should prepare for a practicum interview by researching the agency, preparing for questions to ask the interviewer, and doing mock interviews through the career center, with the Assistant Field Education Director, and/or their Advisor.
2. The student will be offered the opportunity to interview at one agency. It is important to note that if the agency does not accept the student or has had a change in their ability to work with interns, the student will be referred to the next highest agency on their list that still has capacity for practicum and interview with that agency.
3. In the event that a student is referred for an interview with an agency and the agency declines to accept the student due to professionalism, behavioral, ethical or criminal background concerns, specific feedback will be given to the student. The student will be expected to take appropriate corrective action to prepare for a subsequent referral. This may include, but is not limited to, discussion with the Assistant Field Education Director about practicum options that may be limited because of the specific feedback, discussion about the feedback given and corrective actions recommended, and referrals to the career center for either mock interviews or resume review.
4. If the student does not accept or is not accepted after three field site interviews, the Office of Field Education is under no obligation to locate additional field opportunities. The Assistant Field Education Director will work in collaboration with the student and the BSW Program Director to determine field readiness and possible next steps.
5. If accepted for a field practicum, the student and the Field Instructor must complete and sign the Field Practicum Agreement (see Appendix H) and return it to the Assistant Field Education Director as soon as possible.

Student Compliance for Practicum Placement

There must be a current Affiliation Agreement with the Agency for practicum. The Assistant Field Education Director will generate a “Preceptor Letter” and mail it to the student’s Field Instructor. *If* the Affiliation Agreement requires that the letter be signed and returned, this letter must be returned to the University prior to the student beginning a field practicum. In addition, before beginning work in a field practicum, the student must submit a signed BSW Field Practicum Agreement.

Once accepted at an agency for practicum, students must complete additional compliance requirements for the agency. Compliance items must be done prior to practicum and should be submitted by the end of the Spring Semester prior to entering field. There will be a designated date for all clinical compliance requirements to be submitted. This may include, but are not limited to the following;

1. Criminal Background Acknowledgement Agreement – done on at field pre-placement meeting
2. Online Blood Bourne Pathogens Test – done annually
3. Clinical Agency Mandates form submitted the CHHS Advising Office designee
4. Immunizations records submitted the CHHS Advising Office designee
5. Criminal Background Check – if required by Affiliation Agreement
6. 12 Panel Drug Screen – if required by Affiliation Agreement
7. Agency Application – if required by Affiliation Agreement
8. Agency orientation– if required by Affiliation Agreement
9. References – if required by Affiliation Agreement
10. CPR certification – if required by Affiliation Agreement
11. Any additional requirements noted in the Affiliation Agreement

Some field agencies require a mandatory volunteer training or orientation that must be completed prior to practicum. Students may get credit on their time sheet for up to twenty-four (24) clock hours as a result of taking the required training and use it towards their total number of hours in the field agency. This time cannot be used to end the practicum earlier than the last day of classes and the Field Instructor must agree to the use of the hours to satisfy field practicum hours. *Students should not have client contact prior to or without the University Insurance being in place which is effective the first day of classes for the academic year.*

Field Practicum Preceptor Letters

Once the Field Practicum Agreement is received the Assistant Field Education Director will do the following:

1. Notify the student electronically of the compliance requirements for the specific practicum agency and copy the College of Health and Human Services (CHHS) Advising Center designee on the additional requirements. It is important to note that most hospitals require all compliance items be submitted to them by no later than July 1st.
2. Create a student-specific preceptor checklist that may include:
 - a. Answer sheets for required orientation modules
 - b. Physical exam documentation

- c. Documentation of CPR course
 - d. Agency applications
 - e. Reference letters
 - f. Email clearance from the CHHS Advising Office verifying Immunizations, BBP, Criminal Background Check, Drug Screen and any other health information submitted per the Affiliation Agreement.
3. Review all documents and have the final preceptor letter written, reviewed and signed by the School of Social Work Director.
 4. Students may not begin their field practicum until the written preceptor letter has been sent to the agency. *If a signature is required by the Affiliation Agreement, this must be received back to the University, before a student may begin practicum.*

Meeting Compliance Requirements

Most field agencies require students to complete criminal background checks and drug screening *prior* to beginning with the agency. Requirements vary from one agency to another. However, students must obtain a criminal background check (possibly including fingerprints) and drug screen if required by the agency's affiliation agreement. *The cost of the criminal background check and drug screen is the student's responsibility.*

Criminal Background Check

The University of North Carolina at Charlotte and other UNC campuses have contracted with Certiphi Screening, Inc., to conduct criminal background checks. Only screenings completed by Certiphi are recognized for field practicum.

Once the student obtains the criminal background check results from Certiphi, *the student is responsible for keeping these results to prove compliance with agency policy.* The College of Health and Human Services and the School of Social Work will not keep any records of your completion of these tests. You are also responsible for keeping the results of your drug screening and presenting these for practicum purposes when requested.

You can find additional information on compliance at:

<http://health.uncc.edu/advising-center/advising-center-information/clinical-agency-requirements>

Drug Screening

Drug screening information is on the same website as the Criminal Background Check information under Clinical Agency Compliance (see link above). The student is also responsible for keeping the results of the drug screen to demonstrate compliance with the field agency. The University and program will not keep records of student results and, therefore, cannot verify with agencies whether you are in compliance. If an agency rejects a student based on the results of the criminal background check or drug screen, the School of Social Work will make one attempt to find a practicum clinical site, field practicum, internship or practicum. A student *may* be dismissed from a program because education affiliation agencies will not accept the results from the criminal background check and/or drug screen.

Fingerprinting

Students may also be asked to complete a fingerprint test by some field agencies. Fingerprinting may be obtained from the Mecklenburg County Sheriff's Office (or any local Sheriff's Office). The following website may offer more information.

<http://www.charmeck.org/mecklenburg/county/mcso/communityservices/pages/fingerprinting.aspx>

Immunizations

Immunizations required for field practicum often exceed requirements for university admission. Students submit all required immunizations and the *CHHS-Clinical Agency Requirements Form* to the designated staff person in the College of Health and Human Services – Advising Office prior to their field practicum commencing. It is strongly advised that students keep copies of all immunizations.

NOTE: It is recommended that students discuss any requirements by the agency during their interview. If there are any questions, please do not hesitate to contact the field education office. Students should submit required paperwork by no later July 15th before the beginning of the field practicum in fall semester. It is highly recommended that it be submitted earlier.

Liability Insurance

All students are required to carry professional liability insurance. Agencies will not allow students to be placed unless the student has liability insurance coverage.

**This liability insurance covers only you the student and your person, not your automobile, and not any passengers that are in your automobile.
The insurance is effective for the academic year only and under no circumstance will the student have client contact prior to the first day of the academic year.**

The University of North Carolina system currently provides professional and accidental insurance coverage through a policy administered by:

North Carolina Association of Insurance Agents
P.O. Box 1165
Cary, NC 27512.

The coverage is provided by Liberty Mutual Insurance, Policy Number: GL8335325 and claims should be submitted to the above address. The contact telephone is (919) 828-4371.

Field Placement

What is a Concurrent Field Placement Model?

The field placement occurs concurrently with classroom education. Each student is referred to a prospective agency during the spring semester of the third year of study. During the fall semester in the fourth year of study, the student is in field placement for 16 hours, two (2) days per week on Thursdays and Fridays. During the spring semester of the fourth year of study, the student is in field placement for 24 hours, three (3) days per week on Wednesdays, Thursdays, and Fridays. Field placement hours are documented on the student time sheet that is located in the Appendix of this manual and posted on the Field Education website.

Practicum Courses

Field Education is directly aligned with CSWE's 10 core competencies and corresponding practice behaviors as outlined in the Educational Policy and Accreditation Standards (EPAS). BSW students will complete the foundation field practicum. CSWE requires a minimum of four hundred (400) hours in Field Education for BSW students. UNC Charlotte School of Social Work Field Education program requires BSW students to complete more than the the standard of nine (400) hundred hours. **Field Hours are based on the University Calendar and WILL fluctuate from year to year. The exact number of required hours will be announced at the beginning of each academic year.** The beginning date of the field practicum is the first Thursday of classes during the fall semester and the ending date is the last day of classes during the spring semester.

The field practicum (3482- Fall & 3484- Spring) requires a mandatory field seminar class that will meet monthly each semester. This experience allows students to integrate knowledge, skills, and values taught in the classroom with their field education. The seminar instruction may schedule professional development seminars during the seminar hours when it does not conflict with seminar class.

Orientation to the Agency – A number of field agencies may require a mandatory volunteer training or orientation that must be completed prior to placement. Students may get credit on their time sheet for up to twenty-four (24) clock hours as a result of taking the required training and use it towards their total number of hours in the field agency, but this may not be used to end the placement earlier than the last day of classes. In addition, the field instructor must agree to the use of the hours to satisfy field placement hours during the academic year. Under no circumstance shall a student have client contact prior to or without the University Insurance being in place which is effective the first day of classes for the academic year.

School Social Work Placements

It is important to note that students who are placed in a school social work setting will follow the host district calendar for holidays, school closings, and spring break. The Field Education student would not be able to have contact with the Field Instructor or students if the school was not in session. Students should review the school calendar with their Field Instructor to assure that they will be able to meet the required number of hours for field that academic year.

University Holidays and Closings

If the University is closed for holidays, fall and spring breaks or any other closing that does not require the student to attend class; the student is **NOT** required to attend the Field Placement agency. The student may exercise the option of attending the Field Placement agency for field-related work or to make up missed time in the field.

**STUDENTS WILL NOT BE ALLOWED TO FINISH THE INTERNSHIP EARLIER
THAN THE LAST DAY OF CLASS OF THE SEMESTER.**

Terms and Responsibilities

The Field Instructor's Responsibilities

1. Participate in the new Field Instructor training program provided by the School, on-going Field Instructor workshops, and related continuing education opportunities offered by UNC Charlotte.
2. Become familiar with CSWE's Educational Policy and Accreditation Standards (EPAS). Field Instructors who supervise BSW students must also be familiar with the UNC Charlotte School of Social Work's Foundation competencies and practice behaviors.
3. Assist in developing a Learning Agreement with the BSW student that will outline the objectives, tasks, responsibilities, and learning opportunities as specified by the social work program and EPAS.
4. Meet with the student on a weekly basis for at least one hour of personal supervision in order to assess the student's progress with assignments, explore his/her personal concerns, and evaluate the achievement of practicum objectives.
5. Complete and maintain written notes related to the weekly supervision meetings.
6. Obtain feedback from other colleagues who are working with the students on a regular basis.
7. Meet with the Faculty Liaison and the student two times during the academic year to give ongoing feedback on the social work competencies and practice behaviors and discuss any areas of need.
8. Inform the Faculty Liaison immediately if the student's level of performance is marginal and work from a strengths-based perspective to support his/her success.

9. Prepare a mid-term evaluation with the student to review in supervision and, if there are any areas of concern, to bring this to the attention of the student and the Faculty Liaison.
10. Prepare a final evaluation of the student's performance no later than the last day of field practicum for a given semester.

Task Supervisor's Responsibilities

When a Task Supervisor is used to monitor student performance in the field practicum, the Task Supervisor will complete all the responsibilities of the Field Instructor listed above in 1-10. In addition, the Task Supervisor must do the following:

1. Inform both the Faculty Liaison and field supervisor immediately if the student's level of performance is marginal or not satisfactory.
2. Ensure that the mid-term evaluation of the student is reviewed by the Faculty Liaison and field supervisor for comments and feedback.
3. Ensure that the final evaluation of the student is reviewed by the Faculty Liaison and field supervisor for comments and feedback before the last day of the field practicum in a given semester. The Task Supervisor will also recommend a grade for the field practicum course (SOWK 3482 and 3484).

Faculty Liaison's Responsibilities

1. Maintain a viable school-agency relationship and assure that the student receives a field practicum experience consistent with student needs, standards set by the program, and the EPAS standards.
2. Contacts can be face to face, virtual or telephonic. Additional contacts can be determined by the Field Liaison or requested by the student and/or Field Instructor if issues arise.
3. The Field Liaison's should reach out, within the first month of placement, to Field Instructors and provide them with an introductory contact.
4. If there is a concern noted by the student related to their agency, the Faculty Liaison will ascertain if the student has addressed this directly with the Field Instructor. The student's concern about lack of access to their Field Instructor, not being given enough work, ethical dilemmas with other staff, but not limited to are some concerns which may be discussed.
5. If there is a concern noted by a Field Instructor, the Faculty Liaison will also ask if the primary supervisor has addressed this directly with the student. Dress, professional behavior, attendance are some areas of concern, but not limited to, that the primary supervisor would discuss.
6. If the student and/or Field Instructor need support, the Faculty Liaison would request that a meeting be scheduled to look at the issue from a solution focused approach to resolve and support the continued placement.
7. Remain available to the Field Instructor and the student for consultation regarding student performance in the agency.
8. Inform the Assistant Director of Field Education, Advisor, and the Program Director when students are having difficulty, for whatever reason, in their field setting.
9. Document all Faculty Liaison contacts that are related to the students' placement.
10. Work with the student, Field Instructor and Assistant Director of Field

Education/designee if a student has a barrier to complete practicum hours by the last day of classes. Situations that may impact, but are not limited to are serious illness of the student, hospitalizations, death in the family, and/or pregnancy. The liaison & student must be knowledgeable of the University Policy for incomplete grades in reviewing the eligibility /viability of this plan as well as the deadlines to complete the field hours before the next semester.

11. Assignment of the grade for the Field Education course. The Field Instructor may recommend a grade, but it is the responsibility of the Faculty Liaison to assign the grade for the field. It is the responsibility of the Field Liaison to discuss any discrepancy in grade assigned by the Field Instructor for the Evaluation and review prior to assigning the final grade for the course.

Assistant Field Education Director Responsibilities

1. Secure and develop affiliations with practicum agency sites in sufficient numbers to support as much student choice as possible. The practicum agencies should provide a quality field education experience and is consistent with the mission of the program and CSWE Educational Standards.
2. Assure that all practicum agencies have fully executed Affiliation Agreements and that all compliance documentation is on file with the College of Health and Human Services prior to the student's practicum.
3. Assist in the development of the field education curricula as per CSWE criteria and certify that field practicum tasks, duties, and practicum assignments are educationally appropriate for the student.
4. Assess admitted students' eligibility and readiness for field practicum and help students secure a practicum.
5. Provide new Field Instructor orientation and ongoing training opportunities for Field Instructors.
6. Assure all Field Manuals, Policies and required forms are updated annually.
7. Co-coordinate the Annual Field Agency Fair and the Field Education Conference.
8. Consult with the BSW Program Director or faculty advisors on an ongoing basis related to student issues.
9. Assess annual surveys for field education completed by Field Instructors and students and review these with the Field Advisory Board.

Student's Responsibilities

1. Commit to completing weekly hour requirements for field practicum, attendance at all mandatory orientations related to field practicum, and meeting with the Faculty Liaison during site visits and/or by telephone.
2. Have transportation to the field agency and in order to complete all required learning tasks.
3. Develop a Learning Agreement within established timelines and in cooperation with the Field Instructor and Faculty Liaison.
4. Function professionally in accordance with the NASW Code of Ethics and professional standards of the School of Social Work in all activities undertaken as a representative of

- the field agency.
5. Attend and participate in the field seminar class as scheduled.
 6. Complete all class and agency related work in a timely manner.
 7. Evaluate his/her agency and Field Instructor at the end of the field practicum experience.
 8. Participate in on-going self-evaluation and defining specific strengths and weaknesses, including preparing an agenda for the supervisory conference each week.
 9. Keep the Field Instructor informed of all classroom assignments that relate to the agency.
 10. Demonstrate professional behavior at the practicum agency and in field seminar.
 11. Abide by agency rules. Examples include but are not limited to:
 - a. The student should appropriately adhere to the agency's dress code, report to the agency promptly, and report as scheduled.
 - b. The student must respect confidentiality relative to all clients and agency services, their circumstances, and their problems.
 - c. The student must behave professionally as a representative of the agency and as a member of a professional program at UNC Charlotte.
 12. Behave professionally and ethically with clients served by the agency. Examples include but are not limited to:
 - a. Sensitivity to client needs
 - b. Becoming and remaining aware of one's impact on others
 - c. Acting in accordance with the basic assumption of the worth and dignity of each person
 - d. Being polite and courteous
 - e. Being accepting of others whose values, standards of behavior, and attitudes may differ from one's own
 - f. Respecting confidentiality
 13. Remain sensitive to one's position as a representative of the university. Examples include but are not limited to:
 - a. Fulfilling requirements of the Field Practicum.
 - b. Participating in self-evaluation with their Field Instructor.
 - c. Informing a university representative of any acts of harassment, sexual harassment, violence, or disrespect directed at oneself, clients, or others in the field agency
 14. Informing the Assistant Field Education Director of accidents that occur during field practicum.

Note: Student are expected to adhere to the UNC Charlotte Code of Student Responsibility which may be found under the following link: <http://legal.uncc.edu/policies>

Helpful Tips for Students in Field Agencies

1. Become familiar with your agency's organizational culture and climate.
2. Remember that you are entering a working organization that has a history, a present, and a future with and/or without you.
3. Practice professionalism at all times. Be punctual and arrive ready to work at the beginning of the day. You have a beginning and an ending time for your practicum. Always work within those designated time frames.

4. Make sure your Field Instructor is aware of where you are at all times, including lunch and other breaks.
5. Always contact your Field Instructor directly if you are going to be late, sick, there is inclement weather, or if there is an emergency and you are unable to come to your field practicum.
6. Dress appropriately for your agency. Know your agency dress code!
7. Keep your assigned space clean and neat.
8. Make sure that you understand the tasks assigned to you. Do not be afraid to ask pertinent questions!
9. Complete all of your assigned work on time. If there is a problem with meeting a deadline, renegotiate the deadline with your Field Instructor,
10. Do not cover up your mistakes. Inform your supervisor immediately! Mistakes left unchecked grow into problems.
11. Remember you are responsible for your education/field experience. Participate!

Learning Agreements

Each student will complete a Learning Agreement with input from the Field Instructor which will outline the competencies and practice behaviors he/she will develop during their field practicum. The Learning Agreement will outline the activities that will help them meet CSWE competencies. There is a separate Learning Agreement for the foundation practicum sequence and the advanced practicum sequence. It is critical that the student review their Learning Agreements throughout practicum to review and adjust them as needed.

Evaluation of Student Progress

Students will be evaluated in their seminar by the Faculty Liaison. The original copy of the Learning Agreement should be given to the faculty on a date which is outlined in the course syllabus and should be signed by both the student and the Field Instructor.

Students will typically have one (2) contacts/meetings with the Faculty Liaison and the Field Instructor in the agency per academic year. The Faculty Liaison will also complete a written note after each site visit or telephone contact with the student and Field Instructor. The initial visit will focus on the learning agreement which should be completed prior to the first field visit.

Each semester, the Field Instructor will complete the Evaluation of the Student. The student and the Field Instructor will meet together around mid-semester to review the student's progress toward required competencies. The midterm evaluation does not have to be turned in to the School of Social Work. Each practice behavior should be evaluated using the numbers that correspond to the letter grade. It is important that the evaluation be first completed by the student and then the Field Instructor. Field evaluations will be placed in the student's academic file.

The final grades for the field practicum/field seminar class are a letter grade. This grade is assigned by the Faculty Liaison in consultation with the Field Instructor and is based on the seminar and the Student Evaluation as outlined. It is strongly advised that the student keep a

copy of the form since many agencies require it as part of the employment application process.

Evaluation of the Field Practicum Site and Field Instructor

At the end of the practicum year students will complete an electronic evaluation of their field agency and Field Instructor. Students will receive an electronic invitation from the Assistant Field Education Director at their UNC Charlotte email account from TK20. The evaluation is anonymous evaluation. This feedback is important and helps the Assistant Field Education Director prepare for future students and future field practicum sites.

Evaluation of the Faculty Liaison

At the end of each semester, students will complete an electronic evaluation of the field seminar class and of the Faculty Liaison. Field Instructors will receive an invitation at the email address which was noted by their instructor when the field practicum agreement was completed. The evaluation of the liaison visits and Faculty Liaisons is crucial to the faculty of the Social Work Program to help provide quality field education.

Addressing Student Problems in the Field Practicum

See Student Support Team section about levels of support for students.

Additional Expectations

- a. Notify the field instructor prior to the start of work on any day that the student is unable to attend the field placement.
- b. Develop a learning contract acceptable to the student, field instructor, and faculty liaison.
- c. Work with a sufficient number of clients so that the competencies in the course objectives can be met. Work with a variety of clients and problem situations.
- d. Work directly with individuals, families, groups, communities, and organizations.
- e. Participate in a minimum of one one-hour supervisory conference each week.
- f. Integrate classroom learning with the field experience.
- g. Inform field instructors of field related course assignments in a sufficient amount of time in order to solicit their help should their help be needed to complete the assignment.
- h. Maintain student liability insurance throughout the field placement.
- i. Complete an emergency contact sheet and give it to the Field Instructor (Appendix C)
- j. Complete all required hours in the field placement and attend all seminar classes as scheduled

Employment-Based Field Practicum

An employment based field placement can be an option if the employing agency qualifies as an affiliated field site for the School of Social Work at UNC Charlotte. In addition, the BSW student who is applying for an Employment-Based Field Placement must be an employee of the agency and has completed their probationary period.

CSWE guidelines relevant to employment based Field Placements must be adhered to by the student and the employing agency.

The designated Field Instructor must be approved by the School of Social Work. He/she must be a BSW or MSW with at least two (2) years post-BSW or MSW experience to supervise BSW. The Field Instructor cannot be the direct work supervisor of the student. The Field Instructor must attend **MANDATORY** Field Instructor training.

The employing agency must be within a sixty (60) mile radius of the University of North Carolina in Charlotte or have the ability to use technology which would facilitate virtual visits by the Faculty Liaison. Although a student is employed in an agency that meets all field instruction and UNC Charlotte School of Social Work standards and expectations, it should not be assumed that your placement will occur within your employing agency.

Field Placement learning experiences must be in an entirely different program and/or division than where the student is employed. The learning experiences assigned for the student must meet the requirements of UNC Charlotte Field Education program and must differ substantially from the student's employee role. The level of assignments will be determined by the student's educational role, not the employee role.

The request to complete a Field Placement in an employing agency packet must be submitted in writing to the Assistant Director of Field Education on the due date established by the Field Education program during the spring semester prior to the fall placement semester as follows:

- 1) The student shall submit two (2) original copies of the Employment-Based Field Agreement to the Director of Field Education.
- 2) The student shall submit the written field plan which is outlined in item number (4) of the agreement at the time of the request.
- 3) The written request shall be reviewed by the Field Education Committee when a decision will be made regarding the written request.
- 4) The student will be notified of the decision in writing by the Director of Field Education.

If approved, the Field Placement must achieve all of the placement objectives. The student must engage in both micro and macro graduate level practice activities under qualified social work program approved Field Instructors. The objectives must be reviewed by the student, the

prospective Field Instructor, the student's employer, and the Assistant Director of Field Education.

The School of Social Work must be assured that the employment agency supports the placement as an educational experience and is committed to providing the time and supervision to be involved in discrete learning activities with specific learning objectives that are related to the placement objectives. The employing agency is expected to help the student and the university to create and maintain an environment for learning to take place.

Employment-Based Field Agreements are not considered approved until the review by the Assistant Director of Field Education and a letter will be sent confirming approval.

All terms of the employed based Field Placement Agreement must be adhered to by the student and by the employing agency.

Employment based placement agreement – Appendix

BSW Student Association

The UNC Charlotte BSW Student Association is open to all Social Work majors at both the Lower Division and Upper Division levels. The purpose of the Association is to bring together students sharing a common interest in Social Work. The Association is comprised of student leaders supported by a designated faculty advisor. The Association elects officers annually from its membership. Student appointees from the Association are eligible to participate on a range of School Committees (e.g., BSW Committee, Student Services Committee, Curriculum Committee, Field Committee, Field Advisory Board, Community Advisory Board, etc.). Meetings are held monthly. Speakers are invited to present information on topics of interest and the Association also sponsors community service projects.

Honors, Awards, and Scholarships

There are a number of honors and awards available for BSW students of excellence. This section describes each of those.

Student should submit by March 1st, the following to the CHHS Advising Center, College of Health and Human Services, room 103.

Completed Application Form: Is available for download on the Advising Center - Scholarships webpage.

1. References from two members of the faculty that address criteria 1, 3 & 4: Reference forms are available for download on the Advising Center – Scholarships webpage.
2. Completion of the Free Application for Federal Student Aid (FAFSA) application and copy of the Student Aid Report (SAR): Available through UNC Charlotte Financial Aid Office/website.

3. If student cannot demonstrate financial need per the FAFSA or SAR, please describe financial need in terms of financial sacrifices made to pursue your Social Work degree within one page.
4. Current UNC Charlotte transcript

Honors

Dean's List

The Dean's List recognizes full-time undergraduate students who, during the fall or spring semester, earn a grade point average of at least 3.4 and not more than 3.79 in 12 or more semester hours of credit graded A, B, or C, with no grade less than C. A part-time student must earn a combined fall and spring grade point average of at least 3.4 and not more than 3.79 in 12 or more semester hours of credit graded A, B, or C, with no grade less than C.

Chancellor's List

The Chancellor's List recognizes full-time undergraduate students who, during the fall or spring semester, earn a grade point average of at least 3.8 in 12 or more semester hours of credit graded A, B, or C, with no grade less than C. A part-time student must earn a combined fall and spring grade point average of at least 3.8 in 12 or more semester hours of credit graded A, B, or C, with no grade less than C.

Commencement Marshals

At each commencement ceremony, the University honors the juniors with the highest grade point averages by inviting them to serve as the marshals who lead the processions of graduates, faculty members, and the platform party. To select students for this honor, the University considers juniors who have completed 75 hours of degree work, have been enrolled full-time (12 or more hours per semester) during the two most recent semesters, and are able to attend the ceremony.

Graduation with Distinction

Graduating students whose grade point average is 4.0 will be awarded their degree *Summa Cum Laude*. Those graduating with a grade point average of at least 3.8 but less than 4.0 will be awarded their degree *Magna Cum Laude*. And, students graduating with a grade point average of at least 3.4 but less than 3.8 will be awarded their degree *Cum Laude*. To be eligible to graduate with distinction, a student must have a grade point average computed on at least 48 semester hours of credit completed in residence at UNC Charlotte.

Phi Alpha

Phi Alpha is the academic honor society for BSW students of excellence. Its purpose is to recognize and advance academic excellence and scholarship in social work practice. Membership eligibility is open only to Upper Division social work majors and is based on academic excellence (3.4 GPA or higher), leadership ability, and a high standard of personal behavior and dedication to the social work profession. Students who meet the above criteria will be sent a letter of invitation to join Phi Alpha. A recognition ceremony is held each April.

Awards

Outstanding Field Student Award

The Outstanding Field Student Award recognizes the most outstanding field student of the year. Recipients must demonstrate excellent social work practice skills and outstanding ethics and professional demeanor in working with clients, field instructors, School faculty, and agency staff. This award is made annually by an appointed committee of the Social Work Field Advisory Board.

Nominations for “Outstanding BSW Field Student of the Year”

All field instructors may nominate their student for the “Outstanding BSW Field Student Award. One student will be selected for each academic year and the students will be recognized at the Annual Field Education Conference and Event during the spring semester. The nomination form is posted on the Field Education website.

Nominations for “BSW Field Instructor of the Year”

Any BSW student in field placement may nominate their field instructor for the “Outstanding Field Instructor of the Year. One BSW Field Instructor will be recognized at the Annual Field Education Conference and Event during the spring semester. The nomination form is posted on the Field Education website.

Nominations for “The Field Advisory Board”

The Field Director is responsible for meeting each semester with the Field Advisory Board (FAB). This group of social work professionals serves as field instructors for the BSW and MSW UNC Charlotte Social Work Program. Their duty is to represent the interests of the field instructors from various fields of practice and to provide feedback to the program as to the quality of the students and issues in the field placement, as well as offering mentoring support for new field instructors.

A BSW student may self-nominate for a one (1) year term on the Field Advisory Board for the current academic year. The student must submit a letter of recommendation from their advisor and a faculty member, application to the Field Director to be considered. A copy of the form is included in the (See Appendix U). The application/letter of recommendation shall be submitted by the due date noted for the current academic year.

Cyril G. Harper Award

The Cyril G. Harper Award is in honor of former senior BSW student, Cyril Harper, who died tragically in 2000. To honor his memory, Mr. Harper’s peers initiated a fund-raising effort which resulted in the development of a \$200 annual scholarship award known as the Cyril G. Harper Scholarship. The award is targeted toward Upper Division social work students devoted to community service and social justice. Upper Division BSW students may apply for the award by submitting a one to two page summary of their scholastic achievements, community service experiences, and commitment to social justice.

Application letters are due by January 20 of each academic year and should be sent to: The Cyril

Harper Award, c/o Ms. Gay Jordan, MSW, LCSW, Coordinator of Student Services, School of Social Work, UNC Charlotte, 9201 University City Boulevard, Charlotte, NC 28223.

Scholarships

The 7 Waters Book Fund

The 7 Waters Book Fund, is an annual book scholarship to promote awareness of the significance of service to others in the local community and the importance of continued education. Social Work students may apply for the \$250 annual award.

Students should submit to the College of Health and Human Services Advising Center, Room 103, a two-page, double-spaced essay in response to the following:

- a.) Describe your commitment to being a contributing citizen in the local community through the provision of service to others and your commitment to continued education.
- b.) Describe your financial need for this award in terms of the financial sacrifices that you have made to pursue your degree and how this award will help to lessen your financial burden.
- c.) Describe you future career plans upon graduation.

Students should also include a current UNC Charlotte transcript.

Edwin H. Chapin Social Work Scholarship

The Edwin H. Chapin Social Work Scholarship is an annual scholarship awarded to an undergraduate or graduate student who has been admitted into the BSW or MSW program in the College of Health and Human Services. BSW students who accept this scholarship must agree that they will continue their Social Work education to attain a Master of Social Work (MSW) degree. Recipients must be in good academic standing and demonstrate financial need by the Student Aid Report (SAR) from completion of the FAPSA.

Student should submit by March 1st the following to the CHHS Advising Center, College of Health and Human Services Room 103:

1. Application. It is available for download on the Scholarship webpage. You will need to insert the name of this scholarship.
2. References from 2 faculty that address criteria 1 – 3 and an undergraduates ability to pursue a MSW degree.
3. Student must submit their individual SAR and undergraduate students must agree to continue their education towards a MSW degree (criteria #2).
4. Student must declare whether or not s/he is employed by the School of Social Services
5. Current UNCC Transcript

Social Work Community Advisory Board Scholarship

The Social Work Community Board Scholarship is an annual scholarship awarded to an undergraduate or graduate student who has been admitted into the BSW or MSW program in the College of Health and Human Services. Students must demonstrate financial need as determined by the Financial Aid Office. If there are no Financial Aid students who qualify for the scholarship, then applicants need to describe their financial need in terms of financial sacrifices that they have made to pursue their Social Work degree. Applicants must also demonstrate a commitment to Social Work through community service and have a GPA of 3.0 or above.

Student should submit by March 1st, the following to the CHHS Advising Center, College of Health and Human Services, room 103.

Useful Websites

A. Code of Ethics of the National Association of Social Workers

<http://www.socialworkers.org/pubs/code/code.asp>

B. Council on Social Work Education Educational Policy and Accreditation Standards

www.cswe.org/File.aspx?id=41861

PART III- Appendices

ATTENDANCE POLICY FOR FIELD PLACEMENTS –SOCIAL WORK

Please refer to the Policy in Appendix I

DISABILITY POLICY FOR FIELD PLACEMENTS –SOCIAL WORK

Please Refer to the Policy in Appendix J

EMPLOYMENT BASED SOCIAL WORK FIELD PLACEMENT POLICY AND AGREEMENT

Please Refer to the Policy in Appendix K

FIELD PLACEMENTS THAT EXCEED THE CURRENT SIXTY (60) MILES RADIUS- SOCIAL WORK

Please Refer to the Policy in Appendix L

INCLEMENT WEATHER – SOCIAL WORK

Please Refer to the Policy in Appendix M

PLACEMENT CONCERNS, REASSIGNMENT OF PLACEMENT AND TERMINATION POLICY – SOCIAL WORK

Please Refer to the Policy in Appendix N

RELIGIOUS ACCOMODATION IN FIELD PLACEMENTS – SOCIAL WORK

Please Refer to the Policy in Appendix O

SAFETY POLICY FOR AGENCY FIELD PLACEMENTS –SOCIAL WORK

Please Refer to the Policy in Appendix P

SEXUAL HARRASSMENT POLICY AND PROCEDURE-SOCIAL WORK

Please Refer to the Policy in Appendix Q

SUPERVISION AND EVALUATION OF STUDENTS IN FIELD-SOCIAL WORK

Please Refer to the Policy in Appendix R

GUIDELINES

SOCIAL MEDIA AND TECHNOLOGY GUIDELINES

Please refer to Appendix S

Field Placement Attendance Policy

Field Placement is a University course and students are expected to remain in the Field Placement for the entire semester of placement completing an evaluation at the end of each semester of placement.

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

Field Placement is aligned with the academic calendar. Placement begins during the first week of classes and end the last week of classes during the spring semester.

BSW Students

BSW students are required to complete 16 hours in their Field Placement in the fall semester and 24 hours in their field placement in the Spring semester. The designated days are determined by the agency and student and are noted on the Field Agreement. As previously noted, Field Hours are based on the University Calendar and WILL fluctuate from year to year. The exact number of required hours will be announced at the beginning of each academic year.

Orientation or Required Training Prior to Academic Year

In some cases, Field Placement agencies require orientation or training prior to the academic year. Students may get credit on their time sheet for up to 24 (hours) clock hours as a result of taking the required training and use it towards their total number of hours in the field agency, but this may not be used to end the placement earlier than the last day of classes. In addition, the Field Instructor must agree to the use of the hours to satisfy Field Placement hours during the academic year. **Under no circumstances should a student have client contact prior to the academic year since they will not have insurance in place.**

School Social Work Placements

It is important to note that students who are placed in a school social work setting will follow the host district calendar for holidays, school closings, and spring break. The Field Education student would not be able to have contact with the Field Instructor or students if the school was not in session. Students should review the school calendar with their Field Instructor to assure that they will be able to meet the required number of hours for field that academic year.

University Holidays and Closings

If the University is closed for holidays, fall and spring breaks or any other closing that does not require the student to attend class; the student is **NOT** required to attend the Field Placement agency. The student may exercise the option of attending the Field Placement agency for field-related work or to make up missed time in the field.

**STUDENTS WILL NOT BE ALLOWED TO FINISH THE INTERNSHIP EARLIER
THAN THE LAST DAY OF CLASS OF THE SEMESTER.**

Disability Policy for Field Placements

Students with disabilities attending UNC Charlotte are protected by laws that ensure equal access to education.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Amendment Act of 2008 protect the civil rights of individuals with disabilities. These laws state that “no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity of a public entity.”

In a post-secondary education setting, the term "otherwise qualified" means "a person who meets the academic and technical standards requisite to admission or participation in the education program or activity, with or without reasonable modifications to rules, policies or practices; the removal of architectural, communication or transportation barriers; or the provision of auxiliary aids and services."

A "person with a disability" is defined as "any person who 1) has a physical or mental impairment which substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning, and working], 2) has a record of such an impairment, or 3) is regarded as having such an impairment....." (Policies and Procedures of the Office of Disability Services)

Documented Disability

If a student has a documented disability through the UNC Charlotte Office of Disability Services, the student should make the Director and/or Assistant Director of Field Education aware of the Disability at the time of his/her face to face pre-placement meeting. If the student requests an accommodation at the field agency or in seminar the following must be adhered to:

1. Give a copy of the letter to the Field Director; and
2. Sign a FERPA release which will allow the Field and/or Assistant Field Director to include this information in the Field Referral Packet, and
3. Discuss the accommodation with his/her Field Faculty (Field Instructor and Faculty Liaison) to support a positive learning environment for professional growth.

Undocumented Disability

If there are issues that occur in Field Placement/seminar as a result of a suspected disability, the field faculty will discuss his/her observations/concerns and make the student aware of the Office of Disability Services.

Information about available services may be found at <https://ds.uncc.edu/>

Employment-Based Field Placement Policy

An employment based field placement can be an option if the employing agency qualifies as an affiliated field site for the School of Social Work at UNC Charlotte. In addition, the BSW student who is applying for an Employment-Based Field Placement must be an employee of the agency and has completed their probationary period.

CSWE guidelines relevant to employment based Field Placements must be adhered to by the student and the employing agency.

The designated Field Instructor must be approved by the School of Social Work. He/she must be a BSW or MSW with at least two (2) years post-BSW/MSW experience to supervise BSW. The Field Instructor cannot be the direct work supervisor of the student. The Field Instructor must attend **mandatory** Field Instructor training.

The employing agency must be within a sixty (60) mile radius of the University of North Carolina in Charlotte or have the ability to use technology which would facilitate virtual visits by the Faculty Liaison. Although a student is employed in an agency that meets all field instruction and UNC Charlotte School of Social Work standards and expectations, it should not be assumed that your placement will occur within your employing agency.

Field Placement learning experiences must be in an entirely different program and/or division than where the student is employed. The learning experiences assigned for the student must meet the requirements of UNC Charlotte Field Education program and must differ substantially from the student's employee role. The level of assignments will be determined by the student's educational role, not the employee role.

The request to complete a Field Placement in an employing agency packet must be submitted in writing to the Assistant Director of Field Education on the due date established by the Field Education program during the spring semester prior to the fall placement semester as follows:

- 1) The student shall submit two (2) original copies of the Employment-Based Field Agreement to the Director of Field Education.
- 2) The student shall submit the written field plan which is outlined in item number (4) of the agreement at the time of the request.
- 3) The written request shall be reviewed by the Field Education Committee when a decision will be made regarding the written request.
- 4) The student will be notified of the decision in writing by the Assistant Director of Field Education.

If approved, the Field Placement must achieve all of the placement objectives. The student must engage in both micro and macro graduate level practice activities under qualified social work program approved Field Instructors. The objectives must be reviewed by the student, the prospective Field Instructor, the student's employer, and the Assistant Director of Field Education.

The School of Social Work must be assured that the employment agency supports the placement as an educational experience and is committed to providing the time and supervision to be involved in discrete learning activities with specific learning objectives that are related to the placement objectives. The employing agency is expected to help the student and the university to create and maintain an environment for learning to take place.

Employment-Based Field Agreements are not considered approved until the review by the Assistant Director of Field Education and a letter will be sent confirming approval.

All terms of the employed based Field Placement Agreement must be adhered to by the student and by the employing agency.

EMPLOYMENT-BASED FIELD PLACEMENT AGREEMENT This Agreement is between the University of North Carolina at Charlotte, School of Social Work (“**University**”) and the employing agency named below (“**Employing Agency**”) regarding an employment-based Field Placement for a UNC Charlotte Social Work student who is also an employee of the Employing Agency.

Date: _____

Employing Agency: _____

Agency Address: _____

An Employment-Based Field Placement is an option that is not routinely available for UNC Charlotte Social Work students but can be an option if a student is employed in an agency that qualifies as a field site for the UNC Charlotte Social Work program. To be qualified as a field site for the UNC Charlotte School of Social Work, such an agency must meet all field instruction and other UNC Charlotte School of Social Work standards and expectations.

The relevant current CSWE guidelines provide as follows:

If the student is also employed in the agency where the field practicum takes place, the availability of release time for course and field instruction should be ensured. Student assignments and field practicum supervision should differ from those associated with the student’s employment. It should also be demonstrated that there is no diminution of the program’s established requirements in class and field practicum and the field instruction is educationally focused rather than solely centered on agency services (CSWE, 2008).

The student named below is currently an employee at the Employing Agency and will remain on employee status there during his/her Field Placement unless the employment status is terminated by the agency. In such case, the Field Placement will not remain employment based and may be terminated.

Name of Student: _____

The Employing Agency and the University agree to the following conditions as the means necessary to protect the educational integrity of the Field Placement:

1. The designated Field Instructor named below, an employee of the Employing Agency, must be approved by the UNC Charlotte School of Social Work. He/she must have an MSW

degree with at least two years post-degree experience. The Field Instructor may not be the direct supervisor of the Student in the Student's capacity as an employee of Employing Agency.

Name of current supervisor: _____

Phone Number: _____

Name of proposed BSW Field Instructor: _____

Phone Number: _____

2. Field Placement learning experiences must be in an entirely different program or division of the Employing Agency from the unit in which the Student is regularly employed. The learning experiences assigned for the Student must be as varied as possible and must differ substantially from their employee role.

3. The Employing Agency shall release the Student from paid employment duties and expectations during the business hours and days that the Student participates in the Field Placement. The Student shall not be expected to perform any employment duties while participating in Field Placement activities, and will not be penalized for failure to perform employment duties while participating in Field Placement activities.

4. The Employing Agency and the Student must develop a ***Written Field Placement Plan*** for the proposed Field Placement that details specifically how the Employing Agency will meet the conditions of this Employment Based Field Agreement. This Plan should be submitted simultaneously with the Employment-Based Field Agreement to the Director or Assistant Director of Field Education. The Written Field Placement Plan and Employment Based Agreement must be signed by the Field Instructor, the student, and approved by the Coordinator of Field Education, no later than August 1st of the current academic year prior to the beginning of the Field Placement.

The written plan shall include, but is not limited to, the following:

- a. Specific dates of the Field Placement
- b. Specific information about the educational learning opportunities for the proposed placement which includes the population served, service methods available for student learning, field of service, and practicum experience
- c. Types of proposed activities for the student

Jane B. Neese
Associate Dean
College of Health and Human Services

Heather L Douglas, MSW, LCSW
Assistant Director of Field Education
School of Social Work

Authorized Signature for Employing Agency

Title

Field Instructor for Employing Agency

Title
Appendix L

Field Placements that Exceed the Current Sixty (60) Mile Radius

Field Placements for the School of Social Work at UNC-Charlotte shall be obtained within sixty (60) mile radius from the University which allows the development of strong working relationships and support of the student and Field Instructor during the academic year. However, if the Field Placement agency may be pursued in areas that exceed the sixty (60) mile radius if the following criteria are met:

1. The agency has the ability to complete virtual visits with technology or through the use of teleconference facilities; and
2. The agency is willing to complete or has a current Affiliation Agreement with UNC Charlotte.

If the Agency only has the ability to complete telephone contacts, the Field Placement will not be approved.

The student must submit a request in writing to the Field Education Committee for review and resolution. The request must outline the following:

1. Name of the Student and all contact information
2. Specific Reason for the Placement Request
3. Name of Proposed Agency which includes a description of the services provided, how the placement would support your academic goals, if they are Affiliated with UNC Charlotte, the name and contact information of the agency if they are not Affiliated with UNC Charlotte, name of the proposed Field Instructor, and verifies that the Agency has the capacity to complete virtual visits by allowing the student to download a web camera on an internet enabled computer or ability of the agency to host teleconferences.
4. Names of Social Work schools that they are currently working with for BSW and MSW students

The Assistant Director of Field Education will inform the student of the Field Education Committee's decision. In the event the request is approved, the following criteria must be adhered to by the student, the Field Instructor in the Field Placement agency, and the Faculty Liaison at UNC Charlotte.

Criteria

- 1) There will be at least one (1) contact per semester. The visits will be facilitated through the use of a web camera and virtual technology. Depending on the location of the agency, a face to face visit may be scheduled which is at a site negotiated by the Field Instructor and Faculty Liaison or may be at the agency.
- 2) If additional visits are needed, then the Field Instructor and the Faculty Liaison will need to negotiate a meeting time and place for the field visit or schedule virtual visits.
- 3) The prospective Field Instructor **must** attend **mandatory** Field Instructor Training.

- 4) If the student is employed by the Field Placement agency, the agency, the Field Instructor, and the student **must** agree to adhere to the Employment Based Field Placement Agreement.
- 5) All parties involved will sign a contract agreeing to the terms stated above.

IF AT ANY TIME THIS CONTRACT IS NOT ADHERED TO, THE FIELD PLACEMENT MAY BE TERMINATED BY THE FIELD EDUCATION OFFICE IN THE DEPARTMENT OF SOCIAL WORK AT UNC-CHARLOTTE

Inclement Weather Policy

It is the student's responsibility to become familiar with their Field Agency's policy on inclement weather and how the agency makes staff aware of if the agency is open, closed, or on a delay. Strategies may include contacting a specific telephone number, notices on television, web site announcements, and/or a telephone tree to contact staff or Field Instructor. It is always recommended that students verify if the University or Agency is open during inclement weather before making a choice to drive to the agency.

If there is inclement weather and the University and the Field Agency are open, the student should consider issues of personal safety when making a decision to travel to their Field Placement. However, if the student chooses **not** need to attend their field site due to inclement weather, it is important to note that the student must notify their Field Instructor/task supervisor directly, still meet the hourly requirement and make up the hours before the end of the semester. It is strongly recommended that the student work directly with their Field Instructor to discuss strategies to make up the work if required.

If the University is closed due to inclement weather, the student **is not** required to attend the field placement agency. It is the responsibility of the student to contact your Field Instructor directly if the agency is open and you will not be coming to the placement. This will allow your Field Instructor to arrange coverage for your appointments or duties for the field day.

If the University is closed, a decision will be made by the School of Social Work on whether student field hours will be adjusted due to inclement weather and students will be notified in writing.

Placement Concerns, Reassignment of Placement and Termination

Placement Concerns

It is critical that the Field Instructor and student work to resolve any problems that arise in a field placement using a problem solving approach and supporting a positive learning environment. This requires being able to provide feedback to each other directly and receive critical feedback. If the field faculty and student are unable to resolve the difficulties, it is the responsibility of the Faculty Liaison, to mediate the concern by scheduling a joint conference as soon as possible.

If the issues are related to student behavior, the Field Instructor and Faculty Liaison will decide if a Level I Review should be scheduled and follow the process noted to notify the student and schedule at a mutually convenient time for all attendees. During this review, it is expected that a plan of action will be developed which clarifies the problems in learning and teaching, concerns related to specific learning objectives, behavior changes expected, any necessary actions to be taken and a time frame to review the progress on the time frame.

If the issues are related to the field agency and a conference is scheduled, it is the responsibility of the field faculty to make the Field Director or Assistant Field Director aware of the concerns/issues. If the problems are related to the Agency inappropriately using students and/or not providing learning opportunities that are consistent with their educational goals, the Director of Field Education will contact the Agency to resolve or decide if the site will continue to host students.

Reassignment of Placement

A MSW field placement at an agency is a component of a required University course with specific hours that must be completed to receive credit for the semester. Students must demonstrate professional behavior in dealing with issues at their placement or with their Field Instructor and should utilize the support of their Faculty Liaison.

If a situation cannot be resolved or a placement does not meet the learning needs of the student, this should be discussed with the Field Instructor and Faculty Liaison to ascertain if the issues can be resolved. This must be done prior to any request for a placement to be changed. **It is important to note that in no circumstance shall a student initiating a Request to Change Field Placement be considered after February of the spring semester.**

The following process shall be followed to be considered for another placement:

1. Meet with their Field Instructor as a first step and if that does not resolve the situation involve the Faculty Liaison; and
2. Complete the ***Request to Change Field Placement Form***; and
3. Submit the form to their Faculty Liaison for his/her input; and after it is completed and signed;
4. The Faculty Liaison or student may submit the completed form to either the Director of Field Education or the Assistant Director of Field Education.

5. The Request to Change Field Placement form will be reviewed by the School of Social Work Field Education Committee and if approved, the student will continue in the placement until a mutually agreed on termination date, which will allow for a smooth transition to a new agency.
6. The student may be requested to update his/her resume and field application as part of the referral process to the new agency and must be aware that the Field Director or designee (Assistant Field Director will discuss the reasons for the student's request for Re-assignments of placement.
7. Students will be expected to update their Learning Agreement to reflect the new placement and may be requested to attend additional orientation for the new agency

Termination of Placement

If a student has been approved by the Field Education Committee to terminate from his/her field agency and leave the placement prior to mid semester, the Field Instructor should provide a brief written performance evaluation. If the student leaves the agency after the mid semester, then the Field Instructors shall evaluate the student's performance using the Field Education evaluation form. Each student shall assure that all required work is completed, any keys/equipment returned and that the student has terminated with all clients successfully prior to his/her last day.

If a Field Agency immediately terminates a student due to egregious behavior which includes, but is not limited to the following, including falsification of time sheets, signatures, documentation, violation of UNC Charlotte Student Code of Conduct, numerous unscheduled absences, and/or the use of alcohol or illegal substances then the Assistant Director of Field Education or designee will immediately discuss this termination with the MSW or BSW Program Director. The Assistant Field Director and Program Director will decide on whether a Level III Review should be scheduled to discuss whether the student should continue in the Social Work Program. If the student is to continue, it is important that the student is aware that any proposed agency for Field Placement will be given all of the information related to the termination of the prior placement as part of the referral process and is under no obligation to accept the student.

REQUEST TO CHANGE SOCIAL WORK FIELD PLACEMENT FORM

Student Name: _____

Date of Request: _____

Reason for requested change:

- Limited Learning Opportunities
- Inappropriate Use of Student
- Supervision Difficulties
- Supervisor not Available
- Other

Please provide details about the reason for the request and what you have done with your Faculty Liaison to attempt to resolve the issues.

Student's Signature

Faculty Liaison's Signature

Approved or Denied (To be completed by Director or Assistant Director of Field Education): _____

Religious Accommodation for Students

UNC Charlotte Policy Statement #134 notes that “UNC Charlotte provides reasonable accommodation, including a minimum of two (2) excused absences each academic year, for religious observances required by a student’s religious practice or belief. The student must follow the process noted in the University policy if they are requesting accommodation if a religious observance is on a scheduled field day as follows:

1. Students must submit to the Faculty Liaison a **Request for Religious Accommodation Form** prior to the census date for enrollment for a given semester (typically the tenth day of instruction).
2. The Faculty member will complete the form and make a decision within five (5) business days of submission and keep a copy in the Social Work Student file
3. Students must give the fully executed copy to their Field Instructor and discuss with them.
4. Students will list on their time sheet the hours under religious holiday and no more than sixteen (16) hours for the Field Placement will be approved.

Resources for students

Request for Accommodation for Religious Observance
<http://legal.uncc.edu/policies/ps-134-AccommodationForm.pdf>

University Policy Statement #134
<http://legal.uncc.edu/policies/ps-134.html>

Safety Policy for Agency Field Placements

Student interns should be mindful of personal safety in their Field Placement. The practice of social work is not entirely without risk. Students in Field Placement agencies interact with people who are often experiencing challenges and frustration due to life circumstances. Heightened frustration increases the probability of violence; therefore, students and Field Instructors need to be aware of risks so as to avoid potentially dangerous situations.

This policy is dedicated to helping the student to adopt the protective behaviors and thought processes that are needed in negotiating the Field Placement in particular. Suggestions will be focused primarily on the student's field work experience, but are easily adaptable to the student's personal life as well.

While the suggestions are meant to assist the student to remain safe, they are not meant to overly alarm and cause you to fear Field Placement, clients, or the communities you will be visiting. Incidents are very rare. However, when working with populations that are experiencing life stressors, poverty, oppression, alienation, crisis, or other serious problems, there is a potential for impulsive, uncontrolled, or aggressive behavior in certain circumstances.

In Field, personal safety of the student should be considered at all times and student's should have a "situational awareness" which is noted by Royce, Cooper, and Rompf as knowing what is in front of you, behind you, and beside you. This will help each student be prepared in case something goes wrong (Royce, Cooper, Rompf, page 47, 2012).

The School of Social Work's Role

The School of Social Work is very much concerned about the student's personal safety and well-being. A representative from the Office of Field Education has made a site visit to all affiliated Field Placement agencies, safety issues have been assessed, and addressed as needed. Field Placement agencies which would expose students to undue risks either in going to and from the agency or during the course of their work are not utilized as Field Placement sites by the School of Social Work.

During orientation to the social work program and in your field seminar class you will discuss pertinent safety information.

A good source of information in policy statement, *#101.17-Workplace Violence*

<http://legal.uncc.edu/policies/up-101.17>

Field Placement Agency's Role

The Field Instructor and the agency's Executive Director are the persons in an agency who are most directly concerned with the student's learning and general well-being. This includes issues of personal safety. Care will be exercised in selecting clients for the student's caseload, and in

determining where the student will go during the course of their field work. The agency will always attempt to shield you from undue exposure to personal risk.

If the agency views the nature of its client population or problems as potentially dangerous to works, it should have an in-service training which addresses such issues as defusing a potentially dangerous situation with a client, techniques and strategies for working with difficult, violent, or criminal clients, and personal protection during interviews and home visits. It is suggested that the student inquire about an in-service training program at their agency if the client population warrants. All agency safety policies and procedures including Universal Precaution Training should be discussed with the student during the initial orientation period.

Field Placement Agency Responsibilities:

- ❖ Responding immediately to a student concern about safety; no safety issues can be seen as insignificant
- ❖ Informing students of safety and security programs/regulations of the agency
- ❖ Advising against students working alone in the agency, especially during late evening hours
- ❖ Informing the student if an assigned client has a history of violence
- ❖ Discussing safety issues with students prior to home visits

Student Responsibilities:

- ❖ Arranging office furniture with personal safety in mind, for example, always having a pathway to the door
- ❖ Never work alone in a building
- ❖ Informing the Field Instructor or other staff of when and where clients will be seen
- ❖ Understanding agency/school policy regarding transporting clients in a personal vehicle
- ❖ Reporting any concerns or incidents related to personal safety to the Field Instructor
- ❖ If the student feels concerns about safety issues have not been addressed, report the concerns to your field liaison and if needed to the Director of Field Education

Increase Awareness of Risk Factors

Preparedness includes learning all of the potential risk factors in relation to your Field Placement agency, and developing a plan to minimize them, or deal with them safely and successfully. You should:

- ❖ Take your agency's safety training, if one is offered
- ❖ Discuss safety issues with your Field Instructor during orientation
- ❖ Incorporate the development of a personal safety plan into your learning contract as an objective if no plan is in place
- ❖ Develop an ongoing personal risk assessment program

Getting To and From Your Field Placement Agency

- ❖ Plan a safe route to and from your Field Placement

- ❖ Plan how you will leave if you have late hours
- ❖ Do not walk unaccompanied in unsafe circumstances

In Your Agency

Pay Particular Attention To:

- ❖ Time and location of interviews
- ❖ Office arrangements (how desk is placed, who sits where, access to door)
- ❖ Access to help (location of others who can help you, especially your Field Instructor)
- ❖ Emergency plan (press a button, pick up a phone, shout, etc...)

In the Field

- ❖ Schedule field visits during daylight hours (if possible)
- ❖ Plan a safe route and review it with your Field Instructor
- ❖ Let your agency know when you are leaving, where you are going, and when you will be back. Always carry a cell phone with you.
- ❖ Ensure that your Field Instructor is also aware of your plan.
- ❖ Check In if there is a change in your plan
- ❖ ALWAYS take someone from your agency with you if you feel unsafe. This person may accompany you on your visit or may wait outside or in the car as needed. Plan ahead where the person will be during your visit.
- ❖ Do not enter a situation that could be dangerous without first consulting with others and formulating a plan to reduce risk. Do not hesitate to see the assistance of others, including other workers or the police.

Responding to the Hostile Client

The best predictor of violence is prior violence, so it is critical to review a client file prior to the first visit. If increasing tension becomes evident in the interview, check for the signs of escalating hostility.

The warning signs of escalating hostility:

- ❖ Increasingly sarcastic, angry, and threatening verbalization
- ❖ Finger pointing, fist pounding, or pacing
- ❖ Leaning forward in the chair, grasping arms tightly, creating white knuckles

To calm a client:

- ❖ You stay calm and composed. Remind yourself that the client's anger may be natural and understandable give the situation.
- ❖ As much as possible, try to be empathic and understanding.
- ❖ Speak slowly in a conversational tone.
- ❖ Do not touch the client
- ❖ Provide the client with extra personal space
- ❖ If any negotiation, ensure that the client can "save face"

- ❖ If the client is *anxious* and exhibiting non-directed expenditure of energy, your best response is support. Engage in empathic, active listening, avoid judging, avoid dismissing concerns, and if appropriate, create a time out by suggesting a glass of water or a brief alone time in the waiting area.
- ❖ If the client is becoming verbally aggressive and appears volatile, belligerent, hostile, and challenging, or if there is an attempt to “push your buttons” by using abusive language or personal criticism (i.e., of height, weight, gender), your best response is directive. Set behavioral limits that are clear and simple, offer the client several options that are enforceable and reasonable. Avoid getting into a “no-win” situation. Deliver the limits in a non-threatening manner using a calm, professional tone. Because anger and aggression often stem from a sense of being controlled, introducing choices gives the client some control and invites responsibility for the consequences of the choices.
- ❖ Keep in mind that physical intervention with a verbally acting out client may quickly escalate into physical violence.

Responding to the Noncompliant Client

Noncompliance is very frustrating, particularly when the client seems to be relating well to you, owns up to the problem, agrees with the plan to do something about the problem, but fails to keep appointments or does not complete expected tasks. Noncompliant clients tend to be labeled resistant and unmotivated. The “costs” of compliance need to be viewed much more broadly than expenditures of finances or time. There is the cost of changing habits and altering lifestyle, the cost of acknowledging and dealing with a disease or health risk, and the cost of submitting to outside authority and losing control of one’s life. The following suggestions may be helpful in dealing with noncompliant clients:

- ❖ Try to understand what it will “cost” to change from the client’s perspective. Examine the disadvantages and obstacles to change as well as the benefits. Being “sick” can be more gratifying than being well. What is lost when one becomes “well”?
- ❖ Recognize that noncompliant behavior may be the client’s way of dealing with overwhelming circumstances, an attempt to reestablish personal dignity and control, attention getting, or even a need to express rage or hurt.
- ❖ View noncompliant behavior as taking place within a context where motives are competing or in conflict. The client may be experiencing problems but still be stuck in denying their severity or their larger ramifications. Examine your problem-solving strategy. Does it ask too much of the client?
- ❖ Provide encouragement to clients, and reinforce the efforts they make toward compliance.
- ❖ Convey the expectation that clients assume responsibility and become compliant. You may have to help clients achieve an optimal balance between discomfort and hope. This can be done not only by encouraging clients to recognize the extent of their dissatisfaction with the problem and the hurt and anxiety it causes, but by also building on the hope that the problem can be solved with effort.

Sexual Harassment Policy and Procedure

The University of North Carolina at Charlotte affirms its commitment to ensuring an environment for all employees and students that is fair, humane, and respectful--an environment that supports and rewards employee and student performance on the basis of relevant considerations such as ability and effort. Behaviors that inappropriately assert sexuality as relevant to employee or student performance are damaging to this environment. Sexual harassment is a violation of both law and University policy and will not be tolerated in the University community. Sexual harassment is a particularly sensitive issue that may affect any member of the University community and as such will be dealt with promptly and confidentially by the University Administration.

Students

Sexual harassment of students is a form of prohibited sex discrimination. Unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature by a University employee, by another student, or by a third party, constitutes sexual harassment if such conduct is sufficiently severe, persistent, or pervasive to limit the student's ability to participate in or benefit from an education program or activity, or create a hostile or abusive educational environment.

"Quid pro quo" sexual harassment is equally unlawful. It occurs when a University employee explicitly or implicitly conditions a student's participation in an education program or activity, or bases an educational decision, on the student's submission to unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature. "Quid pro quo" harassment occurs whether the student resists and suffers the threatened harm or submits and thus avoids the threatened harm.

UNC Charlotte and Sexual Harassment

The University Policy # 502, Sexual Harassment and Grievance Procedures of UNC Charlotte makes it clear that it is the responsibility of all students in the University to conduct herself or himself in such a way as to contribute to an environment free of sexual harassment.

See University Policy #502

<https://legal.uncc.edu/policies/up-502#I>

The law and University policy have been designed to protect you from sexual harassment and to provide prompt university help should it occur. **You have the responsibility to recognize, discourage, and report conduct that may constitute sexual harassment.**

If the student is not sure the behavior constitutes sexual harassment, consider these questions:

- ❖ Is this verbal or physical behavior sexual in nature?
- ❖ Is the conduct between parties of unequal power or authority?
- ❖ Is the behavior being initiated by one of the parties?
- ❖ Does the student have to tolerate that type of conduct to avoid consequences?
- ❖ Is the conduct so offensive that it creates an unpleasant environment for the student?

If the student answered “yes” to any of these questions, the conduct may well be sexual harassment.

Students may feel reluctant to report incidents because they believe their personal and professional standing with the agency, school, and community will be threatened. Sexual harassment is a violation of power and trust that can lead to unresolved emotional issues and may have long-term career implications. Reporting harassment, at minimum, should mean that the harassment stops and that there is not reprisal for having reported the harassment.

Sexual harassment occurs in many forms, ranging from jokes involving sexual themes to sexual intercourse. Sexual harassment is currently defined as verbal (pressure for sexual activity, comments about the female or male body, sexual boasting, and sexist and homophobic comments); nonverbal (looking up dresses or down shirts, obscene gestures, and suggestive sounds); physical contact (touching, patting, pinching, kissing, etc.); or environmental (sexually offensive literature, pictures, or music). Verbal harassment is the most common form of harassment.

Agencies are compelled by law to address the issue of sexual harassment by seeking solutions to such work-related abuse through programs of prevention, clear policies, and effective mediation and discipline.

Intervention

What should students do if they encounter sexual harassment at the Field Placement agency? The circumstances of the harassment will assist to fashion the response. Consider the following steps:

- ❖ *Speak to the offensive person at the time the incident occurred.* Speaking directly to the person will often result in the harassment stopping, particularly if it has been non-intentional. Sometimes, however, speaking directly to the person will not be enough to make the offensive behavior stop.
- ❖ *Report the harassment* Report the harassment to a person in a position of authority. This may include the offender’s supervisor or agency director, your Field Liaison or your Field Instructor. Always report any incidents of sexual harassment to your Field Instructor, your Field Liaison and the Director of Field Education.
- ❖ *Keep a Record* Keep a detailed record of what has been happening can be extremely helpful. It enables you to take a form of personal action, and it provides you with information you need in deciding how to best confront and stop the offending behavior. It is important to document the circumstances of the harassment, including dates, times;

quotations, other details of the interaction/situation, and verification from any witnesses;

- ❖ *Write about it* Write up a three-part account of the incident(s): first provide a chronology of the facts as you see them. Second, identify your feelings and any negative impact you have experienced; and third, determine what you would like to see happen next. The writing process can be invaluable in assisting you to sort out your own thoughts and to decide how you want to handle the situation. It is important to document the circumstances of the harassment, including dates, times; quotations, other details of the interaction/situation, and verification from any witnesses;
- ❖ *Document your work* accomplishments and maintain copies of evaluations. This documentation may be critical if your work performance becomes an issue when you take action against the harassment;
- ❖ *Refer* to the Field Agency Policy and Procedure on Sexual Harassment, as well as, the School of Social Work Policy and Procedure. Students should consider filing a formal complaint as per the agency policy and may also consider a complaint through the North Carolinas Social Work Licensure Board;
- ❖ If the situation was not resolved at the time of the occurrence or there is a pattern of behavior, consult with your Faculty Liaison on next steps and also request a formal meeting with the person who has harassed you with your Field Instructor and/ or faculty liaison.

Supervision and Evaluation of Students in Field

BSW Field Instructors

It is the responsibility of the student's Field Instructor to provide ongoing supervision & feedback on their practice skills, knowledge and values. This will support professional growth and learning goals outlined in the 2008 (EPAS) Educational Policy and Accreditation Standards. In every placement, supervision by a qualified social worker **must be in place** prior to the placement being approved, assuring that the standard of one (1) hour weekly supervision is provided by a BSW or MSW with two (2) years' experience for graduate students. Agencies may make arrangements for a CSWE supervisor through the use of board members, contracting with a social worker who meets the criteria, and/or requesting the University faculty consider filling this role.

The Field Instructor shall do the following:

1. Submit a Field Instructor Profile Form and updated resume to the Director of Field Education or designee or Assistant Director of Field Education at the time the Affiliation Agreement is finalized or when the student is first accepted at the Practicum Agency.
2. Participate in the new Field Instructor training program provided by the School, participate in ongoing Field Instructor workshops, and related continuing education opportunities offered by UNC Charlotte.
3. Become familiar with the Council of Social Work 2008 Educational Policy and Accreditation Standards.
4. Assist in developing a Learning Agreement with the BSW student that will outline the objectives, tasks, responsibilities, and learning opportunities as specified by the Social Work Program and further develop competence as per the Council of Social Work 2008 Educational Policy and Accreditation Standards.
5. Meet with the student on a weekly basis for at least one (1) hour of supervision in order to assess the student's progress with assignments, to explore his/her personal concerns and to evaluate the achievement of placement objectives.
6. Complete notes related to the weekly supervision meetings.
7. Obtain feedback from other colleagues who are working with the students on a regular basis and include, but is not limited to, co-facilitating groups, site visits, community presentations, projects, etc.
8. At least one (1) contact with the Faculty Liaison and the student per semester to give ongoing feedback on the Practice Competencies, specifically evaluate the student and the agency experience, and discuss any areas of need.
9. Inform the Faculty Liaison immediately if the student's level of performance is marginal or not satisfactory and work from a strength bases perspective to support his/her success.
10. Prepare a mid-term evaluation with the student to review in supervision and if there are any areas of concern to bring this to the attention of the student and the faculty liaison.
11. Prepare a final evaluation of the student's performance by no later than the last day of field in accordance with the program guidelines.

Task Supervisor

Students may be placed in an affiliated Field Placement agency that does not have a Social Worker if the learning opportunities will support their professional growth and learning needs. The agency supervisor who does not have a BSW or MSW is considered the student's Task Supervisor.

The Task Supervisors shall do the following:

1. Submit a Field Instructor Profile Form and updated resume to the Director of Field Education or Assistant Director of field Education.
2. Participate in the new Field Instructor training program provided by the School, participating in on-going Field Instructor workshops, and related continuing education opportunities provided by UNC Charlotte.
3. Become familiar with the Council of Social Work 2008 Educational Policy and Accreditation Standards and the Field Instructors who supervise UNC Charlotte Advanced year MSW students will also be familiar with the School of Social Work Advanced Practice Objectives.
4. Assist in developing a Learning Agreement with the MSW student that will outline the objectives, tasks, responsibilities, and learning opportunities as specified by the social work program and further develop competence as per the Council of Social Work 2008 Educational Policy and Accreditation Standards. The task supervisor shall also advise the student to review the Learning Agreement with the CSWE social work supervisor.
5. Meet with the student on a weekly basis for supervision in order to assess the student's progress with assignments, to explore his/her personal concerns, and to evaluate the achievement of placement objectives. The task supervisor will also assure that the student has time to meet with the Field Instructor to provide MSW specific supervision on a weekly basis.
4. Complete supervision notes related to the weekly meetings.
5. Sign students' time sheets
6. Obtain feedback from other colleagues who are working with the students on a regular basis and include, but is not limited to, co-facilitating groups, site visits, community presentations, projects, etc.
7. Meet with the Faculty Liaison and the student one (1) time per semester to give ongoing feedback on the Practice Competencies, specifically evaluate the student and the agency experience, and discuss any areas of need.
8. Inform the Faculty Liaison immediately if the student's level of performance is marginal or not satisfactory and work from a strength bases perspective to support his/her success.
9. Prepare a mid-term evaluation with the student to review in supervision and if there are any areas of concern to bring this to the attention of the student and the faculty liaison. The task supervisor shall also ask that the evaluation should also be given to the CSWE supervisor for comments and feedback specifically related to their supervision sessions and this will be done before the task supervisor and student discuss the midterm review.
10. Prepare the final evaluation of the student's performance which will allow the student to obtain feedback from the Field Instructor before the last day of field. The Evaluation with feedback

from the Task Supervisor and Field Instructor shall be submitted to the Faculty Liaison and the Task Supervisor shall note a recommended grade for practicum.

External Field Instructor

UNC Charlotte School of Social Work also reserves the right to contract for supervision if there is a need for additional field sites to meet the need of increased enrollment, and/or affiliated agencies do not have capacity for UNC Charlotte social work students during the academic year. The School will consider contracting for adjunct faculty to do supervision with students if it is determined that a student's learning would benefit from a placement at the proposed practicum agency.

However, the following conditions must be met:

1. There is not a placement option available with an Affiliated Agency that has the same areas of practice for the academic year;
2. The proposed Agency is willing to affiliate with the UNC Charlotte School of Social Work, has qualified task supervisors, has explored use of board members who are social workers, sought out social workers who might do the supervision without cost, and is not able to pay for an external Field Instructor supervisor weekly.
3. UNC Charlotte faculty are not able to provide supervision
4. There must be a qualified MSW in the community who could provide supervision within their area of competence.

The adjunct faculty member who will do the weekly BSW supervision shall be paid a specified amount per student contact and should be located in an area close to the practicum site.

The outcomes expected from the adjunct faculty providing supervision is as follows:

1. Submit a copy of their degrees, Curriculum vitae, license if applicable, and malpractice insurance; and
2. Enter into a contract with the University to provide this supervision; and
3. Schedule one (1) hour supervision sessions either at their office or agency site; and
4. Complete weekly supervision notes; and
5. Provide input into the student Learning Agreement and Evaluations, and
6. Minimum of one (1) contact with the student, Field Instructor, and Faculty Liaison per semester; and
7. Make the Faculty Liaison aware of any concern related to the student's performance, professional development, and/or concerns related to the agency placement.
8. Provide input into the student's final field evaluation,

Appendix S

Social Media and Technology Guidelines for Field Placements

Social Media

Social media has exploded in recent years, but there are number of areas of concern related the intersection of personal life and professional roles. Social Workers must also further develop their knowledge related to changes to practices as a result of technology including, but not limited to, assuring confidentiality through the use of technology, informed consent on the benefits and risks of the use of technology, jurisdictional considerations if providing distance counseling, and the development of social media policies and procedures.

Social Media includes, but may not be limited to Facebook, Instagram, ShapChat, Twitter, Tumbler, You Tube, blogs, texting and they are exciting ways to connect with others and share information. There can be unintended consequences and potentially damaging consequences if basic guidelines are not considered. It is also important to remember that social media sites are public domains and any and all information can be accessed by anyone.

It is the expectation of the University of North Carolina at Charlotte School of Social Work that student will adhere to the NASW Code of Ethics (<http://www.socialworkers.org/pubs/code/default.asp>) when using social media as a communication tool in either their personal or professional sites. Students need to be aware that the Codes requirements in the following areas:

Informed Consent (Section 1.03)

Dual Relationships (Section 1.06)

Privacy and Confidentiality (Section 1.07)

Students must consider the following as they begin each field placement:

1. Does your field site have a policy on the use of social media communication tools? If so, review the policy with your Field Instructor. If not, what expectation does the agency have regarding the use of social media during field hours?
2. What type of information is okay to share on a personal social media site?
It seems that it should be inappropriate for students (or employees) to refer to any fieldwork site/agency, client, or client situation, etc. on their personal social media pages (e.g. Facebook, My Space, Twitter, Blog), no matter how many security settings have been invoked.
3. Should students/employees share their personal contact information including email, cell number, address, etc. with a current or former client or client group?

While social workers have an ethical obligation to protect the privacy of their clients, no such restrictions prevent a client from searching online for information about a student or employee. Any photos, videos, written comments, and other postings can serve to undermine a social worker's personal safety and/or professional competence.

4. Students (and employees) should be expected to exercise great care in how they represent the social work profession as a whole in any online activities. It is very easy for an outsider to misinterpret statements or images out of context. (See *NASW Code of Ethics Section*

4.06a: Misrepresentation.)

5.

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

1. What are the agency guidelines regarding the use of Facebook and who can you friend?
2. What are the most common ethical concerns you should be aware of when using social media as a professional social worker?
3. Does the Agency have a Social Media Page, how is content added and how was it developed

Technology

Due to developments and innovation in the technology, social work practice has also had tremendous changes. **NASW and ASWB Standards for Technology and Social Work Practice** is a resource that focuses on this area.

<http://www.socialworkers.org/practice/standards/NASWTechnologyStandards.pdf>

It is the expectation of the School of Social Work that each student become familiar with the Standards and review before placement in practicum. The use of technology includes, but is not limited to the use of internet search tools, virtual sessions with clients, use of avatars for on line services, cell phones, computers, texting, and consideration related to licensure, informed consent, privacy and confidentiality.

Students must consider the following before placement:

1. Does your agency have written policies on the use of technology?
 - Review the policy and discuss with your Field Instructor
 - If you agency has access for clients using technology does it assure equal access to vulnerable populations who may not have access
 - Is your email system encrypted and secure
 - Do you advise clients in the initial session on information related to the use of technology?
 - If virtual sessions are conducted is the platform for services secure?
 - If your practice uses Avatars is there a mechanism to confirm the client's identity?
2. What are your skills in the area of technology and do you have to further develop knowledge
 - Are you skilled in the use of computer software which will allow you to track data, do presentations, circulate information
 - Are you familiar with electronic records
3. Regulatory Compliance
 - Are you aware of licensure requirements in other states and the support services
 - If your agency does virtual services cross state are you aware of services for emergency supports or the continuum of care in the state where the client is

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

1. Is it ethical to search the internet for client information?
2. Is it ethical to look up a client's Facebook page?