

Bachelor of Social Work Program Field Placement Manual

Department of Social Work
College of Health & Human Services
University of North Carolina at Charlotte

For Students in Field Placements
2014-2015 Academic Year



Department of Social Work Contacts

Department of Social Work Mailing Address:

**University of North Carolina at Charlotte
College of Health and Human Services
9201 University City Boulevard
Charlotte, NC 28223-0001
C/o Faculty or Staff's name & office #**

Director Field Education Ms. Susan Marchetti
Phone: (704)687-7932 Email: smarche3@uncc.edu Location: CHHS 489 B

Assistant Director Field Education Ms. Heather Douglas
Phone: (704)687-7937 Email: hdouglal@uncc.edu Location: CHHS 489A

MSW Program Director..... Dr. Robert Herman-Smith
Phone: (704)687-7180 Email: bherman@uncc.edu Location: CHHS 487F

BSW Program Director..... Dr. Mark Ezell
Phone: (704)687-7924 Email: rezell1@uncc.edu Location: CHHS 498

Interim Department of Social Work Chair..... Dr. Vivian Lord
Phone: (704)687-0752 Email: yblord@uncc.edu Location: CHHS 496

Administrative Support Associate.....Ms. Cheryl Whitley
Phone: (704)687-7938 Email: cwhitley@uncc.edu Location: CHHS 493

Administrative Support Associate to the Chair.....Ms. Janet Baker
Phone: (704)687-7931 Email: jabaker@uncc.edu Location: CHHS 495

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PREFACE

Statement of Purpose: How to use this Field Manual

The purpose of this manual is to familiarize the student with the responsibilities, expectations, and procedures involved in the field education component of the BSW Program at UNC Charlotte. This manual provides a statement of the purpose of the field placement, the responsibilities of all parties involved in the placement experience, the process involved in establishing a successful placement, and the policies and procedures which regulate the field placement. This manual also outlines the BSW curriculum, the core professional values and standards that define the Social Work Program, and other professional practice issues. The BSW Program at UNC Charlotte is committed to preparing students for generalist and advanced social work practice, recognizing and appreciating diversity at all system levels, and empowering students to advocate for social justice.

This manual contains a general section and an appendix.

The general section of the manual covers all aspects of the field placement program at UNC Charlotte. The appendix contains pertinent reference material and copies of the learning agreement, Social Work Policies, required forms to be used during the field education placement, evaluation tools, template used for UNC Charlotte Preceptor Letters, a link to the curriculum policy statement from the Council on Social Work Education (CSWE), and the NASW Code of Ethics.

Introduction to the University of North Carolina at Charlotte

The University of North Carolina at Charlotte was created by the North Carolina General Assembly in 1965. The legislation made Charlotte College, UNC Charlotte's predecessor institution, the fourth campus of the consolidated University of North Carolina. In 1972, the University of North Carolina system was restructured, and UNC Charlotte became one of the sixteen (16) public senior institutions composing the system. A team consisting of a chancellor, five (5) vice chancellors, and six (6) academic deans give leadership to the University and its Colleges, and its Department of Social Work.

The Department of Social Work includes course work to prepare students for entry level practice through the Bachelor of Social Work (BSW) degree, and advanced practice through the Master of Social Work (MSW) degree.

- ❖ The BSW Social Work curriculum is primarily designed to prepare students for beginning professional practice and/or graduate study. It also contributes to the liberal education of all undergraduate students, and provides knowledge and understanding of social welfare to students in related educational programs.
- ❖ The MSW Social Work curriculum is primarily designed to prepare students for advanced professional practice and/or doctoral education. It focuses students towards interpersonal practice skills for work with individuals, families, and small groups in a range of human service agencies, including youth and family agencies, child and adult protective services, Departments, area mental health agencies, health care settings, neighborhood service centers as well as the rapidly expanding social services provided by the for-profit sector.

Mission Statement

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 in selected professional programs offered through the Colleges of Architecture, Arts and Sciences, Business Administration, Education, Engineering, Health and Human Services and Information

Technology, 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 Departments; 5) Health Care and Health Policy; 6) International Understanding and Involvement; and 7) Applied Science and Technologies.

The College of Health and Human Services

Mission Statement

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, continuing education, community outreach services and partnerships, professional activities, and research to advance science and practice in the health and human services professionals. The primary goal of The College of Health and Human Services is to aspire to excellence in educational programs, scholarship and research, and community service in human services and health sciences.

Primary Goal

The College of Health and Human Services aspires to excellence in educational programs, scholarship and research, and community service in human services and health sciences.

Vision Statement

The College of Health and Human Services promotes optimal health and high quality of health care and human services in the state and region through diversity and excellence in clinical practice. The College recognizes the interdisciplinary nature of the health and human services professions, and contributes its creative resources in partnership with individuals and institutions in the region to address changing needs of health care and human services.

The Bachelors Social Work Program

Mission Statement

The mission of the UNC Charlotte BSW Program is to provide a learning environment conducive to preparing generalist social work professionals to serve the diverse populations of the Charlotte metropolitan region.

BSW Program Goals

The goals of the UNC Charlotte BSW Program are as follows:

1. To prepare students for entry level generalist social work practice involving work with diverse individuals, families, groups, communities, and organizations.
2. To prepare students with a broad social work knowledge base that will enable them to utilize sound ethical principles and critical thinking skills in providing generalist practice services.
3. To prepare students interested in pursuing graduate studies in social work with a generalist practice foundation of knowledge.

Program Objectives

In order to achieve its mission and goals, the UNC Charlotte BSW Program pursues a range of objectives congruent with CSWE educational standards. BSW graduates are expected to demonstrate the ability to:

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly. Understand the value base of the professional and its ethical standards and principles, and practice accordingly.

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

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

- a. Recognize and manage personal values in a way that allows professional values to guide practice
- b. Make ethical decisions by applying standards of the NASW Code of Ethics, and,

as applicable, of the International Federation of Social Workers/International Association of Departments of Social Work Ethics in Social Work, Statement of Principles

- c. Tolerate ambiguity in resolving ethical conflicts
- d. Apply strategies of ethical reasoning to arrive at principled decisions

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.

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

Educational Policy 2.1.4—Engage diversity and difference in practice. Analyze, formulate, and influence social policies.

- a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- c. Recognize and communicate their understanding of the importance of difference in shaping life experiences
- d. View themselves as learners and engage those with whom they work as informants

Educational Policy 2.1.5—Advance human rights and social and economic justice. Use communication skills differentially across client populations, colleagues, and

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

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

- a. Use practice experience to inform scientific inquiry
- b. Use research evidence to inform practice

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

- a. Utilize conceptual frameworks to guide the processes of assessment, intervention,

- and evaluation
- b. Critique and apply knowledge to understand person and environment

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

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

Educational Policy 2.1.9—Respond to contexts that shape practice.

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

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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

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

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

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

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

- a. Initiate actions to achieve organizational goals
- b. Implement prevention interventions that enhance client capacities
- c. Help clients resolve problems
- d. Negotiate, mediate, and advocate for clients
- e. Facilitate transitions and endings

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

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

BSW Program Curriculum

Social work is a profession devoted to helping people function as effectively as possible within their environment, be it a context such as a family, a group, an organization such as a job, or a community. The UNC Charlotte BSW Program is accredited by the Council on Social Work Education, the national accrediting body for social work education programs. The BSW degree prepares students for generalist social work practice with individuals, families, groups, organizations and communities. Generalist practice relates to utilizing multiple types of interventions that would be useful for different types of social systems and client populations. BSW graduates provide services such as assessment and intervention, counseling, crisis intervention, referral, mediation, and advocacy with diverse populations across all age groups. BSW graduates work in a broad array of settings including: hospitals; group homes; mental health, substance abuse, child welfare, and youth and family service agencies; nursing homes, and schools. The degree is centered in professional social work values and ethics within an increasingly global environment and is designed to affirm the human rights of diverse groups of people, especially populations-at-risk and groups which have historically been oppressed due to race, ethnicity, socioeconomic status, gender, sexual orientation, age, and ability. BSW education also provides an excellent foundation for those who wish to pursue graduate study in social work.

Degree Requirements

The Major in Social Work leading to the BSW degree consists of 62 credit hours made up of 50 credits in required SOWK courses and 12 credits in required courses from other disciplines.

Core Courses (50 credit hours)

- SOWK 1101 The Field of Social Work (3)
- SOWK 2182 Human Behavior in the Social Environment I (3)
- SOWK 2183 Human Behavior in the Social Environment II (3)
- SOWK 3120 Diversity and Populations-at-Risk (3)
- SOWK 3133 Community Engagement and Outreach (3)
- SOWK 3181 Practice Methods I (3)
- SOWK 3182 Practice Methods II (3)
- SOWK 3184 Practice Methods III (3)
- SOWK 3199 Professional Behaviors, Ethics, and Communication (3)
- SOWK 3201 Foundations of Social Welfare (3) (W)
- SOWK 3202 Social Welfare Policy (3)

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- SOWK 3482 Field Practicum I (5) (O)
- SOWK 3484 Field Practicum II (6) (O)
- SOWK 3900 Social Work Research I (3)
- SOWK 3988 Social Work Research II (3)

Population Group Courses (12 hours)

Students are required to complete four 3-hour courses examining diverse and vulnerable population groups of interest to social work. Courses may include such topics as aging, child welfare, gender, international cultures, mental health, religion, population growth, and sexuality, as well as other courses as approved by the BSW Director. For a complete listing of pre-approved Population Group Courses, please see the [Department of Social Work website](#).

The BSW Curriculum

Fall, First Year

SOCY 1101 Introduction to Sociology (3)
BIOL 1101 Principles of Biology I (3)
BIOL 1101L Principles of Biology I Laboratory (1)
ENGL 1101 Writing and Inquiry in Academic Contexts I (3)
Math (3)
LBST 1100 Series (3)

Spring, First Year

PSYC 1101 General Psychology (3)
POLS 1110 American Politics (3)
ENGL 1102 Writing and Inquiry in Academic Contexts II (3)
STAT 1222 Introduction to Statistics (3)
LBST 2101 Western Cultural and Historical Awareness (3)

Fall, Second Year

SOWK 1101 The Field of Social Work (3)
SOWK 2182 Human Behavior in the Social Environment I (3)
LBST 2102 Global and Intercultural Connections (3)
Population Group (3)
Writing Intensive (W) Elective (outside major) (3)

Spring, Second Year

SOWK 2183 Human Behavior in the Social Environment II (3)
LBST 2200 Series (3)
Population Group (3)
Electives (3)

Fall, Third Year

SOWK 3120 Diversity and Populations-at-Risk (3)
SOWK 3201 Foundations of Social Welfare (3)
SOWK 3133 (3) Community Engagement and Outreach
SOWK 3199 (3) Research I
Population Group (3)

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Spring, Third Year

SOWK 3202 Social Welfare Policy (3)
SOWK 3100 Social Work Research (3)
PSYC 3151 Abnormal Psychology (3)
SOWK 3181 Practice Methods I (3)
Population Group (3)

Fall, Fourth Year

SOWK 3988 (3) Research II
SOWK 3182 Practice Methods II (3)
SOWK 3482 Field Placement I. (5)
Elective (3)

Spring, Fourth Year

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

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) Prerequisites: BIOL 1110, BIOL 1101L, SOCY 1101, and PSYC 1101. Pre- or corequisite: 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. Corequisite: 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. Corequisite: 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. Corequisite: 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

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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) 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. Corequisite: 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. Corequisite: 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. *(Fall)*

SOWK 4100. Ethnicity and Aging. (3) Prerequisite: permission of instructor. Examines the changing characteristics, goals, and needs of older African Americans, Asian Americans, Native Americans, and Hispanics. Provides a diversity of perspectives from which to view the relationship of ethnicity to aging including the impact of the family, work, education, economy, illness, behavior, and healthcare. *(On demand)*

SOWK 4101. Social Work Practice with Older Adults. (3) Prerequisite: Permission of department. Social work practice with older adults with an emphasis on assessment, intervention planning, and implementation. *(On demand)*

Program Standards

Criteria for Evaluating Academic Performance in the BSW Program in the Department of Social Work

Introduction

Introduction

This document sets out Standards for Social Work Education that apply to students enrolled in the Department of Social Work at the University of North Carolina at Charlotte. Because of the nature of professional social work practice, the Department 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. Persons who teach and supervise students, along with program directors, 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 MSW Student Handbooks.

Criteria for Evaluating Academic Performance in BSW and MSW Programs

In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the Department of Social Work evaluates the academic performance of its students in four general areas:

- 1) Basic Abilities to Acquire Professional Skills;
- 2) Mental and Emotional Abilities;
- 3) Professional Performance Skills; and
- 4) Scholastic Performance.

Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in a program. Both professional behavior and scholastic performance comprise academic standards.

Basic Abilities Necessary to Acquire Professional Skills:

Communication Skills

Demonstrates sufficient written and comprehension, and expressive skills to communicate about ideas and feelings:

- a) **Written:** Writes clearly, uses correct grammar and spelling. Applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete all written assignments to standards specified by faculty. Note: Students may be required to attend the Writing Resource Center to enhance written communication skills.
- b) **Comprehension:** Listens carefully to others' emotions, thoughts, and ideas, with sensitivity to others' right to self-determination. Accurately interprets information from clients, other agencies, peers, mentors, and instructors.
- c) **Expressive:** Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient

skills in English to complete assignments that involve self-expression and to meet the objectives of field placement experiences, as specified by faculty.

Interpersonal Skills

Demonstrates the interpersonal skills needed to relate effectively with other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of personal actions on others.

Cognitive Skills

Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in relevant social, behavioral, and biological science knowledge and research-including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

Physical Skills

Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations. (See section on Accommodations for Disabilities for clarification. The Office of Disability Services must be contacted to arrange for accommodations.)

Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice

Stress Management

Demonstrates ability to recognize and to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing appropriate supportive relationships with colleagues, peers, and others.

Emotional and Mental Capacities

Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. (Students are encouraged to utilize the Counseling Center at UNC Charlotte for treatment and/or referral.) Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health issues do any of the following:

- Compromise scholastic and other performance, or
- Interfere with professional judgment and behavior, or
- Jeopardize the best interests of those to whom the social work student has a professional responsibility as outlined in the current Code of Ethics by the National Association of Social Workers and the North Carolina State Board of Social Worker Examiners for Social Work Licensure.

Professional Performance Skills Necessary for Work with Clients and Professional Practice

Professional Commitment

Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics. Demonstrates commitment to the essential values of social work that includes the respect for the dignity and the worth of every individual and his/her right to a just share of society's resources (social justice).

Professional Behavior

Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in the classroom, University community, field, and community at-large. Appearance, dress, and general demeanor reflect a professional manner. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner. Works effectively with others, regardless of level of authority. Advocates for him/her in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.

Self-Awareness

Exhibits knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

Ethical Obligations

Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in North Carolina, Ethical behaviors include:

- Adherence to the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in North Carolina.
- No charges and/or convictions of an offense that is contrary to professional practice.
- Systematic evaluation of clients and their situations in an unbiased, factual way.
Suspension of personal biases during interactions with others.
 - Comprehension of another individual's way of life and values. Empathic communication and support of the client as a basis for a productive professional relationship

- Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
- Demonstration of respect for the rights of others. Commitment to client's freedom of choice and self-determination.
 - Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
 - Demonstration of honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.
 - Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interests may exist.

Scholastic Performance

Undergraduate Students

Undergraduate Students

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. Students must receive a passing grade of C or higher in all social work courses, including field placement, to graduate from the program. A Level II review (see section 3.2) will be called if a student earns a D or F in any required social work course. An overall GPA of 2.0 is required for graduation in the undergraduate program. Students must complete the prerequisites outlined in their appropriate courses of study, as outlined in the course catalog. Students may not have grades of incomplete (I) in any prerequisites if they are to continue course work.

Course Repeat: Students who earn a grade of D or F are permitted one (1) 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 D or F for a course repeat will be dismissed from the major.

Field Repeat: Students are permitted to apply to repeat a field practicum course only once. The Social Work Field Education Committee will review the student's application to repeat field, as well, as their overall performance in the Program, and then render a

decision as to whether the student will repeat the field practicum course. If the Field Education Committee denies the students request to repeat a practicum, this decision will result in a student's dismissal from the major.

In addition, a student who is permitted to repeat a practicum and does not achieve a grade of C will be dismissed from the major.

Sources of Evidence for Academic Performance Criteria

Evidence of meeting academic performance criteria in the Department of Social Work may include but is not limited to any of the following:

- Feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or other field experiences.
- Feedback from agency-based field instructors.
- Observations of classroom, volunteer, or field behaviors.
- Performance in oral and written assignments, examinations, social work skills lab, or other appropriate coursework.
- Student personal statements or self-assessments
- Interviews with faculty or other professionals.
- Taped interview situations (audio or video.)
- Feedback from students, staff, university (UNC Charlotte or other colleges and universities), helping professionals, or community.
- Feedback from faculty in other social work programs that student may have attended.
- Signed confidentiality statements, scholastic honesty statements, contract to adhere to the NASW Code of Ethics or the Standards, other contracts between the University and the student.

3.0 Policies and Procedures for Review of Academic Performance

Three levels of review can occur at the Department 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 Directors, or Department administrators will not be kept confidential if the information raises concerns about professional performance. Faculty and/or program Directors 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.

3.1 Performance that may Result in a Review and/or Possible Dismissal from the Department 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://legal.uncc.edu/policies>

- 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 Department of Social Work and becoming known after admission.
- Consistent pattern of unprofessional behavior
- Failure to meet any of the Standards for Social Work Education: Department of Social Work Criteria for Evaluation of Academic Performance

Violations of Professional Standards

Examples of Behaviors That Are Violations of Professional Standards in Social Work

1. **Inappropriately sharing confidential information about a client**, such as discussing details about clients with friends, families, or co-workers; possessing case files during non-business hours.
2. **Failing to elicit informed consent from the client or other responsible party**, such as not telling clients your role in the agency as an intern, not telling clients about specific intervention choices available to them, not telling the client about your intention to tape an interview, or conducting research without informing clients that they are subjects.
3. **Violating a client’s right to self-determination** by pressuring the client to conform or coercing the client to make specific choices suggested by the social worker.
4. **Relating to colleagues and/or agency personnel in a disrespectful manner**, such as disregarding agency rules or policies, or being consistently late with agency assignments.
5. **Engaging in illegal behavior** such as carrying or using a concealed weapon without a permit, theft, distribution of a controlled substance, or aiding a client in illegal activities.

6. **Being under the influence of alcohol or other substances** that alter behavior or judgment during Department or field activities.
7. **Developing relationships with clients, field instructors, or instructors without respecting professional boundaries**, such as developing a friendship that conflicts with professional roles; or developing a romantic and/or sexual relationship with a current or previous client, supervisor, instructor, or members of their immediate family.
8. **Treating others with disrespect** (including students, faculty, staff, clients, supervisors, and others) by not making efforts to understand and value the differences and similarities of other people.
9. **Not working to eliminate personal prejudices** based on race, ethnicity, gender, age, social class, sexual orientation, or ability level.
10. **Making judgments about others based on stereotypes and other biases** related to race, ethnicity, gender, age, social class, sexual orientation, and ability level, instead of considering them as individuals with strengths and abilities.
11. **Using derogatory or demeaning language** toward students, faculty, clients or others, particularly making negative references to race, ethnicity, gender, age, social class, sexual orientation, or ability level.
12. **Committing physically or verbally violent acts** toward students, faculty, clients, or others that are motivated by a person's race, ethnicity, gender, age, social class, sexual orientation, or ability level. Examples include name-calling and encouraging others to use negative words or actions.
13. **Unwillingness to explore one's own stereotypical beliefs, biases, and discriminatory actions.** For example, being unwilling to participate in class discussions with particular students or to hear constructive feedback from others; or opposing a field assignment with a particular client group because of their race, ethnicity, gender, age, social class, sexual orientation, or ability level.
14. **A hostile, resistant attitude toward learning**, as demonstrated by not participating in supervisory sessions, or being unable to accept constructive criticism or complaints from clients or agency staff.
15. **Chronic absenteeism or tardiness in the field placement** without notifying the field instructor, particularly in violation of the student's contract
16. **A personality unsuited for social work through the demonstration of inappropriate behaviors** toward others, including verbal or physical aggressiveness, ignoring or being indifferent to a client's distress, or displaying other inappropriate behavior towards clients.
17. **Emotional immaturity or unusual naiveté as demonstrated by the inability to set boundaries** with the clients, which may result in unauthorized service to clients.
18. **Other behaviors that are emotionally damaging to clients**, such as not keeping appointments or following through on case plans.
19. **Emotional problems or needs that interfere with the student's ability to work with clients**, such as over-identification with clients, which may result in inappropriate emotional reactions such as excessive crying or anger.

20. **A disregard for agency rules and policies**, such as a failure to document activities according to agency rules, lateness with agency assignments, and a lack of respect for positions of authority in the agency.

Accommodations for Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the Department 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)

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 for Advanced practice students will be selected to support their development of social work values, skills and knowledge at the level of generalist and advanced practice. Agencies' which offer learning opportunities in generalist practice are also utilized for first year graduate students. Practicum agencies are also recruited that have the capacity to support advanced practice behaviors for second year graduate students.

The Director of Field Education is responsible for selecting 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 and/or advanced 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 2008 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 for first year graduate students, and opportunities for advanced

- interpersonal practice experience for the second year graduate student.
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.

The Field Placement

What is a Field Placement?

What is a Field Placement?

The field placement is a required component and the “signature pedagogy” of a BSW education. An internship integrates classroom knowledge and skills with actual practice in a human services agency. The field placement in the UNC Charlotte Social Work Department is based on a concurrent model with classroom education.

It is important to note that the Social Work Program does not grant social work course credit for life experience or previous work experience

How Does the Field Placement contribute to the Preparation for Social Work Practice by the student?

The field placement is not to be confused with “paid employment.” Often students feel frustrated that they are spending a lot of time doing agency work and not “getting paid.” It is important to remember that you are not at the agency doing work as an employee, but rather building skills, knowledge, and values about social work practice and yourself. This can be a time of tremendous professional growth through personal reflection of work habits, biases, and knowledge development.

Field Placement Requirements

All students scheduled to be placed in a field agency for the current academic year must have submitted a signed BSW Field Placement Agreement, all required compliance documents (which include the CHHS Drug Screening and Criminal Background Acknowledgement and Agreement, results of the CHHS Online Blood Borne Pathogens test or a Certificate of Attendance from a class on Blood Borne Pathogens, immunizations and/or specific tests/paperwork which may be required by the Affiliated Agency. There must be a current Affiliation Agreement with the Agency for placement. The Assistant Director of Field Education Department will complete the process to generate a “Preceptor Letter” which is mailed to the student’s Field Instructor. **If** the Affiliation Agreement requires that the letter be signed and returned, this letter shall be returned to the University prior to the student beginning their 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 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 three (3) days per week on Wednesdays, Thursdays, and Fridays. The student is to complete a minimum of 224 clock hours for the fall semester and minimum of 352 clock hours for the spring semester with a total of a minimum of 576 clock hours for the 2014-2015 academic year. 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.

The field practicum requires a mandatory field seminar class which will meet monthly each semester. Please note, the student is expected to work in their agency from the first day of field placement, which is during the first week of classes for the semester, until the last day of class for each semester. The beginning and ending dates for field placement are determined by the Office of Field Education and will be given to the student.

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 sixteen (16) 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..

Field Placement Requirements

All students scheduled to be placed in a field agency for the current academic year must have submitted a signed BSW Field Placement Agreement, all required compliance documents (which include The CHHS Drug Screening and Criminal Background Acknowledgement and Agreement, Results of the Annual CHHS online Blood Bourne Pathogens test or a Certificate of Attendance from a class on Blood Bourne Pathogens, immunizations and/or specific tests/paperwork which may be required by the Affiliated Agency. There must be a current Affiliation Agreement with the Field Placement Agency for placement. The Department of Social Work Director of Field Education or Assistant Director of Field Education will complete the process to generate a “Preceptor Letter” which is mailed to the student’s Field Instructor. **If** the Affiliation Agreement

requires that the letter be signed and returned, this letter shall be returned to the University prior to the student beginning their field placement.

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 Placement

- An employment based field placement can be an option if the employing agency is affiliated with the University, qualifies as a field site for the Social Work Department of Social Work at UNC Charlotte and the prospective student has been an employee of the agency for a minimum of one (1) year. CSWE guidelines relevant to employment based field placements must be adhered to by the student and the employing agency.
- Placement of students in an employing agency is an **exception** and must be evaluated closely and approved by the Director of Field Education and the Field Education Committee. The field instructor must be different than the student's day to day

supervisor and the placement must be in an entirely different unit than their normal day to day employment.

- The designated field instructor must be approved by the Department of Social Work. He/she must be an MSW or BSW with at least two (2) years post-MSW or post BSW experience. The field instructor cannot be the direct paid 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.
- The request to complete a field placement in an employing agency must be submitted in writing to the Director of Field Education at the beginning of the spring semester prior to the fall placement semester. The Director of Field Education will submit the written request to the Field Education Committee where a decision will be made regarding the written request.
- The Employment based request must include in detail, the proposed learning opportunities for the student. Field Placement learning experiences must be in an entirely different program or division than where the student is employed. The learning experiences assigned for the student must meet the requirements of UNCC 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.
- All terms of the employed based field placement agreement must be adhered to by the student and by the employing agency.
- If approved, the field placement must achieve all of the placement objectives for a BSW student. The student must engage in both micro and macro 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 designated Faculty Liaison.
- The Department 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 Director of Field Education and the Field Education Committee and a letter will be sent confirming approval.

- Any changes to the approved Employment Based Field Placement shall be submitted to the Field Education Committee and must be approved in advance.
- (See Appendix K for Employment Based Field Placement Policy, Employment Based Field Placement Agreement and Application Process)
- Students must also complete a Field Placement Agreement for the placement after it has been approved.

It should not be assumed that a student's placement will occur within the student's employing agency just because the agency meets all field instruction and other UNC Charlotte Social Work Program standards and expectations.

SELECTION OF FIELD INSTRUCTORS

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 placement. They are indeed the teacher and mentor in the agency. The following criteria, based on CSWE established standards, are used to select field instructors.

Field Instructor Criteria Based on CSWE Standards

Field Instructor (BSW)

Education

Field instructors must hold a Bachelor of Social Work and/or Master of Social Work degree from a social work program accredited by the Council on Social Work Education.

Experience

The field instructor is preferred to have at least two (2) years post BSW 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.

The Director of Field Education and/or Assistant Director of Field Education is responsible for maintaining the quality of the field placement component. The Director and/or Assistant Director of Field Education meets with prospective field agencies and instructors to discuss the function, mission, and process of the BSW education at UNC Charlotte. Field sites and instructors who meet the criteria are carefully monitored during the initial field placements to maintain quality and resolve any problems that may develop.

On-going monitoring of placement sites and instructors is also conducted. The faculty involved in the field education component may initiate meetings with agency personnel. Student feedback is also considered when making decisions about re-using specific placement sites.

SELECTION OF TASK SUPERVISOR AND BSW / MSW TO PROVIDE CSWE SUPERVISION

Students may be placed in an affiliated field practicum agency that does not have a Social Worker if the learning opportunities will support their professional growth and learning needs. In every placement, supervision by a qualified social worker **must be in place** prior to the placement being approved, that assures that the standard of one (1) hour weekly supervision is provided by a BSW/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.

Task Supervisor

Education

Task Supervisor must have an undergraduate and/or advanced degree in a closely related field or may have been grandfathered in as an LCSW by the North Carolina Certification and Licensure Board, but not have an MSW.

Experience

The task supervisor is preferred to have at least two (2) years post degree 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 Instructor.

The Director of Field Education and/or Assistant Director of Field Education is responsible for maintaining the quality of the field placement component. The Director and/or Assistant Director of Field Education meets with prospective field agencies and instructors to discuss the function, mission, and process of the BSW education at UNC Charlotte. Field sites and instructors who meet the criteria are carefully monitored during the initial field placements to maintain quality and resolve any problems that may develop.

On-going monitoring of placement sites and instructors is also conducted. The faculty involved in the field education component may initiate meetings with agency personnel. Student feedback is also considered when making decisions about re-using specific placement sites.

BSW or MSW Providing CSWE Supervision

Education

The MSW providing supervision must hold a Master of Social Work degree from a social work program accredited by the Council on Social Work Education

Experience

The BSW or MSW providing supervision to have at least two (2) years post degree practice experience in a closely related practice area.

Personal Qualities

The BSW or MSW providing CSWE supervision must demonstrate a willingness to support the student's social work education and professional growth, capacity for effective supervision, willingness to work with the faculty liaison, task supervisor, and provide input as a component of the process of evaluation..

The Field Educators – Terms and Responsibilities

The BSW program utilizes a concurrent field placement model. BSW students are in field placement for two (2) days per week, Thursdays and Fridays and in class on Mondays, Tuesdays, and Wednesdays during the fall semester and three (3) days a week, Wednesdays, Thursdays, and Fridays during the spring semester.

BSW students have a field seminar class that meets once (1) time per month. This experience allows students to immediately utilize and integrate the knowledge, skills, and values taught in the classroom with their clientele, in community programs, and in administrative settings. This educational experience occurs in coordination with the university, the assistant Director of Field Education, faculty liaison, an agency, and a field instructor. Listed below are the responsibilities of the major parties in this valuable student learning experience.

Listed below are the responsibilities of the major parties in this valuable student learning experience

The Field Instructor's Responsibilities

The Field Instructor shall do the following:

1. Participate in the new field instructor training program provided by the department, participate in on-going field instructor workshops, and related continuing education opportunities offered by UNC Charlotte.
2. Become familiar with the Council of Social Work 2008 Educational Policy and Accreditation Standards. Field instructors who supervise UNC Charlotte second (2) year MSW students will also be familiar with the Department of Social Work Advanced Practice Objectives.
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 further develop competence as per the Council of Social Work 2008 Educational Policy and Accreditation Standards.
4. Meet with the student on a weekly basis for at least one (1) hour of personal 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.
5. Complete notes related to the weekly supervision meetings.

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 three (3) times during the academic year to give ongoing feedback on the Practice Competencies, specifically evaluate the student's 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.
10. 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's Responsibilities

The task supervisor shall do the following:

1. Submit a Field Instructor Profile Form and updated resume to the Director of Field Education or designee.
2. Participate in the new field instructor training program provided by the department, 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 second (2) year MSW students will also be familiar with the Department 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 CSWE supervisor weekly.
6. Complete supervision notes related to the weekly 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. Meet with the Faculty Liaison and the student three (3) times during the academic year 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. 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...
11. Prepare the final evaluation of the student's performance which will allow the student to obtain feedback from the CSWE supervisor before the last day of field. The Evaluation with feedback from the task & CSWE supervisor shall be submitted to the faculty liaison and the task supervisor shall note a recommended grade for practicum.

CSWE Supervisor's Responsibilities

The BSW or MSW providing CSWE supervision shall do the following

1. Schedule one (1) hour supervision sessions either at their office or agency site; and
2. Complete weekly supervision notes; and

3. Provide input into the student Learning Agreement and Evaluations, and
4. Attend a minimum of one (1) meeting with the student, field instructor, and faculty liaison during the academic year; and
5. Make the field instructor and/or faculty liaison aware of any concern related to the student's performance, professional development, and/or concerns related to the agency placement.
6. Provide input into the student's final field evaluation.

The Faculty Liaison's Responsibilities

The specific role of the faculty liaison is as follows:

1. Maintaining a viable school-agency relationship and assuring that the student receives a field placement experience consistent with student needs, standards set by the program, and the 2008 EPAS standards.
2. The faculty liaison will have contact with the student and field instructor in person, through virtual meetings, or by phone a minimum of three (3) times during the academic year. Virtual meetings through the use of Skype or similar technology will be utilized to increase the placement options that may be further away than sixty (60) miles or for ad hoc meetings that need to be scheduled quickly.
3. It is recommended that the faculty liaison's first visit should take place within the first month of placement. The focus of the first visit is to review the Learning Agreement, objectives of the placement, and assess the students' progress.
4. Typically, the second visit is done prior to the end of the first semester when learning opportunities, integration of what is being done in the classroom and operationalized in the field site, and/or the final evaluation for the semester may be a focus of discussion.
5. During the second semester, the last site visit is conducted with the student and field instructor and targeted for no later than mid-semester. The subsequent visits are for the purpose of evaluation at the end of each semester.
6. Additional visits will be made based on the needs of the students and the field instructors and the visits will be schedule at a mutually convenient time to address

any concerns noted.

7. 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.
8. 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.
9. If the student or field instructor needs 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.
5. Remaining available to the field instructor and the student for consultation regarding student performance in the agency.
6. Informing the Director of Field Education/designee, Advisor, and the Program Director when students are having difficulty, for whatever reason, in their field setting.
7. Document all faculty liaison visits and phone calls that are related to the student's placement.
8. Work with the student, field instructor and 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.
9. Assign the grade for the field placement 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.

The Director of Field Education Responsibilities

The specific role of the Director of Field Education is as follows

1. Is responsible to secure, develop and affiliate with practicum agency sites in sufficient numbers to support choices of area of practice and geographical locations within the region. The practicum agencies shall 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 placement.
3. Assist in the development of the field education curricula as per CSWE criteria and in certifying that the tasks, duties, and placement assignments are educationally appropriate for the student.
4. Assess admitted students' eligibility and readiness for field placement and helping students secure practice placements.
5. Provide new field instructor orientation and ongoing training opportunities for field instructors.
6. Assures all Field Manuals, Policies and required forms are updated annually
7. Coordinates the Annual Field Agency Fair and the Field Education Conference.
8. Consult with the MSW Program Director or involved faculty on an ongoing basis related to student issues.
9. Assess Annual surveys for field education completed by Field Instructors and Students and review with the Field Advisory Board

The Assistant Director of Field Education Responsibilities

1. Assists the Director of Field Education to secure, develop and affiliate with practicum agency sites in sufficient numbers to support choices of area of practice and geographical locations within the region. The practicum agencies shall provide a quality field education experience and is consistent with the mission of the program and CSWE Educational Standards.
2. Assess upper division student's eligibility and readiness for field placement and helping undergraduate students secure practicum placements

3. Assures that all compliance requirements are submitted by BSW students prior to field placement including but not limited to, immunizations, signed field placement agreements, and preceptor agreements.
4. Assists the Director of Field Education in Providing new field instructor orientation and ongoing training opportunities for field instructors.
5. Participates in the ongoing development and evaluation of the social work program.
6. Assists the Director of Field Education to annually review/updates the BSW Field Manual. Works with the Director of Field Education to review and update to all forms related to field education.
7. Works with the Director of Field Education and Department Chair to assess the undergraduate field program to assure that it meets program needs and criteria for continuing accreditation and make appropriate changes as needed.
8. Provide linkage to BSW Field Instructors and the Department of Social Work, College of Health and Human Services, and the University during the academic year. Assistance may include but is not limited to; supervision of students, concerns noted by students, performance concerns, the ongoing viability of the placement, and assuring a positive learning experience during the placement.

The Student's Responsibilities

1. Commit themselves to the required weekly hours of field placement work, attendance at the mandatory field orientation, meeting with the faculty liaison during site visits and/or by telephone.
2. Have transportation to their field agency that will allow the student to complete all required learning tasks.
3. Develop a Learning Agreement within the timelines established 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 Department of Social Work in all activities undertaken as a representative of the field instruction agency.
5. Attend and participating in the field seminar class as scheduled.
6. Complete all class and agency work as per agreed on timelines and due dates.

7. Evaluate his/her agency and field instructor at the end of the field placement experience in accordance with the guidelines provided in the MSW Field Manual.
8. Participate in on-going self-evaluations and defining specific strengths and weaknesses, in addition to accounting for all assigned agency responsibilities, including supervisory sessions. Preparing for supervision by creation of 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 placement agency and in field seminar.
11. Complete an Emergency Contact Information Sheet and submit it to the field instructor (Appendix C of Field Placement Manual).

The Students' Responsibilities to the Field Agency

The student is given the opportunity to work in the agency because the agency has entered into a Affiliation Agreement with the University to provide the student field instruction. Furthermore, the student is expected to abide by agency rules: For example:

1. The student should appropriately adhere to the agency's dress code, report to the agency promptly, and as scheduled.
2. The student must respect confidentiality relative to all clients and agency services, their circumstances, and their problems.
3. The student must behave professionally as a representative of the agency and as a member of a professional program at UNCC.

The Students' Responsibilities to the Clients Served by the Agency

Field instruction allows the student to become directly involved with individuals, families, groups, and communities who present personal and social problems. The student's responsibility is: to be sensitive, concerned, aware, and act in accordance with the basic assumption of the worth and dignity of each human being; to be polite and courteous; not to probe unnecessarily into an individual's personal life; to be accepting of others whose values, standards of behavior and attitudes may differ; and to respect confidentiality.

The Students' Responsibilities to the University

The student must fulfill the entire requirement of the Field Placement.

Students are expected to participate in the review of their evaluations with their field instructor. This is a vital part of the learning experience and serves to promote involvement in individual learning. Students must inform a university representative of any acts of sexual harassment, violence directed at them, or accidents that occur during their field placement.

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

Tips to Remember...

Become familiar with your agency's cultural context, be courteous and utilize formality in agency interactions as follows:.

1. Remember that you are entering a working organization that has a history, a present, and a future with and/or without you.
2. 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 work each day. Always work within the designated time frames for your field placement.
3. Make sure your field instructor is aware of where you are at all times and that includes lunch breaks.
4. 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 placement.
5. Dress appropriately for your agency. Know your agency dress code!!
6. Keep your assigned space clean and neat.
7. Make sure that you understand the tasks assigned to you. **DO NOT BE AFRAID TO ASK PERTINENT QUESTIONS!**
8. Complete all of your assigned work on time. If there is a problem with meeting a deadline, renegotiate the deadline with your field instructor.
9. Do not cover up your mistakes. Inform your supervisor immediately! Mistakes left un-checked grow into problems.
10. Remember you are responsible for your education/field experience. Participate in it!!

BSW FIELD PLACEMENT POLICY

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 Department.

Application Process

1. The Assistant Director of Field Education shall identify all BSW students who are have met requirements for field placements during the fall semester of academic year prior the their placement; and
2. Each student will have a face to face interview during the fall semester and work to identify area of practice interest/prospective agency;
3. Each student will complete/submit an electronic BSW Field Application (See Appendix A & resume and return them to the Field Education Office by the deadline established. (It is the responsibility of the student to keep the Field Education Office apprised of all current addresses and to complete an application that accurately reflects their goals and aspirations.)
4. Each student will identify here (3) agencies of interest based on the review of the Field Agency Manual, meeting with the Assistant Field Director, and Field Fair held in the fall semester.
5. The Assistant Field Director will electronically submit the student's application to the highest ranked agency with capacity and electronically contact the student to follow up with the application within one (1) week and schedule an interview to be considered for placement.

Field Placement Interview

The purpose of the interview is to ascertain if it is a "good fit" between the prospective student, field instructor, and agency.

1. Students should prepare for the interview by researching their agency, preparing for questions to ask the interviewer, and doing mock interviews through the career center.
2. The student will be offered the opportunity to interview in no more than three (3) field sites. It is important to note that if the agency does not accept the student or

- has had a changed 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 placement.
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 Director of Field about placement 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 by three (3) field sites (or a combination of the above), the Office of Field Education is under no obligation to locate additional field opportunities. The Assistant Director of Field will work in collaboration with the student, and Director of the BSW Program scheduling a Level I to determine field readiness and possible next steps.
 5. If accepted, the student and the field instructor must complete and sign the Practicum Agreement and return it to the Assistant Director of Field before the end of the spring semester.

Compliance Items Required for Placement

Once accepted at their agency, students must complete all compliance requirements for the agency by the end of the spring semester that may include, but are not limited to the following:

1. Criminal Background Acknowledgement Agreement
2. Online Blood Bourne Pathogens Test
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 – if required by Affiliation Agreement
11. Any additional requirements noted in the Affiliation Agreement

Field Placement Preceptor Letters

Once the Field Placement Agreement is received the Assistant Field Director shall do the following:

1. Notify the student electronically of the compliance requirements for the specific placement and copy the CHHS Advising Center designee on the additional requirements.
2. Create a student specific Preceptor Checklist using the template on the University J drive.
3. Attach any required documentation to the template which includes, but are not limited to;
 - a. Agency required forms
 - b. Answer sheets for orientation modules
 - c. PE
 - d. Documentation of CPR course
 - e. Applications
 - f. Reference letters
 - g. 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.
4. Review all documents and have the final preceptor letter written, reviewed and signed by the Chair of the Social Work Department.
5. Students may not begin their field placements 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 placement. (See Appendix E for samples of Preceptor letters)**

CLINICAL COMPLIANCE

As a student in the College of Health and Human Services, you will complete clinical assignments, field placements, internships, or other applications of your health and human service disciplines in health care facilities, social service agencies, or school systems. Most of these agencies are requiring that our students in social work complete criminal background checks and drug screening *prior* to entering the agency for any educational experience. Therefore, to complete your program requirements with an agency, the student must obtain a criminal background check (possibly including fingerprints) and drug screen, the cost of which is your responsibility.

In response to this requirement by our education affiliation agencies (hospitals, schools, nursing homes, social service agencies, etc.), the College of Health and Human Services has revised our policy regarding criminal background checks and drug screening. Obtain the results of your criminal background check and drug screening BEFORE you enter a class that requires a clinical rotation, internship, field placement, or practicum.

The University of North Carolina at Charlotte and other UNC universities have contracted with Certiphi Screening, Inc. to conduct these criminal background checks.

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Once you obtain your criminal background check results from Certiphi, you are responsible for keeping these results to prove your compliance with agency's policy. The College of Health and Human Services will not keep any records of your completion of these tests. You also are responsible for paying Certiphi.

Please refer to the college's website at
<http://health.uncc.edu/advising-center/advising-center-information/clinical-agency-requirements>

No other agency's criminal background check will be accepted.

Drug screening information is on the same website under Clinical Agency Compliance. You, as a student, will be responsible for keeping the results of the criminal background check and the drug screen to demonstrate compliance to each affiliation agency. UNC Charlotte, College of Health and Human Services will not keep records of student results and therefore cannot verify for you or the agency if you are in compliance with the agency's policy. If you do not have these tests, you will receive an unsatisfactory daily grade for your clinical rotation, practicum, internship, or field agency performance until you can demonstrate that you have completed these tests.

If an agency rejects a student based on the results of the criminal background check or drug screen, CHHS will make one (1) attempt to find a replacement clinical site, field placement, 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.

Students may also be asked to complete a fingerprint test by some affiliated agencies and this may be obtained from the Mecklenburg County Sherriff's Department (or another local Sheriff Department). The following website may be of assistance to you.

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

It is recommended that students discuss any requirements by the agency during their interview and if there are any questions, please do not hesitate to contact the field education office.

Students shall be notified in writing about Clinical Compliance for their field placement and should submit all required immunizations, Criminal Background Checks, and Drug Screens the designated staff in the CHHS Advising Office

Immunizations

Students shall 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 the their field placement commencing. It is strongly

advised that students keep copies of all immunizations, drug screens, and the Criminal Background Checks because the College does not make copies of what has been submitted. It is also important to note that this requirement is in addition to what the student must submit to Student Health as part of the admission process.

Agency Compliance Documentation

All Field Agreements, documents required by agencies that include, but are not limited to, Applications, Healthcare CPR cards, reference letters, training modules, and forms are to be submitted to the Director of Field Education, as per the most current Affiliation Agreement. Students should submit required paperwork by no later July 15th and it is **highly recommended** that it be submitted earlier.

It is important to note that some agencies require copies of the student's Criminal Background Check and/or the Drug Screen and the student must give the documentation to them. If the Agency has this requirement, the student will be advised in writing.

If the requirements are part of the Agency Affiliation Agreement, the student will have the responsibility to cover the cost of all items.

Field Placement Preceptor Letters

Once the Field Placement Agreement is received the Assistant Field Director shall do the following:

1. Notify the student electronically of the compliance requirements for the specific placement and copy the CHHS Advising Center designee on the additional requirements.
2. Create a student specific Preceptor Checklist using the template on the University J drive.
3. Attach any required documentation to the template which includes, but are not limited to;
 - a. Agency required forms
 - b. Answer sheets for orientation modules
 - c. PE
 - d. Documentation of CPR course
 - e. Applications
 - f. Reference letters
 - g. 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.
4. Review all documents and have the final preceptor letter written, reviewed and signed by the Chair of the Social Work Department.
5. Students may not begin their field placements 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 placement.

LEARNING AGREEMENTS

Each student shall complete a Learning Agreement with input from their field instructor which will outline the knowledge skills, and values that he/she will develop during their field placement. The Learning Agreement shall outline the activities that the student will complete during the year that will allow them to incorporate what they are learning in the classroom and be able to demonstrate the competencies in the 2008 EPAS social work skills, values, and practice during their Practicum. (See Appendix F). It is critical that the student review the document throughout their placement to review and adjust the Learning Agreement so that all Practice areas are an aspect of their learning.

EVALUATIONS

Evaluation of Student Progress

Students will be evaluated in their seminar as determined 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 three (3) meetings/contacts 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.

Each semester, the Field Instructor shall complete the Evaluation of the Student Form which may be found in the BSW Field Manual Appendix G. The field instructor and the student should complete the *student evaluation by no later than the last day of classes* at the end of each semester. It is also highly recommended to review the student's progress using the same evaluation tool mid semester since it will provide meaningful feedback to each student. Field evaluations will be placed in the student's field file.

The grades for the field placement and field seminar class are a letter grades. The grades are assigned by the faculty liaison in consultation with the field instructor and are based on the seminar and the Student Evaluation as outlined.

Evaluation of the Field Placement Site and Field Instructor -annually

At the end of the field placement, students will complete an electronic evaluation of their placement agency and field instructor. Students will receive an electronic invitation from

the Director of Field Education at their UNCC email account from Survey Share to complete this anonymous evaluation. This feedback is important and helps the Director of Field Education prepare for future students and future field placement sites.

Evaluation of the Faculty Liaison – each semester

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 placement 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 Placement

Policies and Procedures for Review of Academic Performance

Policies and Procedures for Review of Academic Performance

Three (3) levels of review are used in the Department of Social Work to review student's academic performance. The level of review depends upon the potential severity of the concern.

Information disclosed during student meetings with faculty, program directors, or school administrators will not be kept confidential if the information raises concerns about professional performance. Faculty and/or program directors 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, as listed below.

Please review the Code of Student Academic Integrity (University Policy # 407 formerly Policy Statement #105) for the University of North Carolina at Charlotte:

<http://legal.uncc.edu/policies/ps-105.html>

Performance which may Result in a Review and/or Possible Dismissal from the Department of Social Work and BSW Program

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.

- 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 Department of Social Work and becoming known after admission.
- Consistent pattern of unprofessional behavior.
- Failure to meet any of the Standards for Social Work Education: Department of Social Work. Criteria for Evaluation of Academic Performance.

Levels of Review

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 Director (or Director or Assistant Director of Field Education if field related) of the concerns in order to identify potential patterns and issues related to the student
- Document dates and content of meetings with students (This is the responsibility of the faculty member initiating the concern.)
- If agency-based field instructor, discuss concerns directly with the student and with the faculty liaison. It is the responsibility of the faculty liaison to apprise the Director or Assistant Director of Field Education.
- Note: The Director 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 review is designed to assist students in dealing with identified concerns that have an impact on their performance. A Level II review involves the faculty member, student, Program Director, and student advisor. The faculty and MSW Program Director will meet with the student; the student’s advisor will attend at the student’s request. If field

related, the Director or Assistant Director of Field Education, the faculty liaison, and the field instructor also attend the meeting with the student. A Level II 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 Program Director will:

- Determine the nature of the concern and gather sufficient information to develop a plan to address that concern, if one is needed.
- Determine that 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.
-
- If the concerning behavior occurs in field, the Program Director and the Director (or Assistant Director) of Field Education assess the nature of these concerns with appropriate faculty, maintain documentation, and decide if it is necessary to conduct a more comprehensive review pursuant to the Level III review procedures.
- If a problem arises in field, the agency-based field instructor, faculty liaison, and Director or Assistant Director of Field Education will compile and share information about the student at the meeting. In that case, the Director or Assistant Director of Field Education is responsible for applying the policies of field education and recommending a course of action.

Level III - A Level III review involves the faculty member, student, Program Director, 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 Department 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 Department of Social Work level. When a Level III review is called, the Program Director 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 Director will consult with the Chair of the Department of Social Work to discuss the problem situation and make recommendations regarding the student. Based on the review, conference with the Chair, and an objective assessment of the information provided, the Chair shall inform the student of the decision.

The following are the potential outcomes of a Level III review:

- Continue the student in the program with no conditions. In these situations, the concern has been addressed and no further action by the student or program required.
- Establish formal conditions for the student's continuance in the program. In these situations, specific conditions must be met in order for Department of Social Work to endorse the student's continued enrollment in the program. Action may include establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support; 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.
- Consult and/or refer to the Dean of Students. In some instances, depending on the nature of the problem, the University's Office of the Dean of Students may be consulted. If a referral is made to that Office after consultation, the student will be notified in writing about the nature of the concern and the fact that the referral is taking place. Situations which may result in referral to the Office of the Dean of Students include, but are not limited to, scholastic dishonesty, hazing, racial or sexual harassment, illegal drug use, alcohol abuse, trafficking in illegal drugs, illegal possession of drugs, or use of firearms or other weapons on University property, damage or destruction off University property, and conduct that endangers the health or safety of any University student, employee, or campus visitor.
- Counsel the student to change majors/degree programs and/or recommend termination to the Graduate Department. .

Following a Level III review, it is the responsibility of the Chair 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.

NOMINATIONS

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 Director of Field Education 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 Director of Field 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.

POLICIES

All students are expected to adhere to all Social Work Department of Social Work and University Policies and Procedures. Both students and field instructors should review and adhere to the following policy statements.

1. Code of Student Responsibility (#406)
2. Code of Student Academic Integrity (#407)
3. Sexual Harassment Policy and Grievance Procedures (#502)
4. Workplace Violence (#101.17)

These Codes, Policies and Guidelines can be found at the following web site:

<http://legal.uncc.edu/policies>

5. Professional Standards for Social Work Education

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.

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:

1. The student shall first meet with the involved faculty/staff member(s) for discussion.
2. If this discussion does not resolve the situation, the student/faculty member(s) may request the Chair to become involved.
3. 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.
4. The grievance document submitted by the student to the Associate Dean for Academic Affairs shall include:
 - o substance of the grievance
 - o what steps have been taken
 - o desired resolution
5. The Associate Dean for Academic Affairs shall communicate in writing her/his recommendation to the involved faculty, student and academic advisor.
6. 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>.

MSW students who have been terminated from the Graduate Department as a result of a Level III review may have grounds to appeal their termination. Such appeals should be conducted in accordance with the termination appeal procedures outlined in the Graduate Catalogue.

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>.

ATTENDANCE POLICY FOR FIELD PLACEMENTS –SOCIAL WORK

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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 Appendix M

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

Please Refer to Appendix N

RELIGIOUS ACCOMODATION IN FIELD PLACEMENTS – SOCIAL WORK

Please refer to Appendix O

SAFETY POLICY FOR AGENCY FIELD PLACEMENTS –SOCIAL WORK

Please Refer to Appendix P

SEXUAL HARRASSMENT POLICY AND PROCEDURE-SOCIAL WORK

Please refer to Appendix Q

SUPERVISION AND EVALUATION OF STUDENTS IN FIELD-SOCIAL WORK

Please Refer to Appendix R

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 only covers you the student and your person only, not your automobile, and not any passengers that are in your automobile. The insurance is effective for the academic year only.

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

North Carolina Association of Insurance Agents
1506 Hillsborough Street
P.O. Box 10097,
Raleigh, NC 27605.

The coverage is provided by The General Star Indemnity Company, Policy Number: IYG-372839 and claims should be submitted to the above address. The contact telephone is (800)849-6556.

Coverage limits are \$1,000,000 each occurrence for bodily injury, property damage, or personal injury claim, \$3,000,000 aggregate limits; \$50,000 for fire damage liability; \$1,000,000 each claim limit for professional liability, \$3,000,000 aggregate limit for professional liability claims; \$10,000 for covered medical expenses, accidental death or dismemberment

The cost of liability insurance is covered by student fees.

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APPENDIX A

Application for Undergraduate Social Work Field Placement

#

Academic Year: 2014-15

Instructions: This application will be used to recommend a field agency that is appropriate for your development of social work practice knowledge, skills, and values. This application will also be forwarded to your prospective agency and used as a screening tool for the agency to consider you to for an internship. In addition to submitting application materials, a personal interview with the Assistant Coordinator of Field Education is required to assist with the process of agency selection.

Please email the following materials to the Asst. Director of Field Education:

- Heather Douglas, MSW, LCSW
- Hdougl1@uncc.edu
- One (1) electronic copy of the completed application
- One (1) electronic copy of your current resume
- 3 References (Mecklenburg DSS only)

#

Due Date: January 17, 2014

STUDENT CONTACT INFORMATION	
Name:	
Home Phone:	
Cell Phone:	
Work Phone:	
Email:	
Permanent Address:	
Local Address (If different from permanent):	

ACADEMIC INSTITUTIONS		
Name of Institution	Dates Enrolled	Degree Attained, if any

SOCIAL WORK COURSEWORK	
Course Title:	Grade:
The Field of Social Work (SOWK 1101)	
Human Behavior & the Social Environment I (SOWK 2182)	
Human Behavior & the Social Environment II (SOWK 2183)	
Diversity & Populations at Risk (SOWK 3120)	
Foundations of Social Welfare (SOWK 3201)	
Community Engagement & Outreach (SOWK 3133)	
Professional Behavior, Ethics & Communication (SOWK 3199)	
List the Titles of the Population Courses You've Taken Below:	

GENERAL QUESTIONS	
	Yes or No
All students must arrange their own transportation to field agencies. Will you have a reliable car available for transportation?	
If you will not have a reliable car, please explain how you will arrange for transportation:	
Do you anticipate being employed more than 10 hrs per week while completing field placement?	
If you will be employed more than 10 hours, write a brief description below detailing your plan to balance work, family life, coursework and field:	
Many agencies require a criminal background check and/or a current drug screen as part of the placement process. Have you ever been convicted of any felony or misdemeanor?	
If you answered yes to having been convicted of any felony or misdemeanor, please explain:	
Do you have any charges pending?	

If you have charges pending, please explain:

SHORT ESSAYS

Please respond to the following thoroughly and thoughtfully. Your responses should each be approximately 1 page. This is your opportunity to tell the agency more about yourself.

Please describe the reasons you have chosen social work for a profession.

Please list three specific populations that you would like to work with and explain your reasons for choosing these populations.

What strengths, skills and experience do you have as a student that you would like to highlight for your prospective agency?

What skills do you hope to develop and what knowledge do you hope to gain from your internship experience?

If one of your social work professors was asked to describe your professional demeanor, work ethic, appreciation for diverse view points, written communication skills, oral communication skills, and enthusiasm for learning, what would your professor say? (Please address each of these.)

I have completed this application to the best of my knowledge. I give permission for a copy of this application to be shared with the field agencies relating to field placement arrangements.

Student Name & Date

APPENDIX B

APPENDIX C

Emergency Contact Information

~This form is to be completed and filed with your field instructor on the first (1st) day of field~

Intern

Name: _____ Location in Placement: _____ Primary
Work Phone: _____ ext _____ Pager # _____
Secondary Work Phone: _____ ext _____ Pager # _____
Primary Home Phone: _____ ext _____ Pager # _____
Secondary Home Phone: _____ ext _____ Pager # _____

Placement Supervisor

Name: _____ Location in Placement: _____ Primary
Work Phone: _____ ext _____ Pager # _____
Secondary Work Phone: _____ ext _____ Pager # _____
Primary Home Phone: _____ ext _____ Pager # _____
Secondary Home Phone: _____ ext _____ Pager # _____

Alternative Contact Person at Placement

Name: _____ Location in Placement: _____ Primary
Work Phone: _____ ext _____ Pager # _____
Secondary Work Phone: _____ ext _____ Pager # _____
Primary Home Phone: _____ ext _____ Pager # _____
Secondary Home Phone: _____ ext _____ Pager # _____

Faculty Supervisor

Name: _____ Location in Placement: _____ Primary
Work Phone: _____ ext _____ Pager # _____
Secondary Work Phone: _____ ext _____ Pager # _____
Primary Home Phone: _____ ext _____ Pager # _____
Secondary Home Phone: _____ ext _____ Pager # _____

Alternative Faculty Contact

Name: _____ Location in Placement: _____ Primary
Work Phone: _____ ext _____ Pager # _____
Secondary Work Phone: _____ ext _____ Pager # _____
Primary Home Phone: _____ ext _____ Pager # _____
Secondary Home Phone: _____ ext _____ Pager # _____

Crisis Line Number: _____

Other Resources

Name: _____ Number: _____
Name: _____ Number: _____

APPENDIX D

Field Incident Report

Person submitting report: _____

Date of incident: _____

Date of report: _____

Persons involved in the incident: _____

Description of incident (what led up to the situation and what occurred during the incident)

Nature and description of the injury, if applicable:

Action taken:

Student signature: _____ Date: _____

Field Instructor signature: _____ Date: _____

Field Liaison signature: _____ Date: _____

Original form goes to the Office of Field Education, UNCC within twenty-four (24) hours of incident.

APPENDIX E

Letter of Agreement (Preceptor Letter)
Social Work Generic Preceptor Letter – No Return Signature Required

Date

TITLE PRECEPTOR FIRST NAME PRECEPTOR LAST NAME
AGENCY
ADDRESS

Dear TITLE PRECEPTOR LAST NAME,

Thank you for the opportunity to arrange for a field experience at AGENCY for STUDENT FIRST NAME STUDENT LAST NAME for SELECT FALL, SPRING, or SUMMER semester of the SELECT ACADEMIC YEAR academic year. STUDENT FIRST NAME is enrolled in SOWK COURSE(S) in the Department of Social Work, College of Health and Human Services (CHHS). While on your premises, the student will work with you as the student's designated field instructor. STUDENT FIRST NAME will require a minimum of NUMBER OF HOURS hours during the CHOOSE SEMESTER OR ACADEMIC YEAR. The student's hours will start on January 1, 2009 and will be completed by December 31, 2009.

FACULTY TITLE FACULTY FIRST NAME FACULTY LAST NAME will be responsible for overall supervision of the student, including on-site visits to be arranged. You as the preceptor shall directly supervise the student and ensure that the student does not work independently as a professional. If applicable, you shall countersign any medical records/notes that the student writes and indicate that s/he has seen the patient/client referred to and that you agree with the student's documentation. Professional practice skills will be stressed in the classroom and should be reinforced in the field setting. The student should be on time, prepared with paper work, and exhibit appropriate behavior towards colleagues, clients, and supervisors. Please refer to the UNC Charlotte Social Work Field Placement Manuals that are available to instructors and students at our website <http://socialwork.uncc.edu/field-manuals> . If needed, please feel free to contact FACULTY TITLE FACULTY LAST NAME at FACULTY PHONE NUMBER or FACULTY EMAIL ADDRESS.

UNC Charlotte, College of Health and Human Services, currently has an existing education Affiliation Agreement with your facility dated AA DATE. The terms of that Agreement, including LIST ALL DOCUMENTATION REQUIRED BY THE AA (e.g., LIABILITY INSURANCE, IMMUNIZATIONS, CPR CERTIFICATION, BLOOD BORNE PATHOGEN TRAINING, HEALTH HISTORY, CRIMINAL BACKGROUND CHECK, DRUG SCREENING), and all other requirements set forth in that Agreement are applicable to this field experience.

There shall be no compensation provided to either party for engaging in the field experience.

CHHS shall advise the student of the importance of complying with all relevant state and federal confidentiality laws, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA), to the extent applicable, including the need to respect the confidential nature of all information that the student has access to at Agency, including but not limited to patients'/clients' personal health information provided to them orally, contained in patient/client medical records, or maintained on Agency's electronic information system. Agency may require the student to sign a confidentiality agreement. Agency agrees to provide the student with training regarding Agency's policies and procedures relative to HIPAA.

CHHS and Agency acknowledge that the student may use patients'/clients' personal information for educational purposes at Agency and at CHHS. To the extent practicable, all information used for such purposes shall be appropriately de-identified so as to remove all data that may be used to connect such information back to the patient/client to whom it relates.

Thank you again for the opportunity to participate in what should prove to be a mutually beneficial arrangement.

Sincerely,

Vivian Lord, Ph.D
Interim Chair, Department of Social Work
College of Health and Human Services

**Letter of Agreement (Preceptor Letter)
Social Work Generic Preceptor Letter – Return Signature Required**

Date

TITLE PRECEPTOR FIRST NAME PRECEPTOR LAST NAME
AGENCY
ADDRESS

Dear TITLE PRECEPTOR LAST NAME,

Thank you for the opportunity to arrange for a field experience at AGENCY for STUDENT FIRST NAME STUDENT LAST NAME for SELECT FALL, SPRING, or SUMMER semester of the SELECT ACADEMIC YEAR academic year. STUDENT FIRST NAME is enrolled in SOWK COURSE(S) in the Department of Social Work, College of Health and Human Services (CHHS). While on your premises, the student will work with you as the student's designated field instructor. STUDENT FIRST NAME will require a minimum of NUMBER OF HOURS hours during the CHOOSE SEMESTER OR ACADEMIC YEAR. The student's hours will start on January 1, 2009 and will be completed by December 31, 2009.

FACULTY TITLE FACULTY FIRST NAME FACULTY LAST NAME will be responsible for overall supervision of the student, including on-site visits to be arranged. You as the preceptor shall directly supervise the student and ensure that the student does not work independently as a professional. If applicable, you shall countersign any medical records/notes that the student writes and indicate that s/he has seen the patient/client referred to and that you agree with the student's documentation. Professional practice skills will be stressed in the classroom and should be reinforced in the field setting. The student should be on time, prepared with paper work, and exhibit appropriate behavior towards colleagues, clients, and supervisors. Please refer to the UNC Charlotte Social Work Field Placement Manuals that are available to instructors and students at our website <http://socialwork.uncc.edu/field-manuals> . If needed, please feel free to contact FACULTY TITLE FACULTY LAST NAME at FACULTY PHONE NUMBER or FACULTY EMAIL ADDRESS.

Our procedure for field experiences requires a signed copy of this letter in addition to the existing Affiliation Agreement. The terms of that Agreement, including LIST ALL DOCUMENTATION REQUIRED BY THE AA (e.g., LIABILITY INSURANCE, IMMUNIZATIONS, CPR CERTIFICATION, BLOOD BORNE PATHOGEN TRAINING, HEALTH HISTORY, CRIMINAL BACKGROUND CHECK, DRUG SCREENING), and all other requirements set forth in that Agreement are applicable to this field experience.

There shall be no compensation provided to either party for engaging in the field experience.

CHHS shall advise the student of the importance of complying with all relevant state and federal confidentiality laws, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA), to the extent applicable, including the need to respect the confidential nature of all information that the student has access to at Agency, including but not limited to patients'/clients' personal health information provided to them orally, contained in patient/client medical records, or maintained on Agency's electronic information system. Agency may require the student to sign a confidentiality agreement. Agency agrees to provide the student with training regarding Agency's policies and procedures relative to HIPAA.

CHHS and Agency acknowledge that the student may use patients'/clients' personal information for educational purposes at Agency and at CHHS. To the extent practicable, all information used for such purposes shall be appropriately de-identified so as to remove all data that may be used to connect such information back to the patient/client to whom it relates.

If further information or clarification is needed, please contact me. If you are in agreement with these terms, please sign and return one copy to my office as soon as possible. Please keep the second copy for your records.

Thank you again for the opportunity to participate in what should prove to be a mutually beneficial arrangement.

Sincerely,

Vivian Lord, Ph.D
Interim Chair, Department of Social Work
College of Health and Human Services

Accepted by: _____ Date _____
Preceptor

APPENDIX F



Student Learning Agreement: BSW Field Placement

Instructions for Developing your Learning Agreement

The Learning Agreement should be developed in collaboration with the field instructor and the Department of Social Work Field Liaison. The Learning Agreement should have clear timelines noted to expose the student to each area and should be updated and reviewed as part of the supervisory process with objectives clearly outlined for both semesters. It is essential that the student and field instructor view the document as a work in process which may be revised to meet the particular learning needs of the student over the course of the academic year.

The Learning Agreement must reflect the student's knowledge of the placement agency, ability to write effectively, professional objectives that are a component of your graduate education, your particular learning needs and interests, priorities and resources, and identify tasks that will support your ability to demonstrate competency in the 2008 CSWE Educational Policy and Accreditation Standards (EPAS) practice areas. Tasks should be focused on development of the student's knowledge, values, and skills as a professional social worker. Each field instructor must be able to assess the competencies noted by the end of each semester by the student.

Things to keep in mind before you develop your Learning Agreement

It is important to think about the following areas as you develop your learning agreement and make the most of your field placement.

- What do you want to learn during your field placement? Students should keep in mind; the experiences, skills and knowledge that you hope to gain from the placement;
- What strengths do you bring to the placement through your volunteer or work experiences;
- What areas are you most concerned about? What worries you about field? What areas would you like help with;
- What areas are you most concerned about and want to have exposure to in the field placement;
- How do you most enjoy learning? What helps you to learn;
- What are your long term goals as a social worker;

- Do you have any special areas of interest that might include working on a macro project, grants, or research; and
- What is important to you in a supervisor? What qualities seem most important in helping you learn and succeed?

It is anticipated that the Learning Agreement and ongoing evaluation by the field instructor will foster a learning environment which allows each student to have the opportunity to transform theory to practice and accomplish the following goals:

- Outline clearly what each student needs to learn during the academic year, and
- Provide specific assignments, tasks, and opportunities that the student shall have in the field placement which will further develop their growth as a professional, and
- Clearly outline the responsibility of both the field instructor and the student, and
- Provide a mechanism to provide strength based feedback through supervision and continued professional growth.

Each student should complete and submit the learning agreement on the due date noted during the first semester.

Students are also encouraged to either share other class syllabi to provide feedback to your field instructor on what you are currently exposed to in the curriculum and to keep them abreast of your developing knowledge base. This will help your field instructor develop ideas related to discussions in supervision, possible reading assignments, or identify tasks that would allow you to work on an area of competency and give the field instructor the opportunity to observe you competency in the practice area noted.

It is also critical that you have a clear understanding from your field instructor of what you must achieve during the year to be evaluated as Excellent (A); Good (B) or Fair (C) and that this be a part of the development process with clear expectations for the student.



Student Learning Agreement:

BSW Placement

STUDENT NAME:

(Signature)

AGENCY:

FIELD INSTRUCTOR:

(Signature)

FACULTY LIAISON:

(Signature)

DATES OF PLACEMENT:

From: _____ **To:** _____

- A. Agency History, Mission, Organizational Structure and the types of Services Provided by the Agency**

- B. Description of the Unit the Student Works In**

- C. Types of Services Student will be Providing**

Agreement with the Agency

- A. Hours of Work**

- B. Time Commitment for Supervision**

- C. Expectations Regarding Documentation**

- D. Work Related Travel**

- E. Professional and Personal Liability**

Learning Objectives

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

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

PRACTICE BEHAVIORS:

Social workers

- 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.

SPECIFIC ACTIVITIES	TARGET DATE

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

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

PRACTICE BEHAVIORS:

Social workers

- 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 Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;³
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

SPECIFIC ACTIVITIES	TARGET DATE

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

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

PRACTICE BEHAVIORS:

Social workers

- 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

SPECIFIC ACTIVITIES	TARGET DATE

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

PRACTICE BEHAVIORS:

Social workers

- 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;
- 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.

SPECIFIC ACTIVITIES	TARGET DATE

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

PRACTICE BEHAVIORS:

Social workers

- 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

SPECIFIC ACTIVITIES	TARGET DATE

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

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

PRACTICE BEHAVIORS:

Social workers

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

SPECIFIC ACTIVITIES	TARGET DATE

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

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

PRACTICE BEHAVIORS:

Social workers

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

SPECIFIC ACTIVITIES	TARGET DATE

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

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

PRACTICE BEHAVIORS:

Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action

SPECIFIC ACTIVITIES	TARGET DATE

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

PRACTICE BEHAVIORS:

Social workers

- 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.

SPECIFIC ACTIVITIES	TARGET DATE

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

PRACTICE BEHAVIORS:

Social workers

- 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.

SPECIFIC ACTIVITIES	TARGET DATE

Educational Policy 2.1.10(b)—Assessment

PRACTICE BEHAVIORS:

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

SPECIFIC ACTIVITIES	TARGET DATE

Educational Policy 2.1.10(c)—Intervention

PRACTICE BEHAVIORS:

Social workers

- 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.

SPECIFIC ACTIVITIES	TARGET DATE

Educational Policy 2.1.10(d)—Evaluation

PRACTICE BEHAVIOR:

Social workers critically analyze, monitor, and evaluate interventions.

SPECIFIC ACTIVITIES	TARGET DATE

APPENDIX G



BSW Fall Field Evaluation

Date: _____

Total Cumulative Field Hours: _____

Student: _____

Agency: _____

Field Instructor: _____

Instructions for Rating Interns on the 10 Competencies for Field Evaluation as required by the accrediting organization (Council on Social Work Education):

Students will be evaluated on this form at the end of each of the two (2) semesters of field education. Focus will be on the level of performance achieved and on progress demonstrated during the year as reflected in the evaluation.

The following definitions are devised so that the field instructor may have a clearer understanding of the meaning given to evaluation terms used in this form.

Point Scale	Grade & Definition
9-10	A - Excellent This reflects that the student has exhibited performance skills of the highest quality and has practiced well above the expected level for a beginning level social work student. Student has excelled and uses these skills consistently and effectively.
8-8.9	B - Good This reflects that the student has exhibited performance skills at an expected level and has practiced at the expected level for a beginning level social work student. Demonstrates effective use of the practice skills most of the time.
7-7.9	C - Fair This reflects that the student is performing at a marginal level. There are some deficiencies in his/her performance and he/she has not performed at the expected level. The student understands the skill and offers some evidence of appropriate use. More practice is required.
6-6.9	D - Unsatisfactory – See BSW Field Manual
Below 6	F - Unsatisfactory – See BSW Field Manual
N/O	No Opportunity Yet

Use the above 1-10 point scale to grade each item below.

Field Instructor's Assessment of Student's Achievement of Practice Behaviors

Competencies and Practice Behaviors	Student Self-Evaluation	Field Instructor
Competency 1: Identify as a professional social worker and conduct oneself accordingly.		
1.1 Advocate for client access to the services of social work		
1.2 Practice personal reflection and self-correction to assure continual professional development in social work		
1.3 Attend well to professional roles and boundaries		
1.4 Demonstrated professional demeanor in behavior as well as present and handle himself/herself appropriately in manner and dress		
1.5 Showed commitment to engage in career-long learning to enhance personal and professional development		
1.6 Utilized supervision and consultation with field instructor throughout the semester.		
Competency 2: Apply social work ethical principles to guide professional practice.		
2.1 Recognizes and manage personal values in a way that allows professional values to guide practice.		
2.2 Is skilled in integrating the NASW Code of Ethics into practice (e.g., preserved the confidentiality of clients)		
2.3 Is skilled in tolerating ambiguity to resolve ethical conflicts		
2.4 Is skilled in applying strategies of ethical reasoning to arrive at principled decisions.		
Competency 3: Apply critical thinking to inform and communicate professional judgments.		
3.1 Is skilled in distinguishing, appraising, and integrating multiple sources of knowledge, including research-based and practice wisdom.		
3.2 Analyze models of assessment, prevention, intervention, and evaluation		
3.3 Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.		
Competency 4: Engage diversity and difference in practice.		
4.1 Recognize the extent to which a culture's structure and values may oppress, marginalize, alienate, or create or enhance privilege and power.		
4.2 Gain sufficient self-awareness to eliminate the influence of personal bias and values in working with diverse groups.		
4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences.		
4.4 View themselves as learners and engage those with whom they work as informants.		

Field Instructor's Assessment of Student's Achievement of Practice Behaviors

Competencies and Practice Behaviors	Student Self-Evaluation	Field Instructor
Competency 5: Understand the forms and mechanisms of oppression and discrimination.		
5.1 Understand the forms and mechanisms of oppression and discrimination.		
5.2 Advocate for human rights and social and economic justice		
5.3 Engage in practice that advance social and economic justice		
Competency 6: Engage in research-informed practice and practice-informed research.		
6.1 Use practice experience to inform scientific inquiry		
6.2 Use research evidence to inform practice		
Competency 7: Apply knowledge of human behavior and the social environment.		
7.1 Is knowledgeable of conceptual frameworks to guide the processes of assessment, intervention, and evaluation.		
7.2 Critique and apply knowledge to understand person and the environment.		
Competency 8: Engage in policy practice to advance social and economic well-being and deliver effective social services		
8.1 Analyze, formulate, and advocate for policies that advance social well-being.		
8.2 Collaborate with colleagues and clients for effective social policy.		
8.3 Understands the methods of social work practice employed with social welfare agencies, especially rural environments.		
Competency 9: Respond to contexts that shape practice		
9.1 Continuously, discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging social trends to provide relevant services.		
9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.		

Field Instructor's Assessment of Student's Achievement of Practice Behaviors

Competencies and Practice Behaviors	Student Self-Evaluation	Field Instructor
Competency 10: Engage, assess, intervene, and evaluate with individuals, families, organizations, and communities.		
10.1 Is skilled at engaging in substantively and effectively preparing for action with individuals, families, groups, organizations, and communities.		
10.2 Is skilled in using empathy and interpersonal skills.		
10.3 Is skilled in developing a mutually agreed-on focus of work and desired outcomes.		
10.4 Is skilled in collecting, organizing, and evaluating client data.		
10.5 Is skilled in assessing client strengths and limitations		
10.6 Is skilled in developing mutually agreed on intervention goals and objectives.		
10.7 Is skilled in selecting appropriate intervention strategies.		
10.8 Is skilled in initiating actions to achieve organizational goals,		
10.9 Is skilled in implementing interventions that enhance client capacities.		
10.10 Is skilled in helping clients to resolve problems.		
10.11 Is skilled in negotiating, mediating, and advocating for clients.		
10.12 Is skilled in facilitating transitions and endings.		
10.13 Is skilled in critically analyzing, monitoring, and evaluating interventions.		

COMMENTS:

OUTSTANDING ABILITIES OF STUDENT

AREAS OF GROWTH FOR THE STUDENT

FUTURE LEARNING NEEDS AND RECOMMENDATIONS

Each Field Instructor shall recommend a final Grade for the Practicum based on all areas of evaluation.

FINAL GRADE RECOMMENDED BY FIELD INSTRUCTOR FOR PRACTICUM EVALUATION: (Must be a Letter Grade – See Chart on Page 1) _____

This is to certify that I have read and received a copy of this evaluation, that understand I have the right to disagree in writing of this evaluation of my performance, and that such a statement will be appended to this evaluation.

Student Signature

Date

Field Instructor Signature

Date



BSW Spring Field Evaluation

Date: _____ **Total Cumulative Field Hours:** _____

Student: _____

Agency: _____

Field Instructor: _____

Instructions for Rating Interns on the 10 Competencies for Field Evaluation as required by the accrediting organization (Council on Social Work Education):

Students will be evaluated on this form at the end of each of the two (2) semesters of field education. Focus will be on the level of performance achieved and on progress demonstrated during the year as reflected in the evaluation.

The following definitions are devised so that the field instructor may have a clearer understanding of the meaning given to evaluation terms used in this form.

Point Scale	Grade & Definition
9-10	A - Excellent This reflects that the student has exhibited performance skills of the highest quality and has practiced well above the expected level for a beginning level social work student. Student has excelled and uses these skills consistently and effectively.
8-8.9	B - Good This reflects that the student has exhibited performance skills at an expected level and has practiced at the expected level for a beginning level social work student. Demonstrates effective use of the practice skills most of the time.
7-7.9	C - Fair This reflects that the student is performing at a marginal level. There are some deficiencies in his/her performance and he/she has not performed at the expected level. The student understands the skill and offers some evidence of appropriate use. More practice is required.
6-6.9	D - Unsatisfactory – See BSW Field Manual
Below 6	F - Unsatisfactory – See BSW Field Manual

Use the above 1-10 point scale to grade each item below.

Field Instructor's Assessment of Student's Achievement of Practice Behaviors

Competencies and Practice Behaviors	Student Self-Evaluation	Field Instructor
Competency 1: Identify as a professional social worker and conduct oneself accordingly.		
1.1 Advocate for client access to the services of social work		
1.2 Practice personal reflection and self-correction to assure continual professional development in social work		
1.3 Attend well to professional roles and boundaries		
1.4 Demonstrated professional demeanor in behavior as well as present and handle himself/herself appropriately in manner and dress		
1.5 Showed commitment to engage in career-long learning to enhance personal and professional development		
1.6 Utilized supervision and consultation with field instructor throughout the semester.		
Competency 2: Apply social work ethical principles to guide professional practice.		
2.1 Recognizes and manage personal values in a way that allows professional values to guide practice.		
2.2 Is skilled in integrating the NASW Code of Ethics into practice (e.g., preserved the confidentiality of clients)		
2.3 Is skilled in tolerating ambiguity to resolve ethical conflicts		
2.4 Is skilled in applying strategies of ethical reasoning to arrive at principled decisions.		
Competency 3: Apply critical thinking to inform and communicate professional judgments.		
3.1 Is skilled in distinguishing, appraising, and integrating multiple sources of knowledge, including research-based and practice wisdom.		
3.2 Analyze models of assessment, prevention, intervention, and evaluation		
3.3 Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.		
Competency 4: Engage diversity and difference in practice.		
4.1 Recognize the extent to which a culture's structure and values may oppress, marginalize, alienate, or create or enhance privilege and power.		
4.2 Gain sufficient self-awareness to eliminate the influence of personal bias and values in working with diverse groups.		
4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences.		
4.4 View themselves as learners and engage those with whom they work as informants.		

Competencies and Practice Behaviors	Student Self-Evaluation	Field Instructor
Competency 5: Understand the forms and mechanisms of oppression and discrimination.		
5.1 Understand the forms and mechanisms of oppression and discrimination.		
5.2 Advocate for human rights and social and economic justice		
5.3 Engage in practice that advance social and economic justice		
Competency 6: Engage in research-informed practice and practice-informed research.		
6.1 Use practice experience to inform scientific inquiry		
6.2 Use research evidence to inform practice		
Competency 7: Apply knowledge of human behavior and the social environment.		
7.1 Is knowledgeable of conceptual frameworks to guide the processes of assessment, intervention, and evaluation.		
7.2 Critique and apply knowledge to understand person and the environment.		
Competency 8: Engage in policy practice to advance social and economic well-being and deliver effective social services		
8.1 Analyze, formulate, and advocate for policies that advance social well-being.		
8.2 Collaborate with colleagues and clients for effective social policy.		
8.3 Understands the methods of social work practice employed with social welfare agencies, especially rural environments.		
Competency 9: Respond to contexts that shape practice		
9.1 Continuously, discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging social trends to provide relevant services.		
9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.		

Field Instructor's Assessment of Student's Achievement of Practice Behaviors

Competencies and Practice Behaviors	Student Self-Evaluation	Field Instructor
Competency 10: Engage, assess, intervene, and evaluate with individuals, families, organizations, and communities.		
10.1 Is skilled at engaging in substantively and effectively preparing for action with individuals, families, groups, organizations, and communities.		
10.2 Is skilled in using empathy and interpersonal skills.		
10.3 Is skilled in developing a mutually agreed-on focus of work and desired outcomes.		
10.4 Is skilled in collecting, organizing, and evaluating client data.		
10.5 Is skilled in assessing client strengths and limitations		
10.6 Is skilled in developing mutually agreed on intervention goals and objectives.		
10.7 Is skilled in selecting appropriate intervention strategies.		
10.8 Is skilled in initiating actions to achieve organizational goals,		
10.9 Is skilled in implementing interventions that enhance client capacities.		
10.10 Is skilled in helping clients to resolve problems.		
10.11 Is skilled in negotiating, mediating, and advocating for clients.		
10.12 Is skilled in facilitating transitions and endings.		
10.13 Is skilled in critically analyzing, monitoring, and evaluating interventions.		

COMMENTS:

OUTSTANDING ABILITIES OF STUDENT

AREAS OF GROWTH FOR THE STUDENT

FUTURE LEARNING NEEDS AND RECOMMENDATIONS

Each Field Instructor shall recommend a final Grade for the Practicum based on all areas of evaluation.

FINAL GRADE RECOMMENDED BY FIELD INSTRUCTOR FOR PRACTICUM EVALUATION: (Must be a Letter Grade – See Chart on Page 1) _____

This is to certify that I have read and received a copy of this evaluation, that understand I have the right to disagree in writing of this evaluation of my performance, and that such a statement will be appended to this evaluation.

Student Signature

Date

Field Instructor Signature

Date

APPENDIX H

SOCIAL WORK FIELD PLACEMENT AGREEMENT
Department of Social Work
The University of North Carolina at Charlotte

In consideration of being permitted to participate in the Social Work Field Practicum Program at UNC CHARLOTTE, I, _____, hereby agree:

1. To spend a minimum of **16** hours per week during the fall semester and **24** hours per week during the spring semester during the **2014-15** academic year in a field placement at _____.
(agency)
2. To be in the agency between the hours of **8:00 am** and **5:00pm** on **Thursday/Friday (Fall) and Wednesday, Thursday, Friday (Spring)** beginning on **August 21, 2014** and ending on **April 28, 2015**.
3. To make arrangements with my field instructor for any absences from the agency during the times specified above. I understand that I am expected to be in the agency except for illness or urgent personal business. When possible, I will arrange for absences in advance and make alternative plans for clients and/or any other duties that are pending.
4. To accept the supervision and instruction of the agency representative designated as my Field Instructor. I understand that I am responsible to my Field Instructor while in the agency and that we will have regular and frequent conferences to assess my learning needs and progress. Supervision conferences will occur for one hour each week during the field practicum.
5. To meet with my Field Instructor and Social Work Faculty Liaison at times that may be designated to evaluate my learning needs and progress. I understand that I am expected to evaluate myself and contribute to the evaluation conferences.
6. To follow the policies, practices, and procedures of my agency as I fulfill my responsibilities as a social work student. I will consult with my Field Instructor about policies and procedures I do not understand or find difficult to accept.
7. To arrange with my Field Instructor for use of any materials from agency records to be used in social work Field Placement seminar assignments. I understand that I am not to tape record interviews without special permission from the client, my Field Instructor, and my Social Work Faculty Liaison.
8. To regard all information I receive concerning clients as confidential. I will not use names of clients or other identifying information about them outside the agency.
9. To be responsible for providing my own transportation to and from the agency.

FIELD PLACEMENT AGREEMENT

(continued)

10. The student is **not** to transport clients as part of this field practicum.
11. The student is to assume personal and professional liability by carrying the level of liability insurance deemed appropriate by the agency. I understand that if I use my personal car for agency business I will be reimbursed for travel at the rate of _____ per mile. Insurance premiums may be raised for the student in accordance with the policies of their own insurance company.
12. Any exceptions or additions to the provisions of this agreement which have been agreed to by the social work student, the Field Instructor and the Social Work Faculty Advisor are to be entered below.
13. Field Agency and Field Instructor contact information:

Agency

- Name : _____
- Physical Address : _____
- Mailing Address : _____
- Phone Number : _____
- Fax Number : _____
- Website : _____

Field Instructor (Day To Day)

- Name : _____
- Physical Address : _____
- Mailing Address : _____
- Phone Number : _____
- Extension : _____
- Fax Number : _____
- Email Address : _____

If Field Instructor is not a BSW or MSW, please complete contact information below for the person who will be providing 1 hour/ week Clinical Supervision for BSW Student:

- Name : _____
- Physical Address : _____
- Mailing Address : _____
- Phone Number : _____
- Email Address : _____

Field Instructor Orientation Needed: Y or N (Check Y if you have not attended in the past.)

Agreed this the _____ day of _____, 20____.

Field Instructor

Social Work Student

APPENDIX I

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
DEPARTMENT OF SOCIAL WORK
Attendance Policy for Field Placements

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.

The Council of Social Work Education requires that BSW Social Work Students complete a minimum of four hundred (400) hours in field during their undergraduate program.

The Council of Social Work Education requires that MSW Social Work Students complete a minimum of nine hundred (900) hours in field education during their graduate program.

BSW Students

UNC Charlotte BSW students are required to complete two (2) full days in their field placement in the fall semester. The designated days are Thursday and Fridays. The minimum number of field hours required of each student during the fall semester is two hundred and twenty - four (224).

BSW students are required to complete three (3) full days in their field placement during the spring semester. The designated days are Wednesday, Thursday, and Fridays. The minimum number of field hours required during the spring semester is three hundred (352).

The hours at the field agency are determined by the hours that the Field Agency provides services and is able to provide learning opportunities with supervision

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

MSW Students

First year and Extended MSW students are required to complete two (2) full days in their field placement both semesters. The designated days are Monday and Tuesday. The minimum number of field hours required of each student each semester is two hundred and thirty (230).

Second year full time students and Extended MSW students are required to complete three (3) full days in their field placement both semesters. The designated days are Monday, Tuesday, and Wednesday. The minimum number of field hours required of each student each semester is three-hundred (300).

Placement begins during the first week of classes and will end the last week of classes during the spring semester. As a result, students will complete more than the minimum number of required hours if there are no absences from the field placement.

The MSW student's hours at the field agency are determined by the hours that the Field Agency provides services and is able to provide learning opportunities with supervision

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

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 sixteen (16) 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. **In no circumstance shall students have client contact prior to the academic year since they will not have insurance in place.**

Illness

Students will generally complete more than the minimum number of required hours if there are no absences from the field placement. If students are ill, they may have up to sixteen (16) hours of sick time approved by their field instructor per semester and these sick hours will be noted as hours in field. Any absences beyond the sixteen (16) hours must be approved by the Field Instructor and the Faculty Liaison, and the student must make up the missed time from the field placement by doing additional hours for that semester. Students are expected to work every week of the semester including the last week of each semester.

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.

APPENDIX J

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
DEPARTMENT OF SOCIAL WORK
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 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 Director of Field Education; and
2. Sign a FERPA release which will allow the Field 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/>

APPENDIX K

Employment Based Social Work Field Placement

An employment based field placement can be an option if the employing agency qualifies as an affiliated field site for the Social Work Department at UNC Charlotte. In addition, the MSW or BSW student who is applying for an employment based field placement, must be an employee of the agency that is not on probationary status and has been employed for a minimum of one (1) year at the time of the application.

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 Department of Social Work. He/she must be an MSW with at least two (2) years post-MSW experience to supervise MSW and BSW students. A BSW must have a minimum of two (2) years post graduate experience. The field instructor cannot be the direct work supervisor of the student. The field instructor must attend **mandatory** new 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. Because the student is employed in an agency that meets all field instruction and other UNC Charlotte Social Work Program 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 or division than where the student is employed. The learning experiences assigned for the student must meet the requirements of UNCC 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 Director of Field Education on the due date established by the Field Education Office 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 Director of Field Education.

The school 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 Director of Field Education and the Field Education Committee 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, Department 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.

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 Department of Social Work. To be qualified as a field site for the UNC Charlotte Department of Social Work, such an agency must meet all field instruction and other UNC Charlotte Department 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. (Commission on Accreditation, CSWE, 1994, p. 129)

The student named below (“Student”) 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: _____
BSW Field Placement _____

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 Department of Social Work. He/she must have an MSW degree with at least two years post-degree experience or a BSW degree with at least five 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 704-_____

Name of proposed Field Instructor _____ Years of Post Degree experience _____
Phone Number 704-_____

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.

The level of assignments will be determined by the Student's role as a student, not his or her role as an employee.

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 of Field Education. The Written Field Placement Plan must follow the general field education guidelines outlined in the UNCC Field Placement Manual. The Written Field Placement Plan and Employment Based Agreement must be signed by the Field Instructor, the student, and approved by the Director 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
 - d. The education and background of the proposed Field Instructor (Field Instructor Form) shall be set forth in the Field Placement Plan.
5. After approval of the Field Placement Plan, the Field Instructor will prepare a learning agreement to be signed by the Employing Agency and the Student that details the activities and responsibilities of the Student during the field placement. Such agreement must be reviewed and approved by the University's faculty liaison and the Director of Field Education before being signed.
6. During the months that the Student is participating in the field placement, the Field Instructor will meet with the Director of Field Education and the Student on a regular basis for the purpose of coordinating learning plans and to review the progress of the Student.

Jane B. Neese, Ph.D.
Associate Dean
College of Health and Human Services
UNC Charlotte

Susan J. Marchetti MSW, LCSW
Director of Field Education
Department of Social Work
UNC Charlotte

Authorized Signature for Employing Agency

Date

Title

Field Instructor for Employing Agency

Date

Title

APPENDIX L

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
DEPARTMENT OF SOCIAL WORK
Field Placements that Exceed the Current Sixty (60) Mile Radius

Field Placements for the Department 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. 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 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 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 three (3) field visits during the academic year. 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 a **mandatory** New Field Instructor Orientation at UNC-Charlotte or through a New Field Instructor Webinar for a four (4) hour training session.
- 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

APPENDIX M

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
DEPARTMENT OF SOCIAL WORK
Inclement Weather

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 practicum. However, if the student chooses **not** 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 Department of Social Work on whether student field hours will be adjusted due to inclement weather and students will be notified in writing.

APPENDIX N

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
DEPARTMENT OF SOCIAL WORK
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 BSW or MSW students.

Reassignment of Placement

A BSW or 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 Department 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 instructor 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 Director of Field Education or designee will immediately discuss this termination with the MSW or BSW Program Director. The 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 student 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.

APPENDIX O

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
DEPARTMENT OF SOCIAL WORK
Religious Accommodation for Students

UNC Charlotte Interim 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 may not approved to receive more than sixteen (16) hours for the placement in this time sheet category.

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>

APPENDIX P

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
DEPARTMENT OF SOCIAL WORK
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 is 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 to fear your 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, Dooper, Rompf, page 47, 2012)

The Department of Social Work's Role

The Department 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 Department 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>

The 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.

Agency Responsibilities Include:

- ❖ 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 Include:

- ❖ 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:

- I. Increasingly sarcastic, angry, and threatening verbalization
- II. Finger pointing, fist pounding, or pacing
- III. 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 given 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. Watson (1994) found that an inexpensive follow-up procedure, a second encouraging phone call, increased the compliance of clients who were initially noncompliant with referral recommendations of employee assistance counselors.

- ❖ 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.

APPENDIX Q

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* A concrete and 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 Practicum Agency Policy and Procedure on Sexual Harassment, as well as, the Department 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.

It is important that victims of sexual harassment take action because the alleged offender could also be harassing others within the work site.

APPENDIX R

Supervision and Evaluation of Students in Field

BSW &MSW 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 Educational Policy and Accreditation Standards.

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 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 department, participate in on-going 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. Field instructors who supervise UNC Charlotte second (2) year MSW students will also be familiar with the Department of Social Work Advanced Practice Objectives.
4. Assist in developing a Learning Agreement with the BSW or 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.
5. Meet with the student on a weekly basis for at least one (1) hour of personal 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. Meet with the Faculty Liaison and the student three (3) times during the academic year 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 and CSWE Required BSW or MSW Supervision

Students may be placed in an affiliated field practicum agency that does not have a Social Worker if the learning opportunities will support their professional growth and learning needs. 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 undergraduates and an 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 task supervisor shall do the following:

1. Submit a Field Instructor Profile Form and updated resume to the Director of Field Education or designee.
2. Participate in the new field instructor training program provided by the department, 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 second (2) year MSW students will also be familiar with the Department of Social Work Advanced Practice Objectives.
4. Assist in developing a Learning Agreement with the BSW or 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 CSWE supervisor weekly.
6. Complete supervision notes related to the weekly 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. Meet with the Faculty Liaison and the student three (3) times during the academic year 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. 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...
11. Prepare the final evaluation of the student's performance which will allow the student to obtain feedback from the CSWE supervisor before the last day of field. The Evaluation with feedback from the task & CSWE supervisor shall be submitted to the faculty liaison and the task supervisor shall note a recommended grade for practicum.

CSWE Supervision

UNC Charlotte Department 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 Department 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 Department 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 a CSWE supervisor weekly.
3. UNC Charlotte faculty are not able to provide CSWE supervision
4. There must be a qualified BSW or MSW in the community who could provide supervision within their area of competence.

The adjunct BSW or MSW faculty member who will do the CSWE 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;

Adjunct Faculty providing supervision shall

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. attend a minimum of one (1) meeting with the student, field instructor, and faculty liaison during the academic year; 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



NASW CODE OF ETHICS

For the most updated version, please visit....
www.socialworkers.org/pubs/code.asp

APPENDIX T



COUNCIL ON SOCIAL WORK EDUCATION
Strengthening the Profession of Social Work
Leadership in Research, Career Advancement, and Education

CSWE Educational Policy and Accreditation Standards

For the most updated version, please visit....
<http://www.cswe.org/File.aspx?id=13780>

APPENDIX U

**UNC Charlotte Field Advisory Board
Application for Student - Representative**

Academic Year _____

MSW Student

BSW Student

There will be one BSW, one Full Time MSW, and one Extended MSW student representative selected for the academic year. Please submit the completed application to the Director of Field Education, Department of SOWK- Room 489B, College of Health and Human Services by September 8, 2014

Student Name: _____ **Address:** _____

E-mail: _____ **Telephone number:** _____

Current Field Placement Assignment: _____

Any additional volunteer, school, or community activities: _____

GPA: _____

What you hope to accomplish and contribute as a member of the field advisory board: _____

Faculty Member Recommendation:

- Name of faculty Member or Academic Advisor
- Reasons
- Signature

Student Signature _____

**Social Work Department at UNC Charlotte
Outstanding Field Instructor
2014-2015**

To: UNC Charlotte BSW and MSW students
From: Susan Marchetti, Director of Field Education
Re: Outstanding Field Instructor

Each year, the Department of Social Work recognizes the outstanding BSW and MSW field instructor at the Annual Field Education Conference and Event. We would like to take this opportunity to encourage you to submit a letter of recommendation for your field instructor to be considered for this honor. Nominations must be submitted by March 20, 2015 to be considered. Later submissions will be acknowledged, but the field instructor will not be considered.

It is suggested that the letter should outline specific strengths in the following keys areas:

Professional Behavior- Identifies as a professional Social Worker, sets priorities for use of time, meets performance deadlines, acts professionally and responsibly in the areas of punctuality, appearance and presentation of self at the agency.

Educator – Prepares for supervision, ability to provide constructive feedback, field instructor links field experiences to what the student is doing in the classroom, imparts social work values, knowledge and skills, encourages professional growth.

Practitioner - Embraces the core values of the NASW Code of Ethics, uses ethical principles to guide professional practice, demonstrates a commitment to a multicultural perspective and effectively communicates with colleagues and clients.

Please answer the following questions – What gifts and strengths does your field instructor display as a social worker and field instructor? How has this field instructor impacted your growth as a professional?

Mail completed recommendation to:

Susan J. Marchetti, MSW, LCSW
UNC Charlotte –Department of Social Work
CHHS Room 489C
9201 University City Boulevard
Charlotte, NC 28223

Or

E-mail completed form to: smarche3@uncc.edu

Or

Fax to 704-687-1658

Social Work Department at UNC Charlotte

**Outstanding Field Student
2014-2015**

To: UNC Charlotte Field Instructors
From: Susan Marchetti, Director of Field Education

Re: Outstanding Field Student

Each year, the Department of Social Work recognizes the outstanding BSW, 1st year MSW and 2nd year MSW field students at the Annual Field Education Conference and Event. We would like to take this opportunity to encourage you to submit a letter of recommendation for this honor. Nominations must be submitted by March 20, 2015 to be considered. Later submissions will be acknowledged, but the student will not be considered.

Please indicate whether your student is a BSW, an MSW student who is in their first, or an MSW student who is in their second year of placement. It is suggested that the letter should outline specific strengths of the student in the following keys areas:

Student as a Professional - Identifies as a professional Social Worker, sets priorities for use of time, meets performance deadlines, acts professionally and responsibly in the areas of punctuality, appearance and presentation of self at the agency.

Student as a Learner – Ability to think critically, prepares for supervision, utilizes field instructor as an educator of social work values, knowledge and skills, welcomes, accepts and utilizes supervisory feedback.

Student as a Practitioner - Engagement, assessment, intervention, embraces the core values of the NASW Code of Ethics, uses ethical principles to guide professional practice, demonstrates a commitment to a multicultural perspective and effectively communicates with colleagues and clients.

Mail completed recommendation to:

**Susan J. Marchetti, MSW, LCSW
UNC Charlotte –Department of Social Work
CHHS Room 489C
9201 University City Boulevard
Charlotte, NC 28223**

Or

E-mail completed form to: smarche3@uncc.edu

Or

Fax recommendation to 704-687-1658

