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MSW Website: http://socialwork.uncc.edu/master-social-work

University of North Carolina at Charlotte Graduate Catalog
http://graduateschool.uncc.edu/current-students/catalog

College of Health and Human Services Student Handbook

Note: On the next page is a Table of Contents. Hit CTRL and click simultaneously on the Contents listing to go directly to the topic you are seeking.

Last Revised August 24, 2016
Common Acronyms

MSW = Master of Social Work
BSW = Bachelor of Social Work
SSW = School of Social Work
CWECS = North Carolina Child Welfare Education Collaborative
CHHS = College of Health and Human Services
f2f = Face-to-face class or meeting
FT = Full Time
PT = Part Time
AS = Advanced Standing
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History of the MSW Program

The University of North Carolina at Charlotte is North Carolina’s urban research university. It leverages its location in the state’s largest city to offer competitive programs of research and creative activity, exemplary undergraduate, graduate, and professional programs, and a focused set of community engagement initiatives. Charlotte is the 17th largest city in the United States. The Charlotte metropolitan region is the 22nd largest in the U.S., with a population of 2.5 million. As a part of its mission, UNC Charlotte maintains a particular commitment to the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region.

UNC Charlotte’s MSW program began in 2000. In only 15 years, the MSW program has begun to achieve national prominence. In opinion polling by U.S. News and World Report, UNC Charlotte’s MSW program ranks #56, which places it in the top 25% of all MSW programs. It is one of the highest ranked MSW programs without a social work doctoral program. In 2014, UNC Charlotte’s Department of Social Work conducted an analysis of its program in comparison to UNC Charlotte peer institutions and other BSW and MSW programs in North Carolina. The analysis found that faculty research productivity outranked departments in peer institutions. Based on its findings, the Department of Social Work formally proposed a name change to “School of Social Work” in February 2014.

The UNC Charlotte Board of Governors unanimously approved the Department’s designation as a School of Social Work on September 25, 2014. The designation as a School of Social Work opens the next chapter in our history, one in which our teaching, research, and service position faculty and students for engaged leadership in the University, the Charlotte region, the state, and the country.

MSW Program Mission

The MSW Program at UNC Charlotte offers an advanced generalist concentration that embraces the profession’s commitment to social and economic justice, individual and community well-being, and scientific inquiry. As a reflection of UNC Charlotte’s designation as North Carolina’s urban research university, our curriculum is especially focused on the needs of vulnerable populations in the growing urban and suburban areas of the state. Graduates of the program will be able to synthesize and apply a broad range of knowledge and skills in order to refine and advance the quality of social work practice and the profession in a range of settings.

MSW Program Goals

UNC Charlotte’s MSW program prepares students to assess, plan, implement, and evaluate social prevention and intervention programs, particularly with vulnerable individuals and communities. The program takes a holistic approach to social work education – one that attempts to bridge divides between individually-focused and community-focused practice. This holistic approach is guided by seven specific themes listed below, each with a corresponding program goal.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context</td>
<td>Recognize the inseparability of individual struggle and social issues.</td>
</tr>
<tr>
<td>Multi-level Practice</td>
<td>Take action on multiple levels of social work practice</td>
</tr>
<tr>
<td>Evidence-based Social Work</td>
<td>Engage in research-informed practice &amp; practice-informed research</td>
</tr>
<tr>
<td>Strengths Perspective</td>
<td>Understand and employ the strengths of vulnerable populations.</td>
</tr>
</tbody>
</table>

Rev. 8-24-16
Cultural Sensitivity
Conduct social work practice with cultural sensitivity.

Local & Global Practice
Practice social work in communities anywhere.

Critically Reflective Practice
Use continuous learning, development, and critical reflection to guide practice.

Educational Objectives and Curriculum

Educational objectives for the MSW program are directly aligned with the Council on Social Work Education’s (CSWE) ten core competencies and corresponding practice behaviors in CSWE’s Educational Policy and Accreditation Standards (EPAS). There are two levels of curriculum: Foundation and Advanced.

The Foundation Curriculum is designed to ground students in the knowledge, values, and skills of the social work profession. The Foundation Curriculum consists of nine (9) courses that are offered in the beginning of the course sequence. In the Foundation Curriculum, students spend 16 hours in a field practicum each semester. Foundation courses are listed below.

Foundation Curriculum

SOWK 6121 Social Work Practice Theories and Skills (3)
SOWK 6131 Social Work Research (3)
SOWK 6141 Foundations of Social Work (3)
SOWK 6151 Social Work, Social Justice, and Diversity (3)
SOWK 6232 Practice and Program Evaluation (3)
SOWK 6242 Advocacy and Policy Change (3)
SOWK 6252 Mental Health Assessment (3)
SOWK 6441 Foundation Social Work Practicum I (3)
SOWK 6442 Foundation Social Work Practicum II (3)

Students who complete the Foundation Curriculum are expected to demonstrate the following competencies and practice behaviors from the Council on Social Work Education’s Educational Policy and Accreditation Standards.

Foundation Competencies and Practice Behaviors

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. Social workers:
   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
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. Social workers:
   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 Schools 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

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. Social workers:
   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

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. Social workers:
   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

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. Social workers:
   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
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. Social workers:
   a. Use practice experience to inform scientific inquiry
   b. Use research evidence to inform practice

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. Social workers:
   a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
   b. Critique and differentially apply theory to guide social work practice at multiple levels

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. Social workers:
   a. Analyze, formulate, and advocate for policies that advance social well-being
   b. Collaborate with colleagues, clients, and other professionals to assess and improve organizational and public policies regarding vulnerable, oppressed, and excluded clients

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. Social workers:
   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

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.
   (a)—**Engagement** Social workers:
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

(b)—Assessment Social workers:
   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

(c)—Intervention Social workers:
   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 Social workers:
   a. Critically analyze, monitor, and evaluate interventions

Advanced Curriculum

The Advanced Curriculum consists of seven (7) courses, which include an advanced level practicum requiring 24 hours weekly for two semesters. Students are expected to apply skills learned in the Foundation curriculum to the Advanced curriculum.

Students chose three (3) electives in consultation with their academic advisors. Electives provide an opportunity to develop a specialty practice area. Advanced required courses are listed below.

SOWK 7122 Advanced Social Work Practice with Individuals (3)
SOWK 7126 Advanced Social Work Practice with Groups (3)
SOWK 7127 Advanced Social Work Practice with Families (3)
SOWK 7222 Advanced Social Work Practice with Communities and Organizations I (3)
SOWK 7223 Advanced Social Work Practice with Communities and Organizations II (3)
SOWK 7443 Advanced Social Work Practicum I (4)
SOWK 7444 Advanced Social Work Practicum II (4)
SOWK 7651 Synthesis and Reflection (3)

Advanced level competencies and practice behaviors, like those at the Foundation level, reflect CSWE’s Educational Policy and Accreditation Standards (EPAS). At the Advanced level, practice behaviors also reflect the MSW program’s commitment to practice with vulnerable populations, especially those in North Carolina’s growing urban and suburban areas. Students who complete the Advanced Curriculum are expected to demonstrate competencies and practice behaviors in each of the following areas.

Advanced Competencies and Practice Behaviors

2.1.1—Identify as a professional social worker and conduct oneself accordingly.
They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers:
   a. Perform collaborative work with other professionals that promotes the welfare of vulnerable populations
   b. Use critical reflection, followed by action, which promotes professional self-development

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. Social workers:
   a. Apply ethical decision-making skills on multiple levels of practice, with special attention to social justice for vulnerable populations

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. Social workers:
   a. Select models of assessment, prevention, intervention, and evaluation that best meet the needs of vulnerable populations
   b. Communicate effectively verbally and in writing with diverse populations, stakeholders, and service systems
   c. Integrate and synthesize multiple forms of data into one’s professional roles

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. Social workers:
   a. Recognize and respect strengths and differences among client and professional systems
   b. Conduct social work practice with cultural sensitivity.
   c. Recognize the context of social problems and analyze different social constructions of the challenges faced by client systems
   d. Increase self-awareness in order to recognize and manage personal biases and values when working with diverse groups

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. Social workers:
   a. Recognize the local and global context of individual struggles and social problems
   b. Support advocacy efforts by the region’s vulnerable populations to advance social and economic justice
c. Advocate for human rights and social and economic justice on multiple levels of practice

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. Social workers:
   a. Assess the strength and source of evidence to implement either evidence-based practice or the most valid, reliable, or authentic findings
   b. Use practice experience to contribute to social work knowledge

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. Social workers:
   a. Apply critical analysis to understanding the person in context of an ever-changing social environment.
   b. Utilize culturally competent frameworks to guide the processes of assessment, intervention, and evaluation

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. Social workers:
   a. Advocate for culturally sensitive policies that enhance well-being and community strengths
   b. Use evidence-based practice in advocacy for policies that advance social and economic well-being

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. Social workers:
   a. Continuously discover and appraise changing societal contexts and analyze the links between evidence-based practices and trends for agencies and communities

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.
2.1.10(a)-Engagement Social workers:
a. Engage diverse groups and vulnerable populations at multiple levels of social work practice.

2.1.10(b)—Assessment Social workers:
   a. Use continuous assessment and feedback to select and, as appropriate, modify intervention strategies.

2.1.10(c)—Intervention Social workers:
   a. Use evidence-informed models of change to respond to a range of presenting concerns identified in the assessment.

2.1.10(d)—Evaluation Social workers:
   a. Utilize appropriate research strategies to examine interventions at all levels of social work practice;
   b. Evaluate multiple-level systems for practice, program, and policy effectiveness; and
   c. Disseminate evaluation findings in order to guide future interventions.

Elective Courses

MSW students work with their advisors to choose electives that reflect their individual professional interests and goals. Electives may be from any academic discipline. Students in the Full Time and Part Time plans of study complete three electives (nine credits) and students in the Advanced Standing plan of study complete two electives (six credits).

Students can enroll in elective courses at UNC Charlotte or in graduate courses in other accredited institutions (including online). All electives require the approval of the student’s advisor and the MSW Program Director prior to enrollment in the course. Students complete the Elective Choice form (Appendix A) to indicate their choice. If the student enrolls in a course without prior approval, the student risks receiving no credit for the course. Course electives must meet the following conditions:

- The course must be offered for Graduate credit as defined by the institution where it is completed.
- The course must be related to the UNC Charlotte School of Social Work’s mission to work with vulnerable populations.
- If a course is taken outside UNC Charlotte, the student is responsible for getting credit transferred to UNC Charlotte toward the MSW. The MSW Program Director can assist with the request.
- A maximum of six (6) credits can be transferred into UNC Charlotte toward a graduate degree. See the sections in this manual on Transfer of Credit and Post-Baccalaureate Credit for more information.

Graduate School Academic Policies

Complete policies and procedures such as degree requirements, transfer credits, and grading can be found in the current UNC Charlotte Graduate Catalog. A copy of this catalog may be obtained from the Graduate School or online at: http://graduateschool.uncc.edu/current-students/catalog. It is the student’s responsibility to be familiar with the content of the Graduate Catalog. The following is a brief description of some important Graduate School academic policies.
**Minimum Hours and Quality**

All Full-Time and Part Time students are expected to satisfactorily complete requirements for the degree. The MSW requires a minimum of 62 semester hours (Advanced Standing Program complete a minimum of 41 semester hours) of approved courses, with an overall GPA of at least 3.0. Grades in all courses attempted will remain on the transcript and will be included in the calculation of the student’s GPA as it is reported on the transcript, with the exception of a W grade.

**Grading Policies and Grade Point Averages**

Complete information regarding grading policies, grades, credits, and obtaining transcripts is provided in the "Academic Regulations and Degree Requirements" section of the Graduate School Catalog, available at [http://graduateschool.uncc.edu/current-students/catalog](http://graduateschool.uncc.edu/current-students/catalog).

Grades for graduate students are as follows:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Meaning</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Commendable</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Satisfactory</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Marginal</td>
<td>2</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td></td>
</tr>
<tr>
<td>NR</td>
<td>No Recognition Given</td>
<td></td>
</tr>
</tbody>
</table>

The grade point average for a graduate student is based only on those courses in his/her approved program of study taken at UNC Charlotte. It is determined by multiplying the number of grade points for each grade (A=4, B=3, C=2, U=0) by the number of semester hours credit received in that course, adding all accumulated grade points together, and then dividing by the total number of semester hours the student has attempted (except those for which the student received a grade of I, IP, W, P, N, AU, or NR). When a course not listed as "May be repeated for credit" is repeated, no additional credit hours accrue and the hours earned and grade points of the previous grade are replaced by those of the current grade. Graduate students must have a cumulative 3.0 GPA in order to graduate.

**I (Incomplete) Grades**

The grade of I is assigned at the discretion of the course instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all the work in the course. The missing work must be completed and the final grade reported within a maximum of one calendar year from the date on which the I grade was recorded. The instructor assigning the I grade may specify a shorter time frame to complete the work. If the I is not removed, a grade of U is automatically assigned. Time extensions for the completion of an I
grade beyond one year cannot be approved except by special request to the Graduate School and under extraordinary circumstances. The grade of I cannot be removed by enrolling again in the same course. (*Note: An I grade will not be assigned for a student who has never attended a class, has quit attending a class, or is failing.*)

*Time Limit*

Candidates must complete all requirements for a master's degree, including accepted transfer credit, within six years of the end of the first semester in which they registered in the Graduate School. Courses that exceed this time limit must be revalidated or retaken, whichever the graduate program decides necessary, if they are to be included in the degree program. Courses taken at other institutions are not eligible for revalidation.

*Accommodations for Disabilities*

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the School of Social Work. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation to provide equal opportunity to meet academic criteria for professional behavior and scholastic performance. Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify the UNC Charlotte Office of Disability Services and provide documentation as needed. The Office of Disability Services will work with the faculty member(s) on how to accommodate the student. If the student has questions about disability-related policy, the Office of Disability website can be found at [http://legal.uncc.edu/policies/ps-51.html](http://legal.uncc.edu/policies/ps-51.html) Their office is located at Fretwell 230. The phone number is 704-687-4355 (voice/TDD).

*School of Social Work Academic Policies*

The following is a brief description of academic policies specific to the School of Social Work MSW Program.

*Course Substitution Policy*

MSW students may request that certain required courses be substituted with another graduate-level course if they meet specific guidelines. The following courses in the Foundation curriculum are eligible for a course substitution: *Social Work Practice: Theories and Skills* (*SOWK 6121*); *Social Work Research* (*SOWK 6131*); *Foundations of Social Work* (*SOWK 6141*); and *Social Work, Social Justice, & Diversity* (*SOWK 6151*). Courses can be substituted only if the following guidelines are met:

- The student earned course credit from a CSWE-accredited social work program within seven years of the semester in which the waiver is requested.
- A course syllabus is provided for each course for which a substitution is requested. The syllabus must indicate that the course reflects the same content as one of the courses eligible for substitution (*SOWK 6121, 6131, 6141, and 6151*) at the graduate level.
- The student received a grade of “A” in the course being proposed for substitution.

If each of these criteria are met, the approval procedure for a course substitution is as follows:
1. A copy of the course syllabus for each course is provided to the MSW Program Director, along with a proposal for a graduate course substitute from a current course schedule.
2. The MSW Program Director reviews the course syllabus and the student’s transcript (to verify the course was completed and that the student received an “A”).
3. For each course, the student or the MSW Program Director submits a request for a course substitution using the Graduate Academic Petition system at https://gpetition.uncc.edu/login
4. The Graduate Academic Petition is forwarded to the Graduate School and University Registrar for approval. The substitution is only approved when the Graduate School and University Registrar approve.

Transfer of Credits

“Transfer of credit” refers to graduate course credits earned at UNC Charlotte or another institution either before or after admission to the MSW program. The MSW program, following UNC Charlotte Graduate School policy, will accept a maximum of six (6) semester hours of transfer credit toward a master’s degree. Students cannot transfer credit for courses that counted toward another completed graduate or certificate degree. The UNC Charlotte Graduate School also requires that transferred courses be no more than six years old at the time of the student’s graduation (not acceptance into the program). Transfer credit will only be granted for courses taken at an accredited university. Students who are enrolled in the MSW program who choose to take an off-campus course for transfer credit are strongly encouraged to discuss the off-campus course with their academic advisor before they enroll.

The approval process for a course transfer is as follows:

1. A transcript showing the student has complete the course is forwarded to the MSW Program Director from the institution where the course was completed.
2. A copy of the course syllabus for each course is provided to the MSW Program Director.
3. The MSW Program Director reviews the course syllabus and the student’s transcript to verify the course was completed successfully and was taken for Graduate credit at an accredited institution.
4. For each course, the student or the MSW Program Director submits a request for a transfer of credit using the Graduate Academic Petition system at https://gpetition.uncc.edu/login
5. The Graduate Academic Petition is forwarded to the Graduate School and University Registrar for approval. The transfer of credit is only approved when the Graduate School and University Registrar approve.

Post-Baccalaureate Policies

Admission to MSW Courses for Non-Degree Students
Non-degree students with an interest in social work graduate education are welcome to apply for course admission to certain courses if they meet certain conditions. The conditions are:

- The individual must be accepted by UNC Charlotte’s Graduate School as a post-baccalaureate student. The Graduate School accepts post-baccalaureate applications from individuals with an undergraduate degree whose overall undergraduate GPA is 2.75 or
higher. Students can apply to become a post-baccalaureate student by going to http://gradadmissions.uncc.edu and clicking the Apply button.

- The post-baccalaureate student can only register for courses after all MSW degree students who need the course for graduation have registered.
- The post-baccalaureate student can only register for courses that do not have a course prerequisite.

The post-baccalaureate student is welcome to apply to the MSW program at a later time; however, completing graduate social work courses as a post-baccalaureate student does not guarantee admission to the MSW program, even if the student does well in courses as a post-baccalaureate student.

**Post-Baccalaureate Credit**
For students who enter the MSW program, six hours graduate credit earned as a post-baccalaureate student can be transferred as credit toward the MSW as the discretion of the MSW Program Director. The process is the same as that described in the *Transfer of Credit* section above.

**MSW Curriculum & Plans of Study**

The MSW curriculum promotes its mission and goals through the Foundation curriculum and the Advanced curriculum. The *Foundation curriculum* prepares students to apply generalist social work knowledge, skills, and values. The *Advanced curriculum* prepares students for more specialized application of the profession’s knowledge, skills, and values, with attention to the needs of vulnerable populations. All students must successfully complete the course SOWK 7651 Reflection and Synthesis, which serves as the capstone course for the MSW. The MSW may be pursued through the Full Time (two years), Part Time (three years), or Advanced Standing (one year) plans of study.

**Full Time Plan of Study (Two Years)**

The Full Time MSW plan of study is designed for students to complete the MSW through two years of intensive study. The Foundation curriculum is completed during the first year of study and the Advanced curriculum is completed during the second year. Classes meet at the main university campus. Students complete a total of 62 graduate credits hours, which includes 48 credit hours in the classroom and 14 credits in an approved field placement. The Full Time plan of study is outlined below.

Year One – Foundation Curriculum

**Fall (15 credits)**
SOWK 6121 Social Work Practice: Theories and Skills (3)
SOWK 6131 Social Work Research (3)
SOWK 6141 Foundations of Social Work (3)
SOWK 6151 Social Work, Social Justice, and Diversity (3)
SOWK 6441 Foundation Social Work Practicum I (3)
Spring (15 credits)
SOWK 6232 Practice and Program Evaluation (3)
SOWK 6242 Advocacy and Policy Change (3)
SOWK 6252 Mental Health Assessment (3)
SOWK 6442 Foundation Social Work Practicum II (3)
Elective (3)*

Year Two – Advanced Curriculum

Fall (16 credits)
SOWK 7122 Advanced Social Work Practice with Individuals (3)
SOWK 7126 Advanced Social Work Practice with Groups (3)
SOWK 7222 Advanced Social Work Practice with Communities and Organizations I (3)
SOWK 7443 Advanced Social Work Practicum I (4)
Elective (3)*

Spring (16 credits)
SOWK 7127 Advanced Social Work Practice with Families (3)
SOWK 7223 Advanced Social Work Practice with Communities and Organizations II (3)
SOWK 7444 Social Work Practicum II (4)
SOWK 7651 Reflection and Synthesis (3)
Elective (3)*

Total Program Credits = 62

Part Time Plan of Study (Three Years)

The Part Time MSW plan of study is designed for students who wish to complete an MSW but cannot attend graduate school full time. The Part Time MSW can be completed in three years. Student takes the same courses as students in the Full Time plan of study. They complete 62 graduate credits hours, which includes 48 credit hours in the classroom and 14 credits in an approved field placement.

The Part Time plan of study is offered as a hybrid model. Classes alternate between meetings on Saturday at the UNC Charlotte Center City Building and online classes. Online classes are offered asynchronously, meaning students do not have to log in at the same time. They can complete assignments when it is convenient for them as long as they are completed by their due date.

The Foundation curriculum is completed during the first year. Students begin with two courses in the Summer Session, which begins in May. During the Fall and Spring semesters, students continue to take two courses through hybrid (Saturday and online) classes, and also complete the Foundation field placement during other days of the week. The field placement requires a total of 16 hours per week on site at a social work services agency under the supervision of someone with an MSW. During the next Extended Summer Session, students take one course to complete the Foundation curriculum.

The Advanced curriculum is completed over two years, which includes two Fall semesters, two Spring semesters, and one Extended Summer Session. During the Advanced curriculum, students
continue to take courses through hybrid (Saturday and online) classes. They complete an Advanced field placement during other days of the week. The field placement requires a total of 16 hours per week on site at a social work services agency under the supervision of someone with an MSW, in addition to professional development activities assigned by the field seminar liaison. In the final Extended Summer Session, students take an elective course that reflects their professional interests. In the final Fall and Spring, students complete their required Advanced curriculum courses. The Part Time plan of study is outlined below.

Year One – Foundation Curriculum

Summer (6 credits)
SOWK 6121 Social Work Practice: Theory and Skills (3)
SOWK 6141 Foundations of Social Work (3)

Fall (9 Credits)
SOWK 6131 Social Work Research (3)
SOWK 6151 Social Work, Social Justice, & Diversity (3)
SOWK 6441 Foundation Social Work Practicum I (3)

Spring (9 Credits)
SOWK 6242 Advocacy and Policy Change (3)
SOWK 6232 Practice and Program Evaluation (3)
SOWK 6442 Foundation Social Work Practicum II (3)

Summer (3 Credits)
SOWK 6252 Mental Health Assessment (3)

Year Two – Advanced Curriculum

Fall (10 Credits)
SOWK 7122 Advanced Social Work Practice with Individuals (3)
SOWK 7222 Advanced Social Work Practice with Communities and Organizations I (3)
SOWK 7443 Advanced Social Work Practicum I (4)

Spring (10 Credits)
SOWK 7127 Advanced Social Work Practice with Families (3)
SOWK 7223 Advanced Social Work Practice with Communities and Organizations II (3)
SOWK 7443 Advanced Social Work Practicum II (4)

Summer (3 Credits)
Elective (3)*

Year Three – Advanced Curriculum (cont.)

Fall (6 Credits)
SOWK 7126 Advanced Interpersonal Practice with Groups (3)
Elective (3)*
Spring (6 Credits)
SOWK 7651 Reflection and Synthesis (3)
Elective (3)*

**Total Program Credits = 62**

*Advanced Standing Plan of Study (One Year)*

The Advanced Standing plan of study is designed for students who have earned a BSW from an accredited social work program within the past seven years and wish to pursue the MSW. Advanced Standing students are not required to complete the Foundation curriculum for the MSW. Under the Advanced Standing plan of study, the MSW can be completed in one calendar year. Students complete 41 graduate credits hours, which includes 33 credit hours in the classroom and 8 credits in an approved field placement.

Classes begin during Extended Summer Session and meet on the main university campus for 10 weeks in the summer months. In Summer, Advanced Standing students complete 9 hours of graduate level work designed to bridge the gap between their BSW curriculum and the Advanced MSW curriculum. In the Fall and Spring semesters, students complete the Advanced curriculum along with students completing the Full Time plan of study. The Advanced Standing plan of study is outlined below.

**Summer (9 credits)**
SOWK 6232 Practice and Program Evaluation (3)
SOWK 6242 Advocacy and Policy Change (3)
SOWK 6252 Mental Health Assessment (3)

**Fall (16 credits)**
SOWK 7122 Advanced Social Work Practice with Individuals (3)
SOWK 7126 Advanced Social Work Practice with Groups (3)
SOWK 7222 Advanced Social Work Practice with Communities and Organizations I (3)
SOWK 7443 Advanced Social Work Practicum I (4)
Elective (3)*

**Spring (16 credits)**
SOWK 7127 Advanced Social Work Practice with Families (3)
SOWK 7223 Advanced Social Work Practice with Communities and Organizations II (3)
SOWK 7444 Advanced Social Work Practicum II (4)
SOWK 7651 Reflection and Synthesis (3)
Elective (3)*

**Total Program Credits = 41**

*Electives – MSW students work with their advisors to choose electives that reflect their individual professional interests and goals. Electives may be from any academic discipline but must relate to the School of Social Work’s mission to work with vulnerable populations.
Social Work Course Descriptions

*SOWK 6121 Social Work Practice: Theories and Skills (3).* Introduces the theories of human behavior and models of social work intervention necessary to engage all levels of client systems. Also introduces the skills necessary to identify, analyze, and implement evidence-based interventions to achieve client goals. *(Fall)*

*SOWK 6131 Social Work Research (3).* Introduction of social science research methods and their relevance to social work. Other content relates to the application of critical thinking and how to engage in research-informed practice and practice-informed research. *(Fall)*

*SOWK 6141 Foundations of Social Work (3).* Students are introduced to the profession of social work, with attention to social work history, social welfare history, and current social policies and programs that influence the contexts of social work practice. Professional values, identity, and critical thinking are discussed in relationship to current and historical understandings of social problems and policy responses. *(Fall, Summer)*

*SOWK 6151 Social Work, Social Justice, and Diversity (3).* Examines individual, systemic, and ideological factors related to diversity and social justice. Theories and perspectives that contribute to understanding oppression and privilege are emphasized. Implications for social work practice, research, and policy are examined. Strategies to counter discrimination and oppression are identified. Requires considerable critical analysis and self-reflection on the part of participants. *(Fall)*

*SOWK 6171 Early Childhood Mental Health (3).* This course highlights the relevance of early relationships between children and their parents, families, and other care providers to later health, mental health, and social adjustment. The emphasis will be on how the social environment and neuroanatomy during the earliest years of life interact to shape later functioning. This course will cover basic evidence-based prevention and interventions for young children and their caregivers. Students should have some familiarity with child developmental theory. *(Summer)*

*SOWK 6232 Practice and Program Evaluation (3).* Prerequisite: SOWK 6131 (Advanced Standing students are exempt from this prerequisite). Demonstrates how to engage in research-informed practice and practice-informed research. Managing client data and critically analyzing, monitoring, and evaluating interventions are covered in-depth. *(Spring for Full-Time and Extended Study, Summer for Advanced Standing)*

*SOWK 6242 Advocacy and Policy Practice (3).* The role of advocacy in the social work profession, tools for bringing about policy change, and use of advocacy to promote social justice, especially for vulnerable populations. *(Spring)*

*SOWK 6252 Mental Health Assessment (3).* Prerequisite: SOWK 6121 (Advanced Standing students are exempt from this prerequisite). This course introduces mental health diagnostic, assessment, and treatment planning skills necessary for social work practice, including exposure to the *Diagnostic and Statistical Manual of Mental Disorders.* *(Spring; Summer for Advanced Standing)*

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**SOWK 6441 Foundation Social Work Practicum I (3)**. A foundation field practicum that prepares students to apply generalist social work knowledge, skills, values, and ethical principles gained in the classroom to actual practice at a social agency. Students work in an approved field site under the supervision of a UNC Charlotte Field Instructor and attend a monthly seminar. (Fall)

**SOWK 6442 Foundation Social Work Practicum II (3)**. Prerequisite: SOWK 6441. A foundation field practicum that prepares students to apply generalist social work knowledge, skills, values, and ethical principles gained in the classroom to actual practice at a social agency. Students work in an approved field site under the supervision of a UNC Charlotte Field Instructor and attend a monthly seminar (Spring).

**SOWK 6635 The Social Context of Mental Health (3)**. Cross-listed as SOCY 6635, PSYC 8636, and PPOL 8636. Prerequisite: Admission to graduate program or permission of instructor. Draws upon contributions from the field of psychiatry, psychology, social work, and anthropology. The focus is on mental health and illness it is social context, with an emphasis on the relationship between social structure and mental health/disorder. Social factors are examined which shape psychiatric diagnosis, the effects of socio-demographic variables on mental health, and the role of social support and stress for different groups. Also examines the organization, delivery, and evaluation of mental health services, and mental healthcare policy. (Every other year)

**SOWK 7010 School Social Work (3)**. Exploration of school social work practices from a theoretical as well as practical point of view. Also focuses on the roles of school social workers and the type of issues they confront. (Spring)

**SOWK 7015 Child Welfare (3)**. Prerequisite: Permission of instructor. Examination of the history, purpose, and goals of child welfare services in North Carolina and in the United States. Course information is provided from the context of the child- and family-centered model that guides child welfare services. (Summer)

**SOWK 7020 Social Welfare and Philanthropy (3)**. Introduction to philanthropy which allows students, through a community-based project, to experience two predominant aspects of philanthropy – grant making and fundraising – with an emphasis on supporting the well-being of vulnerable populations. (On demand)

**SOWK 7025 Social Development in Malawi (3)**. Students actively participate in several pre-departure class lectures and work sessions. They travel to Malawi for 11 days and engage in service-learning activities aligned with social development in rural Malawi. Experiential projects are designed and implemented by students using funds they raise. Sustainability and anti-oppressive approaches to social development are highlighted. (Fall, Spring, Summer)

**SOWK 7030 Trauma and Recovery: Theory and Intervention (3)**. This course will review the history and evolution of trauma theory and social movements and explore the impact of trauma and healing upon survivors. Students will master the foundational principles and basic skills of trauma intervention. Students will also participate in community project that involves learning about services available for trauma survivors locally. (On demand)

**SOWK 7035 Social Work with HIV and AIDS (3)**. This course responds to the impact of HIV on social work client populations and emphasizes the need for social work practitioners and other

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helping professionals to be knowledgeable about the disease, prevention strategies, and related epidemiologic disparities. The course addresses skills necessary to assist with needs of people living with HIV/AIDS, their significant others, families, and communities.  (*Fall, Spring, Summer*)

**SOWK 7090 Special Topics in Social Work (3).** A topics course that is only available for graduate credit. *May be repeated for credit with change of topic.*  (*Fall, Spring, or Summer*)

**SOWK 7122 Advanced Social Work Practice with Individuals (3).** Prerequisite: SOWK 6121 (Advanced Standing students are exempt from this prerequisite). Expands social work students’ knowledge, values, and skills with regard to advanced micro practice with individuals, especially members of vulnerable groups.  (*Fall*)

**SOWK 7126 Advanced Social Work Practice with Groups (3).** Prerequisite: SOWK 6121 (Advanced Standing students are exempt from this prerequisite). Theory and practice related to social work with small groups. Various approaches to group development and facilitation, including social change, therapeutic change, goal setting, and assessment in groups, with an emphasis on work with vulnerable populations.  (*Fall*)

**SOWK 7127 Advanced Social Work Practice with Families (3).** Prerequisite: SOWK 6121 (Advanced Standing students are exempt from this prerequisite). This course expands social work students’ knowledge, values, and skills with regard to advanced micro practice with families, especially members of vulnerable populations.  (*Spring*)

**SOWK 7222 Advanced Social Work Practice with Organizations and Communities I (3).** Builds on the foundational theories and skills introduced in Social Work Practice with specific attention to communities and organizations as primary client systems. Introduces theories that inform and guide practice in communities and organizations. Builds advanced skills in engaging and assessing communities and organizations.  (*Fall*)

**SOWK 7223 Advanced Social Work Practice with Organizations and Communities II (3).** Prerequisite: SOWK 7222. Builds advanced practice skills in the design, development, implementation, and evaluation of interventions at the community and organizational levels. Also builds skills in leadership and ethical decision-making. Emphasizes the use of critical thinking and self-awareness concerning leadership and ethical challenges in community and organizational contexts.  (*Spring*)

**SOWK 7443 Advanced Social Work Practicum I (4).** Prerequisite: SOWK 6442 (Advanced Standing students are exempt from this prerequisite). The Advanced field practicum prepares students for more specialized application of social work knowledge, values, and skills, with special attention to the needs of vulnerable populations. Students work in an approved field site under the supervision of a social work Field Instructor and attend a monthly seminar.  (*Fall*)

**SOWK 7444 Advanced Social Work Practicum II (4).** Prerequisite: SOWK 7443. The Advanced field practicum prepares students for more specialized application of social work knowledge, values, and skills, with special attention to the needs of vulnerable populations. Students work in an approved field site under the supervision of a social work Field Instructor and attend a monthly seminar.  (*Spring*)
SOWK 7627 Seminar in Advanced Practice: Supervision and Staff Training (3). Prerequisites: SOWK 6121, SOWK 6131, SOWK 6141, SOWK 6151, or admission to Advanced Standing program. Students may choose to satisfy their social work elective requirement with this course. This seminar is for students who anticipate working in traditional social welfare organizations in the public or private sectors. The focus is on knowledge and skills that a social worker needs to succeed in practice in large organizations. Included is content on supervision, staff training and development, and the role of the professional in large organizations. *(Spring)*

SOWK 7651 Reflection and Synthesis (3). Prerequisites: SOWK 7222 and SOWK 7443. Provides MSW students with an opportunity to practice personal reflection, synthesize their learning from the MSW program, and demonstrate competency. *(Spring)*

**Academic Advising**

Students are assigned an MSW faculty advisor upon entering the program and retain that advisor for the full course of study. Guidance for the student/advisor relationship is as follows:

1. Advisors are charged with assisting in monitoring their advisees’ readiness for professional practice.

2. Faculty are strongly encouraged to reach out to students assigned to them for advising. Students are strongly advised to arrange to meet with their assigned advisor each semester, especially during the first year, to support their progress in the program.

3. Advisors must approve the student’s choice of electives. *Electives may be from any academic discipline but must relate to the School of Social Work’s mission to work with vulnerable populations.* Students complete an Elective Choice Form (Appendix A) indicating they have discussed the elective choice with their advisors. Advisors note the discussion in their advising notes in Starfish.

4. Students may invite their advisors to Level I or Level III support meetings. Support review meetings may be invited to the meeting with the student (student’s option) at Level II of the review process.

5. Advisors are involved in nominating their advisees for special recognition and encouraging their students to participate as graduate students in public and professional arenas.

6. Withdrawals, leaves of absence, medical leaves, and terminations are coordinated by the student’s advisor in consultation with the MSW Program Director.

**University Supports**

In addition to academic advising, the following supports are available to graduate students at UNC Charlotte. Students are welcome to pursue these services at any time. Faculty and staff may refer students to these services for assistance, but a referral is not necessary to access services.
Graduate & Professional Student Government (GPSG)

The Graduate & Professional Student Government (GPSG) advocates for the interests of graduate students, provides a forum for free and open discussion of matters affecting graduate students, and provides some financial and organizational support for attending events within the campus community and in Charlotte.

http://suar.orgsync.com/org/gpsguncc/home

Center for Wellness Promotion

The Center for Wellness Promotion presents a variety of group and campus-wide wellness and prevention activities related to alcohol, tobacco, and other drug use, sexual responsibility, and men's and women's health issues.

http://wellness.uncc.edu/

UNC Charlotte Counseling Center

The Counseling Center provides short-term individual and group counseling, psychological assessment, consultation for faculty, staff, parents, and students, and educational programs to the campus community.

http://counselingcenter.uncc.edu/

Multicultural Resource Center (MRC)

The Multicultural Resource Center (MRC) seeks to create an environment that celebrates and recognizes difference through programs, advocacy, education, and engagement with community.

https://mrc.uncc.edu/

Office of Disability Services (ODS)

If the student has a documented disability and require accommodation in any course, contact Disability Services, Fretwell 230, phone: 704-687-4355 voice/TDD the first week of the semester. Information about available services may be found at http://legal.uncc.edu/policies/ps-51.html. Accommodations for learning will be arranged by that office and communicated to the Instructor. See the ODS website for more information.

http://ds.uncc.edu/

Writing Resource Center

Social work relies on well-developed verbal comprehension skills and expressive communication skills. The MSW curriculum is writing intensive. Most classes have assignments of one major paper and/or several minor papers. Almost all paper assignments require students to use the publication style found in the Publication Manual of the American Psychological Association, 6th edition (2010). For students who want to improve their writing skills, UNC Charlotte has a Writing Resources Center staffed by graduate writing consultants who work with writers at all stages of the writing process: prewriting, focusing, organizing, revising, and editing. Programs include one-on-one and group consulting; online writing consultants for distance education students; classroom presentations; and library and internet research. The Writing Resource Center has dedicated hours for graduate students and also makes individual appointments to
accommodate student schedules. Students can find the Writing Resources Center in Cameron Bldg., Room 149. The phone number is 704-687-1899 and email is wrchelp@uncc.edu http://writing.uncc.edu/writing-resources-center

Special Programs

North Carolina Child Welfare Education Collaborative

The North Carolina Child Welfare Education Collaborative (CWEC) includes specialized, in-depth training in child welfare knowledge, values, and best practices. The program was established in 1999 to improve public child welfare services in North Carolina and is administered by the Jordan Institute for Families at UNC Chapel Hill. More information about the Collaborative can be found at http://ssw.unc.edu/cwec/

CWEC is a joint effort of the NC Division of Social Services, the NC Association of County Directors of Social Services, the National Association of Social Workers NC Chapter, and public and private social work education programs throughout the state of North Carolina. CWEC ensures that graduates meet the state's pre-service training (PST) competency requirements. CWEC seeks to increase the number of professionally educated social workers in public child welfare in North Carolina. The University of North Carolina at Charlotte School of Social Work began participating in the Collaborative in 2002. CWEC involves two programs. Under the Waiver program, students earn credit toward child welfare experience and agree to work for a child protection unit upon graduation. Under the Scholar program, students earn credit toward child welfare experience and, in exchange for paid tuition, are obligated to work for a child protection unit for a specified period of time after graduation. The Scholar program is not funded for the 2016-17 academic year, so only Waiver students are being accepted at this time.

Upper Division Social Work majors and MSW students are eligible to apply to the CWEC. Applicants must meet UNC Charlotte School of Social Work compliance requirements for practicum placement and be accepted for placement in the intake, investigations, or family intervention unit of a NC Department of Social Services’ child protection program. At UNC Charlotte, practice knowledge, values, and skills related to child welfare are infused in the BSW and MSW curricula. In addition, undergraduate students must complete the course SOWK XXXX Child Welfare. Graduate students must complete the graduate course SOWK 7015 Child Welfare with a grade of “B” or higher. Students must maintain their Department of Social Services child protection unit field placement for a minimum of one year. For graduate students, two years are preferred, but some students in the Full Time and Part Time MSW programs can accept a placement in a related area, such as adoptions or work with high risk youth, for one year with permission of their field director. Undergraduate students must maintain a C or better in their field placements and graduate students must maintain a grade of B or better in their field placements to remain eligible for participation in CWEC.

All CWEC students must complete a Transfer of Learning Agreement as a component of their field work and review it with their Field Instructors. A copy is kept on file in the CWEC student file at UNC Charlotte. Upon successful completion of their degree, which includes the child protection field placement, CWEC students receive a certificate that gives them credit for the equivalent of six (6) months of child welfare experience when they apply for a child welfare position at a North Carolina Child Welfare unit.
For additional information about the North Carolina Child Welfare Education Collaborative at UNC Charlotte, please contact the NC CWEC University Liaison, Dr. Robert Herman-Smith, at bherman@uncc.edu or 704-687-7180.

School Social Work Certification Credits

Graduates of the Program may also qualify for licensure as a school social worker in the state of North Carolina. The School Social Work license is awarded by the North Carolina Department of Public Instruction. To be eligible for school social work licensure, MSW students must complete a two-semester field placement in a school setting, take SOWK 7010 School Social Work, and take another course from a list of approved electives. The School of Social Work’s Field Education Director, Hontah Epps, has additional information about school social work licensure. She can be reached at htepps@uncc.edu or 704-687-7932. Information is also available at http://www.ncsswa.org. Students interested in school social work licensure should begin planning with their advisors and the MSW Field Education Director as early in the program as possible.

Early Childhood Mental Health Certificate

The Early Childhood Mental Health (ECMH) Certificate is an interdisciplinary post-baccalaureate certificate program that addresses the increasing need for mental health services for children birth to five years of age. The certificate program welcomes professionals with an undergraduate or graduate degree in a human services field, including counseling, education, early childhood special education, pediatrics, allied health services (i.e., occupational therapy, physical therapy, speech-language pathology), psychology, and social work. Individuals who are currently enrolled in a human service-related graduate degree program at UNC Charlotte are also welcome to apply. The ECMH Certificate is sponsored jointly by UNC Charlotte’s School of Social Work and Department of Special Education and Child Development. The certificate program requires a minimum of 15 graduate credit hours, including four core courses and one elective course. For more information about the program and eligibility requirements, contact the ECMH Certificate Director, Dr. Robert Herman-Smith at bherman@uncc.edu or 704-687-7180 or visit the certificate webpage at http://tinyurl.com/hot7f8p

Graduate Certificate in Gerontology

The Graduate Certificate Program in Gerontology was designed to provide supplementary graduate education in Gerontology for individuals with an interest in working with older adults who either have a graduate degree in another field or are currently enrolled in a graduate degree program at UNC Charlotte. The certificate program requires the completion of a minimum of 15 semester hours of graduate level coursework in core and elective courses related to the study of aging and older adults. MSW students who pursue the Graduate Certificate Program in Gerontology can use some required social work courses as credit toward the certificate before they graduate. After graduation, Graduate School rules do not allow students to count courses previously used to earn a degree toward the certificate, so students with an interest are encouraged to pursue the certificate before they graduate. The Graduate Certificate Program in Gerontology is administered by the Gerontology Program. More information about the graduate certificate can be found at http://gerontology.uncc.edu/graduate-programs
Note: UNC Charlotte offers a number of graduate certificates. For more information on offerings, visit [http://gradcertificate.uncc.edu/certificate-programs](http://gradcertificate.uncc.edu/certificate-programs).

**Post-Graduate Licensure Eligibility**

Graduates of the MSW Program are eligible to pursue North Carolina State Licensure or Certification at three levels: Licensed Clinical Social Worker, Certified Master Social Worker, and Certified Social Work Manager. Graduates who are interested in providing one-on-one clinical services to individuals, groups, and families often apply to be a Licensed Clinical Social Worker. In North Carolina, a license will only be issued to state residents who have passed a licensing examination and have two years of supervised post-MSW experience. Licensure or certification is managed by the North Carolina Certification Board for Social Work. The Board may be contacted via the web at [http://www.ncswboard.org](http://www.ncswboard.org) or phone at (800) 550-7009.

**Student Participation in Academic Governance**

*Graduate and Professional Student Government*

The Graduate Social Work Association (GSWA) is a chartered affiliate of the UNC Charlotte Graduate and Professional Student Government (GPSG). The purpose of the association is to provide student support, promote research, and strengthen the graduate school in general. For further information on the GPSG, refer to the Graduate Student Association website at [http://suar.orgsync.com/org/gpsguncc/home](http://suar.orgsync.com/org/gpsguncc/home). Each year the graduate student body elects a president, vice president, and treasurer. The officers provide leadership in planning social functions, fund raising and charity events, promoting scholarly activities, and administering the association’s budget. The GPSG also serves as an advocate for student interests and a conduit to the faculty and administration for student concerns and ideas.

*Graduate Social Work Association*

As an affiliate of the Graduate and Professional Student Government, the Graduate Social Work Association qualifies for funds for continuing education and research activities. The Graduate Social Work Association was chartered in Fall 2001 in accordance with the Graduate and Professional Student Government by-laws. The president of the Graduate Social Work Association serves as the representative from the School of Social Work to the GPSG organization. Student activity fees fund the organization’s programs and activities, including travel to professional conferences, speakers, and research activities. The GPSG sponsors an annual research fair with monetary awards to excelling students. Elections are held within the School of Social Work each spring for the following year’s officers. *All students are automatic members of the Graduate Social Work Association; there are no dues.* An appointed faculty member from the School of Social Work serves as the advisor to the Graduate Social Work Association.

*Advocates for Change*

Advocates for Change is a student-led graduate level student organization. Faculty serve as advisors but the organization is run by students. Advocates for Change began with a group of MSW students at UNC Charlotte in February 2015 as a student response to media reports and peer-reviewed research reports demonstrating inequitable treatment of disadvantaged and
minority individuals by health, education, and law enforcement services in the region, state, and nation. According to its mission statement, Advocates for Change is “Master of Social Work and Master’s level students from other disciplines who are committed to providing services to the UNC Charlotte campus and Charlotte community...The Advocates for Change goal is to enhance the quality of life for oppressed and vulnerable populations through advocacy, human services delivery, and research.” The organization was formally recognized by the University’s Graduate and Professional Student Government in November 2015.

http://suar.orgsync.com/show_profile/122668-advocates-for-change

**Phi Alpha Honor Society**

Phi Alpha is an academic honor society for BSW and MSW students of excellence. Nu Theta, the UNC Charlotte chapter of Phi Alpha, was founded in 2005. Its purpose is to recognize and advance academic excellence and scholarship in social work practice. Membership eligibility is open to MSW students who have completed at least 12 credit hours toward the master’s degree; it is based on academic excellence (3.8 or higher GPA), leadership ability, a high standard of personal behavior, and dedication to the social work profession.

**Student Academic Performance & Professional Standards**

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

- The first is the University’s regulations regarding student conduct, which can be found at http://legal.uncc.edu/policies/ps-104.pdf
- The second is the National Association of Social Workers (NASW) Code of Ethics, which can be found at http://www.socialworkers.org/pubs/code/code.asp
- The third is the School of Social Work Practice Professional Standards (see below). These standards of conduct are linked to students’ abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations.

The BSW and MSW programs are committed to helping students maintain academic performance and professional standards. The School of Social Work has developed a three levels of support to assist students who are experiencing challenges in the classroom or field. These supports are not intended to be punitive but are a means of supporting students’ success; however, if concerns are serious or persistent, a student can be recommended for termination from the program.

**Levels of Support**

Three levels of support are available to students who do not demonstrate compliance with academic and professional standards. The level of support is determined by the level of need. As an example, in some cases, a higher level of support (Level III) will be offered without offering lower levels of support (Level I or Level II) beforehand.

**Level I Support** – Level I support involves a meeting between a faculty member and a student. If concerns arise in a field setting only, the Field Instructor discusses those concerns directly with
the student and with the Faculty Liaison; it is the responsibility of the Faculty Liaison to apprise the Field Education Director of student concerns. Level I support should be provided when:

- A faculty member has concerns about a student enrolled in the social work program meeting academic or professional standards.

Level I support actions include:
- Discussing concerns directly with the student and seeking to work with the student to resolve the difficulties.
- Apprising the BSW/MSW Program Director (or Field Education Director or Assistant Field Education Director if field related) of the concerns.
- Documenting dates and content of meetings with the student.
- Note: Level I support notes do not go in the student’s record. The notes are given to the BSW/MSW Program Director. If Level II or Level III supports are required while the student is still in the BSW/MSW program, the BSW/MSW Program Director may choose to share the content of the Level I review with other faculty who are part of the review. If a student who was enrolled in the UNC Charlotte BSW program later enrolls in the MSW program, BSW Level I supports notes are not made available to the MSW program.

Level II Support – Level II support involves a meeting with the Student Support team, which consists of the BSW/MSW Program Director and BSW/MSW Field Education Director, the faculty or field liaison with a concern, and the student. The BSW/MSW Program Director will make all reasonable efforts to meet at a time that is convenient for the student. The student will be formally informed of the Level II support meeting time and place by email as soon as the meeting time is set, but at least one business day in advance of the meeting. The student’s academic advisor may be notified and attend a Level II support meeting but only at the student’s request. Level II support is appropriate:

- When the student is not meeting or following program or University, profession, or program standards, policies, and procedures (see BSW/MSW Program Professional Conduct Review below).
- When concerns about student’s academic performance or professional behavior have not been resolved following a Level I review.

Level II support actions include:
- Determining the nature of the concern.
- Bringing forward information from the Level I review, if applicable.
- Discussing those concerns directly with the student and seeking to resolve them.
- Reviewing documentation, including the dates and content of meetings with the student. (Documentation is the responsibility of the faculty member or Field Instructor initiating the concern.)
- Creating a written performance plan outlining how the student will improve his or her performance in the program, including the use of university resources, as appropriate. Responsibility for creating the written performance plan rests with the student and the BSW/MSW Program Director (if classroom-related) or the Field Education Director (if field related).
- Obtaining the signature of the student on the performance plan.
Level II support notes go in the student’s record, along with Level I support notes previously withheld from the student record.

**Level III Support** - Level III support involves a meeting with the Student Support team, which consists of the BSW/MSW Program Director and BSW/MSW Field Education Director, the faculty or field liaison with a concern, and the student. The BSW/MSW Program Director will make all reasonable efforts to meet at a time that is convenient for the student. The student will be formally informed of the Level III support meeting time and place by email as soon as the meeting time is set, but at least one business day in advance of the meeting. The student’s academic advisor may be notified and attend a Level II support meeting but only at the student’s request. Level III support is appropriate:

- When problematic patterns of behavior are identified.
- When any serious violation of standards is observed.
- When concerns have not been resolved by Level I or Level II supports.

Level III support involves:

- Determining the nature of the concern.
- Discussing those concerns directly with the student and seeking to resolve them.
- Reviewing documentation, including the dates and content of meetings with the student. (Documentation is the responsibility of the faculty member or Field Instructor initiating the concern.)
- Bringing forward information from the Level I and Level II reviews, if applicable.
- Creating a written plan for the student and/or the School that consists of the following possible outcomes.
  - Establish formal, written conditions for the student’s continuance in the program. Conditions may include one or more of the following: establishing goals, a plan for meeting goals, a timeline, and appropriate monitoring; providing mentoring and support to the student; placing the student on probation and monitoring the student during the probationary period; referring the student to counseling and/or advising services; allowing the student to follow a reduced course load; delaying entry to the field practicum; or advising the student to withdraw from the program. The BSW/MSW Director must obtain the signature of the student on the performance plan that outlines conditions for continued enrollment.
  - Recommend termination from the program. The Student Support team may recommend that a student be terminated from the program if his or her behavior is judged to be a serious violation of professional ethics, professional behavior, self-awareness, or a persistent pattern of such behavior as defined by the Social Work Professional Practice Standards.
  - If the Student Support team recommends termination, the BSW/MSW Program Director will document the evidence for the decision in writing. The written documentation will be provided to the student and to the School of Social Work Director. The School of Social Work Director will talk to the student directly about the events that led the Student Support team to recommend termination. The School of Social Work Director will review the decision to terminate and decide to support termination or recommend formal, written conditions for the student’s continuance in the program. The School of Social Work Director will
notify the student and the Graduate School of this decision in writing within three business days of the meeting with the student.

- The student may invoke the University Policy 411, Student Grievance Procedure within seven days of the receipt of the written notice from the School of Social Work. The notice can be found at http://legal.uncc.edu/policies/up-411. Otherwise, the student’s termination from the program is final.

In addition to Levels of Support within the School of Social Work, some situations may result in referral to the Office of the Dean of Students per University policy on student conduct. These include, but are not limited to, plagiarism, hazing, racial or sexual harassment, illegal drug use, alcohol abuse, trafficking in illegal drugs, illegal possession of drugs, damage or destruction of University property, and conduct that endangers the health or safety of any University student, employee, or campus visitor.

**Determining Levels of Support**

Student support may be provided for concerns related to either academic performance or professional standards or both.

**Indicators of Need Related to Academic Performance**

BSW/MSW student academic support will be provided under the following conditions:

- Level I support is provided to students at the discretion of the instructor when students are performing below expectations in the classroom.
- Level II support is provided at the discretion of the instructor when an MSW student earns a course grade of C in a required non-practicum social work course and when a BSW student earns a course grade of D or F in a required non-practicum social work course.
- Level III support is **required** when an MSW student earns a field practicum course grade of C or a BSW student earns a field practicum course grade of D or F.
- Level III support is **required** when any student submits work (written or oral) that is not their own and shows persistent or flagrant disregard for proper citation of source materials. These behaviors may also warrant a referral to the Dean of Students.

**NOTE: For MSW/Graduate Students only**

Graduate School policy states that an accumulation of three (3) C’s or ANY grade of U (Unsatisfactory) in graduate courses will result in suspension of the student’s enrollment from the Graduate School; consequently, the student’s enrollment in the MSW program will also be terminated. Students who have been terminated can request that the MSW Program Director file a reinstatement appeal on their behalf. Submitting a reinstatement appeal is at the discretion of the MSW Program Director. The appeal must include a plan for remediying the student’s academic performance. The final decision to accept or deny an appeal for reinstatement rests with the Graduate School, not the School of Social Work. A graduate student whose enrollment has been terminated because of grades is ineligible to register for graduate courses in any UNC Charlotte department unless properly reinstated to the Graduate School. The Graduate School can decide to reinstate a student for the purposes of application to a graduate program at a later time, but that decision does not obligate the MSW program to accept the student.
Indicators of Need Related to Professional Standards

Support is provided to students when there are concerns about professional ethics, professional behavior, or self-awareness. The level of support is determined by the School of Social Work faculty. Indicators of need for support with professional standards include, but are not limited to, the following.

Professional Ethics

- Lacking a strong commitment to the ethical standards of the profession, as specified in the NASW Code of Ethics.
- Practicing outside one’s area of expertise without guidance from supervisors.
- Imposing personal biases during interactions with others.
- Lacking empathic communication and behaving insensitively toward clients, peers, colleagues, and faculty.
- Judgmental behavior toward others who are different from oneself.
- Avoids imposition of personal, religious, sexual, and/or cultural values on clients.
- Demonstrating disrespect for the rights and undermining others’ self-determination.
- Participating in dual relationships where conflicts of interests may exist.
- Violating confidentiality as it relates to human service, classroom-related activities, and field placement.
- Demonstrating dishonesty about one’s background, experiences, and qualifications.
- Displaying cheating, lying, plagiarism, colluding to deceive, falsifying academic records, or participating in any act designed to give oneself disproportionate academic advantage over others.

Professional Behavior

- Exhibiting behaviors that violate program and institutional policies, professional ethical standards, and societal laws in the classroom, University community, field, and community at-large.
- Lacking professional appearance, dress, and general demeanor.
- Disrespecting other people and alternative opinions.
- Exhibiting chronic lateness and lack of dependability.
- Attends class regularly, observes deadlines, completes assignments on time, and keeps appointments or makes appropriate arrangements when absence cannot be avoided.
- Refusing or reacting in a hostile manner to supervision and constructive criticism.
- Demonstrating unwillingness to working effectively with others in authority.
- Committing legal offenses that are contrary to professional practice.
- Failing to use proper channels for conflict resolution.
- Demonstrating disrespect for cultural traditions, whether similar to or different from one’s own.

Self-Awareness

- Lack of insight into how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior, and relationships in the classroom and field settings.
- Inaccurately assessing one's own strengths, limitations, and suitability for professional practice.
- Showing poor awareness of self and how one is perceived by others.
- Inability to honestly assess one’s own strengths and limitations as they relate to professional capacities.
- Refusing to examine and work to change behavior when it interferes with professional responsibilities.

Sources of Evidence for Support with Academic Performance or Professional Standards

Faculty and program directors will share pertinent information with each other for the professional purpose of identifying student concerns and problem-solving solutions. Sources of evidence considered for establishing a level review include, but are not limited to:

- Feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or other field experiences.
- Verbal or written feedback from Field Instructors and classroom instructors.
- Direct observations of classroom, volunteer, or field behaviors.
- Performance in oral and written assignments, examinations, social work skills lab, or other coursework.
- Student personal statements or self-assessments.
- Interviews with faculty or other professionals who know the student.
- Taped interviews (audio or video) that are part of the student’s work toward the degree.
- 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.
- Course and assignment grades.

Student Academic Grievance Procedures

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

Procedures for Academic Grievances
(Field concerns follow the process in the Field Grievances section.)

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. Graduate students with an academic grievance other than a dispute of final course grade should follow the procedures listed below.

- The student first meets with the faculty/staff member(s) about resolving differences.
- If this does not resolve the problem, the student talks a second time to the faculty/staff member(s).
- If this discussion does not resolve the situation, the student may request that the MSW Program Director becomes involved to resolve the problem.
- If discussion with the MSW Program Director does not resolve the problem, the students may request the School of Social Work Director become involved.
• If the grievance still has not been resolved, the student may submit the grievance in writing to the CHHS Associate Dean for Academic Affairs who will obtain input from the involved faculty or staff member(s) and may appoint an ad hoc committee of faculty not involved in the course to investigate the grievance and give written advice to the Associate Dean for Academic Affairs.

• The grievance document submitted by the student to the Associate Dean for Academic Affairs shall include:
  o substance of the grievance
  o what steps have been taken
  o desired resolution

• The Associate Dean for Academic Affairs will communicate in writing her/his recommendation to the involved faculty, student and academic advisor.

• In cases where progression is not an issue, the timeframe may be more flexible, but in all cases the grievance procedure shall be completed by the end of the next academic semester.

**Procedures for 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://legal.uncc.edu/policies/up-411](http://legal.uncc.edu/policies/up-411)

**Other Important University and School of Social Work Policies**

**University Code of Student Responsibility**

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

**Academic Integrity**

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

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

**English as a Second Language**

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

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

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

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

**Gender-Neutral Bathrooms**

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

**Sexual Harassment**

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

**Religious Accommodation**

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

**FIELD EDUCATION IN SOCIAL WORK**

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

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

**TK20 Database**

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

**Selection of Field Agencies**

The UNC Charlotte School of Social Work is located within a large metropolitan community. As a result, a wide variety of practicum 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. The Field Education Director 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 foundational 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 Council on Social Work (CSWE) Educational Policy and Accreditation Standards (EPAS).
4. Capacity to provide learning opportunities with individuals, families, groups, communities, and organizations appropriate to foundational social work practice experience for foundation level graduate students and opportunities for advanced social work practice experience for the advanced level graduate student.

5. Availability of regularly scheduled supervision with a Field Instructor that meets the program objectives or Task Supervisor and social worker who will reinforce a social work perspective during the practicum.

6. Commitment to the educational function of field practicum 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.

**Employment-Based Field Practicum**

An employment-based field placement can be an option if the employing agency qualifies as an affiliated field site for the School of Social Work. The MSW student who is applying for an employment-based field placement must be an employee of the agency where the field placement will be completed and be past their probationary period. The employing agency must be within a sixty mile radius of the University of North Carolina at Charlotte or have the ability to use technology that would facilitate virtual visits by the Faculty Liaison.

The designated Field Instructor must be approved by the School of Social Work. He/she must be an MSW with at least two years of post-MSW experience. The Field Instructor cannot be the direct work supervisor of the student. The Field Instructor must attend mandatory Field Instructor training.

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

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

The request to complete a Field Placement in an employing agency packet must be submitted in writing to the Field Education Director using the following process:

1) The student submits two original copies of the Employment-Based Field Placement Agreement to the Field Education Director (see Appendix B)

2) The student submits the written field plan that is outlined in item number #4 of the agreement.

3) The written request is reviewed by the Field Education Committee.

4) The Field Education Director will notify the student of the decision in writing.

Employment-based field agreements are not approved until the Field Education Director notifies
the student in writing.

Selection of Field Instructors

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

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

Education
Field Instructors must hold a Master of Social Work degree from a social work program accredited by CSWE.

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

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

Selection of Task Supervisors

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

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

Experience
The Task Supervisor should have at least two years of post-MSW 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.

**Practicum Courses**
Field Education is directly aligned with CSWE’s 10 core competencies and corresponding practice behaviors as outlined in the Educational Policy and Accreditation Standards (EPAS). There are two levels of field practicum: Foundation and Advanced. CSWE requires a minimum of nine hundred (900) hours in Field Education for MSW students. UNC Charlotte School of Social Work Field Education program requires MSW students to complete more than the standard of nine (900) hundred hours. **Field Hours are based on the University Calendar and will fluctuate slightly from year to year. The exact number of required hours will be announced at the beginning of each academic year.** Each semester, the beginning date of the field practicum is the first week of the semester and the ending date is the last week of the semester.

**Foundation Practicum**
For Full Time and Part Time MSW students, the Foundation practicum sequence takes place during the first year of the program. (Unlike Full Time and Part Time students, Advanced Standing MSW students are not required to complete the Foundation Practicum courses.) During the SOWK 6441 Foundation Social Work Practicum I, offered in the Fall semester, and SOWK 6442 Foundation Social Work Practicum II, offered in Spring semester, students are in field practicum two days per week (usually Mondays and Tuesdays) for eight (8) hours per day. Students take classes other days of the week.

Each semester, the beginning date of the field practicum is the first week of the semester and the ending date is the last week of the semester. If a student exceeds the number of hours required for a semester, they must remain in the field practicum until the last week of the semester.

During the Foundation year, MSW students have a field seminar class that meets once per month. This experience allows students to integrate knowledge, skills, and values taught in the classroom with their field education. Instructors also schedule professional development activities.

**Advanced Practicum**
For Full Time and Part Time MSW students, the Advanced practicum sequence takes place during the second year of the program. Advanced Standing students complete the Advanced practicum sequence during their only Fall and Spring semesters. During SOWK 7443 Advanced Social Work Practicum I, offered in Fall semester, and SOWK 7444 Advanced Social Work Practicum II, offered in Spring semester, students are in field practicum two days per week (usually Mondays and Tuesdays) for eight hours per day. In addition, the seminar instructor assigns coursework designed to prepare students for professional practice. Students take classes other days of the week.
Each semester, the beginning date of the field practicum is the first week of the semester and the ending date is the last week of the semester. If a student exceeds the number of hours required for a semester, they must remain in the field practicum until the last week of the semester.

During the Advanced year, MSW students have a field seminar class that includes monthly face to face meetings and weekly assignments including Canvas Discussions and biweekly Journals. This experience allows students to integrate knowledge, skills, and values taught in the classroom with their field education. The seminar instructor will schedule professional development seminars weekly.

Field Placement Application Processes

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

Foundation Practicum Application Process

1. The Field Education Director or designee will electronically send a welcome letter to each new student who has enrolled in the Graduate Program. Students will be requested to schedule a time to meet with the Field Education Director, who will provide instructions on how to do this.
2. The Field Education Director will conduct an interview via Skype, phone, or in person to review the interests of the student and discuss field and possible practicum options.
3. Each student will complete/submit an electronic MSW Field Application & updated resume and return them to the Field Education office by the deadline established.
4. Each student will identify three agencies and/or populations of interest based on the review of the Field Agency Manual and the meeting with the Field Education Director.
5. The Field Education Director will electronically submit the student’s application to the highest ranked agency with capacity for a student practicum. The Field Education Director will contact the student electronically to follow up with the application within one week and schedule an interview to be considered for practicum.

Advanced Practicum Application Process

1. The student should be in good standing in the MSW program and must have completed all requirements for the Foundation field practicum with a B or better.
2. The student will have a face to face interview during the Foundation Year to identify an area of advanced practice interest/prospective agency.
3. The student will identify three agencies of interest based on the review of the available agencies via TK20 database, attendance at the Field Fair during the Foundation Year, and meeting with the Field Education Director. The student will be requested to rank their top three choices. A final list of agencies will be mutually decided on between the student and the Field Education Director.
4. The student will complete a MSW Advanced Year Application by the deadline established by the Field Education Director. The student will submit one electronic copy of the application, a current resume, and questions about practicum options to the Field
Education Director. The student is responsible for returning a neat, thoughtful, and complete application, as the application will be viewed by prospective agencies. The student must keep the program informed of any address or phone number changes so that the Field Education Director can contact them. The student should make sure that the application accurately reflects their educational and professional goals.

5. The Field Education 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 week and schedule an interview to be considered for practicum.

6. The student will contact the agency within one week of the referral to follow up and schedule an interview to be considered for practicum.

7. The student will research their prospective agency in preparation for the interview.

8. If a student would like to change their focus or interest, the student should contact the Field Education Director as soon as possible.

9. **Students should not self-refer to other agencies.** The Field Education Director handles all initial contacts with agencies.

**Application Process for the Advanced Year Practicum at the Veteran’s Administration (VA)**

1. A VA practicum is only available to Advanced Practicum students.

2. Prospective students will be invited to a VA Information Session during the fall semester to learn about the VA application process.

3. The Field Education Director will have a face to face interview with students who wish to be considered for a practicum at the VA during the fall semester and work to identify area of advanced practice interest/at the VA.

4. Each student with interest in a VA practicum will complete an application by the due date established by the Field Education Director. The application should include:
   - a. Electronic MSW Field Application
   - b. Updated Resume
   - c. VA Application
   - d. Three reference letters (Ideally, letters should be from faculty, former Field Instructors and/or work supervisors)

5. It is the student’s responsibility to make sure their application is submitted to the VA by the deadline established by the VA. Due to the highly competitive nature of the VA practicum, students will be asked to select an alternate agency for practicum if they are not selected. This timeline usually allows for the students to be in process, but get their decision by the VA before an actual interview is scheduled.

6. The VA interview team will conduct a paper review of all prospective candidates and select individuals who will interview on campus.

7. Students should prepare for the interview by researching the VA (including Performance Based Interviewing resources on the VA website), reaching out to students currently in a VA practicum, and doing mock interviews with Field Instructors, field faculty, Field Education Director, and/or the career center.

**Field Practicum Interview**

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

1. Students should prepare for a practicum interview by researching the agency, preparing for questions to ask the interviewer, and doing mock interviews through the career center, Field Education Director, and/or their Field Instructor.

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 change in their ability to work with interns, the student will be referred to the next highest agency on their list that still has capacity for practicum.

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 Field Education Director about practicum options that may be limited because of the specific feedback, discussion about the feedback given and corrective actions recommended, and referrals to the career center for either mock interviews or resume review.

4. If the student does not accept or is not accepted after three field site interviews, the Office of Field Education is under no obligation to locate additional field opportunities. The Field Education Director will work in collaboration with the student and the MSW Program Director to determine field readiness and possible next steps.

5. If accepted for a field practicum, the student and the Field Instructor must complete and sign the MSW Field Placement Agreement (see Appendix D) and return it to the Field Education Director as soon as possible.

**Student Compliance for Practicum Placement**

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

Once accepted at an agency for practicum, students must complete additional compliance requirements for the agency. Compliance items must be done prior to practicum and should be submitted well in advance of the semester that practicum is scheduled in the agency. This may include, but is not limited to the following:

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

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

Most field agencies require students to complete a criminal background check and drug screening *prior* to beginning with the agency. The MSW Program requires all students to obtain a criminal background check (possibly including fingerprints) and drug screen. *The cost of the criminal background check and drug screen is the student’s responsibility.* You can find additional information on compliance at: [http://health.uncc.edu/advising-center/advising-center-information/clinical-agency-requirements](http://health.uncc.edu/advising-center/advising-center-information/clinical-agency-requirements)

A brief description of these processes is provided here for your convenience.

**Criminal Background Check**

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

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

**Drug Screening**

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

**Fingerprinting**

Students may also be asked to complete a fingerprint test by some field agencies. Fingerprinting may be obtained from the Mecklenburg County Sheriff’s Office (or any local Sheriff’s Office). The following website may offer more information: [http://www.charmeck.org/mecklenburg/county/mcso/communityservices/pages/fingerprinting.aspx](http://www.charmeck.org/mecklenburg/county/mcso/communityservices/pages/fingerprinting.aspx)

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Immunizations

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

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

Field Practicum Preceptor Letters

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

1. Notify the student electronically of the compliance requirements for the specific practicum agency and copy the College of Health and Human Services (CHHS) Advising Center designee on the additional requirements. It is important to note that most hospitals require all compliance items be submitted to them by no later than July 1st.
2. Create a student-specific preceptor checklist that may include:
   a. Answer sheets for required orientation modules
   b. Physical exam documentation
   c. Documentation of CPR course
   d. Agency applications
   e. Reference letters
   f. Email clearance from the CHHS Advising Office verifying Immunizations, BBP, Criminal Background Check, Drug Screen and any other health information submitted per the Affiliation Agreement.
3. Review all documents and have the final preceptor letter written, reviewed and signed by the School of Social Work Director/Chair.
4. Students may not begin their field practicum until the written preceptor letter has been sent to the agency. If a signature is required by the Affiliation Agreement, this must be received back to the University, before a student may begin practicum.

Field Placement Responsibilities

The Field Instructor’s Responsibilities

1. Participate in the new Field Instructor training program provided by the School, on-going Field Instructor workshops, and related continuing education opportunities offered by UNC Charlotte.
2. Become familiar with CSWE’s Educational Policy and Accreditation Standards (EPAS). Field Instructors who supervise Advanced Year MSW students must also be familiar with the UNC Charlotte School of Social Work’s Advanced competencies and practice behaviors.
3. 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 EPAS.
4. Meet with the student on a weekly basis for at least one hour of personal supervision in order to assess the student’s progress with assignments, explore his/her personal concerns, and evaluate the achievement of practicum objectives.
5. Obtain feedback from other colleagues who are working with the students on a regular basis.
6. Meet with the Faculty Liaison and the student three times during the academic year to give ongoing feedback on the social work competencies and practice behaviors and discuss any areas of need.
7. Inform the Faculty Liaison immediately if the student’s level of performance is marginal or not satisfactory.
8. Ensure that the mid-term evaluation of the student is reviewed by the Faculty Liaison and field supervisor for comments and feedback.
9. Ensure that the final evaluation of the student is reviewed by the Faculty Liaison and field supervisor for comments and feedback before the last day of the field practicum in a given semester. The Task Supervisor will also recommend a grade for the field practicum course (SOWK 6441, 6442, 7443, and 7444).

Task Supervisor’s Responsibilities

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

1. Inform both the Faculty Liaison and field supervisor immediately if the student’s level of performance is marginal or not satisfactory.
2. Ensure that the mid-term evaluation of the student is reviewed by the Faculty Liaison and field supervisor for comments and feedback.
3. Ensure that the final evaluation of the student is reviewed by the Faculty Liaison and field supervisor for comments and feedback before the last day of the field practicum in a given semester. The Task Supervisor will also recommend a grade for the field practicum course (SOWK 6441, 6442, 7443, and 7444).

Faculty Liaison’s Responsibilities

1. Maintain a viable school-agency relationship and assure that the student receives a field practicum experience consistent with student needs, standards set by the program, and the EPAS standards.
2. Contacts can be face to face, virtual or telephonic. Additional contacts can be determined by the Field Liaison or requested by the student and/or Field Instructor if issues arise.
3. The Field Liaison’s should reach out, within the first month of placement, to Field Instructors and provide them with an introductory contact.
4. If there is a concern noted by the student related to their agency, the Faculty Liaison will ascertain if the student has addressed this directly with the Field Instructor. The student’s concern about lack of access to their Field Instructor, not being given enough work, ethical dilemmas with other staff, but not limited to are some concerns which may be discussed.
5. If there is a concern noted by a Field Instructor, the Faculty Liaison will also ask if the
primary supervisor has addressed this directly with the student. Dress, professional behavior, attendance are some areas of concern, but not limited to, that the primary supervisor would discuss.

6. If the student and/or Field Instructor need support, the Faculty Liaison would request that a meeting be scheduled to look at the issue from a solution focused approach to resolve and support the continued placement.

7. Remain available to the Field Instructor and the student for consultation regarding student performance in the agency.

8. Inform the Director of Field Education, Advisor, and the Program Director when students are having difficulty, for whatever reason, in their field setting.

9. Document all Faculty Liaison contacts that are related to the students’ placement.

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

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

Field Education Director Responsibilities

1. Secure and develop affiliations with practicum agency sites in sufficient numbers to support as much student choice as possible. The practicum agencies should provide a quality field education experience and is consistent with the mission of the program and CSWE Educational Standards.

2. Assure that all practicum agencies have fully executed Affiliation Agreements and that all compliance documentation is on file with the College of Health and Human Services prior to the student’s practicum.

3. Assist in the development of the field education curricula as per CSWE criteria and certify that field practicum tasks, duties, and practicum assignments are educationally appropriate for the student.

4. Assess admitted students’ eligibility and readiness for field practicum and help students secure a practicum.

5. Provide new Field Instructor orientation and ongoing training opportunities for Field Instructors.

6. Assure all Field Manuals, Policies and required forms are updated annually.

7. Coordinate the Annual Field Agency Fair and the Field Education Conference.

8. Consult with the MSW Program Director or faculty advisors on an ongoing basis related to student issues.

9. Assess annual surveys for field education completed by Field Instructors and students and review these with the Field Advisory Board.

Student’s Responsibilities

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1. Commit to completing weekly hour requirements for field practicum, attendance at all mandatory orientations related to field practicum, and meeting with the Faculty Liaison during site visits and/or by telephone.

2. Have transportation to the field agency and in order to complete all required learning tasks.

3. Develop a Learning Agreement within established timelines and in cooperation with the Field Instructor and Faculty Liaison.

4. Function professionally in accordance with the NASW Code of Ethics and professional standards of the School of Social Work in all activities undertaken as a representative of the field agency.

5. Attend and participate in the field seminar class as scheduled.

6. Complete all class and agency related work in a timely manner.

7. Evaluate his/her agency and Field Instructor at the end of the field practicum experience.

8. Participate in on-going self-evaluation and defining specific strengths and weaknesses, including preparing an agenda for the supervisory conference each week.

9. Keep the Field Instructor informed of all classroom assignments that relate to the agency.

10. Demonstrate professional behavior at the practicum agency and in field seminar.

11. Abide by agency rules. Examples include but are not limited to:
   a. The student should appropriately adhere to the agency’s dress code, report to the agency promptly, and report as scheduled.
   b. The student must respect confidentiality relative to all clients and agency services, their circumstances, and their problems.
   c. The student must behave professionally as a representative of the agency and as a member of a professional program at UNC Charlotte.

12. Behave professionally and ethically with clients served by the agency. Examples include but are not limited to:
   a. Sensitivity to client needs
   b. Becoming and remaining aware of one’s impact on others
   c. Acting in accordance with the basic assumption of the worth and dignity of each person
   d. Being polite and courteous
   e. Being accepting of others whose values, standards of behavior, and attitudes may differ from one’s own
   f. Respecting confidentiality

13. Remain sensitive to one’s position as a representative of the university. Examples include but are not limited to:
   a. Fulfilling requirements of the Field Practicum.
   b. Participating in self-evaluation with their Field Instructor.
   c. Informing a university representative of any acts of harassment, sexual harassment, violence, or disrespect directed at oneself, clients, or others in the field agency

14. Informing the Field Education Director of accidents that occur during field practicum.

Note: Student are expected to adhere to the UNC Charlotte Code of Student Responsibility which may be found under the following link:  http://legal.uncc.edu/policies
Helpful Tips for Students in Field Agencies

1. Become familiar with your agency’s organizational culture and climate.
2. Remember that you are entering a working organization that has a history, a present, and a future with and/or without you.
3. Practice professionalism at all times. Be punctual and arrive ready to work at the beginning of the day. You have a beginning and an ending time for your practicum.
   Always work within those designated time frames.
4. Make sure your Field Instructor is aware of where you are at all times, including lunch and other breaks.
5. Always contact your Field Instructor directly if you are going to be late, sick, there is inclement weather, or if there is an emergency and you are unable to come to your field practicum.
6. Dress appropriately for your agency. Know your agency dress code!
7. Keep your assigned space clean and neat.
8. Make sure that you understand the tasks assigned to you. Do not be afraid to ask pertinent questions!
9. Complete all of your assigned work on time. If there is a problem with meeting a deadline, renegotiate the deadline with your Field Instructor.
10. Do not cover up your mistakes. Inform your supervisor immediately! Mistakes left unchecked grow into problems.
11. Remember you are responsible for your education/field experience. Participate!

Learning Agreements

Each student will complete a Learning Agreement with input from the Field Instructor which will outline the competencies and practice behaviors he/she will develop during their field practicum. The Learning Agreement for the Foundation Field Placement that covers SOWK 6441 and SOWK 6442 in the first year of the program for full time and part time students is available as Appendix E. The Learning Agreement for the Advanced Field Placement that covers SOWK 7443 and SOWK 7444 in the second year of the program for full time and part time students is available as Appendix F. The Learning Agreement will outline the activities that will help them meet CSWE competencies. There is a separate Learning Agreement for the foundation practicum sequence and the advanced practicum sequence. It is critical that the student review their Learning Agreements throughout practicum to review and adjust them as needed.

Evaluation of Student Progress

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

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

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

The final grades for the field practicum/field seminar class are a letter grade. This grade is assigned by the Faculty Liaison in consultation with the Field Instructor and is based on the seminar and the Student Evaluation as outlined. It is strongly advised that the student keep a copy of the form since many agencies require it as part of the employment application process.

**Student Evaluation of the Field Practicum Site and Field Instructor**

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

**Student Evaluation of the Faculty Liaison**

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

**Addressing Student Problems in the Field Practicum**

See the section on Student Academic Performance & Professional Standards, Levels of Support.

**Field Placement Attendance Policy**

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

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

Field Placement is aligned with the academic calendar. Placement begins during the first week of the semester and ends the last week of classes. Students complete weekly time sheets that must be signed by an agency staff member that can confirm the student’s attendance. *Time Sheet form* (see Appendix G).

**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
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.

Note: Students who are placed in a school social work setting 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.

Field Education Inclement Weather Policy

It is the student’s responsibility to become familiar with their Field Agency’s policy on inclement weather and how the agency makes staff aware of if the agency is open, closed, or on a delay. Strategies may include contacting a specific telephone number, notices on television, website announcements, and/or a telephone tree to contact staff or Field Instructor. It is 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 about traveling to the field placement. However, if the student chooses not need to attend their field site due to inclement weather, it is important to note that the student must notify their field instructor/task supervisor directly. The student must 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, even if the field agency is open. It is the responsibility of the student to contact the Field Instructor directly if the agency is open, but the student will not be coming to the placement. This allows the Field Instructor to arrange coverage for student appointments or duties for the field day.

The School of Social Work will decide whether student field hours will be adjusted due to inclement weather events. Students will be notified in writing.

Field Agency Orientation or Required Training Prior to Academic Year

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

Field Placement Disability Policy

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)

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

1. Give a copy of the letter from the Office of Disability demonstrating the need and the type of accommodations to the Field Education Director.
2. Sign a FERPA release which will allow the Field and/or Assistant Field Director to include this information.
3. Discuss the accommodation with his/her Field Faculty Field Instructor and Faculty Liaison) to support a positive learning environment for professional growth.

More information about Disability Services is available at https://ds.uncc.edu/

**Field Placements that Exceed the 60-Mile Radius**

Field placements for the School of Social Work at UNC Charlotte are typically within a 60 mile radius from the University. This allows the development of strong working relationships and support of the student and Field Instructor during the academic year. However, a field placement agency may be pursued in areas that exceed the 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. **If the Agency only has the ability to complete telephone contacts, the Field Placement will not be approved.**
2. The agency is willing to complete or has a current Affiliation Agreement with UNC Charlotte.

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

1. Student name and contact information
2. Specific reason for the placement request
3. Information about the proposed agency which includes
   a. Name and contact information for the agency
   b. Description of the services provided

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c. An explanation of how the placement will support student academic goals
d. Whether the agency is affiliated with UNC Charlotte, if known.
e. Name of the proposed Field Instructor, known
f. Names of Social Work schools that they are currently working with for BSW and MSW students, if known

The Field Education Director must verify 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.

The Field Education Director 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, and the Faculty Liaison at UNC Charlotte.

1) There will be at least one contact per semester. The visits will be facilitated through the use of a web camera and virtual technology. Depending on the location of the agency, a face to face visit may be scheduled at the placement site or a site negotiated by the Field Instructor and Faculty Liaison.
2) If additional visits are needed, then the Field Instructor and the Faculty Liaison will need to negotiate a meeting time and place for the field visit or schedule virtual visits.
3) The prospective Field Instructor must attend mandatory Field Instructor Training.
4) If the student is employed by the Field Placement agency, the agency, the Field Instructor, and the student must complete and adhere to the Employment Based Field Placement Agreement.
5) All parties involved will sign a contract agreeing to the terms stated above.

Placement Concerns, Reassignment of Placement and Termination

Placement Concerns

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

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

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

A MSW field placement at an agency is a component of a required University course with specific hours that must be completed to receive credit for the semester. Students must demonstrate professional behavior in dealing with issues at their placement or with their Field Instructor and should utilize the support of their Faculty Liaison. If a situation cannot be resolved or a placement does not meet the learning needs of the student, this should be discussed with the Field Instructor and Faculty Liaison to determine if the issues can be resolved. This must be done prior to any request for a placement to be changed. A Request to Change Field Placement will not 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.
2. Complete the Request to Change Field Placement Form (See Appendix H)
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 Field Education Director or the Assistant Field Education Director.
5. The request will be reviewed by the School of Social Work Field Education Committee and, if approved, the student will continue in the placement until a mutually agreed on termination date, which will allow for a smooth transition to a new agency.
6. The student may be requested to update his/her resume and field application as part of the referral process to the new agency and must be aware that the Field Education Director or designee will discuss the reasons for the student’s request for reassignment of placement.
7. Students will be expected to update their Learning Agreement to reflect the new placement and may be requested to attend additional orientation for the new agency.

Termination of Placement

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

A field agency may immediately terminate a student due to concerning behavior. Examples include but are not limited to: falsification of time sheets, signatures, or other documentation; violation of the UNC Charlotte Student Code of Conduct; numerous unscheduled absences; and/or the use of alcohol or illegal substances. If this occurs, the Field Education Director or designee will immediately discuss this termination with the MSW Program Director. The Field Education 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 in the MSW program, it is important that the student is aware that any proposed agency for Field Placement will be given all of the information related to the
termination of the prior placement as part of the referral process. Other agencies can use the information to decide whether they will accept the student for a field placement.

**Religious Accommodation for Students in Field Placement**

UNC Charlotte Policy Statement #134 University Policy Statement #134 found at [http://legal.uncc.edu/policies/ps-134.html](http://legal.uncc.edu/policies/ps-134.html) notes that “UNC Charlotte provides reasonable accommodation, including a minimum of two 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 due to a religious observance if the observance occurs on a scheduled field day:

1. Students submit a *Request for Religious Accommodation Form* to the Faculty Liaison prior to the census date for enrollment for a given semester (typically the tenth day of instruction). The form is available at [http://legal.uncc.edu/policies/ps-134-AccommodationForm.pdf](http://legal.uncc.edu/policies/ps-134-AccommodationForm.pdf)
2. The Faculty Liaison informs the student of the approval in writing. The approval becomes part of the student record.
3. Students give the approval form to their Field Instructors and discuss with the absence with them.
4. Students will list the hours on their time sheet as religious holiday. No more than 16 hours of religious holiday will be approved except under rare circumstances.

**Field Placement Safety Policy**

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

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

Suggestions are meant to help you think ahead about safety planning. Incidents involving student safety are rare. However, when working with populations that are experiencing life stressors, poverty, oppression, alienation, crisis, or other serious problems, there is higher potential for impulsive, uncontrolled, or aggressive behavior in certain circumstances.

*The School of Social Work’s Role in Safety Awareness*

A representative from Field Education has conducted a site visit to all affiliated Field Placement agencies. One of the major purposes of the site visit is to assess any obvious impediments to safety. Field Placement agencies that expose students to undue risks either in going to and from the agency or during the course of their work are not used as Field Placement sites by the School of Social Work. During orientation to the social work program and in your field seminar class you will discuss pertinent safety information.

Rev. 8-24-16
Field Placement Agency’s Role in Safety Awareness

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.

If the agency views the nature of its client population or problems as potentially dangerous, it should have an in-service training that 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 in-service training at their agency. All agency safety policies and procedures, including Universal Precaution Training, should be discussed with the student during the initial orientation period.

At a minimum, field agencies and Field Instructors should:
1. Respond immediately to a student concern about safety; no safety issues can be seen as insignificant.
2. Inform students of safety and security programs/regulations of the agency
3. Advise against students working alone in the agency, especially during late evening hours.
4. Inform the student if an assigned client has a history of violence.
5. Discuss safety issues with students prior to home visits.

Basic Ideas for Students to Consider about Safety

Communication
1. Inform the Field Instructor or other staff of when and where clients will be seen, when you plan to see them, and when you plan to return to the agency or leave for the day.
2. Understand agency/school policy regarding transporting clients in a personal vehicle.
3. Report any concerns or incidents related to personal safety to the Field Instructor immediately.
4. If the student believes concerns about safety issues have not been addressed in the agency, he/she should report their concern to your Field Liaison and, if needed, to the Field Education Director.

Awareness of Risk Factors
1. Take your agency’s safety training, if one is offered.
2. Discuss safety issues with your Field Instructor during orientation.
3. Incorporate the development of a personal safety plan into your learning contract as an objective if no plan is in place.
4. Develop an ongoing personal risk assessment program.

Getting To and From Your Field Placement Agency
1. Plan a safe route to and from your Field Placement
2. Plan how you will leave if you have late hours
3. Do not walk unaccompanied in unsafe circumstances
Working in Your Agency

- Never work alone in a building
- Arrange office furniture with personal safety in mind, for example, always having a pathway to the door.
- Schedule time and location of interviews to maximize safety
- Know how to access to help (location of others who can help you, especially your Field Instructor)
- Have a back-up emergency plan (press a button, pick up a phone, shout, etc.)

Safety During Field Visits

- 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 mobile 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 you perceive to be dangerous. If you do, first consult with others to formulate a plan to reduce risk. Do not hesitate to seek the assistance of others, including other workers or the police.

Responding to Hostile Clients

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. These often include:

- Increasingly sarcastic, angry, and threatening verbalization.
- Finger pointing, fist pounding, or pacing.
- Leaning forward in the chair, grasping arms tightly, creating white knuckles.
- Calming behaviors on your part can include:
  - 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 to be 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 Client Noncompliance**

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

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

**Field Placement 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 or in student clinical placements. 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.

**Sexual Harassment of 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 Policy on 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](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 you are 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 you answer “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.

Sexual Harassment Intervention

What should students do if they encounter sexual harassment at the Field Placement agency? Every circumstance is different but please consider the following steps:

- **Speak to the offensive person at the time the incident occurred.** Speaking directly to the person will often result in the harassment stopping, particularly if it has been non-intentional. Sometimes, however, speaking directly to the person will not be enough to make the offensive behavior stop.
- **Report the harassment.** Report the harassment to a person in a position of authority. This may include the offender’s supervisor or agency director, your Field Liaison, or your Field Instructor. Always report any incidents of sexual harassment to your Field Instructor, your Field Liaison, and the Director of Field Education.
- **Keep a record.** Keep a detailed record of what has been happening can be extremely helpful. It enables you to take a form of personal action, and it provides you with information you need in deciding how to best confront and stop the offending behavior. It is important to document the circumstances of the harassment, including dates, times; quotations, other details of the interaction/situation, and verification from any witnesses.
- **Write about it** Write up a three-part account of the incident(s): first provide a chronology of the facts as you see them. Second, identify your feelings and any negative impact you have experienced; and third, determine what you would like to see happen next. The writing process can be invaluable in assisting you to sort out your own thoughts and to decide how you want to handle the situation. It is important to document the circumstances of the harassment, including dates, times; quotations, other details of the interaction/situation, and verification from any witnesses.
- **Document your work** accomplishments and maintain copies of evaluations. This documentation may be critical if your work performance becomes an issue when you take action against the harassment.
- 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.

Field Placement Social Media and Technology Guidelines

Social Media

Social media has exploded in recent years, but there are number of areas of concern related the intersection of personal life and professional roles. Social workers must also further develop their knowledge related to changes to practices as a result of technology including, but not limited to, assuring confidentiality through the use of technology, informed consent on the benefits and risks of the use of technology, jurisdictional considerations if providing distance counseling, and the development of social media policies and procedures.
Social Media includes, but may not be limited to Facebook, Myspace, Instagram, Snapchat, Twitter, Tumbler, YouTube, blogs, texting and they are exciting ways to connect with others and share information. There can be unintended consequences and potentially damaging consequences if basic guidelines are not considered. It is also important to remember that social media sites are public domains and any and all information can be accessed by anyone.

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

- Informed Consent (Section 1.03)
- Dual Relationships (Section 1.06)
- Privacy and Confidentiality (Section 1.07)

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

1. Does your field site have a policy on the use of social media communication tools? If so, review the policy with your Field Instructor. If not, what expectation does the agency have regarding the use of social media during field hours?
2. What type of information is okay to share on a personal social media site? It is inappropriate for students (or employees) to refer to any fieldwork site/agency, client, or client situation, etc. on their personal social media pages (e.g. Facebook, My Space, Twitter, Blog), no matter how many security settings have been invoked.
3. Should students/employees share their personal contact information including email, cell number, address, etc. with a current or former client or client group?
4. What kind of social media is available about your family, your friends, and you online? While social workers have an ethical obligation to protect the privacy of their clients, no such restrictions prevent a client from searching online for information about a student or employee. Photos, videos, written comments, and other postings can serve to undermine a social worker’s personal safety and/or professional competence.
5. Students (and employees) should be expected to exercise great care in how they represent the social work profession as a whole in any online activities. Consider that it is very easy for an outsider to misinterpret statements or images out of context. (See NASW Code of Ethics Section 4.06a: Misrepresentation.)

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

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

Technology Use

Due to developments and innovation in the technology, social work practice has also had tremendous changes. NASW and ASWB Standards for Technology and Social Work Practice is a resource that focuses on this area.
It is the expectation of the School of Social Work that each student become familiar with the Standards and review as they are entering their field placements. The use of technology includes, but is not limited to, the use of internet search tools, virtual sessions with clients, use of avatars for online services, cell phones, computers, texting, and consideration related to licensure, informed consent, privacy and confidentiality.

**Students must consider the following before placement:**

1. Does your agency have written policies on the use of technology?
   a. Review the policy and discuss with your Field Instructor
   b. If you agency has access for clients using technology, does it assure equal access to vulnerable populations who may not have access
   c. Is your email system encrypted and secure?
   d. Do you advise clients in the initial session on information related to the use of technology?
   e. If virtual sessions are conducted is the platform for services secure?
   f. If your practice uses Avatars is there a mechanism to confirm the client’s identity?

2. What are your skills in the area of technology and where do you need to develop?
   a. Are you skilled in the use of computer software which will allow you to track data, do presentations, circulate information
   b. Are you familiar with electronic records

3. Regulatory Compliance
   a. Are you aware of licensure requirements in other states and the support services
   b. If your agency does virtual services cross state, are you aware of services for emergency supports or the continuum of care in the state where the client is?

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

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

**School of Social Work Field Award Nominations**

*Outstanding Field Instructor of the Year*

Any MSW student in either a foundation or advanced practicum may nominate their Field Instructor for the “Outstanding Field Instructor of the Year.” One MSW Field Instructor will be recognized at the Annual Field Education Conference and Event during the spring semester. The nomination form can is available as **Appendix I**.

*Outstanding MSW Field Student of the Year*

Any Field Instructor may nominate a student for the “Outstanding Graduate Field Student Award.” One foundation year student and one advanced practicum students year MSW graduate student will be selected by committee. Both students will be recognized at the annual Field Education Conference and Event during the spring semester. The nomination form can is available as **Appendix J**.
Nominations for Field Advisory Board

The Field Education Director is responsible for meeting each semester with the Field Advisory Board (FAB). This group of social work professionals serves as Field Instructors for the BSW and MSW UNC Charlotte Social Work Program. Their duty is to represent the interests of Field Instructors from various fields of practice; provide feedback to the program on the quality of the field experiences, and offer mentoring support for new Field Instructors. One current MSW student may self-nominate for a one year term on the Field Advisory Board. The student must submit a letter of recommendation from their advisor and a faculty member, as well as an application form, to the Field Education Director. The nomination form can is available as Appendix K.

Liability Insurance

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

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

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

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

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

Coverage limits are $1,000,000 each occurrence for bodily injury, property damage, or personal injury claim, $3,000,000 aggregate limits; $1,000,000 each claim limit for professional liability, $15,000 for covered medical expenses, accidental death or dismemberment. The cost of liability insurance is covered by student fees.
Appendices
Appendix A: Elective Choice Form

MSW students work with their advisors to choose electives that reflect their individual professional interests and goals. Electives may be from any academic discipline but must relate to the School of Social Work’s mission to work with vulnerable populations. All electives should be discussed with the student’s faculty advisor prior to enrollment. Three approved electives are required of all Full Time and Part Time MSW students. Two electives are required of Advanced Standing MSW students. Graduate elective courses for credit must be offered as graduate-level courses. An Elective Choice Form should be completed for each elective course.

Name of Student:

Course Number and Title (e.g., SOWK 6789 Social Work in the Criminal Justice System):

Semester:

I have my advisor’s approval for this elective course. My advisor is:

____________________________________________________________________________________

Notes:

- Child Welfare Collaborative students must take the Child Welfare course as one of their electives.
- Students interested in certification as a School Social Worker must take the School Social Work course and another approved course. Please see Ms. Epps.
- Students in certificate programs will need to work carefully to schedule all required courses prior to graduation.

Student Signature_________________________________________ Date _____________

Provide this form to the MSW Program Director via email (bherman@uncc.edu) or hard copy (CHHS 487F).
Appendix B: Employment-Based Field Placement Agreement

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

Date: ________________

Employing Agency: _________________________________________________

Agency Address: ___________________________________________________

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

The relevant current CSWE guidelines provide as follows:

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

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

Name of Student: ________________________________

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

1. The designated Field Instructor named below, an employee of the Employing Agency, must be approved by the UNC Charlotte School of Social Work. He/she must have an MSW degree with at least two years post-degree experience. The Field Instructor may not be the direct supervisor of the Student in the Student’s capacity as an employee of Employing Agency.

Name of current supervisor: ___________________________
Phone Number: ____________________________________

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

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

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

**The written plan includes, but is not limited to, the following:**

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

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

Hontah Epps, MSW, LCSW
Director of Field Education
School of Social Work

____________________________________
Authorized Signature for Employing Agency

____________________________________
Title

____________________________________
Field Instructor for Employing Agency

____________________________________
Title
Appendix C: 2016-17 MSW Foundation Year Field Placement Application

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. In addition, a personal interview with the Director of Field Education will be required in person or telephone to assist with the process of selection.

It is extremely important that you complete each section of this form and submit by the deadlines noted. The form should be typed and may be submitted electronically to the Director of Field Education. Answers to questions that are narrative in nature should be typed, are recommended to be at least one page, but should not exceed two pages per question.

Within two weeks of receiving this application, please return this application AND an updated resume to: Ms. Hontah Epps, Director of Field Education htepps@uncc.edu

Timely submission of your application/resume is IT HIGHLY ENCOURAGED to assure more choices for possible placement.

1. Name:

2. Birthdate:

3. Home Address:

   street or dorm

   city        state        zip

   Phone #:

   Email:

4. Temporary Address:

   Dates available at this address:

5. College and University Education:
Institution

Dates of Enrollment

Major:
Related Work or Minor:
Overall Grade Point Average:
GPA in Major:

6. All students must arrange their own transportation to field agencies. Will you have a car available for transportation? If no, how will you arrange for transportation?

7. 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? If yes, please provide basic circumstances.

8. Please describe the reasons you have chosen a Social Work graduate education.

9. What do you expect from this internship? Please list three (3) specific populations of interest and state your reasons for choosing these specific populations (Write about a paragraph for each population).

   Population #1:
   Population #2:
   Population #3:

10. What strengths and skills do you have as a student that you would like to highlight for the prospective agency?

11. What do you hope to accomplish as a Social Worker in 5 years and 10 years?

Please note that all MSW students will be covered under the University Professional Liability Insurance during the field placement.

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’s Signature              Date
Appendix D: MSW Field Placement Agreement

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

(Student’s Name)

1. To spend a minimum of **16 hours** per week during the **2016-2017** academic year in a Field Placement at ________________________________ (Agency)

2. To be in the agency between the hours of _____________ and _____________ on **(days of the week)** _____________ and ________________. Field Placement will begin on **August 22, 2016** and end on **May 2, 2017**.

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.

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 course assignments. I understand that I am not to tape record any client 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.

_The student is not to assume responsibility for transporting clients in their personal car. The University advises against the use of students to transport clients, and advises students that they should contact their automobile insurance company to inform them if transportation of clients is a part of the practicum. Insurance premiums may be raised for the student in accordance with the policies of their own insurance company. The student will not be asked to transport clients in their own car as part of this practicum._

10. 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 (the student) use my personal car for agency business, I will be reimbursed for travel at the rate of ____ per mile.

11. To discuss the use of student’s personal car to transport clients with the Field Instructor and the Director of Field Education. The University advises against the use of students to transport clients, and advises students that they should contact their automobile insurance company to inform them if transportation of clients is a part of the practicum. Insurance premiums may be raised for the student in accordance with the policies of their own insurance company. The student will not be asked to transport clients in their own car as part of this practicum.

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/Task Supervisor contact information:

   **Agency**

   Name:__________________________________________
   Physical Address:_________________________________
   Mailing Address:__________________________________
   Phone Number:___________________________________
   Fax Number:_____________________________________

   **Field Instructor**

   *Attended Field Instructor Orientation (Yes or No)*

   Name:__________________________________________
   Physical Address:________________________________
   Mailing Address:__________________________________
   Phone Number:___________________________________
   Fax Number:_____________________________________

   Rev. 8-24-16
Email Address: ________________________________

**Task Supervisor (If Applicable)**

*Attended Field Instructor Orientation (Yes or No)*

Name: ________________________________
Physical Address: ________________________________
Mailing Address: ________________________________
Phone Number: ________________________________
Fax Number: ________________________________
Email Address: ________________________________

Agreed this the _____ day of ____________________, 20____.

____________________________
Social Work Student’s Signature

____________________________
Field Instructor’s Signature

____________________________
Task Supervisor’s Signature (If applicable)
Appendix E: Student Learning Agreement for Foundation Field Placement

Instructions for Developing Your Foundation 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 discuss with your field instructor of what you must achieve during the year to be evaluated as Commendable (A); Satisfactory (B) or Marginal (C) and that this be a part of the development process with clear expectations for the student.**
Student Learning Agreement:
Foundation Year MSW Placement

STUDENT NAME:

__________________________________________
(Signature)

AGENCY:

__________________________________________

FIELD INSTRUCTOR:

__________________________________________
(Signature)

FACULTY LIAISON:

__________________________________________
(Signature)

DATES OF PLACEMENT:
From: _____________ To: _____________

Description of the Agency Setting
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.

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

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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

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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.

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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

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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.

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SPECIFIC ACTIVITIES(include evaluation information) | TARGET DATE
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SPECIFIC ACTIVITIES(include evaluation information) | TARGET DATE
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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 (include evaluation information) | 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 (include evaluation information) | TARGET DATE
---|---

Rev. 8-24-16
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.

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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 (include evaluation information)** | **TARGET DATE**
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**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 (include evaluation information)** | **TARGET DATE**
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**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 (include evaluation information)**

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**Educational Policy 2.1.10(d)—Evaluation**

**PRACTICE BEHAVIOR:**

Social workers critically analyze, monitor, and evaluate interventions.

**SPECIFIC ACTIVITIES (include evaluation information)**

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Appendix F: Student Learning Agreement for Advanced Year Field Placement

Instructions for Developing your Advanced Learning Agreement

The Learning Agreement should be developed in collaboration with the Field Instructor and the School of Social Work Field Liaison. The Learning Agreement should have clear timelines noted to expose the student to each practice 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, and note professional objectives that are a component of your graduate education. It should reflect each student’s learning needs, priorities, and identify activities/tasks that will allow the student to demonstrate competency in the Advanced Practice Methods of the School of Social Work. Tasks should be focused on further development of the student’s knowledge, values, and skills as a professional social worker that were demonstrated during the first year of graduate school. Each Field Instructor must be able to assess the student’s for competency in all advanced practice areas noted by the end of each semester.

Things to keep in mind before you develop your Learning Agreement

Each student brings a unique perspective to their field placement and has different experiences, educational backgrounds and expectations. During your Advanced Year placement, it is anticipated that you will be placed in an area of practice that supports your field of emphasis. Your Field placement performance is a critical component for your overall grade for the Field Practicum and your experiences contribute to your overall growth as a student and professional.

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

- What do you want to learn during your advanced 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, first year practicum, or work experiences;
- What areas of growth are you most concerned about and hope to focus on during this academic year;
- How do you most enjoy learning and 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 type of constructive feedback is helpful for you to learn and succeed?

**Core Competencies**

After successfully attaining the competencies from the Generalist courses students should be able to apply knowledge and skills in advanced placement using an interpersonal practice concentration. Therefore, by the end of the Advanced Practice placement students, as advanced practitioners, must be able to demonstrate competency and be assessed by their Field Instructor in all of the Core Competencies:

Specific recommendations are as follows:

➢ Note specific assignments, tasks, and opportunities that the student shall have in the field placement which will build on their first year placement, further develop their growth as a professional, and

➢ Note assignments, tasks, and opportunities that the student should have in the field placement will be focused on their field of practice emphasis (aging, families & children, and health/mental health), and

➢ Child Welfare Scholars and waiver students shall focus their assignments, tasks, identify Transfer of Learning Activities, focus on opportunities to further their development in the area of Child Welfare

➢ The student should clearly outline how the they will be evaluated by the Field Instructor (i.e. observations, discussion review of documentation, co-facilitation of group or meeting), and

➢ Use action oriented words that will allow a student to demonstrate knowledge, values, and competencies.

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 discuss with your Field Instructor and have a clear understanding from your Field Instructor of what you must achieve during the year to be evaluated as Commendable (A); Satisfactory (B) or Marginal (C) and that this be a part of the development process with clear expectations for the student.**
STUDENT NAME:

(Signature)

AGENCY:

FIELD INSTRUCTOR:

(Signature)

FACULTY LIAISON:

(Signature)

DATES OF PLACEMENT:

From: _______________ To: _______________

Description of the Agency Setting

D. Agency History, Mission, Organizational Structure, Regulatory Agency, Licensure, and type of national accreditation if applicable.
E. Description of the Community Context where the agency is located (i.e. urban, rural, demographics of population in the area).

F. Thorough description of the services offered by the agency, theoretical basis for intervention if application, specific admission criteria and services offered by the Unit where the student is placed.

G. Types of Services Student will be Providing

Agreement with the Agency

F. Hours of Work

G. Time Commitment for Supervision

H. Expectations Regarding Documentation

I. Work Related Travel

J. 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.
Social Workers

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

Social Workers
   a. Performs collaborative work with other professionals that promotes the welfare of vulnerable populations
   b. Uses critical reflection, followed by action, that promotes professional self-development

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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.

Social Workers
   a. Applies ethical decision-making skills on multiple levels of practice, with special attention to social justice for vulnerable populations

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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.

Social Workers
a. Selects models of assessment, prevention, intervention, and evaluation that best meet the needs of vulnerable populations
b. Communicates effectively verbally and in writing with diverse populations, stakeholders, and service systems

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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.

Social Workers
a. Recognizes and respects strengths and differences among client and professional systems
b. Conducts social work practice with cultural sensitivity

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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.

Social Workers
a. Recognizes the local and global context of individual struggles and social problems
b. Supports advocacy efforts by the region’s vulnerable populations to advance social and economic justice

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.

Social Workers
a. Assesses the strength and source of evidence to implement either evidence-based practice or the most valid, reliable, or authentic findings
b. Uses practice experience to contribute to social work knowledge

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**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.

**Social Workers**

a. Critiques and differentially applies theory to guide social work practice at multiple levels

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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.

Social Workers
a. Collaborates with colleagues, clients, and other professionals to assess and improve organizational and public policies regarding vulnerable, oppressed, and excluded clients

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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.

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

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</table>
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, 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.

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

Social Workers

a. Engages diverse groups and vulnerable populations at multiple levels of social work practice

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

Social Workers

a. Uses continuous assessment and feedback to select and, as appropriate, modify intervention strategies

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

Social Workers

a. Uses evidence-informed models of change to respond to a range of presenting concerns identified in the assessment

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

Social Workers
a. Utilizes appropriate research strategies to examine interventions at all levels of social work practice  
b. Evaluates multiple-level systems for practice, program, and policy effectiveness  
c. Disseminates evaluation findings in order to guide future interventions

<table>
<thead>
<tr>
<th>SPECIFIC ACTIVITIES (include evaluation information)</th>
<th>TARGET DATE</th>
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Appendix G: MSW Field Placement Student Time Sheet 2016-17

This sheet is to be filled out monthly and turned in to your Field Liaison

Week Beginning Date: _____  Week Ending Date: _____  Sheet Number: _____

<table>
<thead>
<tr>
<th>Last Name:</th>
<th>First Name:</th>
<th>Middle Initial:</th>
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<thead>
<tr>
<th>DATE</th>
<th>TIME IN</th>
<th>TIME OUT</th>
<th>TOTAL HOURS</th>
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</table>

Total number of field hours worked for this time sheet: _____

Total Number of hours for this semester: _____

<table>
<thead>
<tr>
<th>Signature of Field Instructor:</th>
<th>Date</th>
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<table>
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<tr>
<th>Signature of Student:</th>
<th>Date</th>
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</table>
Appendix H: Request to Change Field Placement Form

Student Name: ____________________ Date of Request: ________________

Reason for requested change:
_____ Limited Learning Opportunities
_____ Inappropriate Use of Student
_____ Supervision Difficulties
_____ Supervisor not Available
_____ Other

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

____________________________________
Student’s Signature

____________________________________
Faculty Liaison’s Signature

Approved or Denied (To be completed by Director or Assistant Director of Field Education):
____________________________________________________________________________
____________________________________________________________________________
Appendix I: Outstanding Field Instructor of the Year

To: UNC Charlotte Field Instructors
From: Hontah Epps, Director of Field Education
Heather Douglas, Assistant Director of Field Education

Re: Field Instructor of the Year

Each year, the School 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 April 5, 2017, 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 of your Field Instructor 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?

Please email completed MSW Field Instructor nominations to: htepps@uncc.edu and BSW Field Instructor nominations to: h douglas1@uncc.edu
Appendix J: 2016-17 Outstanding Field Instructor

To: UNC Charlotte Field Instructors
From: Hontah Epps, Director of Field Education & Heather Douglas, Assistant Director of Field Education

Re: Outstanding Field Instructor

Each year, the School 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 April 5, 2017, 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 of your field instructor in the following keys areas:

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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?</td>
</tr>
</tbody>
</table>

Please email completed MSW Field Instructor nominations to: htepps@uncc.edu and BSW Field Instructor nominations to: hdougla1@uncc.edu
Appendix K: 2016-17 Outstanding Field Student of the Year

To: UNC Charlotte Field Instructors
From: Hontah Epps, Director of Field Education & Heather Douglas, Assistant Director of Field Education

Re: Outstanding Field Student

Each year, the School of Social Work recognizes the outstanding BSW, 1st year MSW and 2nd year MSW field students at the Annual Field Education Conference and Event in April. We would like to take this opportunity to encourage you to submit a letter of recommendation for this honor. Nominations must be submitted by April 5, 2017 to be considered. Later submissions will be acknowledged, but the student will not be considered.

Please indicate whether your student is a BSW, a MSW student who is in their first, or a 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:

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

Please email completed MSW recommendations to: htepps@uncc.edu and BSW recommendations to hdougla1@uncc.edu