

Master of Social Work Program Field Education Handbook



**School of Social Work
College of Health and Human Services
University of North Carolina at Charlotte
2018-2019**

School of Social Work

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PREFACE

Statement of Purpose: How to use this Field Handbook

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

This handbook contains a general section and an appendix. The general section of the handbook covers all aspects of the field placement program at UNC Charlotte. The appendix contains pertinent reference material.

Introduction to the University of North Carolina at Charlotte

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

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

- ❖ The BSW Social Work curriculum is primarily designed to prepare students for beginning professional practice and/or graduate study. It also contributes to the liberal education of all undergraduate students, and provides knowledge and understanding of social welfare to students in related educational programs.

- ❖ The MSW Social Work curriculum is primarily designed to prepare students for advanced professional practice and/or doctoral education. It focuses students towards interpersonal practice skills for work with individuals, families, and small groups in a range of human service agencies, including youth and family agencies, child and adult protective services, Schools, area mental health agencies, health care settings, neighborhood service centers as well as the rapidly expanding social services provided by the for-profit sector.

Mission Statement

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

The primary commitment of UNC Charlotte is to extend educational opportunities and to ensure success for qualified students of diverse backgrounds through informed and

effective teaching in the liberal arts and sciences in selected professional programs offered through the Colleges of Architecture, Arts and Sciences, Business Administration, Education, Engineering, Health and Human Services and Information Technology, and through programs and services designed to support students' intellectual and personal development. The University offers an extensive array of baccalaureate and master's programs and a number of doctoral programs.

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

The College of Health and Human Services

Mission Statement

The College of Health and Human Services offers professionally recognized and accessible undergraduate and graduate programs that are nationally and globally relevant, and responsive to changing needs of health care and human services in the state and region. The College achieves excellence through informed and effective teaching in its degree programs, continuing education, community outreach services and partnerships, professional activities, and research to advance science and practice in the health and human services professionals. The primary goal of The College of Health and Human Services is to aspire to excellence in educational programs, scholarship and research, and community service in human services and health sciences.

Primary Goal

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

Vision Statement

The College of Health and Human Services promotes optimal health and high quality of health care and human services in the state and region through diversity and excellence in clinical practice. The College recognizes the interdisciplinary nature of

the health and human services professions, and contributes its creative resources in partnership with individuals and institutions in the region to address changing needs of health care and human services.

School of Social Work

Vision Statement

To prepare future social work professionals for leadership in areas of culturally-informed, community engaged practice, policy, and research, with a particular emphasis on persistent and emerging social problems in rapidly diversifying urban areas, locally, nationally, and globally.

Mission Statement

This mission will be pursued with special attention to the region's most vulnerable populations and with a commitment to, and vision of, a just and caring society, free of prejudice and oppression.

The MSW Program

The MSW program carries out the School's vision and mission by grounding students in social work's ecological framework. The program educates future social workers to think and work multisystemically – to keep a simultaneous focus on people, their social environments, and their reciprocal relationships, while actively influencing organizations, communities, and social policy to bring about a more just society. Students in the program also have an opportunity to develop areas of specialization through elective courses in the School of Social Work and other departments at UNC Charlotte. Program Accreditation UNC Charlotte's MSW program was reaccredited by the Council on Social Work Education in 2016. The program is reaccredited through 2024.

Program Objectives and CSWE Educational Standards

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

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the

forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

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

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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 understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families,

groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and

communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and • facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Additional Expectations for Field Courses

- Meet all required hours for field placement and fulfill the requirements for weeks in field.
- Notify the field instructor prior to the start of work on any day that the student is unable to attend the field placement.
- Develop an Advanced Learning Agreement acceptable to the student, field instructor, and faculty liaison (see Appendix F).
- Work with a sufficient number of clients so that the competencies in the course objectives can be met.
- Work with a variety of clients and problem situations.
- Work directly with individuals, families, groups, communities, and organizations.
- Participate in a minimum of one one-hour supervisory conference each week.
- Integrate classroom learning with the field experience.

- Inform field instructors of field related course assignments in a sufficient amount of time in order to solicit their help should their help be needed to complete the assignments

NOTE: For information regarding the MSW program course descriptions, electives, curriculum academic policies, and graduation requirements please refer to 2018-2019 MSW Program Handbook.

PROGRAM STANDARDS

Criteria for Evaluating Academic Performance in the MSW Program in the School of Social Work

Introduction

This document sets out Standards for Social Work Education that applies to students enrolled in the School of Social Work at the University of North Carolina at Charlotte. Because of the nature of professional social work practice, the School of Social Work has different expectations of students than do non-professional programs. The standards are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns. The ultimate goal of the Standards is to help students have a successful experience in the MSW Social Work Program. Persons who teach and supervise students, along with program directors, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process. All social work students will be provided with and are expected to read the Standards for Social Work Education and the National Association of Social Workers (NASW) Code of Ethics included in the MSW Student Handbooks.

Criteria for Evaluating Academic Performance in MSW Programs

In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the School of Social Work evaluates the academic performance of its students in four general areas: 1) Basic Abilities to Acquire Professional Skills; 2) Mental and Emotional Abilities; 3) Professional Performance Skills; and 4) Scholastic Performance. Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in a program. Both professional behavior and scholastic performance comprise academic standards.

Basic Abilities Necessary to Acquire Professional Skills:

Communication Skills

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

- a) Written: Writes clearly, uses correct grammar and spelling. Applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source

citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete all written assignments to standards specified by faculty. Note: Students may be required to attend the Writing Resource Center to enhance written communication skills.

- b) **Comprehension:** Listens carefully to others' emotions, thoughts, and ideas, with sensitivity to others' right to self-determination. Accurately interprets information from clients, other agencies, peers, mentors, and instructors.
- c) **Expressive:** Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in English to complete assignments that involve self-expression and to meet the objectives of field placement experiences, as specified by faculty.

Interpersonal Skills

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

Cognitive Skills

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

Physical Skills

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

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

Stress Management

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

Emotional and Mental Capacities

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

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

Professional Performance Skills Necessary for Work with Clients and Professional Practice

Professional Commitment

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

Professional Behavior

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

Self Awareness

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

Ethical Obligations

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

- Adherence to the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in North Carolina.
- No charges and/or convictions of an offense that is contrary to professional practice.

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

Violations of Professional Standards

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

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

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

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 placement possibilities exist within the region. Field agencies are selected that serve diverse groups and have the potential for adding to the students' learning experience around practice in diverse settings. Field Placements for Advanced practice students will be selected to support their development of social work values, skills and knowledge at the level of generalist and advanced practice. Agencies' which offer learning opportunities in generalist practice are also utilized for first year graduate students. Practicum agencies are also recruited that have the capacity to support advanced practice behaviors for second year graduate students.

The 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 generalist and/or advanced social work practice opportunities.
2. Commitment to the standards of professional social work practice.
3. Ability to provide learning opportunities/evaluate all practice behaviors of the 2015 Educational Policy and Accreditation Standards.
4. Capacity to provide learning opportunities with individuals, families, groups, communities, and organizations appropriate to beginning level generalist social work practice for first year graduate students, and opportunities for advanced social work practice experience for the second-year graduate student.
5. Availability of regularly scheduled supervision with a field instructor that meet the program objectives or task supervisor & Social Worker who will reinforce a social work perspective during the practicum placement.
6. Commitment to the educational function of field placement experiences.
7. Availability of direct contact with clients and client records at various system levels that represent diverse populations.
8. Availability of adequate physical space for the student.

SELECTION OF FIELD INSTRUCTORS

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

Field Instructor Criteria Based on CSWE Standards

Field Instructor (MSW)

Education

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

Experience

The field instructor must have at least two (2) years 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.

The Field Education Director is responsible for maintaining the quality of the field placement component. 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 placements to maintain quality and resolve any problems that may develop.

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

SELECTION OF TASK SUPERVISOR AND MSW TO PROVIDE CSWE APPROVED SUPERVISION

Students may be placed in an affiliated field practicum agency that does not have a Social Worker if the learning opportunities will support their professional growth and learning needs. In every placement, supervision by a qualified social worker **must be in place** prior to the placement being approved, that assures that the standard of one (1) hour weekly supervision is provided by a MSW with two (2) years' experience for graduate students. Agencies may make arrangements for a CSWE supervisor through the use of board members, contracting with a social worker who meets the criteria, and/or requesting the University faculty consider filling this role.

Task Supervisor

Education

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, but not have an MSW.

Experience

The task supervisor must have at least two (2) years post degree practice experience.

Personal Qualities

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

The Field Education Director is responsible for maintaining the quality of the field placement component. 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 placements to maintain quality and resolve any problems that may develop.

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

MSW Providing CSWE Approved Supervision

Education

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

Experience

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

Personal Qualities

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

THE FIELD PLACEMENT

What is a Field Placement?

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

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

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

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

Field Placement Requirements

All students scheduled to be placed in a field agency for the current academic year must have submitted a signed MSW Field Placement Agreement, all required compliance documents (which include the CHHS Drug Screening and Criminal Background Acknowledgement and Agreement, results of the Annual CHHS online Blood Borne Pathogens test or a Certificate of Attendance from a class on Blood Borne Pathogens, immunizations and/or specific tests/paperwork which may be required by the Affiliated Agency. There must be a current Affiliation Agreement with the Agency for placement. The Field Education Director of the School will complete the process to generate a “Preceptor Letter” which is mailed to the student’s Field Instructor. **If** the Affiliation Agreement requires that the letter be signed and returned, this letter shall be returned to the University prior to the student beginning their field placement.

Orientation to the Agency

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

First Year Placement - Full Time MSW Students and Part-Time First Year Students

UNC Charlotte holds an MSW Orientation at the University which is scheduled the week before the first day of classes. Field placements process and protocols will be included in the orientation.

The first year of the MSW program utilizes a concurrent field placement model. First year MSW students are in field placement for two (2) days per week, (typically Mondays and Tuesdays) and in class on Wednesdays, Thursdays, and Friday during the fall and spring semesters of the academic

year.

The beginning date of the field placement is the first day of class during the fall semester and the ending date is the last day of classes during the spring semester. The Social Work School requires a minimum of two hundred and thirty (**232**) clock hours in the field agency in the fall and two hundred and thirty (**232**) hours during the spring semester for a total of four hundred and sixty (**464**) hours for the academic year. The actual hours that a student is in field placement is calculated by the current academic year and frequently exceeds the minimum hours noted the School.

A student must meet the requirements of the weeks in field, as well as the minimum of hours expected for the current academic year. If a student exceeds the number of hours they are not allowed to leave the field placement before the last day of the semester. It is fully expected that the student will actually complete additional hours each semester, but credit will not be given for the course unless the number of hours is met for the current academic year.

MSW Full Time students have a field seminar class that meets once (1) per week. The Part-Time First Year Students have Seminar once (1) month. This experience allows students to immediately utilize and integrate the knowledge, skills, and values taught in the classroom with their clientele, in community programs, and in administrative settings. This educational experience occurs in coordination with the University, the Field Education Director, faculty liaison, an agency, and a field instructor. The School of Social Work may schedule professional development seminars during the seminar hours when it does not conflict with seminar class.

Second Year Placement - Full Time MSW & Part-Time Students (in their second year) and Advanced Standing Students

The second year of the MSW program also utilizes a concurrent field placement model. Second year MSW students work in their placement for two (2) days per week, Mondays, Tuesdays and Wednesdays and are in class on Thursdays and Fridays during the fall and spring semesters of the academic year.

The beginning date of the field placement is the first day of classes during the fall semester and the ending date is the last day of classes during the spring semester. The Social Work School requires a minimum of three hundred (**232**) clock hours in the field agency in the fall and three hundred (**232**) hours during the spring semester for a total of **464** for the academic year. The actual hours that a student is in field placement is calculated by the current academic year and frequently exceeds the minimum hours noted for the School.

A student must meet the requirements of the weeks in field, as well as, the number of hours expected for the current academic year. If a student exceeds the number of hours they are not allowed to leave the field placement before the last day of the semester. It is fully expected that the student will actually complete additional hours each semester, but credit will not be given for the course unless the number of hours is met for the current academic year.

Students have a field seminar class that meets once (1) per month. This experience allows students

to immediately utilize and integrate the knowledge, skills, and values taught in the classroom with their clientele, in community programs, and in administrative settings. This educational experience occurs in coordination with the university, a Field Education Director, faculty liaison, an agency, and a field instructor. The School of Social Work may schedule professional development seminars during the seminar hours when it does not conflict with seminar class.

Employment Based Field Placement

- An employment based field placement can be an option if the employing agency is affiliated with the University, qualifies as a field site for the Social Work School at UNC Charlotte and the prospective student who is applying for an employment based field placement, must be an employee of the agency that is not on probationary status and has been employed for at least 90 days at the time of the application. CSWE guidelines relevant to employment based field placements must be adhered to by the student and the employing agency.
- Placement of students in an employing agency is an *exception* and must be evaluated closely and approved by the Field Education Director and the Field Education Committee. The field instructor must be different than the student's day to day supervisor and the placement must be in an entirely different unit than their normal day to day employment.
- The designated field instructor must be approved by the School of Social Work. He/she must be an MSW with at least two (2) years post-MSW experience. The field instructor cannot be the direct paid work supervisor of the student. The field instructor must attend mandatory field instructor training.
- The employing agency must be within a sixty (60) mile radius of the University of North Carolina in Charlotte or have the ability to use technology which would facilitate virtual visits by the faculty liaison.
- The request to complete a field placement in an employing agency must be submitted in writing to the Field Education Director at the beginning of the spring semester prior to the fall placement semester.
- The Employment based request must include in detail, the proposed learning opportunities for the student. Field Placement learning experiences must be in an entirely different program or division than where the student is employed. The learning experiences assigned for the student must meet the requirements of UNC Charlotte field education program and must differ substantially from the student's employee role. The level of assignments will be determined by the student's educational role, not the employee role. The request should include a signed Employment Based Field Agreement (see Appendix H).
- The Field Education Director will submit the written request to the Field Education Committee where a decision will be made regarding the written request.
- All terms of the employed based field placement agreement must be adhered to by the student

and by the employing agency.

- If approved, the field placement must achieve all of the placement objectives. The student must engage in both micro and macro graduate level practice activities under qualified social work program approved field instructors. The objectives must be reviewed by the student, the prospective field instructor, the student's employer, and the Designated Faculty Liaison.
- The School must be assured that the employment agency supports the placement as an educational experience and is committed to providing the time and supervision to be involved in discrete learning activities with specific learning objectives that are related to the placement objectives. The employing agency is expected to help the student and the university to create and maintain an environment for learning to take place.
- Employment Based Field Agreements are not considered approved until the review by the Field Education Director and the Field Education Committee and a letter will be sent confirming approval.
- Any changes to the approved Employment Based Field Placement shall be submitted to the Field Education Committee and must be approved in advance.
- (See Appendices for Employment Based Field Placement Policy, Employment Based Field Placement Agreement and Application Process)
- Students must also complete a Field Placement Agreement for the placement after it has been approved.

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

TERMS AND RESPONSIBILITIES

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

The Field Instructor's Responsibilities

The Field Instructor shall do the following:

1. Participate in the new field instructor training program provided by the School, participate in on-going field instructor workshops, and related continuing education opportunities offered by UNC Charlotte.

2. Become familiar with the Council of Social Work 2015 Educational Policy and Accreditation Standards. Field instructors who supervise UNC Charlotte second (2) year MSW students will also be familiar with the School of Social Work Advanced Practice Objectives.
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 further develop competence as per the Council of Social Work 2015 Educational Policy and Accreditation Standards.
4. Meet with the student on a weekly basis for at least one (1) hour of social work supervision in order to assess the student's progress with assignments, to explore his/her personal concerns and to evaluate the achievement of placement objectives.
5. Complete notes related to the weekly supervision meetings.
6. Obtain feedback from other colleagues who are working with the students on a regular basis and include, but is not limited to, co-facilitating groups, site visits, community presentations, projects, etc.
7. Three contacts with the Faculty Liaison and the student during the academic year to give ongoing feedback on the Practice Competencies, specifically evaluate the student's agency experience, and discuss any areas of need.
8. Inform the Faculty Liaison immediately if the student's level of performance is marginal or not satisfactory and work from a strength bases perspective to support his/her success.
9. Prepare a mid-term evaluation with the student to review in supervision and if there are any areas of concern to bring this to the attention of the student and the faculty liaison.
10. Prepare a final evaluation of the student's performance by no later than the last day of field in accordance with the program guidelines.

Task Supervisor's Responsibilities

The task supervisor shall do the following:

1. Submit a Field Instructor Profile Form and updated resume to the Field Education Director or designee.

2. Participate in the new field instructor training program provided by the School, participating in on-going field instructor workshops, and related continuing education opportunities provided by UNC Charlotte.
3. Become familiar with the Council of Social Work 2015 Educational Policy and Accreditation Standards and the field instructors who supervise UNC Charlotte second (2) year MSW students will also be familiar with the School of Social Work Advanced Practice Objectives.
4. Assist in developing a Learning Agreement with the MSW student that will outline the objectives, tasks, responsibilities, and learning opportunities as specified by the social work program and further develop competence as per the Council of Social Work 2015 Educational Policy and Accreditation Standards. The task supervisor shall also advise the student to review the Learning Agreement with the CSWE social work supervisor.
5. Meet with the student on a weekly basis for supervision in order to assess the student's progress with assignments, to explore his/her personal concerns, and to evaluate the achievement of placement objectives. The task supervisor will also assure that the student has time to meet with the CSWE supervisor weekly.
6. Complete supervision notes related to the weekly meetings.
7. Obtain feedback from other colleagues who are working with the students on a regular basis and include, but is not limited to, co-facilitating groups, site visits, community presentations, projects, etc.
8. Three contacts with the Faculty Liaison and the student during the academic year to give ongoing feedback on the Practice Competencies, specifically evaluate the student and the agency experience, and discuss any areas of need.
9. Inform the Faculty Liaison immediately if the student's level of performance is marginal or not satisfactory and work from a strength bases perspective to support his/her success.
10. Prepare a mid-term evaluation with the student to review in supervision and if there are any areas of concern to bring this to the attention of the student and the faculty liaison. The task supervisor shall also ask that the evaluation should also be given to the CSWE supervisor for comments and feedback specifically related to their supervision sessions and this will be done before the task supervisor and student discuss the midterm review...

11. Prepare the final evaluation of the student's performance which will allow the student to obtain feedback from the CSWE supervisor before the last day of field. The Evaluation with feedback from the task & CSWE supervisor shall be submitted to the faculty liaison and the task supervisor shall note a recommended grade for practicum.

MSW providing CSWE approved supervision

The MSW providing CSWE supervision shall do the following

1. Schedule one (1) hour supervision sessions either at their office or agency site; and
2. Complete weekly supervision notes; and
3. Provide input into the student Learning Agreement and Evaluations, and
4. Attend a minimum of one (1) meeting with the student, field instructor, and faculty liaison during the academic year; and
5. Make the field instructor and/or faculty liaison aware of any concern related to the student's performance, professional development, and/or concerns related to the agency placement.
6. Provide input into the student's final field evaluation.

The Faculty Liaison's Responsibilities

The specific role of the faculty liaison is as follows:

1. Maintaining a viable school-agency relationship and assuring that the student receives a field placement experience consistent with student needs, standards set by the program, and the 2015 EPAS standards.
2. Keeping contact with the student and field instructor Two in person contacts, one in fall semester and one in the spring semester. The final contact can be through virtual meetings, or by phone a minimum anytime during the academic year. Virtual meetings through the use of Skype or similar technology will be utilized to increase the placement options that may be further away than sixty (60) miles or for ad hoc meetings that need to be scheduled quickly.
3. Scheduling the first site visit of the academic year within the first month of placement. The focus of the first visit is to review the Learning Agreement, objectives of the placement, and assess the students' progress.
4. Scheduling the second visit toward the end of the first semester. The focus of the second visit is integration of classroom and experiences and/or the final field evaluation for the semester.
5. Conducting the first second semester site visit is conducted with the student and field instructor no later than mid-semester. The subsequent visits are for the purpose of

- evaluation at the end of each semester.
6. Scheduling additional as needed. This will be based on the needs of the students and the field instructors and the visits will be schedule at a mutually convenient time to address any concerns noted.
 7. Ensuring that students who have concerns have addressed them directly with the field instructor. The student's concern about lack of access to the field instructor, not being given enough work, or ethical dilemmas with other staff are examples of concerns that may be discussed.
 8. Ensuring that field instructors who have concerns have addressed them directly with the student. Dress, professional behavior, and attendance are some areas of concerns that may be discussed.
 9. Ensuring that meetings between the field instructor, student, field liaison and others are solution-focused and as much as possible support the student's continued field placement.
 10. Remaining available to the field instructor and the student for consultation regarding student performance in the agency.
 11. Informing the Field Education Director, Advisor, and the MSW Program Director when students are having difficulty, for whatever reason, in their field setting.
 12. Documenting all faculty liaison visits and phone calls that are related to the student's placement.
 13. Working with the student, field instructor and Field Education Director/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.
 14. Assigning the grade for the field placement course. The Field Instructor may recommend a grade, but it is the responsibility of the Faculty Liaison to assign the grade for the field. It is the responsibility of the Field Liaison to discuss any discrepancy in grade assigned by the Field Instructor for the Evaluation and review prior to assigning the final grade for the course.

The Field Education Director Responsibilities

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

1. Securing and developing affiliations with practicum agency sites in sufficient numbers to support choices of area of practice and geographical locations within the region. The practicum agencies should provide a quality field education experience and is consistent with the mission of the program and CSWE Educational Standards.
2. Assuring that all practicum agencies have fully executed Affiliation Agreements and that all compliance documentation is on file with the College of Health and Human Services prior to the student's placement.
3. Assist in the development of the field education curricula as per CSWE criteria and in certifying that the tasks, duties, and placement assignments are educationally appropriate for the student.
4. Assess admitted students' eligibility and readiness for field placement and helping

- students secure practice placements.
5. Provide new field instructor orientation and ongoing training opportunities for field instructors.
 6. Assures all Field Handbooks, Policies and required forms are updated annually.
 7. Coordinates the Annual Field Agency Fair and the Field Education Conference.
 8. Consult with the MSW Program Director or involved faculty on an ongoing basis related to student issues.
 9. Assess Annual surveys for field education completed by Field Instructors and Students and review with the Field Advisory Board

The Student's Responsibilities

1. Commit themselves to the required weekly hours of field placement work, attendance at the mandatory field orientation, meeting with the faculty liaison during site visits and/or by telephone.
2. Have transportation to their field agency that will allow the student to complete all required learning tasks.
3. Develop a Learning Agreement within the timelines established in cooperation with the field instructor and faculty liaison.
4. Function professionally in accordance with the NASW Code of Ethics and professional standards of the School of Social Work in all activities undertaken as a representative of the field instruction agency.
5. Attend and participating in the field seminar class as scheduled.
6. Complete all class and agency work as per agreed on timelines and due dates.
7. Evaluate his/her agency and field instructor at the end of the field placement experience in accordance with the guidelines provided in the MSW Field Handbook.
8. Participate in on-going self-evaluations and defining specific strengths and weaknesses, in addition to accounting for all assigned agency responsibilities, including supervisory sessions. Preparing for supervision by creation of an agenda for the supervisory conference each week.
9. Keep the field instructor informed of all classroom assignments that relate to the agency.
10. Demonstrate professional behavior at the placement agency and in field seminar.
11. Complete an Emergency Contact Information Sheet and submit it to the field instructor (See Appendix C).

The Students' Responsibilities to the Field Agency

The student is given the opportunity to work in the agency because the agency has entered into an Affiliation Agreement with the University to provide the student field instruction.

Furthermore, the student is expected to abide by agency rules: For example:

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

The Students' Responsibilities to the Clients Served by the Agency

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

The Students' Responsibilities to the University

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

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

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

THE FIELD PLACEMENT PROCESS

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

First Year 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.
2. The Field Education Director shall conduct an interview via Skype, phone, or in person to review the interests of the student and discuss field and possible placement 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 (3) agencies of interest based on the review of the Field Agency Handbook 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 and electronically contact the student to follow up with the application within one (1) week and schedule an interview to be considered for placement.

Advanced Standing Placement Process

1. The Field Education Director or designee will electronically submit a welcome letter to each new student who has enrolled in the Advanced Standing Program. Students will be requested to schedule a time to meet with the Field Education Director through UNC Charlotte Connect as quickly as possible due to the limited time between acceptance to the program and placement.
2. The Field Education Director shall conduct an interview via Skype, phone, or in person to review the interests of the student and discuss field and possible placement options.
3. If the VA has the capacity to consider Advanced Standing Students, the Field Education Director shall make them aware of this and the application process/deadlines.
4. Each student will complete/submit an electronic MSW Field Application & updated resume and return them to the Field Education Office by the deadline established.
5. Each student will identify three (3) agencies of interest based on the review of the Field Agency Handbook and the meeting with the Field Education Director. The student will be requested to rank them in order of their top three choices. A final list of agencies will be mutually decided on with the Field Education Director.
6. The Field Education Director will verify if there is capacity at the agency ranked first and submit the application electronically. The Field Education Director shall contact the

student electronically and request that he/she follow up with the application within one (1) week and schedule an interview to be considered for placement.

Applying for Second Year MSW Field Placement:

All applicants for a second year MSW Field Placement must meet the following requirements:

1. The student shall remain in good standing in the MSW Program.
2. The student shall have a face to face interview during the fall semester and work to identify area of advanced practice interest/prospective agency;
3. The student shall identify three (3) agencies of interest based on the review of the Field Agency Handbook, Field Fair, and the meeting with the Field Education Director. The student will be requested to rank them in order of their top three choices. A final list of agencies will be mutually decided on with the Field Education Director.
4. The student shall complete a MSW 2nd Year Field Application by the deadline established by the Field Education Director. The student shall submit electronically one (1) copy of the application, all questions, and a current resume, to the Office of Field Education. The student is responsible for returning a neat, thoughtful, and complete application. 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 (1) week and schedule an interview to be considered for placement.
6. The student shall contact the agency within one (1) week of the referral to follow up and schedule and interview to be considered for placement.
7. The student is shall research their prospective agency in preparation for the interview.
8. If a student would like to change their focus, the student shall contact the Field Education Director. Students should not self-refer to other agencies.

Application Process for the Second Year Placements at the VA

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

2. The Field Education Director shall have a face to face interview during the fall semester and work to identify area of advanced practice interest/at the VA;
3. Each student will complete/submit by the due date established by the Field Education Director the following;
 - a. an electronic MSW Field Application; and
 - b. updated Resume; and
 - c. VA Application
 - d. three (3) reference letters (Recommended to be faculty, field instructor and/or work supervisor)
4. The Field Education Director will submit a hard copy of the student's application by the due date as specified by the VA. (Due to the highly competitive nature of VA placements, students shall be asked to select an alternate agency for placement if they are not selected and referred to that agency in January. This timeline usually allows for the students to be in process, but get their decision by the VA before an actual interview is scheduled).
5. The VA interview team will conduct a paper review of all prospective candidates and select individuals who will interview on campus;
6. Students should prepare for the interview by researching the VA, reaching out to students currently in a VA practicum, doing mock interviews with field instructors, field faculty, Field Education Director, and/or the career center;.
7. Students should also prepare for interviews at the VA by reviewing the Performance Based Interviewing resources on the VA website.

Field Placement Interview

The purpose of the interview is to ascertain if it is a "good fit" between the prospective student, field instructor, and agency. The interview may be conducted by the agency on a 1:1 basis or group. Many interviews for 2nd year placements have a performance based focus. It is strongly recommended that student also think of questions related to the prospective placement.

1. Students should prepare for the interview by researching their agency, preparing for questions to ask the interviewer, and doing mock interviews through the career center, Field Education Director, and/or their field instructor if they are currently in a first-year placement.
2. The student will be offered the opportunity to interview in no more than three (3) field sites. It is important to note that if the agency does not accept the student or has had a changed in their ability to work with interns, the student will be referred to the next highest agency on their list that still has capacity for placement.

3. In the event that a student is referred for an interview with an agency and the agency declines to accept the student due to professionalism, behavioral, ethical or criminal background concerns, specific feedback will be given to the student. The student will be expected to take appropriate corrective action to prepare for a subsequent referral. This may include, but is not limited to, discussion with the Field Education Director about placement options that may be limited because of the specific feedback, discussion about the feedback given and corrective actions recommended, and referrals to the career center for either mock interviews or resume review.
4. If the student does not accept or is not accepted by three (3) field sites (or a combination of the above), the Office of Field Education is under no obligation to locate additional field opportunities. The Field Education Director will work in collaboration with the student, Director of the MSW Program scheduling a Step I to determine field readiness and possible next steps.
5. If accepted, the student and the field instructor must complete and sign the Field Placement Agreement (see Appendix G) and return it to the Field Education Director as soon as possible.

CLINICAL COMPLIANCE

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

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

The University of North Carolina at Charlotte and other UNC universities have contracted with Certiphi Screening, Inc. to conduct these criminal background checks. Once you obtain your criminal background check results from Certiphi, you are responsible for keeping these results to prove your compliance with agency's policy. The College of Health and Human Services will not keep any records of your completion of these tests. You also are responsible for paying Certiphi.

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

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

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

If an agency rejects a student based on the results of the criminal background check or drug screen, CHHS will make one (1) attempt to find a replacement clinical site, field placement, internship or practicum. A student may be dismissed from a program because education affiliation agencies will not accept the results from the criminal background check and/or drug screen.

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

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

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

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

Immunizations

Students shall submit all required immunizations and the **CHHS-Clinical Agency Requirements Form** to the designated staff person in the College of Health and Human Services – Advising Office prior to their field placement commencing. It is strongly advised that students keep copies of all immunizations, drug screens, and the Criminal Background Checks because the College does not make copies of what has been submitted. It is also important to note that this requirement is in addition to what the student must submit to Student Health as part of the admission process.

Agency Compliance Documentation

All Field Agreements, documents required by agencies that include, but are not limited to, Applications, Healthcare CPR cards, reference letters, training modules, and forms are to be submitted to the Field Education Director, as per the most current Affiliation Agreement.

Students should submit required paperwork by no later July 15th and it is **highly recommended** that it be submitted earlier.

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

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

Compliance Items Required for Placement

Once accepted at their agency, students must complete all compliance requirements for the agency. Compliance items must be done prior to placement and should be submitted well in advance of the semester that they begin the field placement. This may include, but are 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 – if required by Affiliation Agreement
11. Any additional requirements noted in the Affiliation Agreement

Compliance Items for the VA placement

If accepted for placement, students must complete all compliance requirements for the VA prior to placement, which may include, but are not limited to the following;

- a. Criminal Background Acknowledgement Agreement (Advanced Standing);
- b. Blood Bourne Pathogens Test;
- c. Immunizations records or required updates submitted the CHHS Advising Office designee;
- d. All paperwork/compliance requests sent directly to the student by the VA

Students who are accepted at the VA must also attend an orientation which is scheduled prior to the beginning of the academic year.

Field Placement Preceptor Letters

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

1. Notify the student electronically of the compliance requirements for the specific placement 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 using the template on the University J drive.
3. Attach any required documentation to the template which includes, but are not limited to;
 - a. Agency required forms
 - b. Answer sheets for required orientation modules
 - c. Physical Exams
 - d. Documentation of CPR course
 - e. Agency Applications
 - f. Reference letters
 - g. Email Clearance from the CHHS advising Office verifying Immunizations, BBP, Criminal Background Check, Drug Screen and any other health information submitted per the Affiliation Agreement.
4. Review all documents and have the final preceptor letter written, reviewed and signed by the Chair of the Social Work School.

5. Students may not begin their field placements until the written preceptor letter has been sent to the agency. **If a signature is required by the Affiliation Agreement, this must be received back to the University, before a student may begin placement.**

LEARNING AGREEMENTS

Each student shall complete a Learning Agreement with input from their field instructor which will outline the knowledge skills, and values that he/she will develop during their field placement. The Learning Agreement shall outline the activities that the student will complete during the year that will allow them to incorporate what they are learning in the classroom and be able to demonstrate the competencies in the 2015 EPAS social work skills, values, and practice during their First Year Placement. The Second Year Learning Agreement shall support the student further developing advanced practice skills and being able to demonstrate competency. (See Appendix F). It is critical that the student review the document throughout their placement to review and adjust the Learning Agreement so that all Practice areas are an aspect of their learning.

EVALUATIONS

Evaluation of Student Progress

Students will be evaluated in their seminar as determined by the faculty liaison. The original copy of the Learning Agreement should be given to the faculty on a date which is outlined in the course syllabus and should be signed by both the student and the field instructor.

Students will typically have two (2) meetings/contacts with the faculty liaison and the field instructor in the agency per academic year. The faculty liaison will also complete a written note after each site visit or telephone contact with the student and field instructor. The initial visit will focus on the learning agreement.

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

The grades for the field placement and field seminar class are combined using a rubric to produce the grade for field practicum. The grade is assigned by the faculty liaison in consultation with the field instructor and are based on the seminar and the Student Evaluation as outlined.

Evaluation of the Field Placement Site and Field Instructor Annually

At the end of the field placement, students will complete an evaluation of their placement agency and field instructor. This feedback is important and helps the Director of Field Education prepare for future students and future field placement sites.

Evaluation of the Faculty Liaison – Each Semester

At the end of each semester, students will complete an evaluation of the field seminar class and of the faculty liaison. Field Instructors will receive an invitation via email to evaluation of the liaison visits and faculty liaisons. This information is crucial to the faculty of the Social Work Program to help provide quality field education.

Addressing Field Related Issues

Note: For academic policies and procedures please refer to the MSW Student Handbook

In an effort to promote student success, the School of Social Work has the following multi-step process for resolving MSW academic performance, field, and conduct concerns that are not addressed through University procedures. The multi-step Resolution Process is used when: (1) Field Liaisons have a concern with a student, (2) Student has a concern with Field Liaisons, (3) Field Instructor has a concern with a student, and (4) Student has a concern about the field placement and/or Field Instructor.

Procedures Governing Concerns Related to Students in Field Seminar

Step 1. Consultation with the Student – Field Liaison should work directly with the student to address academic performance and/or classroom conduct concerns using a problem-solving approach. A problem-solving approach means the field liaison identifies a specific behavior of concern, communicates constructively, and respectfully with the student about the specific concern, and, with the student's input, devises a specific plan for resolving the concern. It is the field liaison's responsibility to document the concern, the details about the student meeting, and the proposed plan for resolving the concern. Field Liaisons may choose to complete a *Field Placement Action Plan* and/or request that the students write a self-reflection document regarding the incident. Faculty members are encouraged to inform students about available campus resources. Faculty members are encouraged to inform students about the potential consequences of not resolving the concerns (i.e., failing grade on an assignment or in the course).

Step 2. Consultation with the Field Education Director- If the concern remains unresolved after Step 1, the instructor may forward documentation from the initial meeting with the student to the Field Education Director along with evidence that the concern is not resolved. The Field Education Director will either suggest an alternative solution to the field liaison or schedule a meeting with the student to discuss the concern. In cases where an alternative solution is

proposed, the field liaison will communicate with the Field Education Director about the outcome and, if the suggestion did not resolve the concern, the Field Education Coordinator will schedule a meeting with the student. The Field Liaison is welcome to attend the meeting between the student and the Field Education Director. At Step 2, it is Field Education Director's responsibility to document the concern, the details about the student meeting, and the proposed plan for resolving the concern. The Field Education Director provides a copy of the written documentation to the Field Liaison and the student within a week of the meeting. The MSW Program Director will be kept apprised of the case. For instances when the Field Liaison is also the Field Education Director, the Field Education Coordinator will be consulted.

Step 3. Formal Review - If the concern is still unresolved after Step 2, the concern may go to a Formal Review. In a Formal Review, the Field Education Director provides written documentation to the student and the School of Social Work Field Education Coordinator about the concern, proposed resolutions, and evidence that the concern remains unresolved. The Field Education Director meets with the student and School of Social Work Field Education Coordinator to formulate a formal *Compliance Plan*, which sets specific expectations for student conduct, deadlines for compliance with these expectations, and consequences of noncompliance, which could include a recommendation to terminate the student's enrollment in the program. The Field Education Director provides a written copy of the formal *Compliance Plan* to all parties within five (5) business days of the meeting with the student. If the student does not adhere to the agreed upon plan, then the consequences outlined in the plan may result. The MSW Program Director will be kept apprised of the case.

Exceptions to the Multi-Step Resolution Process:

As indicated above, Violations of the University-level [Code of Student Responsibility - Policy 406](#) and [The Code of Student Academic Integrity](#) warrant immediate action and are addressed through University procedures. There may be some other student conduct issues that warrant immediate action (skipping Steps 1 and 2). It is within the purview of the Field Education Coordinator and/or Director of Field Education to proceed to an immediate Formal Review (Step 3) in such cases.

Procedures Governing Concerns Related to Field Liaison

Student Concerns about a Field Liaison:

Students might experience concerns with a course instructor. The student should follow a multi-step process for resolving concerns about an instructor.

Step 1. Consultation with the Field Liaison - Approach the instructor and work directly with the instructor to address the concern using a problem-solving approach - A problem-solving approach means the student has identified a specific behavior of concern, communicates constructively and respectfully with the instructor about the specific concern, and, devises a specific plan for resolving the concern. It is the student's responsibility to document the concern, the meeting time, and the proposed plan for resolving the concern or clearing up misunderstandings. It is strongly recommended that the student communicate the outcome of the meeting via email to the instructor; this serves as an opportunity to thank the instructor for being

responsive, clearing up the outcome of the meeting, and documenting that the issue was addressed.

Step 2. Consultation with the Field Education Director - If the concern remains unresolved after Step 1, the student can make an appointment to speak to the Field Education Director. Copies of written communication with the instructor about the student's concern will be helpful. The Field Education Director will suggest an alternative solution to the concern. At Step 2, *it is Field Education Director's responsibility to document the concern, the details about the student meeting, and the proposed plan for resolving the concern.* The student will carry out the alternative solution. For instances when the Field Liaison is also the Field Education Director, the Field Education Coordinator will be consulted. The MSW Program Director will be kept apprised of the case.

Step 3. Joint Meeting - If the concern is still unresolved after Step 2, then the student, the field liaison, and the Field Education Director will meet jointly to discuss a solution. All parties will arrive at a consensus solution. *It is the Field Education Director's responsibility to provide written documentation of the meeting and the consensus solution.* For instances when the Field Liaison is also the Field Education Coordinator, the Field Director will be consulted. The Field Director and MSW Program Director will be kept apprised of the case.

Step 4. If Steps 1 through 3 do not resolve the issue, the student might consider a formal grievance. Information related to student grievance policies and procedures can be found at: <http://legal.uncc.edu/policies/up-411>. *Students are free to file a grievance at any time, but following Steps 1 through 3 is a way to ensure the Dean of Student's Office that the student has taken reasonable steps to resolve their concerns.*

Exception to Steps 1 through 4.

Some instructor conduct warrants immediate attention. This includes intentional intimidation of students, harassment, disregarding student confidentiality, blatant discrimination based on student characteristics, or threats of harm to students. These behaviors should be reported immediately to the Field Education Director. For instances when the Field Liaison is also the Field Education Director, the Field Education coordinator will be consulted. All instances of this conduct results in an immediate Joint Meeting (Step 3). The MSW Program Director will be kept apprised of the case.

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.

Procedures Governing Concerns Related to Field Instructor/Placement:

Students might experience concerns with a Field Instructor. The student should follow a multi-step process for resolving concerns about a Field Instructor.

Step 1. Consultation with the Field Instructor - Approach the Field Instructor and work directly with the field instructor to resolve the concern using a problem-solving approach. A problem-solving approach means the student has identified a specific behavior of concern, communicates constructively and respectfully with the instructor about the specific concern, and, devises a specific plan for resolving the concern. It is the student's responsibility to document the concern, the meeting time, and the proposed plan for resolving the concern or clearing up misunderstandings. It is strongly recommended that the student communicate the outcome of the meeting via email to the instructor; this serves as an opportunity to thank the instructor for being responsive, clearing up the outcome of the meeting, and documenting that the issue was addressed.

Step 2. Consultation with the Field Liaison - If the concern remains unresolved after Step 1, the student can make an appointment to speak to the student's Field Liaison. Copies of written communication with the instructor about the student's concern will be helpful. The Field Liaison will suggest an alternative solution to the concern. At Step 2, it is Field Liaison's responsibility to document the concern, the details about the student meeting, and the proposed plan for resolving the concern. The student will carry out the alternative solution.

Step 3. Joint Meeting - If the concern is still unresolved after Step 2, then the student, the Field Instructor, and the Field Liaison will meet jointly to discuss a solution. In rare cases, inclusion of the Field Education Director may be asked to participate. All parties will arrive at a consensus solution. It is the Field Liaison's responsibility to provide written documentation of the meeting and the consensus solution.

Step 4. If Steps 1 through 3 do not resolve the issue, then the student, Field Liaison, and Field Education Director will seek other ways to resolve the problem in the current placement.

Exception to Steps 1 through 4.

Some concerns related to a field instructor warrant immediate attention. These can include concerns related to intentional intimidation of students, harassment, disregarding student confidentiality, blatant discrimination based on student characteristics, or threats of harm to students. These behaviors should be reported immediately to the Field Education Director. All instances of reports of this conduct result in an immediate Joint Meeting.

Field Instructor Concerns about a Student:

Step 1. Consultation with the Student – Field Instructor should work directly with the student to address academic performance and/or classroom conduct concerns using a problem-solving approach. A problem-solving approach means the field Instructor identifies a specific behavior of concern, communicates constructively, and respectfully with the student about the specific concern, and, with the student's input, devises a specific plan for resolving the concern. It is the

field instructor's responsibility to document the concern, the details about the student meeting, and the proposed plan for resolving the concern.

Step 2. Consultation with the Field Liaison- If the concern remains unresolved after Step 1, the field instructor may forward documentation from the initial meeting with the student to the Field Liaison along with evidence that the concern is not resolved. The Field Liaison will either suggest an alternative solution to the field instructor or schedule a meeting with the student to discuss the concern. In cases where an alternative solution is proposed, the field instructor will communicate with the Field Liaison about the outcome and, if the suggestion did not resolve the concern, the Field Liaison will schedule a meeting with the student. The Field Instructor is welcome to attend the meeting between the student and the Field Liaison. At Step 2, it is Field Liaison's responsibility to document the concern, the details about the student meeting, and the proposed plan for resolving the concern. The Field Liaison provides a copy of the written documentation to the Field Liaison and the student within a week of the meeting.

Step 3. Joint Meeting - If the concern is still unresolved after Step 2, then the student, the Field Instructor, and the Field Liaison will meet jointly to discuss a solution. In rare cases, inclusion of the Field Education Director may be asked to participate. All parties will arrive at a consensus solution. It is the Field Liaison's responsibility to provide written documentation of the meeting and the consensus solution.

Step 4. Formal Review - If the concern is still unresolved after Step 3, the concern may go to a Formal Review. In a Formal Review, the Field Education Director provides written documentation to the student and the School of Social Work Field Education Coordinator about the concern, proposed resolutions, and evidence that the concern remains unresolved. The Field Education Director meets with the student and School of Social Work Field Education Coordinator to formulate a formal *Compliance Plan*, which sets specific expectations for student conduct, deadlines for compliance with these expectations, and consequences of noncompliance, which could include a recommendation to terminate the student's enrollment in the program. The Field Education Director provides a written copy of the formal *Compliance Plan* to all parties within five (5) business days of the meeting with the student. If the student does not adhere to the agreed upon plan, then the consequences outlined in the plan may result. The MSW Program Director will be kept apprised of the case.

Exceptions to the Multi-Step Resolution Process:

As indicated above, Violations of the University-level [Code of Student Responsibility - Policy 406](#) and [The Code of Student Academic Integrity](#) warrant immediate action and are addressed through University procedures. There may be some other student conduct issues that warrant immediate action (skipping Steps 1 and 2). It is within the purview of the or Director of Field Education to proceed to an immediate Formal Review (Step 4) in such cases.

Reassignment of Placement

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

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

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

1. Meet with their field instructor as a first step and if that does not resolve the situation involve the faculty liaison; and
2. Complete the Request to Change Field Placement Form; and
3. Submit the form to their faculty liaison for his/her input; and after it is completed and signed;
4. The faculty liaison or student may submit the completed form to the Field Education Coordinator.
5. The Request to Change Field Placement form will be reviewed by the School of Social Work Field Education Committee and if approved, the student will continue in the placement until Signed Documents 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 Coordinator will discuss the reasons for the student's request for re-assignments of placement.
7. Students will be expected to update their Learning Agreement to reflect the new placement and may be requested to attend additional orientation for the new agency.

Termination of Placement

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

If a Field Agency immediately terminates a student due to egregious behavior which includes, but is not limited to the following, including falsification of time sheets, signatures, documentation, violation of UNC Charlotte Student Code of Conduct, professionalism, numerous unscheduled absences, and/or the use of alcohol or illegal substances then the Director of Field Education or Field Education Coordinator will immediately discuss this termination with the MSW Program Director. The Field Education Coordinator will also request a written copy of the explanation of the reason for termination.

The Field Director, Field Education Coordinator and MSW Program Director will decide on whether a formal review should be scheduled to discuss whether the student should continue in the Social Work Program.

If it is decided that the student is able to continue in the program, then the field office will identify an alternative placement and the student must accept the placement and remain in good standing in order to pass the field seminar course. If a student is terminated twice then the student will not have the opportunity to be placed again and will fail the field seminar course.

Note: Employment-based placements will follow the same protocol.

FIELD PLACEMENT POLICIES

Disability Policy for Field Placements

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

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

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

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

Documented Disability

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

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

Undocumented Disability

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

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

Accommodations for Disabilities

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

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

Attendance Policy for Field Placements

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

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

MSW Students

UNC Charlotte MSW students are required to complete two (2) full days in their field placement in both the fall and spring semester. The designated days are Mondays and Tuesdays. The minimum number of field hours required of each student during the fall semester is two hundred and thirty-two (232) and in the spring semester two hundred and thirty-two (232) totaling 464 hours for the academic year.

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

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

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 twenty-four (24) clock hours as a result of taking the required training and use it towards their total number of hours in the field agency, but this may not be used to end the placement earlier than the last day of classes. In addition, the field instructor must agree to the use of the hours to satisfy field placement hours during the academic year. **In no circumstance shall students have client contact prior to the academic year since they will not have insurance in place.**

Illness/Personal Day

Students will generally complete more than the minimum number of required hours if there are no absences from the field placement. If students are ill or need a personal day, they may have up to eight (8) hours of sick time approved by their field instructor per semester and these sick hours will be noted as hours in field. Any absences beyond the eight (8) hours must be approved by the Field Instructor and the Faculty Liaison, and the student must make up the missed time from the field placement by doing additional hours for that semester. Students are expected to work every week of the semester including the last week of each semester.

School Social Work Placements

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

University Holidays and Closings

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

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

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

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

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

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

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

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

The 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 in the field placement agency, and the Faculty Liaison at UNC-Charlotte.

Criteria

- 1) There will be at least three (3) field contacts during the academic year. The visits will be facilitated through the use of a web camera and virtual technology. Depending on the location of the agency, a face to face visit may be scheduled which is at a site negotiated by the field instructor and faculty liaison or may be at the agency.
- 2) If additional visits are needed, then the Field Instructor and the Faculty Liaison will need to negotiate a meeting time and place for the field visit or schedule virtual visits.
- 3) The prospective Field Instructor **must** attend a **mandatory** New Field Instructor Orientation at UNC-Charlotte or through a New Field Instructor Webinar for a three (3) hour training session.
- 4) If the student is employed by the field placement agency, the agency, the Field Instructor, and the student **must** agree to adhere to the Employment Based Field Placement Agreement.
- 5) All parties involved will sign a contract agreeing to the terms stated above.

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

Inclement Weather

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

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

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

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

Religious Accommodation for Students

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

1. Students must submit to the faculty liaison a **Request for Religious Accommodation Form** prior to the census date for enrollment for a given semester (typically the tenth day of instruction).
2. The Faculty member will complete the form and make a decision within five (5) business days of submission and keep a copy in the Social Work Student file
3. Students must give the fully executed copy to their field instructor and discuss with them.
4. Students will list on their time sheet the hours under religious holiday and may not approved to receive more than sixteen (16) hours for the placement in this time sheet category.

Resources for students

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

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

Safety Policy for Agency Field Placements

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

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

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

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

The School of Social Work's Role

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

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

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

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

The Field Placement Agency's Role

The field instructor and the agency's Executive Director are the persons in an agency who are most directly concerned with the student's learning and general well-being. This includes issues of personal safety. Care will be exercised in selecting clients for the student's caseload, and in determining where the student will go during the course of their field work. The agency will always attempt to shield you from undue exposure to personal risk.

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

Agency Responsibilities Include:

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

Student Responsibilities Include:

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

Increase Awareness of Risk Factors

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

- ❖ Take your agency's safety training, if one is offered
- ❖ Discuss safety issues with your field instructor during orientation
- ❖ Incorporate the development of a personal safety plan into your learning contract as an objective if no plan is in place

- ❖ Develop an ongoing personal risk assessment program

Getting To and From Your Field Placement Agency

- ❖ Plan a safe route to and from your field placement
- ❖ Plan how you will leave if you have late hours
- ❖ Do not walk unaccompanied in unsafe circumstances

In Your Agency

Pay Particular Attention To:

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

In the Field

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

Responding to the Hostile Client

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

The warning signs of escalating hostility:

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

To calm a client:

- ❖ You stay calm and composed. Remind yourself that the client's anger may be natural and understandable given the situation.
- ❖ As much as possible, try to be empathic and understanding.
- ❖ Speak slowly in a conversational tone.
- ❖ Do not touch the client
- ❖ Provide the client with extra personal space
- ❖ If any negotiation, ensure that the client can "save face"
- ❖ If the client is *anxious* and exhibiting non-directed expenditure of energy, your best response is support. Engage in empathic, active listening, avoid judging, avoid dismissing concerns, and if appropriate, create a time out by suggesting a glass of water or a brief alone time in the waiting area.
- ❖ If the client is becoming verbally aggressive and appears volatile, belligerent, hostile, and challenging, or if there is an attempt to "push your buttons" by using abusive language or personal criticism (i.e., of height, weight, gender), your best response is directive. Set behavioral limits that are clear and simple, offer the client several options that are enforceable and reasonable. Avoid getting into a "no-win" situation. Deliver the limits in a non-threatening manner using a calm, professional tone. Because anger and aggression often stem from a sense of being controlled, introducing choices gives the client some control and invites responsibility for the consequences of the choices.
- ❖ Keep in mind that physical intervention with a verbally acting out client may quickly escalate into physical violence.

Responding to the Noncompliant Client

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

- ❖ Try to understand what it will "cost" to change from the client's perspective. Examine the disadvantages and obstacles to change as well as the benefits. Being "sick" can be more gratifying than being well. What is lost when one becomes "well"?
- ❖ Recognize that noncompliant behavior may be the client's way of dealing with overwhelming circumstances, an attempt to reestablish personal dignity and control, attention getting, or even a need to express rage or hurt.
- ❖ View noncompliant behavior as taking place within a context where motives are competing or in conflict. The client may be experiencing problems but still be stuck in denying their severity or their larger ramifications. Examine your problem-solving strategy. Does it ask too much of the client?
- ❖ Provide encouragement to clients, and reinforce the efforts they make toward compliance. Watson (1994) found that an inexpensive follow-up procedure, a second

- encouraging phone call, increased the compliance of clients who were initially noncompliant with referral recommendations of employee assistance counselors.
- ❖ Convey the expectation that clients assume responsibility and become compliant. You may have to help clients achieve an optimal balance between discomfort and hope. This can be done not only by encouraging clients to recognize the extent of their dissatisfaction with the problem and the hurt and anxiety it causes, but by also building on the hope that the problem can be solved with effort.

Sexual Harassment Policy and Procedure

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

Students

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

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

UNC Charlotte and Sexual Harassment

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

See University Policy #502

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

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

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

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

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

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

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

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

Intervention

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

- ❖ *Speak to the offensive person at the time the incident occurred.* Speaking directly to the person will often result in the harassment stopping, particularly if it has been non-intentional. Sometimes, however, speaking directly to the person will not be enough to make the offensive behavior stop.

- ❖ *Report the harassment.* Report the harassment to a person in a position of authority. This may include the offender's supervisor or agency director, your Field Liaison or your Field Instructor. Always report any incidents of sexual harassment to your Field Instructor, your Field Liaison and the Director of Field Education.
- ❖ *Keep a Record.* A concrete and detailed record of what has been happening can be extremely helpful. It enables you to take a form of personal action, and it provides you with information you need in deciding how to best confront and stop the offending behavior. It is important to document the circumstances of the harassment, including dates, times; quotations, other details of the interaction/situation, and verification from any witnesses;
- ❖ *Write about it.* Write up a three-part account of the incident(s): first provide a chronology of the facts as you see them. Second, identify your feelings and any negative impact you have experienced; and third, determine what you would like to see happen next. The writing process can be invaluable in assisting you to sort out your own thoughts and to decide how you want to handle the situation. It is important to document the circumstances of the harassment, including dates, times; quotations, other details of the interaction/situation, and verification from any witnesses;
- ❖ *Document your work* accomplishments and maintain copies of evaluations. This documentation may be critical if your work performance becomes an issue when you take action against the harassment;
- ❖ *Refer* to the Field Practicum Agency Policy and Procedure on Sexual Harassment, as well as, the School of Social Work Policy and Procedure. Students should consider filing a formal complaint as per the agency policy and may also consider a complaint through the North Carolinas Social Work Licensure Board;
- ❖ If the situation was not resolved at the time of the occurrence or there is a pattern of behavior, consult with your faculty liaison on next steps and also request a formal meeting with the person who has harassed you with your field instructor and/ or faculty liaison.

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

Special Note about Sexual Harassment:

Please see the university policy on reporting sexual harassment and sexual misconduct at http://unccdso.uncc.edu/org/officeofstudentconduct/Sexual_Misconduct

Students who allege sexual harassment and sexual misconduct by an instructor are not bound by Steps 1 through 4 above. They are free to report and address this conduct through the various reporting methods available at the link provided.

Social Media and Technology Guidelines for Field Placements

SOCIAL MEDIA

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

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

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

Informed Consent (Section 1.03)

Dual Relationships (Section 1.06)

Privacy and Confidentiality (Section 1.07)

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

1. Does your field site have a policy on the use of social media communication tools? If so, review the policy with your field instructor. If not, what expectation does the agency have regarding the use of social media during field hours?
2. What type of information is okay to share on a personal social media site?

It seems that it should be inappropriate for students (or employees) to refer to any fieldwork site/agency, client, or client situation, etc. on their personal social media pages (e.g. Facebook, My Space, Twitter, Blog), no matter how many security settings have been invoked.

3. Should students/employees share their personal contact information including email, cell number, address, etc. with a current or former client or client group?

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

4. Students (and employees) should be expected to exercise great care in how they represent the social work profession as a whole in any online activities. It is very easy for an outsider to misinterpret statements or images out-of context. (See *NASW Code of Ethics Section 4.06a: Misrepresentation.*)

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

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

TECHNOLOGY

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

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

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

Students must consider the following before placement:

1. Does your agency have written policies on the use of technology?
 - Review the policy and discuss with your field instructor

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

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

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

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. **The cost of liability insurance is covered by student fees.**

**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 shall the student have client contact prior to the first day of the academic year.**

NOMINATIONS

Nominations for "Outstanding Graduate Field Student of the Year"

All field instructors may nominate their student for the "Outstanding MSW Field Student Award.

One (1) 1st year MSW and one (1) 2nd year MSW graduate student will be selected for each academic year and the students will be recognized at the end of year celebration during the spring semester.

Nominations for “Field Instructor of the Year”

Any MSW student in field placement may nominate their field instructor for “Outstanding Field Instructor of the Year”. One MSW Field Instructor will be recognized at the end of the year celebration.

Nominations for “The Field Student of the Year”

Any Field Instructor or Task Supervisor may nominate their student for “Outstanding 1st Year or 2nd Year Student of the Year”. One student from each cohort will be recognized at the end of year celebration during the spring semester. The nomination form is in Appendix L

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APPENDIX A

Application for Graduate Social Work Field Placement

Academic Year: 2018-19

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

Please email the following materials to the Interim Director of Field Education:

- Ticola Ross, PhD, MSW, LCSWA
 - Tcaldw16@uncc.edu
 - One (1) electronic copy of the completed application
 - One (1) electronic copy of your current resume
 - 3 References (Mecklenburg DSS only)
-
-

Due Date:

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

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

SHORT ESSAYS
Please respond to the following thoroughly and thoughtfully. Your responses should each be approximately 1 page. This is your opportunity to tell the agency more about yourself.
Please list three specific populations that you would like to work with and explain your reasons for choosing these populations.
What strengths, skills and experience do you have as a student that you would like to highlight for your prospective agency?
What skills do you hope to develop and what knowledge do you hope to gain from your internship experience?

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

Student Name & Date



Field Placement Choice Form

General Information:

- A placement close to school or home is not guaranteed.
- This is a full-time day program. Students who work more than 15-20 hours during senior year may struggle.
- Your last 30 hours of course work must be taken at UNC Charlotte. Exceptions will not be made.
- It is highly recommended that all non-social work courses be taken before senior year and that the student should meet with his/her advisor to plan their schedule accordingly.
- Field days are R/F full days.
- The MSW is a full-time day program with a concurrent field model. Course days/times are not planned around student work schedules. Students are expected to come to social work class on time, participate enthusiastically, respect peers, stay for the entire course and not be engaging in unprofessional behaviors (i.e. texting or Facebook during class).
- You are strongly encouraged to discuss the following with your prospective agency when you go for your field placements interview:
 - Driving requirements – Many agencies require driving and do not reimburse for mileage.
 - Are there evening requirements?
 - Is there a summer orientation?
 - Compliance requirements
- Agency culture may vary – Tattoos, piercings, open toe shoes, high boots, long earrings, etc. are not acceptable in many agencies.
- If a new charge is filed against you at any time between now and graduation, you agree to inform the field office as it may impact the placement.
- Agencies have the right to terminate placements. If the student is terminated from placement due to ethical violations, unprofessional conduct, or performance issues, another placement is not guaranteed and the student may receive a failing grade for the field placement course.

Please sign below that you read and understand the above information. If you have questions about the above information, please ask them before signing.

Student Signature & Date

Pre-Placement Interview Checklist

Student's Name: _____

What are your 3 populations or practice areas of interest?

- 1.
- 2.
- 3.

Top 3 Agency Choices

- 1.
- 2.
- 3.

What area of the Charlotte region do you live in? _____

What's most important? (i.e. experience, location, on-site supervision, etc.)

APPENDIX B

Field Placement Student Time Sheet 2018-2019

~This sheet is to be filled out weekly and turned into your field liaison MONTHLY~
 Month: _____

Last Name: _____ First Name: _____ Middle Initial: _____

DATE	TIME IN	TIME OUT	TOTAL HOURS
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Total number of field hours worked for this time sheet _____

Total Number of hours of supervision for this time sheet _____

Total number of sick/personal hours for the semester** _____

Total Number of hours for this semester: _____

Signature of Field Instructor: _____
Date

Signature of Student: _____
Date

APPENDIX C

Emergency Contact Information

~This form is to be completed and given to your field instructor within the first week of field~

Intern Name:
Primary Phone Number:
Email:

Personal Emergency Contact (name, email and number):

Field Liaison
Name: **Primary #:** **Email:**

Field Education Coordinator
Name: Ms. Francis Ferrante **Primary #:** 704-687-8616 **Email:** fferant@uncc.edu

Field Director
Name: Dr. Ticola Ross **Primary #:** 704-687-7932 **Email:** tcaldw16@uncc.edu

Support Staff
Name: Ms. Cheryl Whitley **Primary #:** 704-687-7924 **Email:** cwhitl31@uncc.edu

APPENDIX D

Field Incident Report

Person submitting report: _____

Date of incident: _____

Date of report: _____

Persons involved in the incident: _____

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

Nature and description of the injury, if applicable:

Action taken:

Student signature: _____ Date: _____

Field Instructor signature: _____ Date: _____

Field Liaison signature: _____ Date: _____

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

APPENDIX E

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

Date

TITLE PRECEPTOR FIRST NAME PRECEPTOR LAST NAME
AGENCY
ADDRESS

Dear TITLE PRECEPTOR LAST NAME,

Thank you for the opportunity to arrange for a field experience at AGENCY for STUDENT FIRST NAME STUDENT LAST NAME for SELECT FALL, SPRING, or SUMMER semester of the SELECT ACADEMIC YEAR academic year. STUDENT FIRST NAME is enrolled in SOWK COURSE(S) in the School of Social Work, College of Health and Human Services (CHHS). While on your premises, the student will work with you as the student's designated field instructor. STUDENT FIRST NAME will require a minimum of NUMBER OF HOURS hours during the CHOOSE SEMESTER OR ACADEMIC YEAR. The student's hours will start on August 2018 and will be completed by April 2019.

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

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

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

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

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

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

Sincerely,

Dr. Schnavia Smith Hatcher, PhD, MSW
Chair, School of Social Work
College of Health and Human Services

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

Date

TITLE PRECEPTOR FIRST NAME PRECEPTOR LAST NAME
AGENCY
ADDRESS

Dear TITLE PRECEPTOR LAST NAME,

Thank you for the opportunity to arrange for a field experience at AGENCY for STUDENT FIRST NAME STUDENT LAST NAME for SELECT FALL, SPRING, or SUMMER semester of the SELECT ACADEMIC YEAR academic year. STUDENT FIRST NAME is enrolled in SOWK COURSE(S) in the School of Social Work, College of Health and Human Services (CHHS). While on your premises, the student will work with you as the student's designated field instructor. STUDENT FIRST NAME will require a minimum of NUMBER OF HOURS hours during the CHOOSE SEMESTER OR ACADEMIC YEAR The student's hours will start on August 2018 and will be completed by April 2019.

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

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

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

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

CHHS and Agency acknowledge that the student may use patients'/clients' personal information for educational purposes at Agency and at CHHS. To the extent practicable, all information used for such purposes shall be

appropriately de-identified so as to remove all data that may be used to connect such information back to the patient/client to whom it relates.

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

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

Sincerely,
Dr. Schnavia Smith Hatcher, PhD, MSW
Chair, School of Social Work
College of Health and Human Services
Accepted by: _____

Preceptor

_____ Date

APPENDIX F



MSW Student Learning Agreement: Foundation Year Field Placement

Name:

Instructions for Developing your Learning Agreement

The Learning Agreement should be developed in collaboration with the field instructor and the Department of Social Work Field Liaison. The Learning Agreement should have clear timelines noted to expose the student to each 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 Foundation 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 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 field 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.

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 2015 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.

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 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?

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 your competency in the practice area noted.

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



**Student Learning Agreement:
MSW Placement**

STUDENT NAME:

(Signature)

AGENCY:

FIELD INSTRUCTOR:

(Signature)

FACULTY LIAISON:

(Signature)

DATES OF PLACEMENT:

From: _____ **To:** _____

FIELD PLACEMENT AGENCY OVERVIEW

1. Reflect on your agency's history, mission, structure, services/interventions, and agency purpose.
2. Discuss how you have become familiar with this information and your observations on the specific strategies are being used to meet the identified mission. It is important to specifically consider the contexts that shape practice in your agency in response to your organization, community, and societal contexts.
3. Describe the key partner agencies that you have become aware of in the network of community agencies and if you have identified any service gaps.
4. Gather information about the roles and responsibilities of the Social Worker position in your field agency site
5. Compare the roles and responsibilities, sited in # 4, with the CSWE 2015 Core Competencies (minimum of at least 3 comparisons).
6. Description of the Community Context where the agency is located (i.e. urban, rural, demographics of population in the area).
7. 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.
8. 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

Competency 1: Demonstrate Ethical and Professional Behavior

Performance Descriptors:	Activities, Roles, and Responsibilities for the Student Intern:	Target Date:
Intern makes ethical decisions by applying professional standards (i.e. the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics) as appropriate to context.		
Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.		
Intern demonstrates professional demeanor in behavior, appearance, oral written, and electronic communication.		

Intern uses technology ethically and appropriately to facilitate practice outcomes.		
Intern uses supervision and consultation to guide professional judgment and behavior.		

Competency 2: Engage Diversity and Difference in Practice

Performance Descriptors:	Activities, Roles, and Responsibilities for the Student Intern:	Target Date:
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.		
Intern presents themselves as learners to clients and constituencies.		
Intern engages clients and constituencies as experts of their own experiences.		
Intern applies self-awareness and self-regulation to manage the		

influence of personal biases and values in working with diverse clients and constituencies.		
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Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Performance Descriptors:	Activities, Roles, and Responsibilities for the Student Intern:	Target Date:
Intern applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.		
Intern engages in practices that advance social, economic, and environmental justice.		

Competency 4: Engage in Practice-informed Research and Research- informed Practice

Performance Descriptors:	Activities, Roles, and Responsibilities for the Student Intern:	Target Date:
Intern uses theory to inform scientific inquiry and research.		
Intern uses practice experience to inform scientific inquiry and research.		
Intern applies critical thinking to engage in analysis of quantitative		

and qualitative research methods and research findings.		
Intern uses and translates research evidence to inform and improve practice, policy, and service delivery.		

Competency 5: Engage in Policy Practice

Performance Descriptors:	Activities, Roles, and Responsibilities for the Student Intern:	Target Date:
Intern identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.		
Intern assesses how social welfare and economic policies impact the delivery of and access to social services.		
Intern applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.		

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Performance Descriptors:	Activities, Roles, and Responsibilities for the Student Intern:	Target Date:
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary		

theoretical frameworks to engage with clients and constituencies.		
Intern uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Performance Descriptors:	Activities, Roles, and Responsibilities for the Student Intern:	Target Date:
Intern collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.		
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.		
Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths needs, and challenges within clients and constituencies.		
Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.		

Competency 8: Intervene with Individuals, Families, Groups Organizations and Communities

Performance Descriptors:	Activities, Roles, and Responsibilities for the Student Intern:	Target Date:
Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.		
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.		
Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.		
Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.		
Intern facilitates effective transitions and endings that advance mutually agreed on goals.		

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

Performance Descriptors:	Activities, Roles, and Responsibilities for the Student Intern:	Target Date:
Intern selects and uses appropriate methods for evaluation of outcomes.		
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.		
Intern critically analyzes, monitors, and evaluates intervention and program process and outcomes.		
Intern applies evaluation findings to improved practice at the micro, mezzo, and macro level.		

APPENDIX G

School of Social Work MSW Field Placement Agreement

In consideration of being permitted to participate in the 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 **2018-2019** 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 20, 2018 and end on April 30, 2019.**
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 within the policies of their own insurance company. The student will **not** be asked to transport client 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:

Field Instructor Information

Agency Name:

Address:

Phone Number:

Fax Number:

Email:

Attended UNCC Field Instructor? NO or YES If yes,
when _____

Task Supervisor Information (If Applicable)

Agency Name:

Address: _____

Phone Number:

Fax Number:

Email:

Attended UNCC Field Instructor? NO or YES If yes,
when _____

Task Supervisor Information (If Applicable)

Agency Name:

Address: _____

Phone Number:

Fax Number:

Email:

Attended UNCC Field Instructor? NO or YES If yes,
when _____

MSW Student's Signature

Field Instructor's Signature

Task Supervisor's Signature (If applicable)

Task Supervisor's Signature (If applicable)

APPENDIX H

Employment Based Social Work Field Placement

An employment based field placement can be an option if the employing agency qualifies as an affiliated field site for the Social Work Department at UNC Charlotte. In addition, the MSW student who is applying for an employment based field placement, must be an employee of the agency that is not on probationary status and has been employed for a minimum of 90 days at the time of the application.

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

The designated field instructor must be approved by the School of Social Work. He/she must be an MSW with at least two (2) years post-MSW experience to supervise MSW students. The field instructor cannot be the direct work supervisor of the student. The field instructor must attend **mandatory** new field instructor training.

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

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

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

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

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

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

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

All terms of the employed based field placement agreement must be adhered to by the student and by the employing agency.

EMPLOYMENT-BASED FIELD PLACEMENT AGREEMENT

This Agreement is between the University of North Carolina at Charlotte, 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.

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 School of Social Work. 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. (Commission on Accreditation, CSWE, 1994, p. 129)

The student named below (“**Student**”) is currently an employee at the Employing Agency and will remain on employee status there during his/her field placement unless the employment status is terminated by the agency. In such case, the field placement will not remain employment based and may be terminated.

Name of Student: _____
MSW Field Placement _____

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

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 Field Instructor _____ Years of Post Degree experience _____
Phone Number _____

Field placement learning experiences must be in an entirely different program or division of the Employing Agency from the unit in which the Student is regularly employed. The learning experiences assigned for the Student must be as varied as possible and must differ substantially from their employee role. The level of assignments will be determined by the Student’s role as a student, not his or her role as an employee.

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.

The Employing Agency and the Student must develop a Written Field Placement Plan for the proposed field placement that details specifically how the Employing Agency will meet the conditions of this Employment Based Field Agreement. This Plan should be submitted simultaneously with the Employment Based Field Agreement to the Director of Field Education. The Written Field Placement Plan must follow the general field education guidelines outlined in the UNCC Field Placement Handbook. The Written Field Placement Plan and Employment Based Agreement must be signed by the Field Instructor, the student, and approved by the Director of Field Education, no later than August 1st of the current academic year prior to the beginning of the field placement. The written plan shall include, but is not limited to, the following

- a. Specific dates of the field placement
- b. Specific information about the educational learning opportunities for the proposed placement which includes the population served, service methods available for student learning, field of service, and practicum experience
- c. Types of proposed activities for the student
- d. The education and background of the proposed Field Instructor (Field Instructor Form) shall be set forth in the Field Placement Plan.

After approval of the Field Placement Plan, the Field Instructor will prepare a learning agreement to be signed by the Employing Agency and the Student that details the activities and responsibilities of the Student during the field placement. Such agreement must be reviewed and approved by the University's faculty liaison and the Director of Field Education before being signed.

During the months that the Student is participating in the field placement, the Field Instructor will meet with the Director of Field Education and the Student on a regular basis for the purpose of coordinating learning plans and to review the progress of the Student.

Ticola C. Ross, PhD, MSW, LCSWA
Clinical Assistant Professor-Director of Field Education
School of Social Work

_____ Date

Authorized Signature for Employing Agency

_____ Date

Title

Task Supervisor Signature

_____ Date

Field Instructor Signature

_____ Date

APPENDIX I

APPENDIX J



NASW CODE OF ETHICS

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

APPENDIX K



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

CSWE Educational Policy and Accreditation Standards

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

APPENDIX L

APPENDIX M

**Social Work Department at UNC Charlotte
Outstanding Field Instructor
2018-2019**

To: UNC Charlotte MSW students
From: Ticola Ross, Director of Field Education
Re: Outstanding Field Instructor

Each year, the School of Social Work recognizes the outstanding 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 1, 2019 to be considered. Later submissions will be acknowledged, but the field instructor will not be considered.

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

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

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

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

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

Mail completed recommendation to:

Ticola Ross, PhD, MSW, LCSWA
UNC Charlotte –School of Social Work
CHHS Room 489C
9201 University City Boulevard
Charlotte, NC 28223

Or

E-mail completed form to: tcaldw16@uncc.edu

Or

Fax to 704-687-1658

**School of Social Work at UNC Charlotte
Outstanding Field Student
2018-2019**

To: UNC Charlotte Field Instructors
From: Ticola Ross, 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. 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 1, 2019 to be considered. Later submissions will be acknowledged, but the student will not be considered.

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

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

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

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

Mail completed recommendation to:

**Ticola Ross, PhD, MSW, LCSWA
UNC Charlotte –School of Social Work
CHHS Room 489C
9201 University City Boulevard
Charlotte, NC 28223**

Or

E-mail completed form tcaldw16@uncc.edu

Or

Fax recommendation to 704-687-1658