

HANDBOOK for FIELD INSTRUCTION



**Joint Social Work
Field Instruction Program**

2008-2009

Website: www.ncat.edu/~sociolog/ or www.uncg.edu/swk

JOINT SOCIAL WORK FIELD PROGRAM PHILOSOPHY

The BSW program seeks to educate Social Work GENERALISTS with a full range of skills needed for a variety of practice settings. As such, we would like students to have a broad focus including work with individuals, groups, referral agencies, administration, staff meetings, training, community education, evaluation, etc. In addition, it is hoped that students will actively participate (rather than observe) as early in their experience as possible.

What is a Generalist?

The entry-level generalist practitioner works with individuals, families, groups, organizations and communities, using all systems in the environment. The **generalist** employs integrated, interventive strategies which can be used to:

1. assess human needs,
2. assess and provide resources, and
3. develop or improve resources.

PREFACE

The *Field Instruction Handbook* is designed as a guide for all participants in the field instruction program. It includes: 1.) the history of the program, 2.) the objectives for field instruction, 3.) organizational structure, 4.) responsibilities and duties of each participant, 5.) the policies and procedures of the program, and information useful in ensuring that field participants have a successful year.

This handbook is supplementary to the University bulletin and curriculum materials on each campus.

TABLE OF CONTENTS

Philosophy of Joint Social Work Field Program	i
What is a Generalist?	i
Preface	ii
INTRODUCTION	6
Objectives of Field Instruction	6
Objectives for First and Second Semester	7
FIELD INSTRUCTION	
Organizational Structure and Chart	9
RESPONSIBILITIES	
Co-Directors of Field Instruction	10
Faculty Liaison Representatives	11
Agency Field Instructors	11
Field Students	12
Advisory Committee	13
REQUIREMENTS FOR FIELD INSTRUCTION PROGRAM	
Entry to the Field Program	13
Field Instruction Schedule	14
Field Seminar	14
Seminar Resources	15
Evaluation	15
GUIDELINES FOR FIELD INSTRUCTION	
Orientation to Agency	16
Suggested Learning Activities	18
POLICIES AND GUIDELINES RELATED TO FIELD INSTRUCTION	
Absences	21
Home Visits	22
Student Liability	22
Monetary Compensation of Student Practica	22
Early Completion of Placement	23
Sexual Harassment	23
Nondiscrimination	23

Professional Liability Insurance	24
Honor Policy	24
A&T Academic Dishonesty Policy	24
UNCG Academic Honor Policy	25
A&T Sexual Harassment Policy	26
UNCG Sexual Harassment Policy	27
Termination	29
Reassignment of Field Student	29

APPEAL/GRIEVANCE PROCEDURE

Denial of Entry into Field Instruction	31
Termination from Field Instruction	31
Appeal Procedure	32
Hearing Procedure	32

APPENDICES

CSWE Accreditation Standards	36
NASW Code of Ethics	41
Purpose of the NASW Code of Ethics	41
BSW Requirements, A&T	42
BSSW Requirements, UNCG	47
Content for the Student Learning Contract	51
Format for Learning Contract	53
Format Learning Contract Goals	54
Goals for Student Learning	55
Student Bill of Rights	56
Checklist for Field Instructors	57
Safety in the Field	58
Field Instruction Evaluation	60
Fall Semester Midterm Evaluation	61
Fall Semester Final Evaluation	64
Spring Semester Mid-semester Evaluation	70
Second Semester Final Evaluation	73

FORMS

Application for Field Instruction	80
Field Placement Assignment Form	84
Practicum Evaluation	85
Faculty Liaison Evaluation	91
BSW (University/Agency) Instructional Agreement (General)	93

Agency Request for BSW Intern (Continuing Agency)	98
Agency Request for BSW Intern (New Agency)	99
Field Instructor Profile	101

INTRODUCTION

Field instruction is an integral part of the undergraduate curriculum in social work and reflects the commitment of the universities to developing beginning professional social workers through a generalist problem-solving approach.

Since 1972 the Social Work Program at North Carolina A&T State University and the University of North Carolina at Greensboro have participated in the joint field instruction program. Students from both schools are placed in agencies together and faculties from both schools serve as faculty liaison representatives and instructors for the seminar of the joint field instruction program. Since the primary objective of each social work program is to prepare persons for beginning social work practice, the Joint Social Work Field Instruction Program provides for efficient use of community and faculty resources and enhances the diversity of learning experiences for students.

Objectives of Field Instruction

The objectives of field instruction are consistent with the department's program objectives. The learning experiences in the field are built around the objectives that have been identified for the field instruction courses. All students will develop individual learning objectives that must be consistent with and include those of the field instruction program.

The field experience should provide students with opportunities to engage in professional tasks that enable them to:

1. Apply critical thinking skills in social work practice with clients.
2. Understand the value and ethical base of social work and demonstrate ethical practice.
3. Practice without discrimination and demonstrate a respect for diversity in work with all clients.
4. Understand why oppression and discrimination occur and demonstrate advocacy for social and economic justice.
5. Understand the history of social work as presented in Introduction and Policy courses and its influence upon current social welfare programs and policies.
6. Demonstrate knowledge and skills of generalist social work practice with systems of all sizes.
7. Use theory about human behavior across the life span and human behavior in interaction with such environments as families, groups, organizations and communities in social work practice.
8. Analyze, formulate, and influence social policies.

9. Demonstrate the ability to understand and evaluate research, apply research to practice, and evaluate practice effectiveness.
10. Demonstrate effective oral and written communication skills in practice.
11. Use supervision in social work practice effectively.
12. Function effectively as an employee in social work organizations and seek organizational change when necessary.

Objectives for First and Second Semester

By the end of the first semester, the student should:

1. Demonstrate an understanding of the organizational structure of their agencies, the function and scope of the agencies and the various roles of the social worker in a particular agency, as well as the roles of other personnel in the agency and the relationship of these roles to delivery of social service.
2. Have performed tasks of data collection and data assessment.
3. Have participated in determining and using interventive strategies.
4. Demonstrate ability to initiate contacts, making use of the field instructors as consultants.
5. Have demonstrated a beginning ability to function as a change agent with the client system, target system, and action system.
6. Demonstrate self-awareness and understanding of social work skill through the evaluation process.

By the second semester, students should be functioning in an independent manner and should:

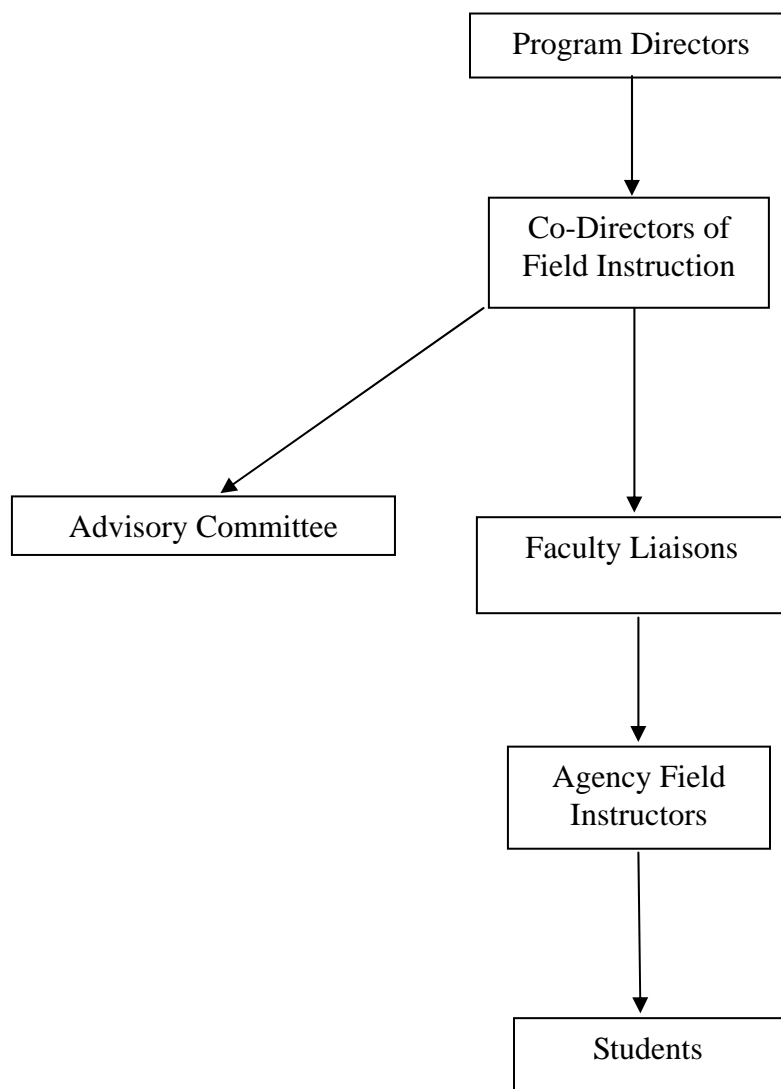
1. Demonstrate ability to predict with considerable accuracy the possible outcome of their interventive actions.

2. Reflect sound professional judgment on their selection of strategies and appropriate roles.
3. Perform specific tasks with individuals, groups and communities.
4. Express professional opinions in staff meetings and other professional meetings.
5. Prepare and present cases with limited help from their field instructors.
6. Demonstrate growth in self-awareness and professional development through the evaluation process.
7. Demonstrate ability to utilize research methods to evaluate agency services.

STRUCTURE OF THE FIELD INSTRUCTION PROGRAM

Organizational Structure

In the Joint Social Work Field Instruction Program, the faculties from the two universities work as a single faculty. They serve in a faculty liaison capacity and as seminar instructors to a designated group of students. They are able to provide agencies with educational strengths and facilitate interaction between students and faculties who are of different racial and ethnic backgrounds, and who have different professional and educational experiences. The following describes the titles and responsibilities of those participating in the program.



RESPONSIBILITIES

Co-Directors of Field Instruction

Field instruction is perhaps the most important component of undergraduate social work education since it is at this point in the student's academic career that his/her level of learning can be observed. To be a meaningful educational experience, there must be cooperation and open communication between faculty, field agencies and students. It is the responsibility of the Co-Directors of Field Instruction to coordinate and monitor all facets of the field program. In this category, the Co-Directors will:

1. Identify, evaluate and select agencies for field instruction and interpret policies/procedures governing the field instruction program.
2. Interview prospective students for field instruction, evaluating their readiness.
3. Assign students to specific agencies based as much as possible on student interest.
4. Develop and provide orientation for both field instruction students and agency field instruction supervisors.
5. Plan and conduct ongoing training/in-service workshops for new field instruction supervisors.
6. Develop the field instruction calendar.
7. Prepare and distribute the field handbook, field directory and other program materials as needed.
8. Maintain appropriate records for the program.
9. Chair the Advisory Committee.
10. In conjunction with faculty liaison representatives, plan and conduct field instruction seminars.
11. Participate in the resolution of faculty liaison/agency/student problems.
12. Monitor the ongoing field instruction program utilizing feedback from faculty liaison representatives, students and field instructors.
13. Assign liaison responsibilities to faculty.
14. Plan and organize, with the assistance of faculty and students, an annual Agency Fair.

15. Evaluate field instruction agencies in terms of their continual suitability, utilizing input from students, via a written evaluation form, and from feedback from faculty liaison representative.
16. Write field instruction policies and procedures.

Faculty Liaison Representatives

These faculty persons serve as a link between the university and the agency in all matters related to the field instruction program. These individuals will:

1. Maintain regular contacts with students and field instructors to assess field performance and provide supportive services and resources. (Contact should include a minimum of one phone call per month, two visits during the fall semester and at least one visit during the spring semester.)
2. Assist the Co-Directors of field instruction in planning and providing seminars for new field instructors.
3. Participate in planning the curriculum for field instruction and field seminars.
4. Conduct field seminars.
5. Assist students and field instructors in identifying and implementing educational objectives.
6. Assign grades for field instruction and field seminar.
7. Participate in the resolution of student/agency problems.
8. Participate in the ongoing evaluation of the field instruction program.

Agency Field Instructors

Field instruction supervision is one of the most important of the learning processes in field instruction. The individual serving as the agency field instructor is responsible for guiding the students' day-to-day learning. Specifically, the agency field instructor will:

1. Orient the student to the agency, its policies, procedures and stated mission.
2. Provide a safe working environment and adequate work space.

3. Plan, with the student, the learning objectives and create an environment for learning.
4. Provide the student with opportunities to gain a broad understanding about the agency and how it provides a program of services to clients.
5. Assign field tasks to students based on the student's goals and objectives as identified in the student contract.
6. Provide the student with ongoing supervision and feedback.
7. Work with faculty to assist in structuring the optimum level of integration of field experiences and classroom instruction.
8. Regularly discuss with the student, his/her total field performance, identifying growth in skills, including self-awareness, as well as student's weaknesses and capacity for entry-level practice.
9. Submit, at the end of each semester, a written evaluation of the student's growth and progress on forms provided by the Joint Field Instruction Program.
10. Assist in the resolution of student/agency problems in conjunction with the faculty liaison representatives and/or co-directors of field instruction.
11. Serve on a rotating basis as a member of the Advisory Committee.
12. Attend training workshops.

Field Students

Students who are preparing for entry-level social work practice must assume a great deal of responsibility for the quantity and quality of their field learning. To enhance and facilitate their field experiences the student must:

1. Identify and set educational and personal goals in a well organized and well thought through student/agency contract.
2. Actively engage in learning from the agency in keeping with contract provisions.
3. Comply with all agency personnel policies, including confidentiality, dress code and hours of work.
4. Be responsible for fulfilling the time requirement of field instruction (approximately 220 hours each semester, 16 hours per week). Following the

approved field calendar will ensure compliance with the required hours needed to graduate.

5. Notify their field instructor in advance, when possible, or as soon as possible, if he/she has to be absent from the field placement. The student assumes responsibility for making up all time lost due to these absences.
6. Take responsibility for jointly, with field instructor, evaluating his/her functioning in the placement agency.
7. Participate in the required field instruction seminars.

The Advisory Committee

This committee is comprised of representatives from various agencies; social work faculty and students currently enrolled in field instruction. This committee serves as a supportive function and helps to identify any gaps in educational and/or agency services and provides ongoing program evaluations. The Committee shall:

1. Maintain awareness of the changing social work scene and its implication for manpower needs and educational preparation.
2. Meet at designated times to assess, plan and evaluate the social work program.
3. Recommend changes in program content and administration of the field program with the knowledge that final decisions are made by the respective program directors and/or the co-directors of field instruction.

REQUIREMENTS FOR FIELD INSTRUCTION PROGRAM

Entry to Joint Social Work Field Instruction Program

Students seeking admission to field instruction must follow this procedure:

1. Apply during spring semester at a designated time period. (NOTE: This is a concurrent field program. **All** students must begin the field practicum in the fall semester)
2. Attend orientation meeting for program clarification and interpretation to field instruction including field requirements and process.
3. Fill application out completely and return to director of field instruction, along with supporting materials. These applications, along with individual interviews

and personal references and conferences with other social work faculty, serve as essential components in the application process.

4. Make appointment for individual interview with field director or designated faculty member.
5. Upon receipt of assignment, contact potential field instructor for appointment (initial interview).

Field assignments are made on the basis of:

1. Availability of agencies
2. Student interest and readiness for field instruction

The *official* field assignment is made by the joint field directors after the student's interview with the field instructor and upon receipt of a signed statement from the field instructor indicating agreement to supervise the student.

Field Instruction Schedule

Students are assigned to their field agencies for two days, 16 hours a week, unless otherwise arranged, for two consecutive semesters, a total of 440 practicum hours. In some settings, special client needs or agency schedules may require adjustments in the set schedule. Students are encouraged to attend special events (workshops and seminars) related to their field work placement. These activities should be planned with field instructors in advance to ascertain whether hours will be utilized as field work hours or if other arrangements will be made with the approval of the field instructors and faculty liaison representatives.

Field Seminar

Field Instruction Seminar is required and must be taken concurrently with field instruction. The seminar provides an opportunity to generalize principles beyond the specifics of the particular agency and community in which the students are taking field instruction.

Specifically, the seminar is designed to:

1. Provide students opportunity to share field experiences and thereby receive the benefits of peer knowledge and/or faculty input;
2. Provide students with knowledge of social services provided by agencies in the community;

3. Help students in recognizing and dealing with problems of client and worker related to socioeconomic class, race/ethnicity and cultural diversity, age and gender differences;
4. Provide opportunity for further development of skill as a generalist worker;
5. Enhance conscious use of self as developed in field settings;
6. Permit students to demonstrate skill in writing of reports, logs, dictation, process recording, progress reports, social histories and psychosocial assessments as appropriate;
7. Prepare students for seeking employment and/or advanced education;
8. Help the student understand the process of ending professional relationships.

Seminar Resources

- a. Faculty liaison representative select, assign and/or suggest readings, related to field practice, for their respective seminar/field units.
- b. The following methods of instruction will be utilized:
 1. Lectures and group discussions.
 2. Individual and group presentations based on agency experiences.
 3. Guest speakers including agency field instructors.
 4. Field trips, as time will permit.
 5. Discussion of career plans (résumé writing, job fairs).
 6. Role-playing and other experiential exercises.

Evaluation

Although evaluation of student performance is an ongoing process, there are specific times when field instructors must review with students their progress. The Student-Agency Contract, which specifies the objectives, and outline tasks, and the Evaluation Forms will serve as guides for the evaluation. There is a mid and final written evaluation each semester. (See appendix for forms.)

Students, field instructors and faculty liaison representatives all have active roles in this evaluation process.

1. The student and field instructor are responsible for evaluating the student's performance as outlined in the Student-Agency Contract. The final report to the faculty liaison representative should include narrative comments as well as ranking; the Evaluation Form provides for these most useful components. The comments are extremely helpful to the faculty liaison in making grade recommendations. An explicit evaluation is also important to graduate schools requesting copies of field instructor's evaluation of prospective graduate students. **The student and field instructor should complete the evaluation forms together and sign it in the presence of each other.**
2. The faculty liaison assigns a grade for the student that upon request of the student may be shown to him/her. Because of the limited time between the receipt of the evaluations and the time the grades are due, conferences with students are scheduled only when requested. The basis for grading should be clearly understood by student, faculty liaison and agency field instructor.

GUIDELINES FOR FIELD INSTRUCTION

I. Orientation to agency

To facilitate the student's acculturation to the agency, the field instructor should plan an orientation/training program to include the following:

- A. Introduction to agency personnel.
- B. Discussion of personnel practices including office hours, personal conduct, confidentiality, appropriate dress, and office procedures and routines.
- C. Discussion of the organization and structure of the agency, an organizational chart that gives the various departments and positions as well as source of funding of the agency is helpful.
- D. The philosophy and objectives of the agency should be discussed with the student.
- E. Community resources - student should be made aware of the network of community resources particularly the community resources that are related to the agency in which the student is placed.
- F. Reading materials - the agency field instructor should provide the student assigned reading that relates to the agency. This should include agency manual material, case records and any other particular information specifically related to the agency. (Note: Assignment of reading to fill time is not recommended.)

- G. Discuss issues of personal safety while on agency business (i.e., home visits, client interviews). (See Appendix, pp. 50-51)
- H. Location and organization of office space.

II. Field Instructor/Student Relationship

A. Planning for the student's arrival is extremely important. Knowledge of the student's background and particularly of the student's objectives are helpful in making preliminary plans. A student profile is provided to the agency. Agency should feel free to ask the student for additional information at the initial interview and throughout the semester. In planning, it is important that the student has some specific assignments the first week of placement and that the assignments be increased within the second or third week. The student should have completed the contract by the fourth week and should be ready to work with situations to develop specific practice skills such as interviewing, data collection and assessment skills.

B. Contracting. Upon beginning field placement, the students and field instructors begin to plan the field experience. The Student Learning Contract and Goals for Student Learning develops from this planning. (See appendix, pp. 44-47 for format and content)

The specific learning objectives of the individual student are stated in the learning contract and the suggested task assignments to accomplish these objectives are outlined. The contract should include the student's responsibilities to the agency, and compliance with the university and agency regulations. The learning contract should also identify the procedure for evaluation.

C. Individual Conferences. Supervision is an important part of the field placement. Through supervision the student and the field instructor plan, organize, review and evaluate the field experience. The field instructor should have conferences with the student on a **weekly basis**. Depending upon the agency, these conferences can be individual or group conferences. The field instructor needs to help the student understand the nature of the needs and problems of the individual, groups or communities with whom he is working. The field instructor should also help the students as the student questions some of his own attitudes toward the people with whom he is working. Both the field instructor and the student are expected to participate actively in the supervisory conference. The student should have an agenda that is submitted to the supervisor prior to the conference and should take responsibility of planning of the issues to be discussed in the conference.

III. Field Learning Experiences

- A. Students will approach field experience with various levels of intellectual ability and personal maturity; therefore, work assignments should be selected on the basis of student's individual needs and abilities. Each student should be given increasing responsibility and be encouraged to work independently as the semester progresses.
- B. Students should be engaged in providing agency services. Their experiences should include assessments, formulation of goals and assisting clients in following through with goals. Students should demonstrate skills by completing tasks appropriate to the settings. These may include writing social histories, assisting individuals and families to utilize community resources, intervening in interpersonal relationships when problems arise, organizing groups, or conducting research.
- C. Each student should have a responsibility for adhering to agency regulations and schedules. This should include keeping the records, letter writing and completing the forms that are appropriate for the agency. Not only should students perform within the agency, they should also be encouraged to attend social work conferences, workshops and participate in professional meetings.

Suggested Learning Activities

The following list of experiences are suggestions for Field Instructors to assign student interns and are found to be appropriate learning opportunities for students in accomplishing the objectives of the learning agreement.

1. Read about the psychodynamics of human behavior, specific casework skills, organizational theory, presenting problems of clients served by the field placement setting, or other related subjects.
2. Read old case records or agency reports to learn documentation style and format specific to the agency setting.
3. Observe the field instructor or others conducting an interview.
4. Listen to a tape-recorded interview or lecture or watch an audio-visual presentation.
5. Attend a meeting and take notes for supervisory discussion.
6. Attend interdisciplinary conferences and case presentations as an observer or participant.

7. Sit quietly in an intake or waiting room area and observe the atmosphere, conversation and behaviors of persons entering the service delivery system, as well as of those who serve them.
8. Take a walk through a specific kind of neighborhood.
9. Visit other agencies and service delivery systems in the local community.
10. Attend a court hearing pertaining to mental competency and guardianship, a client's criminal activity, a divorce proceeding, or a client's effort to obtain custody of minor children.
11. Have the student go through the service delivery system as if he/she were a client.
12. Attend professional workshops, seminars, and lectures in the community, using field placement time.
13. Co-lead a group.
14. Conduct interviews with clients and provide direct counseling services.
15. Make home visits.
16. Write a diagnostic summary on a specific case, using the Analytical Thinking Model.
17. Do role-playing with the field instructor or others to try out new skills and techniques.
18. Carry a full-sized caseload (or its equivalent) for a limited time.
19. Participate in group or peer supervision.
20. Participate with the field instructor in developing and writing up an educational contract.
21. Participate in orienting new students or staff to the agency.
22. Keep a daily log of experiences in field and reactions to them.
23. Keep statistical reports as required of regular agency staff.
24. Answer the phone and act as receptionist for several days to get a feel for the role of these staff members and the demands placed upon the agency.

25. Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.
26. Interview individuals who have received services from the program to assess their responses to the experience.
27. Serve as a member or observer of the system's peer review, quality control, or audit process.
28. Assist in writing the program's policy and procedure manual.
29. Write a report for the administrator of the program.
30. Work with the program administrator to gather information for and prepare an annual budget.
31. Join and participate in local/national professional organizations (e.g., NASW, NABSW, and Federation of Student Social Workers.)
32. Participate (or assume a leadership role) on a committee to plan a major workshop, sponsored by the student's field placement setting.
33. Help set up a computerized data bank system (or learn how to use an existing program.)
34. Develop a bill (in cooperation with appropriate others) for presentation to a local, state, or national lawmaking body and perhaps even be present to lobby for its passage.
35. Plan, lead, and conduct a fund-raising activity.
36. Prepare a grant proposal.
37. Set up and lead a group.
38. Act as a consultant to an individual, a group, or a program.
39. Process-record an individual interview, group session, committee meeting, supervisory conference, telephone contact with a community resource, or some other procedure.
40. Participate in a one-way mirror observation, either as an observer or as the "subject."
41. Tape-record an interaction or experience for later review and discussion with the field instructor.

42. Write one's own performance evaluation.

POLICIES AND GUIDELINES RELATED TO FIELD INSTRUCTION

Absences:

1. Illness/Emergency

Occasional illness and other emergencies may cause students to be absent from field placement. Students are expected to work out these arrangements with the field instructor; this can usually be accomplished by using compensatory time that most students build up by putting in extra hours (e.g., evening hours or meetings). The faculty liaison should be informed of absences of more than (1) one day per semester. Plans for making up extended absences (e.g., prolonged illness) should be discussed with the faculty liaison.

2. Inclement Weather/Snow Days

Students may be absent up to three (3) days per academic year due to inclement weather (snow/ice) without penalty. These days should be recorded and hours counted in student logs.

3. Agency Holidays/Other Closings

Students may take any holiday or other closing observed by the agency without penalty as long as the student is able to verify that the clock hour requirement is met. The required practicum hours for the academic year must be completed.

4. Compensatory Time/Overtime

Some overtime in the field agency might be expected, which may earn compensatory time for a student, depending upon agency and specific task assignments. Existing agency policy related to compensatory and overtime should be followed. In the absence of agency policy, comp and overtime should be discussed with the faculty liaison. The assignment of hours beyond the required 16 hours per week should be carefully considered and evaluated by the field instructor for educational and learning benefit.

Home Visits:

Home visits are a regular part of many placements in some agencies and may be considered a necessary part of the educational experience in others. Agencies are expected to take appropriate measures to ensure safety of students. At a minimum, the same safeguards provided staff must be provided to students. However, in some cases students may need additional support and

security provisions. The Co-Directors of Field should be contacted if safety is a concern. Safety tips while in field placement are provided in the Appendix, pages 58-59.

Student Liability:

1. Personal Automobile Liability Coverage

Students should be aware that the transporting of clients is a responsibility assigned to interns by many field placement sites. Students are therefore encouraged to consult with their insurance company regarding the need to obtain any additional liability coverage. The issue of transporting clients should be addressed during the pre-placement interview.

2. Personal Risk and Liability

On-the-job (i.e., internship) injuries may occur during field placement. Students who become injured while in the agency, or out on agency-related business, should notify their field instructor *and* faculty liaison immediately.

The universities expect agencies to provide students with access to first aid and emergency care for illness or accidents occurring on the property operated or owned by the agency. The agency may charge students normal fees for health care services. Such fees may be waived or later reimbursed should it be found that the agency was negligent in providing a safe working environment.

Monetary Compensation of Student Practica:

In accordance with written University policy, as stipulated in the Memorandum of Agreement (VIII), provision for monetary compensation to students must be arranged under separate agreement between the student and the agency. The agency must stipulate that any such agreement between itself and the student will comply with any state and federal laws, including the Fair Labor Standard Act, if such Act is applicable to the agency.

1. Field placement in Student's Place of Employment

Field instruction is an educational experience and *not* an employment experience. Accrediting standards require that a student seeking placement in an agency where s/he is employed must have "release time" for courses and field instruction. Student assignment and field supervision should differ from activities associated with the student's employment.

Interest in using the place of employment for the practicum should be discussed with the Co-Directors of Field during the field admission process. A written proposal, identifying measures the agency will take to ensure separation of paid and practicum duties and activities, as well as supervision will be required during this discussion.

Work-site placements are complex and are not routinely approved. Therefore, the student should devise a contingency plan for field instruction.

2. Paid Placement

Paid practicum experiences, either through work-study or agency stipend, are not routinely available at this time. Such requests or opportunities will be handled on an individual basis.

Early Completion of Placement:

The student and agency are expected to adhere to the official Field Instruction Calendar for the current academic year. Field placement usually takes place from late August to the end of April. Any deviation from the printed calendar must be discussed, not later than the start of the spring semester, with the faculty liaison, and approved by the Co-Directors of Field. Students are responsible for keeping up with their field hours.

Sexual Harassment:

The sexual harassment of field practicum students by any field instructor, employee or representative of the field agency will not be tolerated. To ensure that students are placed in an agency that affords an environment conducive to learning and free of sexual harassment, field agencies and field instructors will receive a copy of each University's Policy on Sexual Harassment (see pp. 20-23). Additionally, each field placement agency will be asked to provide the Field Instruction program with a copy of its sexual harassment policy, which shall be kept on file in the department offices. If the agency does not currently have such a policy, the Joint Field Instruction Program will strongly urge its development.

Nondiscrimination:

The Joint Social Work Field Instruction Program is conducted without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disability, political affiliation, or sexual orientation.

Professional Liability Insurance:

We live in a litigious society where professional liability insurance coverage has become more and more necessary for helping professionals. Students are required to purchase coverage that would protect them against possible lawsuit. Some agencies, especially within health care mental health and school settings presently require such coverage of any field instruction student.

NASW provides a reasonably priced policy for student members. Application forms for NASW membership and Professional Liability Insurance through NASW are available in the department office on both campuses.

Honor Policy

Field Instruction and Seminar are academic courses and as such, are governed by the same university honor codes as all other courses within the curriculum. The following are the dishonesty and honor codes currently used on each campus.

A&T's Academic Dishonesty Policy:

Academic dishonesty includes but is not limited to the following:

- a. Cheating, or knowingly assisting another student in committing an act of cheating or other academic dishonesty.
- b. Plagiarism (unauthorized use of another person's work or ideas as one's own) which includes but is not necessarily limited to submitting examinations, theses, reports, drawings, laboratory notes or other materials as one's own work when such work has been prepared by another person or copied from another person.
- c. Unauthorized possession of examinations or reserve library materials, destruction or hiding of source materials, library materials, or laboratory materials or experiments of any other similar actions.
- d. Unauthorized changing of grades or marking on an examination or in an instructor's grade book or such change of any grade record.
- e. Aiding or abetting in the infraction of any of the provisions anticipated under the general standards of student conduct.

A student who has committed an act of academic dishonesty has failed to meet basic requirement of satisfactory academic performance. Thus, academic dishonesty is not only a basis for disciplinary action but may also affect the evaluation of the student's level of performance. Any student who commits an act of academic dishonesty is subject to disciplinary action. The procedures for disciplinary action will be in accordance with the rules and regulations of the University governing academic discipline.

UNCG's Academic Honor Policy:

I. Responsibilities

The University is a community of scholars whose members must hold themselves responsible to the highest standards in the pursuit of knowledge, criticism, and understanding. If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the fundamental activity of this academic institution and shall not be tolerated.

In order to promote the growth and dissemination of knowledge, all members of the University community have special responsibilities to do justice to their subject matter, acknowledge the use of the work of others, and care for all materials that are available for common and public use, such as those in libraries, laboratories, and art galleries.

The University values excellence, but can do so only in an atmosphere of trust and only when each of its members is committed to a life of ethical integrity. Therefore, it is the responsibility of every member of the University community to obey and to support the enforcement of this policy.

II. Violations

The following acts are considered violations of the Honor Policy and are regarded as typical, but not exclusive, examples of the kinds of acts which constitute breaches of the Policy:

- Cheating on an examination, test, quiz, laboratory work, report, theme, or any other work submitted by a student to fulfill course requirements. Cheating includes unauthorized copying from the work of another student, using notes or other materials not authorized during an examination, giving or receiving information or assistance on work when it is expected that a student will do his/her own work, or engaging in any similar act that violates the concept of academic integrity.
- Plagiarism on any paper, report, or other work submitted to fulfill course requirements. Plagiarism is defined as presenting as one's own that work which is, in whole or in part, the work of another person or persons without giving credit to the appropriate source. This includes submitting work done by another, whether a commercial or non-commercial enterprise, as one's own work.
- Falsifying data, research, or reports so that either the process or the product is shown to be different from what actually occurred. This violation includes falsely reporting having met responsibilities of attendance or participation in practicum, internship, or other types of fieldwork experience.
- Submitting work to meet the requirements of one course when it was done in whole or in part, to meet the requirements of another course. The instructor to whom the work is to be submitted must give exceptions to this provision.
- Utilizing University materials or resources in such ways that they are damaged or made inaccessible by unauthorized means to other users.

III. Student and Faculty Obligations

Students are responsible for becoming familiar with the Honor Policy in all its aspects and for indicating their knowledge and acceptance of the Honor Policy by signing the honor pledge for

all major work submitted. Students should recognize their responsibility to uphold the Honor Policy and to report apparent violations to the appropriate persons.

Each student is required to sign the honor statement given below on all major work submitted to an instructor. A student's work need not be graded until he/she has signed the statement. Exceptions can be made to the required signing the statement may be specified by appropriate persons or offices, as, for example, on theses and dissertations. In signing the pledge, the student indicates his/her knowledge that the Honor Policy governs his/her academic activities at the University.

I HAVE ABIDED BY THE ACADEMIC HONOR POLICY OF THIS ASSIGNMENT.

Signature _____

A&T's Sexual Harassment Policy:

The policy of North Carolina Agricultural and Technical State University is that all employees and students, regardless of race, color, religion, sex or national origin, shall be free from sexual harassment from any University employee in connection with any University relationship or activity. No academic or personnel decisions shall be made on the basis of a granting or denial of sexual favors. All employees and students are guaranteed the right to work and/or study in an environment free from sexual harassment.

Sexual harassment is defined as deliberate, unsolicited and unwelcome verbal, non-verbal and/or physical conduct of a sexual nature or with sexual implications, which has or may have direct employment or academic consequences resulting from the acceptance or rejection of such conduct.

Verbal, non-verbal or physical conduct of a sexual nature constitutes sexual harassment when:

- a. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic or student status, or
- b. submission to or rejection of such conduct by an individual is used as the basis for employment, academic or other institutional decisions affecting such individual, or
- c. such conduct has the purpose or effect of unreasonably interfering with an individual's work performance, academic activities or student experience or creating an intimidating, hostile or offensive working, academic or student life environment (adapted from 29 CER 1604.11(a)).

See Student Handbook, pp. 54-58

UNCG's Sexual Harassment Policy and Procedures:

Approved by UNCG Board of Trustees
February 9, 1995

I. Statement of Policy

Sexual harassment and discrimination are illegal and endanger the environment of tolerance, civility, and mutual respect that must prevail if the University is to fulfill its mission. The University of North Carolina at Greensboro is committed to providing and promoting an atmosphere in which employees can realize their maximum potential in the work place and students can engage fully in the learning process. Toward this end, all members of the University community must understand that sexual harassment, sexual discrimination, and sexual exploitation of professional relationships violate the University's policy and will not be tolerated. The University will take every step to resolve grievances promptly. Any act by the University's employees or students of reprisal, interference, or any other form of retaliation, whether direct or indirect, against a student or employee for raising concerns covered by this policy is also a violation of this policy. Accordingly, members of the University community are prohibited from acts of reprisal against individuals who bring complaints or are involved as witnesses in any action connected with this policy.

A. Applicability

This policy applies to all applicants for employment and admission to University programs, officers, and employees of the University, students and persons who serve the University as its agents and are under the control of the University. Specific adherence to this policy shall be made an express term of every contracted services agreement entered into by the University.

B. Sexual Harassment – Definition

Two categories of sexual harassment are recognized:

1. Quid Pro Quo

Sexual harassment presented as a “bargain” (quid pro quo). Unwelcome sexual advances, request for sexual favors, and other verbal and physical conduct of a sexual nature by one in a superior position constitutes “bargained-for sexual harassment” when submission by another is made either an explicit or implicit term or condition of employment or of academic standing. In this case, apparent consent of the submitting party is less relevant than the extent to which the sexual conduct is unwelcome. As defined here, “bargained-for sexual harassment” normally arises in the context of an authority relationship. This relationship may be direct, as in the case of a supervisor and subordinate or teacher and student, or it may

be indirect when the harasser has the power to direct others who have authority over the victim.

2. Environmental Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature constitute “environmental sexual harassment” when such conduct has the purpose or effect of creating an intimidating, hostile, or offensive environment which unreasonably interferes with another’s work, academic performance, or privacy. Environmental harassment can inflict emotional and psychological harm on individuals and can make relationships and the work or study environment unpleasant, threatening, and unproductive. However, there is no requirement that evidence of actual emotional or psychological harm be shown in order for environmental sexual harassment to be found to have occurred.

In determining whether alleged conduct constitutes sexual harassment as defined in this policy, the record, as a whole will be considered as well as the context in which the conduct occurred. “Environmental sexual harassment” normally arises from a repeated and pervasive course of conduct whereas “bargained-for sexual harassment” can be based on a single act.

Facts will be judged on the basis of what is reasonable to persons of ordinary sensitivity and not on the particular susceptibility of an individual, unless that susceptibility is known to the alleged harasser.

See Policies for Students, 1996-97, pp. 28-32.

Policies Related to Termination

Any violation of stated policies and/or procedures might result in the termination of field placement. The agency or universities may initiate termination of the field placement, prior to the end of the semester. The following procedure will apply:

1. Written notification of the desire, including reasons for termination must be prepared in quadruplicate by the party initiating termination. Copies should be sent to the student, agency, faculty liaison representative and Co-Directors of Field.

2. The faculty liaison representative will schedule separate conferences with the student and appropriate agency personnel to ascertain the validity of the termination request.
3. The faculty liaison representative will have a joint conference with the student and appropriate agency personnel to discuss the request.
4. After consultation with the faculty liaison representative, the Co-Directors of Field will decide whether or not the placement should be terminated (a second joint conference may be called prior to the decision); and
5. The decision will be recorded in the student's record.

Reassignment of Field Student

A request for reassignment of the placement agency may be made when problems that are **unrelated to the student's performance** make continuation in the agency an issue. The field liaison is responsible for determining whether the problem is due to performance or nonperformance factors.

Nonperformance problems include:

- a. Inadequate agency resources to support field placement
- b. Learning experiences in agency are too narrow
- c. Agency reorganization
- d. Student/agency mismatch
- e. Student/field instructor mismatch

Reassignment process

When a student is experiencing difficulty in the field, there are several ways in which the field program may be of help. The major effort of the program is through intensive field instruction and field advising. This effort may be attempted through the following steps:

1. Student and field instructor discuss the problem. When the field instructor has attempted to work with the student around practice and learning issues and has seen little or no progress, s/he must contact the faculty liaison immediately.
2. Student, field instructor, and faculty liaison discuss the problem. The faculty liaison must intervene with both the student and field instructor, sometimes

jointly, to clarify the problem and suggest ways of improving the situation, including establishing a timeline. If the problem cannot be solved at this level, the faculty liaison should consult with the Co-Directors of Field. If a solution is not found within the agency, the decision to terminate is made by the field instructor and faculty liaison in consultation with the Co-Directors of Field, in a timely manner.

3. The student must complete the termination process in the original placement. This process includes administrative requirements and termination contracts with assigned clients.
4. The original field instructor must submit, to the faculty liaison, a written, up-to-date summary of the student's field experiences, including the reason(s) for termination. This summary must be shared with the student and it becomes a part of the student's official record. The student may submit a response to the field instructor's summary.
5. When an agency unilaterally terminates a student from placement, the faculty liaison, in consultation with the Co-Directors of Field, must review the situation, develop further plans or provide the student with due process, if necessary.
6. The faculty liaison will inform the original agency, in writing, of the decision reached.
7. The faculty liaison and Co-Directors of Field determine if reassignment of the student is in the best interest of the student and the profession. Consideration should be given to various educational alternatives.
8. If the decision to reassign is made, the Co-Directors of Field initiate the reassignment process by contacting a new agency and field instructor. Information about the previous placement will be shared, when appropriate, with the new agency. The student will be informed of the new assignment. The student will then follow steps 4 and 5 in the pre-placement process. The student may be required to perform extra days/hours in order to make up time lost. The student, new field instructor, and faculty liaison will make these arrangements.

APPEAL/GRIEVANCE PROCEDURE

A student who has been denied entry into field instruction or has been denied continuation in field instruction might appeal the decision in some instances. The student will be informed in writing of the specific reason(s) for the rejection, of the appeals procedures and his/her right to appeal. This document spells out conditions and procedure for appeals.

A. Denial of Entry into Field Instruction

An appeal may be based on a decision by the Co-Directors of Field Instruction that a student be **denied entry** into the Field Instruction program. The basis for this decision may be one or all of the following:

1. **Substandard academic performance:** The student, at time of application to the field must have at least 2.3 (A&T) or 2.5 (UNCG) cumulative grade point average. The student must maintain at least a 2.3 (A&T) or 2.5 (UNCG) cumulative grade point average throughout the field program or s/he becomes ineligible to remain in field instruction. A student who is denied entry into field instruction may appeal the decision. **The appeal process does not apply for substandard academic performance.**
2. **Completion of field prerequisites:** The student has not satisfactorily completed all prerequisite courses or required number of hours necessary for entry into the field instruction program. **The appeal process does not apply for substandard academic performance.**
3. **Unfavorable faculty recommendation:** Each student must be recommended by a member of the social work faculty to ensure the student's readiness for field instruction.
4. **Poor adjustment to the educational process for the social work profession:** A student may evidence through behavior and attitudes expressed in the educational process that s/he has not demonstrated sufficient commitment to the value of social work in beginning field instruction.

If a student disagrees with a denial decision for reasons 3 and 4 above, the student may appeal through the appeals and grievance procedure.

B. Termination from Field Instruction

In some rare instances the Field Instructor, Faculty Liaison and/or Co-Directors of Field Instruction may decide that it is in the best interest of all parties that the student discontinues the field placement. This may occur when a problem arises that cannot be resolved through the normal field instruction grievance procedures. The basis for the decision may be one or all of the following:

1. The student has failed to maintain at least a 2.3 (A&T), or 2.5 (UNCG), overall grade point average in order to remain eligible for field instruction. **The appeal process does not apply for substandard academic performance.**
2. Poor adjustment in the field educational process for the profession. The problem identified may be in either the demonstration of social work values and skills or emotional maturity necessary for entry-level practice.

3. The student or faculty liaison or field instructors acknowledge that the selection of social work was inappropriate and recommends the removal of the student from field placement.

4. Non-compliance with the NASW *Code of Ethics*.

Students who are terminated from the field internship or fail the seminar class must withdraw from the practice sequence of courses (e.g., field internship, field seminar and practice/methods).

Procedure

A. First Step: Discussion with student.

1. If the student is denied entry into field s/he should initially discuss it with the Co-Directors of Field Instruction.
2. If the student appeals the decision to deny continuation in field, s/he should initially discuss it with the field instructor and faculty liaison.
3. If the student is not satisfied with the decision regarding denial of continuation in field s/he may request a hearing to appeal the decision. This action must be initiated within **seven (7) business days** following the determination. The request for a hearing must be delivered to the Social Work Department Chairperson, on his/her respective campus, in writing. This letter should clearly state the reason for the hearing request and the reason for disagreement with the decision made by the Co-Directors of Field Instruction.

B. Second Step: Hearing Procedure.

1. The request for a hearing must be delivered to the Social Work Department Chairperson, on his/her respective campus, in writing.
2. Within **seven (7) business days** following the receipt of this request, the Social Work Department Chair will appoint members to the Hearing Committee, made up of faculty and students. The Chair will notify, in writing, all concerned persons regarding the time and place of the hearing.
3. The Hearing Committee will consist of the following persons:
 - a. Two (2) social work faculty members, one from each campus. A faculty member appointed by the undergraduate coordinator on the student's campus shall serve as Chairperson of the Hearing Committee.
 - b. Two (2) social work students, currently in field, one from each campus.

4. The purpose of the Hearing Committee is to provide a review of the previous decision and allow the student the opportunity to present support documentation as to why the decision should not be allowed to stand.
5. The Hearing Committee shall notify the student in writing of the date, time, and place of the hearing. This hearing should be scheduled no sooner than **5 business days** from the date of the notice.
6. An advocate who is a social work/human service professional may accompany the student. The purpose of the advocate is to provide the student with the opportunity for consultation. At all times, it is the student's sole responsibility to make the actual arguments before the committee. The advocate may not speak for the student.

At the initiation of the hearing, the Chairperson shall read into the record (hearings should be recorded) the purpose of the hearing and the decision that is being appealed. Additionally, the Chairperson shall advise the student of the members of the hearing panel. The panel should not include any person who had a role in the earlier decision that is being appealed. The student has the opportunity to question members of the Hearing Committee as to whether or not they have had previous contact with the issue. The Committee has the final responsibility of determining whether a committee member so challenged can sit. The hearing shall proceed with the student being advised that the student has the burden of proving that the previous decision was not based on accurate information or should be, for other just causes, set aside. The student should also be advised that the Committee is required to reach a majority decision on the issue before it.

7. The Committee shall receive student's presentation or evidence that support his or her contentions. This shall be followed by a presentation by the Co-Directors of Field Instruction explaining the basis of the original decision. Each party has a right to question the other, as does the Committee. Following the questioning period, each side shall be presented a brief time to rebut arguments made during the other's presentation. Upon receipt of this information the Committee shall excuse all persons not members of the Committee and go into private deliberations. The Committee's decision shall be announced in writing **within five (5) business days**.
8. Should the decision of the Hearing Committee uphold the original exclusion of the student, the student may appeal the decision by following the University Appeal process on the respective campus.

APPENDICES

ACCREDITATION STANDARDS FOR BACCALAUREATE DEGREE PROGRAMS IN SOCIAL WORK EDUCATION

1. Program Mission, Goals, and Objectives

- 1.0 The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section I.B, Purposes of Social Work Education. The program's mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution's mission.
- 1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section I.B, Purposes of Social Work Education. Program goals are not limited to these purposes.
- 1.2 The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section III, Program Objectives. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).
- 1.3 The program makes its constituencies aware of its mission, goals, and objectives.

2. Curriculum

- 2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.
 - B2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in the Educational Policy, Section IV, Foundation Curriculum Content, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.
- 2.1 The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:
 - 2.1.1 Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.
 - 2.1.2 Admits only those students who have met the program's specified criteria for field education.
 - 2.1.3 Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts

with agencies; and evaluating student learning and agency effectiveness in providing field instruction.

- 2.1.4 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree. Field instructors for master's students hold a CSWE-accredited master's social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master's social work degree, the program assumes responsibility for reinforcing a social work perspective.
- 2.1.5 Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.
- 2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student's employment.

3. Program Governance, Administrative Structure, and Resources

- 3.0 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives.
 - 3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
 - 3.0.2 The administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
 - 3.0.3 The chief administrator of the social work program has either a CSWE-accredited master's social work degree, with a doctoral degree preferred, or a professional degree in social work from a CSWE-accredited program and a doctoral degree. The chief administrator also has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.
 - 3.0.4 The chief administrator of the social work program has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership. Combined programs designate a social work faculty member and assign this person sufficient time to administer the baccalaureate social work program.

- 3.0.5 The field education director has a master's degree in social work from a CSWE-accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.
- 3.0.6 The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership for field education.
- 3.1 The social work program has sufficient resources to achieve program goals and objectives.
 - 3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.
 - 3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.
 - 3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program's goals and objectives.
 - 3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program's goals and objectives.
 - 3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems).

4. Faculty

- 4.0 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master's programs) to carry out ongoing functions of the program.
- 4.1 The program demonstrates how the use of part-time faculty assists in the achievement of the program's goals and objectives.
- 4.2 Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities.

- 4.2.1 The master's social work program has a minimum of six full-time faculty with master's social work degrees from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty have a master's degree in social work and a doctoral degree.
- 4.3 Faculty who teach required practice courses have a master's social work degree from a CSWE-accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.
- 4.4 The program has a faculty workload policy that supports the achievement of institutional priorities and the program's goals and objectives.

5. Student Professional Development

- 5.0 The program has admissions criteria and procedures that reflect the program's goals and objectives.
- M5.1 Only candidates who have earned a bachelor's degree are admitted to the master's social work degree program.
- 5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.
- 5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.
 - 5.3.1 The program has written policies and procedures concerning the transfer of credits.
 - 5.3.2 Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE.
- 5.4 The program has academic and professional advising policies and procedures that are consistent with the program's goals and objectives. Professional advising is provided by social work program faculty, staff, or both.
- 5.5 The program has policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.
- 5.6 The program informs students of its criteria for evaluating their academic and professional performance.

- 5.7 The program has policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

6. Nondiscrimination and Human Diversity

- 6.0 The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession's fundamental tenets. The program describes how its learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

7. Program Renewal

- 7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community, and the community at large.
- 7.1 The program's faculty engage in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.
- 7.2 The program seeks opportunities for innovation and provides leadership within the profession and the academic community.

8. Program Assessment and Continuous Improvement

- 8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.
- 8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.

NATIONAL ASSOCIATION OF SOCIAL WORKERS

CODE OF ETHICS

Effective January 1, 1997

Preamble

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

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities and other social institutions to individuals' needs and social problems.

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

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence

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

PURPOSE OF THE NASW CODE OF ETHICS

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics*

sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligation conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY
Department of Sociology and Social Work
Requirements for Bachelor of Social Work Degree
2005

The Social Work program is accredited by the Council on Social Work Education; therefore, graduates of the program are recognized as having the competencies essential for beginning professional social work practice. Because of the two preceding facts, two interest exams must be taken at the University's Counseling Center by all incoming freshmen and transfer students. The social work major is required to complete 127 semester hours with a minimum grade point average of 2.00 on a 4-point scale. Graduates of other programs may qualify for this degree by completing the social work curriculum. Undergraduate students majoring in other areas, such as psychology, political science, or sociology, may be interested in completing requirements for a second degree in social work. No academic credit will be granted for previous life experience.

Freshman Year

First Semester (Fall)

English 100 (099 if remedial is needed)	3
Sociology 100	3
Biology 100	4
Math 101 (100 if remedial is needed)	3
*Social Work 133	<u>3</u>
	16

Second Semester (Spring)

English 101	3
Sociology 101	3
History 101	3
Math 102 (101 if Math 100 needed)	3
**Political Science 200 or Economics 200	<u>3</u>
	15

Sophomore Year

Third Semester (Fall)

Earth Science 201	3
Sociology 203	3
Psychology 320	3
Health Education 200	2
Foreign Language	3
**Political Science 210 or Economics 201	<u>3</u>
	17

Fourth Semester (Spring)

Social Work 333/430	3
Sociology 204	3
Psychology 324, 325, or 434	3
Speech 250	3
Foreign Language	3
Free Elective	<u>3</u>
	18

Junior Year

Fifth Semester (Fall)

English 404/331	3
Sociology 401	3
Philosophy 262	3
Social Work 410 (prior to SOWK 335)	3
Social Work Elective	<u>3</u>
	15

Sixth Semester (Spring)

Sociology 402	3
Social Work 411/335	3
Free Elective	3
Social Work 414 or African-American History	3
American, English, or African-American Literature	<u>3</u>
	15

Senior Year

Seventh Semester (Fall)

Social Work 507	5
Social Work 519/523	3
Sociology 403	3
Free Elective	<u>3</u>
	14

Eighth Semester (Spring)

Social Work 520/509	5
Social Work 571/524	3
***Sociology/Social Work 570	3
Social Work 674	3
Social Work Elective	<u>3</u>
	17

*This course must be successfully completed prior to enrolling in any other social work courses.

**Follow the 6 hours of political science or the 6 hours of economics.

***This course includes the program's comprehensive exam.

Notes

All social work students must participate in the Sociology/Social Work Society.

The comprehensive examination, which is part of Sociology/Social Work 570, must be successfully completed prior to graduation.

No academic credit will be granted for previous life experience.

All required social work and sociology courses, as well as all English and speech courses, must be completed with a grade of C or better.

SOWK 133, SOWK 333/430, and SOWK 410 must be taken prior to SOWK 335.

SOWK 133, SOWK 333/430, SOWK 410 and SOWK335 must be taken prior to SOWK 507 and SOWK 523.

SOWK 507 and SOWK 523 must be taken concurrently.

SOWK 509 and SOWK 524 must be taken concurrently.

Students must achieve a cumulative GPA of 2.00 prior to applying for field instruction and must apply for admission to enroll in field instruction during the spring semester prior to the fall semester they wish to enroll in field instruction, but only after having successfully completed all prerequisites.

Students with a baccalaureate degree in a discipline other than social work who wish to meet requirements for the baccalaureate degree in social work must complete the following courses in residence at N.C. A&T State University. Each applicant's transcript will be evaluated on an individual basis, but the following social work courses are required:

<u>Number</u>	<u>Course</u>	<u>Credits</u>
133	Social Professions, Fields and Services	3
100	Principles of Sociology	3
101	Basic Quantitative Writing and Computer Skills in Sociology	3
204	Social Problems	3
203	Social Statistics I	3
335	Interviewing & Recording	3
401	Origins of Social Thought	3
402	Social Theories	3
403	Social Research Methods I	3
410	Social Functioning and Human Behavior	3
430	Social Welfare Policy	3
507	Field Instruction I	5
523	Social Work Methods I	3
509	Field Instruction II	5
524	Social Work Methods II	3
674	Evaluation of Social Programs	3
570	Senior Seminar	3
	Social Work Electives	6
372	Child Welfare	
308	The Family	
412	Major Problems in Family Function	
503	Juvenile Delinquency	
	Psychology 320, 324, 325 or 434	6

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY
Department of Sociology and Social Work
Requirements for Certification in School Social Work
2005

The Social Work program is accredited by the Council on Social Work Education; therefore, graduates of the program are recognized as having the competencies essential for beginning social work practice. Because of this, two interest exams must be taken at the University's Counseling Center by all incoming freshmen and transfer students. The social work major is required to complete 127 semester hours with a minimum grade point average of 2.00 on a 4-point scale. Graduates of other programs may qualify for this degree by completing the social work curriculum. Undergraduate students majoring in other areas, such as psychology, political science, or sociology, may be interested in completing requirements for a second degree in social work. No academic credit will be granted for previous life experience. To assist students desiring certification in school social work, the department, in cooperation with the School of Education, has designed a specific curriculum which requires the student to meet all requirements for the baccalaureate degree in social work and enroll in those courses that will maximize the achievement of competencies essential for social work practice in school settings.

<u>First Semester (Fall)</u>	3	<u>Second Semester (Spring)</u>	3
English 100 (099 if remedial is needed)	3	English 101	3
Sociology 100	3	Sociology 101	3
Biology 100	4	History 101	3
Math 101 (100 if remedial is needed)	3	Math 102 (101 if Math 100 needed)	3
*Social Work 133	<u>3</u>	**Political Science 200 or Economics 200	<u>3</u>
	16		15
Third Semester (Fall)		Fourth Semester (Spring)	
Earth Science 201	3	Social Work 333/430	3
Sociology 203	3	Sociology 204	3
Psychology 320	3	Psychology 324	3
Health Education 200	2	Speech 250	3
Foreign Language	3	Foreign Language	<u>3</u>
**Political Science 210 or Economics 201	<u>3</u>		
	17		15
Fifth Semester (Fall)		Sixth Semester (Spring)	
English 404/331	3	Sociology 402	3
Sociology 401	3	Social Work 335	3
Philosophy 262	3	Free Elective	3
Social Work 410 (prior to SOWK 335)	3	Social Work 414 or African-American History	3
Social Work 372	3	American, English, or African-American Literature	<u>3</u>
Social Work 412 or Sociology 308	<u>3</u>		
	18		15
Seventh Semester (Fall)		Senior Year	
Social Work 507	5	Eighth Semester (Spring)	
Social Work 523	3	Social Work 509	5
Sociology 403	3	Social Work 524	3
Free Elective	3	***Sociology/Social Work 570	3
Education 300 or 301	<u>3</u>	Social Work 674	3
	16	Social Work 503 or SOSW 670	<u>3</u>
			17

*This course must be successfully completed prior to enrolling in any other social work courses.

**Follow the 6 hours of political science or the 6 hours of economics.

***This course includes the program's comprehensive exam.

Notes

All social work students must participate in the Sociology/Social Work Society.

The comprehensive examination, which is part of Sociology/Social Work 570, must be successfully completed prior to graduation.

No academic credit will be granted for previous life experience.

All required social work and sociology courses, as well as all English and speech courses, must be completed with a grade of C or better.

SOWK 133, SOWK 333/430, and SOWK 410 must be taken prior to SOWK 411.

SOWK 133, SOWK 333/430, SOWK 410 and SOWK 411 must be taken prior to SOWK 507 and SOWK 523.

SOWK 507 and SOWK 523 must be taken concurrently.

SOWK 509 and SOWK 524 must be taken concurrently.

Students must achieve a cumulative GPA of 2.00 prior to applying for field instruction and must apply for admission to enroll in field instruction during the Spring semester prior to the fall semester they wish to enroll in field instruction, but only after having successfully completed all prerequisites.

Students with a baccalaureate degree in a discipline other than Social Work who wish to meet requirements for the baccalaureate degree in Social Work and Certification School Social Work must complete the following courses in residence at N.C. A&T State University. Each applicant's transcript will be evaluated on an individual basis, but the following Social Work courses are required:

Number	Course	Credits
133	Social Professions, Fields and Services	3
100	Principles of Sociology	3
101	Basic Quantitative Writing and Computer Skills in Sociology	3
204	Social Problems	3
203	Social Statistics I	3
335	Interviewing & Recording	3
401	Origins of Social Thought	3
402	Social Theories	3
403	Social Research Methods I	3
410	Social Functioning and Human Behavior	3
430	Social Welfare Policy	3
507	Field Instruction I	5
523	Social Work Methods I	3
509	Field Instruction II	5
524	Social Work Methods II	3
674	Evaluation of Social Programs	3
570	Senior Seminar	3
	Social Work Electives	9
372	Child Welfare	
308	The Family	
412	Major Problems in Family Function	
503	Juvenile Delinquency	
670	Law and Society	3
	Psychology 320, 324, or 325	6
	Education 300 or 301	<u>2</u>
		72

Office of Student Academic Services
159 Mossman Bldg. (336) 334-5730

U 225 BS - SOCIAL WORK

THE UNIVERSITY OF NORTH CAROLINA
GREENSBORO

General Education Requirements
Degree Audit Checksheet
2004 Bulletin

122 hours required, including
31 sh residency [] at UNCG
w/ 12 sh in major and 9 sh in
minor

Name _____

Updated:

Student ID _____

Second Major _____

Minor _____

GENERAL EDUCATION REQUIREMENTS		DEPARTMENTAL REQUIREMENTS		U-895 SCHOOL SOCIAL WORK LICENSURE (OPT)	
Course	S.H.	Course	S.H.	Course	S.H.
Humanities & Fine Arts: 12 sh/4 courses (1 each from Literature, Fine Arts & Philosophical/Religious/Ethical Perspectives, plus 1 additional) _____(GLT) _____ _____(GFA) _____ _____(GPR) _____ _____(Additional) _____ Historical Perspectives: 3 sh/1 course _____(GHP) _____ Social & Behavioral Sciences: 6 sh/2 courses ECO 101 (GSB) [____] SWK 311 (GSB) [____] Natural Sciences: 6-7 sh/2 courses (each must have PSC 100 different dept. prefixes; 1 must include a lab [____]) BIO 105 & 105L (GNS) [____] _____(GNS) [____] Mathematics: 3sh/1 course STA 108 (GMT) [____] Reasoning & Discourse: 6 sh/2 courses ENG 101 or FMS 115 or RCO 101 _____ _____(GRD) _____		SWK 215 _____ 310 (4 sh) _____ 311 _____ 315 _____ 325 _____ 351 _____ 411 _____ 412 _____ 413 (5 sh) _____ 414 (5 sh) _____ 415 (1 sh) _____ 416 (1 sh) _____ 6 s.h. in SWK at the 500-level: 2 Writing Intensives (WI) SWK _____ _____ _____ _____ COGNATE BIO 105 & 105L _____ ECO 101 _____ HDF 212 _____ PSY 121 _____ SOCI 101 _____ STA 108 _____ Cultural Diversity Requirements [____] Foreign Language proficiency _____ 101 _____ _____ 102 _____ OR [____] 6 sh of coursework from: AFS 201, 210 ATY 330 ENG 331, 374, 376 HIS 301, 302, 328, 329 PSC 335, 336 REL 111, 131, 325 SES 135, 335 SOC 227, 329 WMS 250 _____		ELC 381 _____ SWK 413* _____ 414* _____ 582 _____ *Must be taken in a school social work setting. Admission to School of SWK Licensure ____ General Education Marker Requirements: 2 Speaking Intensives (SI): 1 in major [____] 1 at any level [____] 1 in major [____] 1 at any level [____] 4 Global Courses (GL)* Must include 1 Global Non-Western (GN): _____(GL or GN) _____ _____(GL or GN) _____ _____(GL or GN) _____ _____(GN) _____ *may include 6sh/2 courses in a foreign language Admission Deficiencies: None _____ Removed Term _____ For. Lang. _____ Math _____ U.S. Hist _____ Minimum of 36 sh at 300-level or above _____ + _____ = _____ Hours Earned _____ Hours in Progress _____ TOTAL HOURS _____	

**THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
LIBERAL EDUCATION REQUIREMENTS**

ALL-UNIVERSITY LIBERAL EDUCATION COURSES BY AREA SEMESTER HOURS
ANALYTICAL AND EVALUATIVE STUDIES (AE) 3

Anthropology 212, 360
Freshman Seminar in Analytic and Evaluative Studies 106
History 311, 360, 366
Honors 208
Philosophy 111, 119, 121, 220, 231
Political Science 105
Religion 110, 207, 309, 331, 335, 365
Women's Studies 350

BRITISH OR AMERICAN LITERATURE (BL) 3

Communication and Theatre 320
English 105, 106, 107, 211, 212, 251, 252, 331, 339, 340, 341, 375
Freshman Seminar in British or American Literature 110
Honors 205a

FINE ARTS (FA) 3

Art 100, 101, 323
Communication and Theatre 121, 171, 221, 250, 323, 582
Dance 100, 200, 201, 202, 323
Freshman Seminar in Fine Arts 105
Honors 205c
Music 214, 241, 323

HISTORICAL PERSPECTIVES ON WESTERN CULTURE (HP) 3

Classical Civilization 201, 202, 211, 212, 323
Communication and Theatre 205
Freshman Seminar in Historical Perspectives on Western Culture 101, 102
History 103, 211, 212, 251, 252, 301, 302, 334, 356, 357, 369, 374
Philosophy 252
Religion 202, 204, 210, 231
Western Civilization 101, 102

MATHEMATICS (MT) 3

Mathematics 112, 119, 121, 191A or 191B
Statistics 108

NATURAL SCIENCE (NS) 3

Anthropology 253, 331
Biology 101, 102, 103, 104, 105, 107, 108
Chemistry 103, 104, 106, 110, 111, 111L, 114, 114L
Food and Nutrition 213

Freshman Seminar in Natural Sciences 104, 104L
Geography 103, 111, 111L, 311, 311L, 314, 314L
Honors 207a, 207b
Physics 101, 102, 203, 209, 235, 291, 292, 305
Psychology 223, 233L

NON-WESTERN STUDIES (NW)

3

Anthropology 100, 325, 330, 333, 335, 337
Communication and Theatre 586
Freshman Seminar in Non-Western Studies 109
Geography 104, 114, 303
History 203, 204, 215, 215, 239, 240, 361, 377, 381, 383, 384, 385, 386, 389
International Studies 233A
Music 343
Political Science 290, 391
Religion 205, 211, 219, 221, 351
Sociology 242, 300
Women's Studies 333

REASONING AND DISCOURSE (RD)

6

English 101A or English 101 B or Freshman Seminar in Reasoning and Discourse 103 or Residential College 101 and one of the following courses:
Communication and Theatre 105, 231, 341
English 102, 223, 301
Philosophy 115, 211

SOCIAL AND BEHAVIORAL SCIENCES (SB)

6

Anthropology 201, 212, 258
Communication and Theatre 106, 240
Economics 101, 201, 202
Exercise and Sport Science 330
Freshman Seminar in Social and Behavioral Science 108
Geography 105, 202, 301, 344
Health 360
Honors 206
Human Development and Family Studies 212, 302
Political Science 200, 210, 240, 260
Psychology 221, 312, 341, 345
Sociology 201, 211, 222, 232
Social Work 311

WORLD LITERATURE (WL)

3

Classical Civilization 205, 305, 306, 321, 324, 325
English 201, 202, 315, 371
Freshman Seminar in World Literature 107

French 222, 303, 307, 308
German 217, 218
Honors 205b
Italian 222
Religion 315
Russian 201, 202, 313, 315
Spanish 222, 305, 306

ELECTIVES **6**
Six additional hours from any of the areas specified above or in a foreign language at any level.

TOTAL SEMESTER HOURS **45**

JOINT SOCIAL WORK FIELD INSTRUCTION PROGRAM
North Carolina Agricultural and Technical State University
The University of North Carolina at Greensboro

Student Learning Contract with Field Instructor

This learning agreement is made between the student and the field instructor with the approval of the faculty liaison representative. It should specify, in as much detail as possible, the goals and objectives for the field education and should include specific methods of measuring the accomplishment of goals and objectives. This agreement will serve as the basis of the evaluation of performance. The following areas should be covered in the learning agreement.

1. Work with Individual Clients

The agreement should specify how many cases the student is expect to carry, when contact with the clients is expected to begin, what the student's level of responsibility will be with these cases, and how consultation/teamwork will be used, if appropriate.

2. Work with Families

The learning agreement should indicate the extent to which students will be involved in working with families, how many, at what level of responsibility, when, etc.

3. Work with Groups

The student and the field instructor should evaluate what opportunities for group work exist. Will the student plan and lead a group? (What kind, what will be the duration of the group, the student's responsibilities, etc.) If the agency does not do group work, what other group experience exists? For example, the student may work with a group in another agency, or may be exposed to working with a group of staff in a task-oriented group.

4. Knowledge of agency structure

The student should become familiar with agency structure, policies, and procedures by reading handbooks and personnel manuals, attend training sessions, meeting/interviewing administrators and other staff, etc. The student should attend staff meetings when possible and should attend an agency board meeting.

5. Knowledge of Community/Agency Interrelationships

The students should arrange a visit to agencies that refer to the field placement agency or to which referrals are often made. The student should be able to see how the service(s) offered by the placement agency fit into the overall service delivery system. These visits may be done with the supervisor, with other students, or alone, as appropriate. Reporting

on the visit in writing or orally is important. The student should take advantage of attending workshops and professional meetings, interagency task force meeting, etc.

6. Use of Supervision

The learning agreement should specify the frequency, content need for agenda planning and duration of the supervisory sessions.

7. Commitment to Agency Functions and Responsibilities

It should be clearly specified in the agreement what hours the student is expected to be in the field and what the student's responsibilities are to the agency. Agency expectations regarding confidentiality and recordkeeping should be included in this section.

8. Safety Issues

9. Integration of theory and practice

A number of class assignments for Methods I and Methods II will require that the student use experiences and information obtained in the field agency. The learning agreement should specify when and how these assignments will be met.

10. Other Areas for Possible Inclusion

- A. Research: The student may be responsible for collecting data and making a report to the agency. The nature of such research, the student's responsibilities, expected date of completion, etc., should be specified.
- B. Planning Projects: Specify the nature of the project, student's responsibilities, etc. Projects may vary from planning a fund raising to event to present a volunteer training program, or speaking to an organization or group.
- C. Professional Activities: Attending NASW meetings, other professional organizations, workshops, and conferences.

FORMAT FOR LEARNING CONTRACT

(Student should make three (3) copies. The signed original should be given to the Faculty Liaison.)

Student name: _____ Date: _____
Name of Agency/Program/Unit: _____
Name of Field Instructor(s): _____

I. Structure of Internship

Days student is in placement: _____
Hours of above days: _____
Day & Time of Supervision: _____

Specify ways student has been oriented to agency:

Specify student’s responsibilities in regard to agency structure, policies, and procedures (i.e., recordkeeping, confidentiality, safety concerns, etc.)

Specify task(s) for orientating student to community resources and agency interrelationships.

II. Direct Practice Assignments

Indicate the number of cases, families, and/or groups that will be assigned to students:

___ Individuals ___ Families ___ Groups

Comments on arrangement of above responsibilities:

Indicate how theoretical base will be integrated into Field:

III. Indirect Practice Assignments

Indicate the types of indirect practice skills available in this practice setting.

___ Research _____ Program development/planning ___ Staff/professional presentations

Identify types of assignments, related to indirect practice, the student will complete during field:

Learning Contract Goals

Field Education Goals and Objectives

Goal I: Professional Growth and Development

- Objectives:**
1. Development of the “professional self”
 2. Commitment to professional values and ethics
 3. Evaluation of “self”

Goal II: Organizational and Community Context of Practice

- Objectives:**
1. Knowledge of structure and function of the agency
 2. Knowledge of community’s structure and resources

Goal III: Develop an understanding of the generalist social work problem-solving process

- Objectives:**
1. Apply interpersonal communication skills with clients
 2. Demonstrate sensitivity to diverse populations
 3. Develop problem identification and assessment skills
 4. Develop skills in documentation and agency record keeping
 5. Develop skills in planning, maintaining and facilitating small groups
 6. Develop ability to engage in critical thinking in relation to social work practice
 7. Develop an understanding of the termination process

STUDENTS' BILL OF RIGHTS
(drafted in 1978 by Charles Munson)

The right to a field instructor who supervises them consistently at regularly designated times.

The right to a sufficient number and variety of cases to ensure learning.

The right to growth-oriented, as well as technical and theoretical, learning that is stable in its expectations.

The right to clear criteria for performance evaluation.

The right to a field instructor who is adequately trained and skilled in supervision.



CHECKLIST FOR FIELD INSTRUCTORS

Prevention/Risk Management

- ◆ Review the Code of Ethics with your student. Identify standards most pertinent to your setting.
- ◆ Review agency policies with your student, highlighting the rules and regulations regarding confidentiality and the exceptions.
- ◆ Review agency safety practices including home visits, emergency provisions, after-hours security, measures to be taken with out-of-control clients, measures for unauthorized contact with and by students, etc.
- ◆ Orient students to laws and policies regarding confidentiality, informed consent, and other measures of protection to clients.
- ◆ Explain policy regarding use of phone, FAX, and e-mail facilities, including confidentiality policy.
- ◆ Provide sufficient orientation to and knowledge of student's work and records.
- ◆ Provide assiduous supervision, including detailed knowledge of student's work and records.
- ◆ Document supervisory contacts and substance.
- ◆ Discuss professional boundaries required in the student's relationships with supervisor, other agency staff, clients, and collateral clients. (Some states have criminal statutes prohibiting sexual relationships between professionals and their clients.) Awareness of the possibility that communications and actions may be misinterpreted, of the fact that you as professional and as supervisors are responsible for setting and maintaining appropriate boundaries, and the necessity for asking the right questions in order to have necessary information are all role requirements of field supervisors.
- ◆ Arrange appropriate liability insurance provisions for self and student. **(Students in this field program are required to purchase liability coverage prior to beginning the internship)**
- ◆ Disclose to clients the student's status as an intern.
- ◆ Engage in systematic oversight of student recordkeeping; inform client that records can be subpoenaed.
- ◆ Require appropriate immunization and criminal background checks of students.

(Miriam S. Raskin, George Mason University)

SAFETY IN THE FIELD

Social workers meet clients “where they are” emotionally and physically. For this reason, it has become necessary and helpful to students to discuss issues of personal safety as they begin their field placement. Exercising common sense and being aware of one’s immediate surroundings, whether in the agency or in the field, is the first step in ensuring one’s personal safety.

Students are encouraged to discuss any concerns for personal safety with their faculty liaison and/or field instructor at the beginning of their practicum. Find out if the agency already has safety procedures in place for its staff, volunteers and interns. The following safety tips are provided in the event that such procedures are not in place.

General

1. Use common sense on the job. Be consciously aware of your surroundings.
2. Speak and act with confidence in your ability to handle any situation.
3. The wearing of expensive, or the appearance of expensive, jewelry should be kept to a minimum.
4. Dress in a manner appropriate for your agency setting. Women should wear comfortable, low or flat heels.
5. Do not carry large sums of cash, credit cards, telephone charge cards, etc., with you on field placement days.
6. Do not leave valuables, including cellular phones, visible in your car. Make a habit of locking them in the car trunk **prior** to arriving for field placement.
7. Keep car doors locked while in transit. Women should place purses on the floor of the car rather than on the seat.
8. Carry proper identification on your person, including emergency contact names and numbers. Persons with life-threatening medical conditions, including allergies to certain medicines, should have all such information readily accessible and available.
9. **TRUST YOUR INSTINCTS.** If a situation does not “feel right,” it may not be. Act accordingly, taking appropriate precautions.
10. Carrying a concealed weapon or carrying a gun without a permit violates N.C. law. Students should check with the police department to find out the legalities and liabilities.

The Agency

11. Office furniture should be arranged to afford ample escape should a threatening situation arise. Ask permission, if necessary, to arrange desk and chair so that they are closest to the door.
12. Leave a door open while interviewing a client who is known to have a history of violence.
13. Talk in a tone of voice which is non-threatening and inoffensive. Speak clearly and firmly to clients.
14. Know where exits are located. Ask about escape routes in case of fire.

Home Visits

15. Ask about established agency safety strategies and procedures governing workers who make home visits. If none exist, discuss what to do in questionable situations with your field instructor **prior** to making your first home visit.
16. Use a word or number code that will alert your field instructor or some other designated person that you are in need of assistance.
17. **Always** let someone know where you are going, leaving addresses and phone numbers, and the approximate length of the stay for each stop. Do not leave the agency at the end of the day to go on a home visit alone. If an evening appointment has to be made, schedule it on a day when your field instructor or another agency staff person can accompany you.
18. **KNOW WHERE YOU ARE GOING.** Invest in a city map. They can usually be purchased from convenience and discount stores for \$2-\$3.
19. Carry a whistle on your person to sound an alarm and/or attract attention.
20. Dress comfortably for easy movement, adhering to the established agency dress code.
21. When going on a home visit, take your cellular phone with you — on your person, if possible.
22. **Never** park heading into a dead-end street. Park your car so that the front faces out in the proper direction.
23. **Never** pull into the driveway of the home you are to visit, where you can be blocked from leaving. Park on the street.
24. **Always** introduce yourself at the door before entering the residence, and confirm that the person you have come to see is at home. If necessary, ask that the client come to the door to welcome you in.
25. While in the house, try to stay near or in view of an exit.
26. **TRUST YOUR INSTINCTS AND USE COMMON SENSE.** If, upon arriving for or during a home visit, the situation does not feel or look right, leave. Call the client and reschedule for another time when someone can accompany you.

These tips are intended to assist in making the practicum a safe, educationally rewarding learning experience. It is not intended for this information to evoke fear, but rather to have the student come consciously aware of environment and personal safety. Students are reminded to **TRUST THEIR INSTINCTS, USE COMMON SENSE, AND THINK SAFETY!**

Field Instruction Evaluation

Field instruction evaluation is an ongoing process that should be discussed very early in the field placement. The evaluation report provides a mechanism for assessing the student's performance and the student's professional strengths and weaknesses. The evaluation form should be reviewed by the student and field instructor prior to completing and negotiating the student-agency contract, thereby ensuring that appropriate learning goals and objectives can be established for each semester.

The completed evaluation form for first semester serves as a guide for developing the second semester contract. In addition, complete evaluation forms become a part of the student's permanent record, to be consulted in preparing reference letters for graduate schools and employers. Also, the completed field evaluation form provides information to the field faculty liaison representative, who grades the student's development and performance.

Evaluation reports for the first semester should reflect the **progress** and **growth** the student makes in relation to the available learning opportunities. While primary emphasis is placed upon progress for the first semester, the primary emphasis for the second semester evaluation should be upon the **performance** and **mastery** of social work skills. The quality and quantity of performance should reflect the student's readiness for beginning practice. This should be assessed in the second semester evaluation.

At mid-semester, each semester, the student and field instructor will complete the evaluation form to be returned to the faculty field liaison when the faculty liaison makes the mid-semester visit. At the end of the semester, the student and the field instructor should complete separate copies of the first semester form in preparation for the evaluation conference. At the evaluation conference between the student and field instructor, discrepancies in ratings should be discussed and negotiated. Afterwards, the final copy of the evaluation should be prepared by the field instructor and submitted to the faculty liaison by the due date. Field instructors are encouraged to submit written comments. **Before the completed evaluation forms are returned to the universities, the student and the field instructor should each sign. These signatures indicate that the evaluation has been reviewed by both parties.**

The faculty liaison representative uses the completed field forms and conferences with the field instructors and students in evaluating the student's performance in the field experience. Field instructors may be consulted about the grade to be assigned and may write a recommended grade on the evaluation form; however, the responsibility for the assignment of a grade rests with the faculty member on the campus where the student matriculates.

JONINT SOCIAL WORK FIELD INSTRUCTION PROGRAM
North Carolina Agricultural and Technical State University
Department of Sociology and Social Work
and
The University of North Carolina at Greensboro
Department of Social Work

Mid-term Evaluation
Fall Semester

Name of Student _____

Name of Faculty Liaison _____

Name of Agency/Program _____

Name of Field Instructor(s) _____

Instructions: This form is to be completed as you review the student’s progress at mid-term of the first semester of field instruction. The form is to be completed by the field instructor and is to be reviewed and signed by the student before it is turned in to the faculty liaison representative. The field instructor may give it to the student to return to the faculty liaison representative.

Beginning with Section II, use the following rating scale to describe student performance. Circle the value that objectively assesses student growth and development during this evaluation period. Use **NA** for those areas where the student has not had an opportunity to gain experience. Value **U**= **unsatisfactory student performance**; **M** = **marginal student performance**; **S** = **average performance**; **G** = **student frequently takes initiative in own learning**; **E** = **exceptional performance, student is frequently self-directed and usually takes initiative in own learning**.

I. Completion of Practicum Requirements

1. Number of days student has been absent _____ and/or tardy _____ this semester.
2. **Circle the appropriate response.** Student has made **satisfactory/unsatisfactory** progress in fulfilling the learning agreement.

II. Professional Behavior and Development

	NA	U	M	S	G	E
1. Professional appearance as related to agency standards.						
2. Student uses his/her own initiative.						
3. Demonstrates understanding of student learner role and functions.						
4. Use of supervision, including asking for feedback from field instructor.						

5. Demonstrates respect for field instructor and other agency staff.							
6. Ability to engage in self-directed learning							
7. Effectiveness in planning and arranging work responsibilities.							

III. Self-awareness and Professional Growth

NA U M S G E

1. Student uses his/her own initiative.							
2. Ability to describe personal feelings about and reactions to clients and client system.							
3. Ability to exercise conscious control of the effects of those personal feelings about and reactions to client and client system. (professional control)							
4. Ability to recognize and articulate the need for continued professional growth.							
5. Ability to work within the purpose, structure, administration, and constraints of the practicum setting.							
6. Ability to identify and use community resources.							
7. Problem-solving skills, ability to engage in problem identification and problem-solving with client system.							
8. Ability to perform basic social work roles of practicum setting: caregiver, broker, advocate, outreach worker, case manager, counselor, community organizer, etc.							
9. Ability to empathize with client system.							
10. Interviewing skills, including both the ability to listen and the ability to recognize and interpret the meaning of non-verbal communication							
11. Written communication skills, including ability to record and report accurately and clearly.							
12. Ability to develop and maintain professional relationship with clients, field instructor and agency staff.							

IV. Professional Values and Ethics

NA U M S G E

1. Demonstrates acceptance and use of basic social work values, ethics, and principles.							
2. Awareness of personal values and their potential impact on social work practice.							
3. Respect for client self-determination.							
4. Ability to explain and maintain appropriate confidentiality of client information.							
5. Demonstrates respect for clients, agency staff, and faculty liaison regardless of age, socio-economic status, educational level, race, ethnic group, gender, sexual orientation, religion or cultural differences.							

V. Comments

1. Please identify the student's strengths, as evidenced during this assessment period. In particular, describe skills or performance areas in which the student did excellent work.

2. Please identify skills or other areas in which the student needs improvement, in particular, areas in which the student needs more experience or practice now through the end of the semester.

3. Based on this assessment, is there a need to revise the learning agreement? If so, please make revisions and send a copy to the faculty liaison representative.

Field Instructor's Signature _____ Date _____

I have read and discussed this evaluation with my field instructor and faculty liaison:

Student's Signature _____ Date _____

To the student: If you disagree with any aspect of this evaluation, please attach a statement indicating your area(s) of disagreement and the reason(s).

Revised (7/0

**JOINT SOCIAL WORK FIELD INSTRUCTION PROGRAM
North Carolina Agricultural and Technical State University**

Department of Sociology and Social Work

**The University of North Carolina at Greensboro
Department of Social Work**

Final Student Evaluation Form — Fall Semester

Evaluation of the student's performance is an important part of professional development. Therefore, it is essential that the student participate in the evaluation process and indicate evidence of this participation by signing the evaluation form at the designated place.

Student's Name: _____ Date: _____

Faculty Liaison: _____

Agency (including Division/Unit): _____

Agency Address: _____

Field Instructor(s): _____

Instructor's Phone: _____

Highest Degree and Area of Instructor: _____

As briefly as possible, what are the stated objectives of your agency?

B. Rate the percentage of time spent by the student in the following social work practice methods.

	%
1. Work with individual clients (casework and one-to-one)	_____
2. Work with client groups (participating and/or conducting sessions with more than two members)	_____
3. Collaborative work with other disciplines and other agencies	_____
4. Work with the community (community organizing, developing and locating community resources, social action projects)	_____
5. Research (collecting and evaluating social data)	_____
6. Training (developing and implementing programs or activities to develop or train others in a particular area or skill)	_____
7. Agency recordkeeping and documentation	_____
8. Administration	_____
9. Other: _____	_____
Total	100%

Comments:

- 0 Does Not Apply.** Please explain why the items does not apply to the practice experience. This should be done in narrative and attached to this form.

- 1 Unsatisfactory.** The student’s performance is unsatisfactory. The student is unable to or does not complete assigned tasks that would demonstrate that the skill or knowledge is being acquired and integrated. Equivalent to a letter grade of “F”.

- 2 Marginal.** The student needs much supervision and direction in order to complete the assigned tasks. Student’s performance indicates uneven or inconsistent integration of knowledge. Equivalent to a letter grade of “D”.

- 3 Satisfactory.** The student is able to complete assigned tasks and activities with an appropriate amount of supervision. The student’s performance demonstrates that acquired knowledge is being integrated. Equivalent to a letter grade of “C”.

- 4 Good.** The student is able to complete assigned tasks and activities with a minimum of supervision. The integration of knowledge and practice is accomplished with initiative and increasing self-direction. Equivalent to a letter grade of “B”.

- 5 Exceptional.** The student exceeds all performance expectations, frequently taking the initiative in developing and completing tasks and activities with minimal or no supervision. Equivalent to a letter grade of “A”.

C. List the principal items specified in the Student Learning Contract and rate achievement.

	Unsatisfactory	Marginal	Satisfactory	Good	Exceptional	Does Not Apply
1.						
2.						
3.						
4.						
5.						

First Semester Evaluation

The evaluation from first semester should reflect the progress and growth the student makes in relation to the available learning opportunities. It is expected that all skills in the first semester will be practiced and demonstrated under close supervision.

Evaluate the student by circling the appropriate rating (0-5) after each item. See General Instructions for an explanation of the ratings.

I. Professional Behavior

Professional behavior reflects humanitarian and democratic ideals; dedication to service for the welfare of people; disciplined use of one’s self; rational and perceptive use of knowledge about human social functioning; and responsibility to use the communicated knowledge, ideas, and feelings with an ethical framework.

	NA	U	M	S	G	E
1. Assume responsibility in providing, maintaining, and improving services to clients.	0	1	2	3	4	5
2. Demonstrates recognition and respect for social work values (such as individuality and confidentiality).	0	1	2	3	4	5
3. Demonstrates awareness of own value system.	0	1	2	3	4	5
4. Demonstrates willingness to seek out/promote resources necessary for the development of capacities of persons lacking such resources.	0	1	2	3	4	5
5. Demonstrate knowledge of, and behavior consistent with, the Social Work Code of Ethics in regard to clients, colleagues, agency and the general public.	0	1	2	3	4	5
6. Demonstrates responsibility and initiative for one’s own	0	1	2	3	4	5

learning and performance.

7.	Demonstrates a strong interest in basic concepts and principles.	0	1	2	3	4	5
8.	Participates in the evaluation of one's own ideas and performance.	0	1	2	3	4	5
9.	Meets agency expectations with regard to punctuality for work and appointments.	0	1	2	3	4	5
10.	Completes written assignments in a timely fashion.	0	1	2	3	4	5
11.	Demonstrates responsibility for work coverage. (This means "does the job.")	0	1	2	3	4	5
12.	Prepares for regular (weekly or bi-weekly) supervisory conferences with field instructor.	0	1	2	3	4	5
13.	Participates actively in meetings related to the work of the agency.	0	1	2	3	4	5
14.	Demonstrates respect for and protection of client confidentiality.	0	1	2	3	4	5

COMMENTS:

II. Relationship and Communication Skills

Interpersonal competency is a fundamental component of service or helping professions. This competency consists of demonstrated warmth, acceptance, and empathy. It includes sensitivity to overt and covert communication.

1.	Expresses self clearly in verbal communication.	0	1	2	3	4	5
2.	Presents written communications, including records, letters, and reports, in a clear and organized manner.	0	1	2	3	4	5
3.	Demonstrates effective use of communication technology (telephone, computers, video equipment).	0	1	2	3	4	5
4.	Creates an interpersonal, helping climate, demonstrating warmth, acceptance, and rapport.	0	1	2	3	4	5
5.	Is sensitive to nonverbal and verbal content of communication of clients and others.	0	1	2	3	4	5
6.	Demonstrates an understanding of, or willingness to understand, the client's world from his/her own perspective.	0	1	2	3	4	5
7.	Demonstrates the ability to assess and understand the social and environmental context of practice.	0	1	2	3	4	5
8.	Demonstrates an awareness of the impact of racism, sexism, and ethnocentrism on the person and society.	0	1	2	3	4	5

COMMENTS:

III. Problem-Solving Skills

Problem-solving is an orderly process of helping people by gathering data, assessing with people what they want and need, and developing strategies for achieving goals.

1.	Makes accurate observation of problem situations.	0	1	2	3	4	5
2.	Gathers, organizes, and reports problem situation information.	0	1	2	3	4	5
3.	Assesses and interprets information on problem situations.	0	1	2	3	4	5
4.	Formulates clear intervention goals and plans with client systems.	0	1	2	3	4	5
5.	Participates in rational problem solving with client system.	0	1	2	3	4	5
6.	Participates in supporting and enhancing client system.	0	1	2	3	4	5
7.	Participates in modifying the client's problem environment.	0	1	2	3	4	5
8.	Participates in linking client systems to community resources through referrals.	0	1	2	3	4	5

COMMENTS:

IV. Work with Agency and Community Resources

Understanding roles, purposes, and functions of agencies and how they interact as one part of a network of resources for helping individuals, groups, and communities deliver appropriate human services.

1.	Demonstrates knowledge and understanding of community resources and is able to effectively use them for client's benefit.	0	1	2	3	4	5
2.	Demonstrates ability to participate in planning and coordination of activities with other agencies and resources.	0	1	2	3	4	5
3.	Demonstrates ability to interpret the role, purpose, and function of the field placement agency.	0	1	2	3	4	5
4.	Demonstrates ability to apply social work problem-	0	1	2	3	4	5

solving skills to assignments which involve interventions with multiple systems and institutions and their interaction with one another

COMMENTS:

OVERALL PROGRESS/GROWTH	1	2	3	4	5
OVERALL PERFORMANCE	1	2	3	4	5

OVERALL COMMENTS:

GOALS FOR NEXT SEMESTER:

My student and I have ___ have not ___ discussed this evaluation.

Field Instructor

Date

Student

Date

I have read this evaluation. I agree ___ do not agree ___ with it.

JOINT SOCIAL WORK FIELD INSTRUCTION PROGRAM
North Carolina Agricultural and Technical State University
Department of Sociology and Social Work
And

**The University of North Carolina at Greensboro
Department of Social Work**

**Mid-term Evaluation
Spring Semester**

Name of Student _____

Name of Faculty Liaison _____

Name of Agency/Program _____

Name of Field Instructor(s) _____

Instructions: This form is to be completed as you review the student’s progress at mid-term of the first semester of field instruction. The form is to be completed by the field instructor and is to be reviewed and signed by the student before it is turned in to the faculty liaison representative. The field instructor may give it to the student to return to the faculty liaison representative.

Beginning with Section II, use the following rating scale to describe student performance. Circle the value that objectively assesses student growth and development during this evaluation period. Use **NA** for those areas where the student has not had an opportunity to gain experience. Value **U**= **unsatisfactory student performance**; **M** = **marginal student performance**; **S** = **average performance**; **G** = **student frequently takes initiative in own learning**; **E** = **exceptional performance, student is frequently self-directed and usually takes initiative in own learning**.

I. Completion of Practicum Requirements

1. Number of days student has been absent _____ and/or tardy _____ this semester.
2. **Circle the appropriate response.** Student has made **satisfactory/unsatisfactory** progress in fulfilling the learning agreement approved in the September and/or in January.

II. Professional Behavior and Development

	NA	U	M	S	G	E
1. Professional appearance as related to agency standards.						
2. Understanding and is able to articulate student learner role and functions.						
3. Appropriately asks for feedback from field instructor						
4. Demonstrates respect for field instructor and other agency staff.						
5. Continues to engage in self-directed learning						
6. Effectiveness in planning and arranging work responsibilities.						
7. Demonstrates identification and socialization to the social work profession as a beginning generalist practitioner.						

III. Self-awareness and Professional Growth

NA U M S G E

1. Student continues to use his/her own initiative.							
2. Ability to describe personal feelings about and reactions to clients and client system.							
3. Ability to exercise conscious control of the effects of those personal feelings about and reactions to client and client system. (professional control)							
4. Ability to recognize and articulate the need for continued professional growth.							
5. Ability to work within the purpose, structure, administration, and constraints of the practicum setting.							
6. Continues to identify and use community resources appropriately.							
7. Increased problem-solving skills, ability to engage in problem identification and problem-solving with client system.							
8. Ability to appropriately perform basic social work roles of practicum setting: caregiver, broker, advocate, outreach worker, case manager, counselor, community organizer, etc.							
9. Increase ability to empathize with client system.							
10. Enhanced interviewing skills, including both the ability to listen and the ability to recognize and interpret the meaning of non-verbal communication.							
11. Written communication skills, including ability to record and report accurately, clearly and professionally.							
12. Increased ability to develop and maintain professional relationship with clients, field instructor and agency staff.							

IV. Professional Values and Ethics

NA U M S G E

1. Continues to demonstrates acceptance and use of basic social work values, ethics and principles.							
2. Awareness of personal values and their potential impact on social work practice.							
3. Respect for client self-determination.							
4. Ability to explain and maintain appropriate confidentiality of client information.							
5. Continues to demonstrate respect for clients, agency staff, and faculty liaison regardless of age, socio-economic status, educational level, race, ethnic group, gender, sexual orientation, religion or cultural differences.							

V. Comments

1. Please identify the student's strengths, as evidenced during this assessment period. In particular, describe skills or performance areas in which the student did excellent work.

Final Student Evaluation Form — Spring Semester

Evaluation of the student's performance is an important part of professional development. Therefore, it is essential that the student participate in the evaluation process and indicate evidence of this participation by signing the evaluation form at the designated place.

Student's Name: _____ Date: _____

Faculty Liaison: _____

Agency (including Division/Unit): _____

Agency Address: _____

Field Instructor(s): _____

Instructor's Phone: _____

A. Rate the percentage of time spent by the student in the following social work practice methods.

	%
1. Work with individual clients (casework and one-to-one)	_____
2. Work with client groups (participating and/or conducting sessions with more than two members)	_____
3. Collaborative work with other disciplines and other agencies	_____
4. Work with the community (community organizing, developing and locating community resources, social action projects)	_____
5. Research (collecting and evaluating social data)	_____
6. Training (developing and implementing programs or activities to develop or train others in a particular area or skill)	_____
7. Agency recordkeeping and documentation	_____
8. Administration	_____
9. Other: _____	_____
Total	100%

Comments:

The following explanation may be helpful to you as you rate the student's performance.

- 0 Does Not Apply.** Please explain why the items does not apply to the practice experience. This should be done in narrative and attached to this form.

- 1 Unsatisfactory.** The student’s performance is unsatisfactory. The student is unable to or does not complete assigned tasks which would demonstrate that the skill or knowledge is being acquired and integrated. Equivalent to a letter grade of “F”.
- 2 Marginal.** The student needs much supervision and direction in order to complete the assigned tasks. Student’s performance indicates uneven or inconsistent integration of knowledge. Equivalent to a letter grade of “D”.
- 3 Satisfactory.** The student is able to complete assigned tasks and activities with an appropriate amount of supervision. The student’s performance demonstrates that acquired knowledge is being integrated. Equivalent to a letter grade of “C”.
- 4 Good.** The student is able to complete assigned tasks and activities with a minimum of supervision. The integration of knowledge and practice is accomplished with initiative and increasing self-direction. Equivalent to a letter grade of “B”.
- 5 Exceptional.** The student exceeds all performance expectations, frequently taking the initiative in developing and completing tasks and activities with minimal or no supervision. Equivalent to a letter grade of “A”.

B. List the principal items specified in the Student Learning Contract and rate achievement.

	Unsatisfactory	Marginal	Satisfactory	Good	Exceptional	Does Not Apply
1.						
2.						
3.						
4.						
5.						

COMMENTS:

Second Semester Evaluation

The evaluation for second semester should emphasize the performance and mastery of social work skills. This evaluation assumes attainment of an adequate first semester evaluation. The quality and quantity of performance should reflect the student’s readiness for beginning practice.

Evaluate the student by circling the appropriate rating (0-5) after each item. See General Instructions for an explanation of the ratings.

I. Professional Behavior

Professional behavior reflects humanitarian and democratic ideals; dedication to service for the welfare of people; disciplined use of one's self; rational and perceptive use of knowledge about human social functioning; and responsibility to use the communicated knowledge, ideas, and feelings with an ethical framework.

		NA	U	M	S	G	E
1.	Demonstrates appreciation of the value of planned social work intervention in improving individual and collective social welfare.	0	1	2	3	4	5
2.	Demonstrates in supervisory conferences and participation in learning experiences a commitment to learning and professional development.	0	1	2	3	4	5
3.	Demonstrates openness about feelings about diverse client systems with different value orientations.	0	1	2	3	4	5
4.	Demonstrates commitment to viewing problems as occurring in the interaction between individuals and their social environment, as opposed to only in individuals.	0	1	2	3	4	5
5.	Treats all persons professionally contacted with respect, as persons of dignity and worth.	0	1	2	3	4	5
6.	Exhibits developing identification with and commitment to professional social work.	0	1	2	3	4	5
7.	Identifies and understands personal strengths and limitations as they relate to rendering service.	0	1	2	3	4	5
8.	Demonstrates responsibility and initiative for one's own learning and performance.	0	1	2	3	4	5
9.	Participates in the evaluation of one's own ideas and performance.	0	1	2	3	4	5
10.	Meets agency expectations with regard to punctuality for work and assignments.	0	1	2	3	4	5
11.	Completes written assignments in a timely fashion.	0	1	2	3	4	5
12.	Demonstrates responsibility for work coverage.	0	1	2	3	4	5
13.	Prepares for regular (weekly or bi-weekly) supervisory conferences with field instructor.	0	1	2	3	4	5
14.	Participates actively in meetings related to the work of the agency.	0	1	2	3	4	5
15.	Demonstrates respect for and protection of client confidentiality.	0	1	2	3	4	5

COMMENTS:

II. Relationship and Communication Skills

Interpersonal competency is a fundamental component of service or helping professions. This competency consists of demonstrated warmth, acceptance, and empathy. It includes sensitivity to overt and covert communication.

1.	Expresses self clearly in verbal communication.	0	1	2	3	4	5
2.	Presents written communications, including records, letters, and reports, in a clear and organized manner.	0	1	2	3	4	5
3.	Demonstrates effective use of communication technology (telephone, computers, video equipment).	0	1	2	3	4	5
4.	Creates an interpersonal, helping climate demonstrating warmth, acceptance, and rapport.	0	1	2	3	4	5
5.	Integration of own values with skill in diverse relationships.	0	1	2	3	4	5
6.	Demonstrates an understanding of, or willingness to understand, the client's world from his/her own perspective.	0	1	2	3	4	5
7.	Mature use of the supervisory relationship, incorporating openness, honesty, assertiveness, learning, and dealing with authority.	0	1	2	3	4	5
8.	Demonstrates the ability to assess and understand the social environmental context of practice.	0	1	2	3	4	5
9.	Demonstrates an awareness of the impact of racism, sexism, and ethnocentrism on the person and society.	0	1	2	3	4	5
10.	Appropriate termination of relationships.	0	1	2	3	4	5

COMMENTS:

III. Problem-Solving Skills

Problem-solving is an orderly process of helping people by gathering data, assessing with people what they want and need, and developing strategies for achieving goals.

1.	Makes accurate observation of problem situations.	0	1	2	3	4	5
2.	Gathers, organizes, and reports problem situation	0	1	2	3	4	5

	information.						
3.	Assesses and interprets information on problem situations.	0	1	2	3	4	5
4.	Formulates clear intervention goals and plans with client systems.	0	1	2	3	4	5
5.	Participates in rational problem solving with client system.	0	1	2	3	4	5
6.	Participates in supporting and enhancing client system as well as modifying the client's problem environment.	0	1	2	3	4	5
7.	Participates in linking client systems to community resources through referrals.	0	1	2	3	4	5

COMMENTS:

IV. Work with Agency and Community Resources

Understanding roles, purposes, and functions of agencies and how they interact as one part of a network of resources for helping individuals, groups, and communities deliver appropriate human services.

1.	Demonstrates knowledge and understanding of community resources and is able to effectively use them for client's benefit.	0	1	2	3	4	5
2.	Demonstrates ability to participate in planning and coordination of activities with other agencies and resources.	0	1	2	3	4	5
3.	Demonstrates ability to apply social work problem-solving skills to assignments that involve interventions with multiple systems and institutions and their interaction with one another.	0	1	2	3	4	5

COMMENTS:

OVERALL PROGRESS/GROWTH	0	1	2	3	4	5
OVERALL PERFORMANCE	0	1	2	3	4	5

OVERALL COMMENTS:

My student and I have ___ have not ___ discussed this evaluation.

Field Instructor

Date

Student

Date

I have read this evaluation. I agree ___ do not agree ___ with it.

FORMS

**JOINT SOCIAL WORK FIELD INSTRUCTION PROGRAM
NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY
THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO**

**2009 APPLICATION FOR FIELD INSTRUCTION (BSW)
(To be typed or written legibly in black ink)**

1. Name _____ Student ID# _____
2. Local Address _____
City _____ State _____ Zip Code _____
3. Local Telephone #: _____
4. Permanent Address _____
City _____ State _____ Zip Code _____
5. Permanent Telephone #: _____
6. Birthdate _____ 7. Sex ___M___ F___ 8. Race _____
9. Marital Status: ___ Single ___ Married ___ Widowed ___ Divorced
10. Cumulative GPA _____ 11. Advisor's Name: _____
12. Total number of semester hours completed to date: _____
13. Expected Date of Graduation: _____
14. Are you a transfer student? Yes ___ No ___
15. Are you a double major? Yes ___ No ___
16. Will you be employed next year? Yes ___ No ___
If yes, Full-time ___ Part-time ___ None ___
17. Are you planning to apply for school social work licensure? Yes ___ No ___
(State "yes" only if you are taking the required education and social work courses for licensure.)
18. Are you planning to get a MSW within three years of graduation? Yes ___ No ___

19. What are your career interests following graduation?

20. Have you ever been convicted of a felony? Yes ___ No ___

21. Do you have limitations (**physical or emotional**) of which we should be aware in planning your field placement? Yes ___ No ___

If yes, are you receiving medication for the condition? Yes ___ No ___

22. Do you have a **valid** NC driver's license? Yes ___ No ___

23. Will transportation be a problem for you next year? Yes ___ No ___ If yes, please explain: _____

24. Briefly describe your ideal field placement.

25. Indicate any social service agency experience you have had, both paid and volunteer.

26. Describe any other employment you have had during the past four years. Include dates and brief job descriptions.

PART II: PERSONAL/ PROFESSIONAL NARRATIVE

In 2-3 pages, prepare a statement including the following: The narrative should be typed, double-spaced with 1” margins, top, sides and bottom of each page.

There are some practicum situations which, given specific vulnerabilities of an individual student or circumstances of work with a given client population or in a particular agency, might place the student at either physical or emotional risk.

- A. Explain if there are issues which may impact your choice of possible practicum sites; i.e., substance abuse, no car or a suspended driver’s license, caretaking responsibilities for a family member, etc. Such issues need to be presented to the Directors of Field Instruction in advance to assist with planning for your field placement. It is the student’s responsibility to apprise the field directors of this information). **Field Directors will consider the special needs and circumstances of the student and, will try to make accommodations when and where necessary. However, the student, recognizing the importance of the field placement, should try and make arrangements for child care, caretaking duties for parents, etc. The field placement is a graded, professional practice experience that must meet the objectives of the field instruction program objectives and the professional development needs identified in the student.**

NOTE: Failure to disclose pertinent information involving previous, existing, or continuing health/medical conditions or other issues, such as those identified above, may result in denial of admission to field or termination of field placement.

- B. Discuss the factors, reasons, motivations which led you to consider social work as your career.
1. Discuss your particular interests in social work.
 2. Description of a situation in which **you have asked** for help.
 3. Description of a situation in which **you have given** help.

BEFORE TURNING IN THIS APPLICATION PACKAGE, BE SURE IT INCLUDES:

1. **Completed Application for Field Instruction form.**
2. Personal/Professional Narrative
3. Junior year volunteer experience reference form.
4. Current course audit sheet-UNCG/degree audit-A&T
5. Copy of a valid driver’s license and proof of car insurance.
6. Completed résumé.
7. Money order or cashier’s check for professional liability insurance made out to UNCG Social Work Department / A&T for \$40.00 (subject to change), no personal checks.

**INCOMPLETE APPLICATION PACKAGES WILL NOT BE PROCESSED
RESUME**

Below is a format for a resume. Please include **all** the information listed below.

NAME:

PERMANENT ADDRESS & PHONE:

E-MAIL ADDRESS:

CAMPUS ADDRESS & PHONE:

EDUCATIONAL OBJECTIVE

This is a brief statement identifying **skill development areas** in which you are interested.

EDUCATIONAL EXPERIENCE

University(ies), colleges attended and degrees obtained, beginning with the most recent school. Expected date of graduation. (No high school).

In this section list courses **by name (not course number)** (Social Work and related courses) that helped prepare you for field instruction. Workshops and seminars attended or presented may go in this section.

EMPLOYMENT/ VOLUNTEER EXPERIENCE

List factual information: When, where, for whom you worked/ volunteered, and responsibilities. Begin with the most recent position. Distinguish, using subheadings, between paid and volunteer experience. Use action verbs, no supervisor's name.

Identify skill areas obtained as a result of work/volunteer responsibilities.

SPECIAL SKILLS

Speak a foreign language; know sign language, computer literacy, etc.

REFERENCES

Available upon request

Field Placement Assignment

You have been tentatively assigned to the agency listed below. It is your responsibility to call your prospective supervisor to arrange an interview. **INTERVIEWS SHOULD BE COMPLETED ASAP.**

At this interview you should discuss:

1. The range of activities which the agency can provide;
2. What you would like to get out of field placement;
3. Any issues related to the days and hours that the agency would require you to work. Some agencies require flexible schedules;
4. Agency requirements regarding liability insurance;
5. The amount of travel required, and who pays for the gas;
6. Your future goals/plans in social work;
7. Anything else which comes to mind during the interview.

BE CURIOUS

BE PROFESSIONAL

BE ON TIME

TO BE COMPLETE BY THE PROSPECTIVE FIELD SUPERVISOR:

Please complete the bottom portion of this form and **return to student** at the conclusion of the interview.

1. Name of the student interviewed: _____

2. Agency/Unit/Department: _____
Address: _____ Zip _____

3. Name of Interviewer: _____

4. Place an X in one of the choices below:

_____ Yes, I agree to supervise this student during the 2009-10 school year.

_____ No, I will not be able to accept supervision of this student for the 2009-10 school year.

- b) married/partnered
- c) divorced
- d) widowed
- e) other (specify) _____

4. What age category do you fall in?

- a) under 21 years d) 30-39 g) 60-64
- b) 21 – 25 e) 40- 49 h) 65 or above
- c).26 – 29 f) 50 –59 i) I decline to answer because it may reveal my identify

5. While you were completing your field internship during the academic year (fall and spring), how often did you work on a paid job (different than a paid internship)?

- a) Not applicable, I did not work f) 30 – 39 hours per week
- b) less than 5 hours per week g) 40 hours per week
- c) 5 to 9 hours per week h) 41 or more hours per week
- d) 10 – 19 hours per week i) other (specify) _____
- e) 20 – 29 hours per week

6. How many children do you have?

- a) Not applicable, I do not have children d) 3 children
- b) 1 child e) 4 children
- c) 2 children f) 5 or more children

7. How many TOTAL credits hours did you take this academic year (fall and spring combined, including SWK and field courses)? [e.g., SWK 411 (3 credits)]

- a) less than 12 credits c) 21 to 30 credits e) 41 or more credits
- b) 13 to 20 credits d) 31 to 40 credits

8. How far did you travel one-way **to your field placement** starting from your home on one day (e.g., Tuesday only)?

- a) less than 10 miles d) 31 to 40 miles g) other(specify) _____
- b) 11 to 20 miles e) 41 to 50 miles
- c) 21 to 30 miles f) 51 or more miles

9. Was this field placement (or its professional activities) the type of setting/activities that you would like to pursue in your career after graduation?

- a) no b) maybe, not sure c) yes

Directions

Please rate these areas of the Field Instruction Program in terms of their ability to provide quality learning experience for you. Using the following rating scale, please darken the appropriate answer response on the sheet provided.

1=Excellent 2=Good 3=Moderate 4=Fair 5=Poor

I. Preplacement

- | | | | | | | |
|----|--|---|---|---|---|---|
| 1. | The placement process was helpful in selecting a field placement (e.g., application, agency directory, Co-Directors' Interview, field agency interview). | 1 | 2 | 3 | 4 | 5 |
| 2. | The overall quality of the field agency supervision was: | 1 | 2 | 3 | 4 | 5 |
| 3. | The overall quality of the field liaison activities and support was: | 1 | 2 | 3 | 4 | 5 |
| 4. | The overall usefulness of the Student Learning Agreement was: | 1 | 2 | 3 | 4 | 5 |
| 5. | Applicability of field seminar assignments: | 1 | 2 | 3 | 4 | 5 |
| 6. | Overall quality of field seminar: | 1 | 2 | 3 | 4 | 5 |
| 7. | Overall quality of the entire field experience instruction: | 1 | 2 | 3 | 4 | 5 |
| 8. | Classroom education in preparation for field instruction: | 1 | 2 | 3 | 4 | 5 |
| 9. | How would you assess your own readiness for beginning BSW practice? | 1 | 2 | 3 | 4 | 5 |

II. The Supervisor

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 10. | The supervisor was available and accessible when needed. | 1 | 2 | 3 | 4 | 5 |
| 11. | The supervisor maintained regularly scheduled supervisory conferences. | 1 | 2 | 3 | 4 | 5 |
| 12. | The supervisor gave clear and concise directions and instructions when I began new tasks/assignments. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 13. | The supervisor assigned stimulating, challenging tasks. | 1 | 2 | 3 | 4 | 5 |
| 14. | The supervisor was able to focus on my learning objectives. | 1 | 2 | 3 | 4 | 5 |
| 15. | The supervisor encouraged me to talk about concerns, questions, and issues related to assigned tasks. | 1 | 2 | 3 | 4 | 5 |
| 16. | The supervisor encouraged me to share my feelings and thoughts about subjects which are sometimes difficult to discuss | 1 | 2 | 3 | 4 | 5 |
| 17. | The supervisor shares his/her feelings and thoughts. | 1 | 2 | 3 | 4 | 5 |
| 18. | The supervisor created an atmosphere which was safe and supportive. | 1 | 2 | 3 | 4 | 5 |
| 19. | The supervisor allowed me to think and work through problems and issues which arose related to clients. | 1 | 2 | 3 | 4 | 5 |
| 20. | The supervisor permitted me to make my own mistakes. | 1 | 2 | 3 | 4 | 5 |
| 21. | The supervisor gave helpful feedback and constructive criticism. | 1 | 2 | 3 | 4 | 5 |
| 22. | The supervisor was flexible. | 1 | 2 | 3 | 4 | 5 |
| 23. | The supervisor demonstrated a detailed and accurate grasp of policy and procedures in the agency. | 1 | 2 | 3 | 4 | 5 |
| 24. | The supervisor discussed career concerns and opportunities. | 1 | 2 | 3 | 4 | 5 |
| 25. | Overall, the supervisor is helpful. | 1 | 2 | 3 | 4 | 5 |
| 26. | The supervisor provided and/or arranged for adequate orientation to the agency. | 1 | 2 | 3 | 4 | 5 |

III. The Agency

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 27. | The agency provided a variety of learning experiences. | 1 | 2 | 3 | 4 | 5 |
| 28. | Agency staff treated me as a staff person rather than a volunteer. | 1 | 2 | 3 | 4 | 5 |
| 29. | The agency was supportive and assisted in helping meet learning objectives. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 30. | The agency was flexible in terms of its rules, structures, and policies. | 1 | 2 | 3 | 4 | 5 |
| 31. | Agency resources (e.g., office supplies, work space, office equipment) were accessible. | 1 | 2 | 3 | 4 | 5 |

IV. The Faculty Liaison

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 32. | The liaison provided additional orientation to the Joint Field Instruction Program. | 1 | 2 | 3 | 4 | 5 |
| 33. | The liaison was clear in his/her expectations of the student intern. | 1 | 2 | 3 | 4 | 5 |
| 34. | The liaison was clear in directions and instructions related to field and seminar assignments. | 1 | 2 | 3 | 4 | 5 |
| 35. | The liaison was accessible to and approachable by the student intern. | 1 | 2 | 3 | 4 | 5 |
| 36. | The liaison provided adequate consultation and resources to facilitate and support learning. | 1 | 2 | 3 | 4 | 5 |
| 37. | The liaison encouraged student responsibility in meeting individual learning objectives. | 1 | 2 | 3 | 4 | 5 |
| 38. | The liaison created an atmosphere in which the student could openly share concerns and problems related to the practicum. | 1 | 2 | 3 | 4 | 5 |
| 39. | The liaison modeled appropriately professional behavior and attitudes. | 1 | 2 | 3 | 4 | 5 |
| 40. | The liaison maintained adequate communication between the student, agency and school during the year. | 1 | 2 | 3 | 4 | 5 |

Please answer the following in the space provided.

41. What type of student would work best with this supervisor and in this agency setting?

42. Would you recommend this supervisor to another social work intern? Yes ___ No ___ Why or why not?

43. Would you like to be employed by this agency? Yes ___ No ___ Why or why not?

44. Would you recommend this agency as an appropriate placement for another social work intern? Yes ___ No ___ Why or why not?

45. List the most significant learning experiences for you in this placement.

46. How was your liaison most helpful to you?

47. How was your liaison least helpful to you?

JOINT SOCIAL WORK FIELD INSTRUCTION PROGRAM
North Carolina Agricultural and Technical State University
Department of Sociology and Social Work
and
The University of North Carolina at Greensboro
Department of Social Work

FACULTY LIAISON EVALUATION
(To be completed by the Field Supervisor)

Faculty Liaison: _____ Date: _____

Semester: _____ Year: _____

This instrument is designed to assess the Faculty Liaison's performance in facilitating the student's learning in the field and in providing assistance to the agency and field supervisor in helping to meet the needs and learning objectives of the student.

The sole purpose of obtaining the information is to assist in the improvement of field instruction. Please respond with a (✓) to each of the items honestly and carefully.

1. Orientation of field instructors to role tasks, expectations, requirements of the Joint Field Program.
 No orientation by liaison and no written materials provided.
 Written materials only provided: roles and tasks not clearly understood.
 Roles, tasks, expectations were made clear by the liaison.

2. Consultation with field supervisor regarding students learning needs and objectives.
 No help provided by liaison.
 Limited assistance provided by liaison.
 Clear understanding of student's learning needs communicated by liaison.

3. Consultation to student and field supervisor regarding expectations and assignments related to field/seminar syllabus and learning objectives.
 No orientation to syllabus and learning objective was provided by the liaison.
 Incomplete orientation to syllabus and learning objectives by liaison.
 Clear, complete explanation on syllabus and learning objectives by liaison.

4. Communication with field supervisor during the semester to monitor student's performance, growth and development.
 No visits or contacts.
 Limited contact with liaison.
 Adequate contacts made by the liaison.

5. Provision of information and learning resources to field supervisor and student intern as needed.
- No provisions made.
 - Some assistance provided but more needed.
 - Liaison provided all appropriate help as needed.
6. Effective assistance provided to field supervisor for evaluating student performance.
- No assistance provided.
 - Some assistance given, but not adequate.
 - Clear, thorough assistance provided.
7. Please provide comments, suggestions and observations that would be helpful in improving the quality of field instruction.

(8/07)

**The University of North Carolina at Greensboro
Joint Social Work Field Instruction Program (BSW)**

FIELD PLACEMENT INSTRUCTIONAL AGREEMENT

I. Parties

This Instructional Agreement (Agreement) is entered into between the Joint Social Work Field Instruction Program (Joint Field Program), between North Carolina Agricultural and Technical State University (NC A&T SU) and The University of North Carolina at Greensboro (UNCG) and firm/organization _____.(Agency), (collectively, the Parties).

II. Purpose

The parties specified in this Agreement have determined that they have a mutual interest in providing student learning experiences at Agency. The Joint Field Program has determined that student placements in Agency are consistent with the goals and objectives of the curriculum and will enhance the program of study. This Agreement confirms the mutually agreed terms and conditions of supervised learning experiences to be performed at Agency.

III. Term

- A. The term of this Agreement shall commence on the date upon which the last signature is affixed hereto and will automatically renew annually unless either party provides at least ninety (90) days written notice of its intent to terminate prior to the expiration of the then current annual term.
- B. This Agreement may be terminated by either party upon written notice of at least ninety (90) days. In the event of a termination, the Parties should use their best efforts to ensure that the termination will not negatively affect students currently placed at Agency.

IV. Compliance with NC A&T SU, UNCG and Agency Policies

- A. Students working in Agency will be subject to the universities' Academic Honor Policy and the Student Code of Conduct, copies of which will be provided to Agency by the Joint Field Program Faculty Liaison. If alleged violations occur, Agency will notify Faculty Liaison. If such alleged violations reasonably seem to pose a continuous threat to others, the alleged violator may be suspended immediately by the Agency from participating in Agency activities.
- B. Agency may also require student participating in Agency activities to comply with its own operational policies and procedures.

**Office of the Provost
May 2007**

The University of North Carolina at Greensboro
Standard Instructional Agreement

V. Responsibilities of the Parties

A. The Universities shall:

1. Notify students of appropriate placement opportunities for the experiential learning activity;
2. Approve placement site and learning objectives;
3. Select and register students for placement;
4. Award University credit to students;
5. Identify for the Agency the Faculty Liaison who will be the primary contact for specified learning activities;
6. Participate in planning and evaluation regarding learning activities;
7. Provide Agency with current field placement manual identifying policies and procedures. The Agency will also be provided with evaluation forms and deadlines;
8. Inform Agency of the Joint Field program calendars and initiate discussions of students' obligations to report to Agency, if necessary, whenever classes are not in session; and
9. Implement procedures to notify students of obligations listed below:
 - a. Attend orientation sessions regarding learning activity;
 - b. Comply with all applicable policies and operational procedures of Agency;
 - c. Negotiate a set of learning objectives with Agency and the Joint Field program and provide to each a written statement of objectives set forth in the student's Learning Agreement;
 - d. Give prior notice of necessary absence to Faculty Liaison and appropriate Agency personnel;

**Office of the Provost
May 2007**

The University of North Carolina at Greensboro
Standard Instructional Agreement

- e. Obtain and maintain any required health insurance and professional liability insurance with minimum amount of coverage for the student of \$1,000,000 per occurrence and \$1,000,000 aggregate. Faculty Liaison will, upon request, provide to Agency, a copy of the Certificate of Insurance that has been provided by student;
- f. Maintain professional standards of confidentiality;
- g. Participate in all individual or group meetings associated with learning activity;
and
- h. Provide personal transportation to and from learning activity.

B. Agency shall:

- 1. Provide opportunities for student observation and/or participation on Agency premises;
- 2. Provide a safe environment in compliance with all federal and state laws and inform the Universities and students of hazardous conditions and unusual circumstances that may create unsafe conditions;
- 3. Provide to Faculty Liaison and students written policies and operational procedures to which students are expected to adhere while they are at Agency setting;
- 4. Provide to Faculty Liaison a list of duties or job description for student placements with notation of any specific requisite skills or abilities, as well as identify essential functions of the position;
- 5. Participate in planning and evaluation sessions with students and, where appropriate, with Joint Social Work field faculty;
- 6. Identify for Co-Directors of Field and Faculty Liaison the Agency personnel primarily responsible for supervising learning activity at Agency;
- 7. Provide on-site supervision and guidance to learning activity;
- 8. Provide timely final evaluation of student performance in the manner specified by the University;
- 9. Conduct exit interviews with students that will include discussion of Agency's final evaluation; and

**Office of the Provost
May 2007**

The University of North Carolina at Greensboro
Standard Instructional Agreement

10. Notify Faculty Liaison of unsatisfactory performance or misconduct of a student and provide documentation of any charge to Faculty Liaison. If a student fails to comply with Agency's policies and procedures, Agency may immediately suspend or terminate that student from further participation in the program on its premises.

VI. Number of Placements

Agency and the Joint Field Program will mutually determine the number of students to be placed at Agency for a given term. Agency and the Universities may decide to have no active placements for a period of time without affecting the continuation of this Agreement.

VII. Nondiscrimination

Both parties agree to perform their duties under this Agreement without discrimination on the basis of race, sex, religion, national origin, age, and disability. The Agency agrees to accept qualified students with disabilities from the Universities in accordance with Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990, and as amended. If the student has self-reported his/her disability to the Universities, the University's Department of Disability Services will consult with Agency's fieldwork supervisor on a case-by-case basis to determine whether the University or the Agency will provide reasonable accommodation(s). In the event the Agency furnishes the reasonable accommodation(s) for the student, the University agrees to reimburse the Agency for costs incurred by the Agency for providing the reasonable accommodation(s), except for accommodations involving permanent structural alterations to the Agency's property.

VIII. Monetary Compensation to Student

Students placed in learning activities under this Agreement receive University credit toward an academic degree, including where appropriate hourly units. Monetary compensation to students is not provided under the terms set out herein. Any agreement between Agency and a student for monetary compensation is separate from and outside the terms of this agreement. The University may not be made a party to such a compensation agreement.

IX. Employment

Students are not considered employees or agents of either the University or Agency except as agreed to between a student and Agency pursuant to Section VIII.

**Office of the Provost
May 2007**

The University of North Carolina at Greensboro
Standard Instructional Agreement
Page five

X. Entire Agreement

This Agreement represents the entire agreement between the parties and may not be modified without the written consent of both parties. This Agreement shall be construed and governed by North Carolina law and any disputes shall be filed in a North Carolina court of competent jurisdiction. In witness whereof, the parties hereto have caused this Agreement to be signed by their respective authorized representatives.

Field Director

Date

For and on behalf of the Department of Sociology/Social Work, N.C. A&T State University:

Department Chair

Date

Dean, School of Arts and Sciences - NC A&T SU

Date

For and on behalf of the Department of Social Work, UNC-Greensboro:

Department Chair

Date

Dean, School of Human Environmental Sciences - UNCG

Date

For and on behalf of the Agency: _____
(Agency Name)

Name and Title of Authorized Agency Person (Please Print)

Signature

Date

Office of the Provost
May 2007

**JOINT SOCIAL WORK FIELD INSTRUCTION PROGRAM
North Carolina A&T State University
Department of Sociology & Social Work**

and
The University of North Carolina-Greensboro
Department of Social Work

AGENCY REQUEST FOR UNDERGRADUATE FIELD PLACEMENT (BSW)
(Continuing Agencies)

Name of Agency: _____

Address: _____

Name & Title of Executive: _____

Telephone: _____ FAX: _____

Name of Person Coordinating Internships: _____

*Name & Title of Field Instructor(s) [Person(s) who will provide direct field instruction]

Field Instructor: _____ Tel. _____

Field Instructor: _____ Tel. _____

Field Instructor: _____ Tel. _____

Number of undergraduate students agency can accommodate during 2009-2010 academic year:

*Please identify above named field instructors who have not previously supervised students in the Joint Field Instruction Program.

Name: _____

Name: _____

Name: _____

JOINT SOCIAL WORK FIELD INSTRUCTION PROGRAM
North Carolina A&T State University
Department of Sociology & Social Work
and
The University of North Carolina-Greensboro
Department of Social Work

AGENCY REQUEST FOR UNDERGRADUATE FIELD PLACEMENT (BSW)
(New Agencies)

Name of Agency: _____

Name of Department/Unit/Program: _____

Address: _____

_____ ZIP Code: _____

Telephone: _____ FAX: _____

Name & Title of Executive: _____

Name of Student Intern/Volunteer Coordinator: _____

Telephone: _____ FAX: _____

Name & Title of Field Instructor(s) [Person(s) who will provide **direct** supervision]

Field Instructor: _____ Tel. _____

Field Instructor: _____ Tel. _____

Field Instructor: _____ Tel. _____

Function and Purpose of Agency. Include geographical area and specific population served:

Description of learning experiences agency will provide undergraduate students. Illustrate by giving examples of specific tasks:

Please describe **agency expectations** of undergraduate student intern.

Number of undergraduate students agency can accommodate during academic year 2009-10: ____

Student needs transportation for field: all the time _____ occasionally _____ never _____

Agency compensates for agency incurred travel by:

per mile reimbursement _____

use of agency car _____

other (specify): _____

Field Instructor Profile

All Field Instructors should meet the following criteria:

1. Bachelors degree or higher in social work or a related field.
2. Three (3) years of practice experience in social work or a related field.
3. One (1) year's work experience in the current position.
4. Experience in supervising undergraduate students.
5. Commitment to attend training related to supervising undergraduate Social Work students.

Please provide complete information about each field instructor.

1. Name: _____
Position/Title: _____
Telephone: _____

Education: (Specify area in which degree(s) was/ were earned):

Baccalaureate _____
Masters _____
Doctorate _____
Other _____

Number of years of social work experience: _____

Number of years supervisory experience: Staff _____ BSW Student _____

Other: (Please Specify) _____

Number of years at this agency: _____ Number of years in current position: _____

Previous Joint Field Instruction Program supervisory experience: _____ yes _____ no

2. Name: _____
Position/Title: _____
Telephone: _____

Education: (Specify area in which degree(s) was/ were earned):

Baccalaureate _____
Masters _____
Doctorate _____
Other _____

Number of years of social work experience: _____

Number of years supervisory experience: Staff _____ BSW Student _____

Other: (Please Specify) _____

Number of years at this agency: _____ Number of years in current position: _____

Previous Joint Field Instruction Program supervisory experience: _____ yes _____ no

(6/07)