



BSW FIELD EDUCATION HANDBOOK **2016-17**

**Bachelor of Social Work
2016-2017 Field Education Manual**

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PART 1: Introduction

THE SCHOOL OF SOCIAL WORK MISSION

The School of Social Work embraces the three-fold mission of the University of Illinois at Urbana-Champaign: research, teaching, and public engagement. The School is committed to developing and disseminating knowledge that contributes to responsive social welfare policies, programs, and practices. The School promotes the values of the social work profession through its commitment to diversity, its focus on the reciprocal interactions between people and their ecological systems, and its emphasis on the use of research-based practice with vulnerable and marginalized populations. The School serves the citizens of Illinois by linking knowledge development to community needs, by educating students for public service in child welfare, health care, mental health, and school settings, and by sharing the School's resources with the community.

BSW ACADEMIC PROGRAM MISSION AND GOALS

The BSW program at the University of Illinois at Urbana-Champaign seeks to provide a comprehensive educational experience for students that is grounded in a liberal arts tradition and prepares graduates for excellence in social work generalist practice. It prepares students for practice with a variety of client systems. Students gain knowledge and skills in social work engagement, assessment, planning and interventions that can be applied to individuals, groups, families, organizations, and communities. The BSW program educates students to promote sustainable social change through planned problem solving.

PART 2: Field Education Program

OVERVIEW OF FIELD EDUCATION

Field education provides an opportunity for students to integrate into practice the theoretical knowledge gained from coursework. BSW students participate in generalist social work learning opportunities intended to provide experience with Individuals, Groups, Families, Communities, and Organizations. This is accomplished through the placement of students in social work service organizations and specified in the BSW Field Internship Agency Site Information Form (See Appendix A). In the event that an agency is able to provide some but not all of these required learning opportunities, the Field Education Office will assist with identifying other ways that students can gain them. Students are placed in one agency on a full-time basis and required to complete a 512 hour field practicum (SOCW 470) of 32 hours per week for 16 weeks. **Field practicum students are required to attend a concurrent companion Field Seminar during this same semester.**

GOAL OF FIELD EDUCATION

The goal of the BSW Field Education program is to provide students the opportunity, through an internship experience and concurrent seminar class, to integrate into practice the conceptual knowledge gained from coursework so students can successfully function as social work generalist practitioners. All forms that are discussed in this manual can be found at the UIUC School of Social Work website: <http://socialwork.illinois.edu/>.

DEFINITIONS USED THROUGHOUT THIS MANUAL

Field Instructor

The field instructor is the agency-based supervisor/instructor who is responsible for orienting the student to the agency, assigning and teaching relevant and appropriate practice experiences, and evaluating student performance. If the field instructor holds a BSW or MSW they will also be responsible for providing social work supervision.

Social Work Supervision

At the BSW level social work supervision allows the student an opportunity to explore situations at the agency from a social work perspective. Social Work supervision is provided by a field instructor with a BSW or MSW. If the field instructor does not have a BSW or MSW they may arrange for another social worker at the agency to provide an additional hour of supervision a week. If there is not a social worker available at the agency, the field office will ensure that a provision is made for social work supervision.

Field Education Faculty

The field education faculty coordinates all aspects of Field Education including planning, coordination of agency/student placement, evaluation of the field agency, and the recruiting and training of field instructors.

Faculty Liaison

The faculty liaison is the person who is appointed to each agency and student to serve as a liaison between the agency, student and School of Social Work.

Field Seminar Instructor

The field seminar instructor will teach the field practice seminar which is held concurrently with the internship. The field seminar instructor will assist students in integrating theoretical knowledge into practice.

Field Placement/Practicum/Internship

The terms field placement, practicum and internship are used interchangeably throughout this manual. These terms refer to the agency where students will do their internship.

Generalist Internship Learning Experiences

Students participate in learning experiences with Individuals, Families, Groups, Communities, and Organizations.

PART 3: Field Education General Information

FIELD EDUCATION OFFICE: Hours and Location

The Field Education Office is located, at the School of Social Work, in the Academic Programs Suite 2000 at 1010 W Nevada, Urbana, IL. Office hours are Monday through Friday; 8 a.m. -- 5:00 p.m.

BSW FACULTY AND STAFF

- Dr. Brenda Coble Lindsey, LCSW, Assistant Dean for Undergraduate Programs, BSW Program Director and Clinical Associate Professor: blindsey@illinois.edu Phone: 217-333-2261
- Sherrie Faulkner, LCSW, Director of BSW Field Education
Clinical Assistant Professor, sfaulkne@illinois.edu: Phone: 217-244-9649
- Nancy White-Gibson, LCSW, BSW Field Education
Clinical Assistant Professor, nwhitegi@illinois.edu: Phone: 217-300-0259
- Karen Cottrell, Field Education Office Coordinator, kcottre2@illinois.edu,
Phone: 217-244-5229,

FIELD EDUCATION STRUCTURE

The School of Social Work at the University of Illinois at Urbana-Champaign uses a block model for the BSW program. This approach is distinguished by the fact that students are required to have all of their social work class work completed (except for the internship companion seminar class) prior to going into field.

STRUCTURE OF FIELD PRACTICUM FOR BSW PROGRAM

The School of Social Work requires:

- A practicum length of 16 weeks, 32 hours a week. Time at internship must be during prime business hours when clients are most available. Students must take a lunch break, which is not included in the 32 hours a week that is required of each intern. Evening and weekend hours must be approved by the Field Office.
- Concurrent participation in hybrid (face-to-face and online) seminar class
- Compensatory time (hours worked outside of set internship hours) to be taken during the placement and *not* used to achieve an early ending date.

While the School of Social Work requires a certain number of hours per week, some internship sites may ask the student to participate in some evening activities, in addition to the time required by the School's policy. The student and internship site must agree if these extra hours are to be considered for compensatory time to be taken during the 16 week internship. If an internship site requires evening hours, the student should negotiate flextime during the week.

ELIGIBILITY CRITERIA FOR FIELD PLACEMENT FOR BSW PROGRAM

Eligibility for field placement:

- Complete SOCW 461 Professional Practice Seminar I with a C or better the semester prior to entering field
- Minimum cumulative grade point average of 2.0 (C) or better
- Enroll in SOCW 470 Field Practicum and Professional Practice Seminar II
- Students must have completed all classes with the exception of the Professional Practice Seminar II class prior to entering the internship
- Students may only take the Professional Practice Seminar II (SOCW 470) while they are in their internship.
- Final internship approval is given by the BSW Field Education Office

PART 4: Field Education Process

FIELD PLANNING BEGINS

Field Planning begins the first semester of a BSW student's senior year. BSW students will enter their placements during the final semester of their senior year. There are two rotations of field: Fall and Spring. The BSW academic advisor will work closely with students to accommodate double majors, minors, and study abroad opportunities. Students are not allowed to enter the internship until they have completed all course work (major and minor).

Typically internships are completed locally in or around Champaign County. The field office recognizes that there may be an extenuating circumstance that would make it easier for a student to have an internship outside of our standard placement sites. An Alternative Internship Site Request (Appendix A) petition is available for students to fill out and apply for an alternate internship site. Completed petitions and accompanying documentation will be reviewed by the Field Education Committee.

PREPARING FOR FIELD PLACEMENT

Students will begin preparing for their internship the semester prior to placement.

Students will work closely with a field liaison to develop their résumé, choose placement sites, prepare for interviews, and secure their internship. At no time are students allowed to find and secure their own internship placement.

FIELD EDUCATION PLANNING CONFERENCE

Each student eligible for field will participate in an individual planning conference with a field faculty member.

Individual planning conferences with Field Education faculty are held to assist students in:

- Identifying and clarifying educational interests.
- Discussing the process for attaining and evaluating core competency behaviors.
- Refining educational goals, including identification of skill and competency areas.
- Discussing the integration of classroom knowledge with field learning.
- Identifying and ranking potential internship sites for interviews. Students will be given a list of approved BSW placement sites. They will be asked to look at the corresponding websites and make a list of their top three choices. This list needs to be brought to the planning conference.

PLANNING PROCESS FOR STUDENTS SEEKING FIELD EDUCATION IN AGENCY OF EMPLOYMENT

In rare circumstances students may be working at an agency where they would like to also complete their internship. The planning process is slightly different for students returning to

their place of employment for an internship so it is important that you let your Field Liaison know immediately if you would like to consider this option. This information will be discussed with the student during the individual planning conference. **Please note - students must be employed at an organization for at least six months in order for a Return to Place of Employment internship to be considered.**

Steps for Return to Place of Employment

- After the individual planning conference, students should meet with appropriate site representatives and negotiate learning experiences, keeping in mind the criteria listed below:
- Any student planning to return to their employment must fulfill all standards for field placement. Internship sites providing field experiences for employed students must meet the same criteria as other field placement sites.
- New learning experiences must be the primary focus of the field placement with a qualified field instructor that focuses on the student's educational goals and objectives rather than job related issues
- Students may not return to "work as usual" - which means they cannot do the same job performed prior to the beginning of field placement. The field placement must be **new**, educationally-focused learning experiences, not an extension of a "job".
- Internship sites agree that student employees participate in the seminar class that is concurrent with the field placement.
- The student and field instructor are allowed sufficient instructional time to meet the school's educational requirements
- Students are not allowed to work additional days during the week to "shorten" the internship length.
- Supervision of the student must be provided by a BSW or MSW with at least 2 years post-graduation practice experience.
- **The field instructor must be a different person from the student's employment supervisor.**
- After the student has met with the site representatives and has identified potential new learning experiences, the student completes the "Returning to Place of Employment Proposal Outline". The student, the designated field instructor and the student's employment supervisor sign the form to signify that they agree to the proposed learning experience. After the approvals have been obtained, the form is to be submitted to the Field Liaison for review and approval. This form is available upon request.
- If the Field Liaison does not approve the agency proposal based on the above stated criteria, a meeting will be scheduled with site representatives, student and Field Liaison to discuss alternative learning experiences. The internship will be considered confirmed when all parties agree on the proposed learning experience based on the School's guidelines.

INTERNSHIP SITE CONTACT

FIELD EDUCATION OFFICE ROLE

Once the individual planning conferences are completed, the field office then proceeds as follows:

1. The field education faculty will make all initial contact with potential internship sites to see if they have any internship opportunities.
2. Internship sites that are able to provide an internship and are willing to interview a student (s) will be sent the cover letters and resumes of all students interested in that site.
3. The Field Education faculty will communicate with students regarding when information is sent out and to whom the information was sent. A majority of contact will be via email. Students are responsible for checking their U of I email account and responding regularly.
4. The Field Education office will attempt to match students to an agency that reflects their area of interest. There are times however that a student will be asked to take an internship site based on availability.

STUDENT ROLE

1. Agencies interested in interviewing a student will be asked to contact the student directly to make arrangements for the interview. Students need to make sure to respond in a timely manner and to be flexible when scheduling an interview time.
2. Agencies understand that you are still attending classes. Try to schedule your interviews around your class schedule. Instructors may choose not to excuse you from their class for an interview.
3. All students must complete two interviews at different agencies. Not only does this give students invaluable professional interview experience but it also allows students to make an informed decision. Even if a student is offered the internship for their top choice they must interview with the second place prior to accepting an internship offer. Agencies are aware of this policy and will not be offended if told by the student that he/she has to wait to make a decision until after the second interview. If there are any issues regarding a scheduled interview (e.g. need to cancel) students must communicate to agency and their field liaison immediately.
4. The Field Education Office communicates regularly with students through email therefore it is imperative that students check and respond to their emails on a regular basis.

INTERVIEWING WITH A POTENTIAL INTERNSHIP SITE – THE STUDENT’S ROLE*

The interview process allows students to ask potential field instructors about their agency and what the expectations for the internship will be. This is the student’s opportunity to share his/her experience and speak to what he/she can bring to the internship. In turn, potential field instructors are able to ask a student questions based on his/her résumé.

It is the student's responsibility to explore and reach a clear understanding regarding the time commitment (schedule) the site expects the student to follow while in their field placement. In addition, the student should explore the following areas:

- The primary role and typical daily activities at the site and the kind of educational opportunities available to students.
- The method(s) and style of supervision provided by the placement site.
- The site's expectations for student interns.
- Safety or security protocols/procedures for staff and interns. What is the extent to which safety and security issues are covered in the orientation to the placement site?
- Special requirements of the placement site, such as: working evening hours, dress code/uniform requirements, etc.
- Whether a background check is required by the placement site and what are the steps to secure one.

* Refer to the NASW Code of Ethics, Social Workers' Ethical Responsibilities as Professionals, Section 4.01 Competency

CONFIRMING A FIELD PLACEMENT

Confirmation of a field placement is a mutual decision. The steps for confirming are as follows:

1. The internship site offers the student an internship.
2. The student accepts the site's offer (after completing both interviews).
3. Student emails the other agency where interview was completed to thank them for the interview and politely decline if an internship offer was made or withdraw from consideration if they have not yet received an offer.
4. The student completes and returns the Field Confirmation Form to the Field Office. ***This is the student's responsibility, not the proposed Field Instructor.*** The link to this form can be found on the School of Social Work website at: <http://socialwork.illinois.edu/field-education/bsw-field-education/>
5. The field office gives final approval.

STARTING THE PLACEMENT

After a field internship is confirmed and approved, the field instructor will be sent confirmation materials. A **Field Placement Agreement** is included in those materials. The Field Placement Agreement is signed by the School of Social Work, the field instructor, and the student. This agreement:

- Confirms the location of the field placement and contact information of the field instructor.
- Describes the length and hours required for internship.
- Defines expectations regarding the student evaluation.
- Students are responsible for communicating with the internship site **prior to** the beginning of placement to make sure they have all necessary paper work, clearances and immunizations the agency may require prior to starting the internship.

PART 5: Practice Seminar, Field Learning Plan, and Evaluation

SOCW 470: FIELD PRACTICUM AND PROFESSIONAL SEMINAR II

During the last semester of a BSW student's senior year they will be enrolled in a 15 credit class titled SOCW 470: Field Practicum and Professional Seminar II. This class will include 32 hours a week of internship participation, weekly online classroom assignments/participation, and multiple face-2-face classroom participation. All components have points assigned to them that will culminate in a final field grade.

Students must pass this class with a C or better to successfully complete the BSW program.

CORE COMPETENCIES

The Core Competencies and Practice Indicators established by the Council on Social Work Education will be used to structure and guide the field practicum and classroom opportunities, assignments, and experiences. These competencies and indicators are as follows:

Competency 1: Demonstrate Ethical and Professional Behavior

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

Social workers:

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

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

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

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

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

Social workers:

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

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

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

Social workers:

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

Competency 5: Engage in Policy Practice

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

Social workers:

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

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

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

Social workers:

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

constituencies.

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

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

Social workers:

7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

Social workers:

8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and

constituencies;

8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
and

8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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

Social workers:

9.1 Select and use appropriate methods for evaluation of outcomes;

9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes;
and

9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

LEARNING PLAN

At the beginning of placement a *Learning Plan* is developed by the student and the field instructor at the internship site. This *Learning Plan* is a contract between the student and agency that defines tasks, duties, and/or activities for each of the nine competencies that will allow students to satisfactorily demonstrate each competency. As new interests emerge or changes occur in the internship, the learning plan should be re-negotiated and modified. Please make sure to share any updated versions with the field office.

The field office recognizes that it may be hard to address every competency in each setting especially in areas such as international human rights, research, racial, ethnic and sexual discrimination. Field instructors and students are encouraged to include supplemental readings, discussions and visits to other community resources. If a student or agency is not sure how to meet a specific competency your field liaison is available to help suggest appropriate tasks.

A copy of the Learning Plan is due back to the field education office by the end of the third week of the internship.

The Learning Plan will be structured around the Core Competencies which emphasize the application of knowledge and practice in the areas of professionalism, values and ethics, critical thinking, diversity, social and economic justice, research informed practice, human behaviors

and social environment, policy, shaping practice and engagement, assessment, intervention and evaluation. In accordance with the CSWE standards, behaviors that are consistent with the Core Competencies include:

- Developing self-awareness in the process of interaction.
- Participating in supervised practice experience in the application of knowledge, values and ethics, and practice skills to enhance the well-being of people and to work toward the amelioration of environmental conditions that affect people adversely.
- Using oral and written professional communications that are consistent with the language of the practicum setting and the profession.
- Using professional supervision to enhance learning.
- Critically assessing, implementing, and evaluating agency policy within ethical guidelines.

Examples of duties that demonstrate the understanding of the Core Competencies may include demonstrating an understanding of and/or ability to complete the following:

- Assessing a client or community's needs.
- Case management.
- Group work: planning/co-facilitating psycho-educational/support groups.
- Completing social histories.
- Empowering clients, communities and systems of all sizes.
- Research, contacting and utilizing community resources.
- Supportive individual, group and family counseling under clinician supervision.
- Conducting interviews with individuals, families, and systems of all sizes.
- Implementing intervention plans.
- Evaluating effectiveness of interventions and/or programs.
- Keeping concise and accurate records.
- Collaborating with colleagues.
- Managing a workload.
- Crisis intervention.

EVALUATION

The evaluation of student performance is an "on-going" process, in which the field instructor provides the student with constructive feedback and an accurate description of his/her performance. Student field education performance is jointly evaluated by the Field Instructor and student by the BSW Mid-term and Final Field Evaluation and BSW Mid-term and Final Student Self-Evaluation. The *Learning Plan* provides a framework for the evaluation. Students will be formally evaluated at the midterm (8 weeks) and end of the semester. Evaluations are tied directly to the learning plan so that the field instructor and student can have a clear picture of the competency, practice behavior, and task that is being evaluated. In addition, the field liaison will also schedule an agency visit at least once during the internship.

In the event that an agency is able to provide some but not all of the required learning opportunities, the Field Education Faculty will assist with identifying other ways that students can gain them.

Students will be rated by the field instructor on the following scale:

Exceeds Competency: Performance is above expectations for students at this level. Student demonstrates the ability to apply skills in complex situations, consistent growth and change, demonstrates the ability to complete assigned tasks and activities, takes full responsibility for learning.

Meets Competency: Performance meets expectations for students at this level. Student demonstrates the ability to independently apply skills in simple situations, moderate growth and change, demonstrates ongoing progress, adequate performance on tasks and behaviors but needs more practice, takes initiative for learning.

Partially Meets Competency: Performance shows signs of competency, but does not fully meet expectations for students at this level. Student demonstrates beginning level of skill development, needs continued practice and assistance, progress on tasks and behaviors is inconsistent, inconsistently takes initiative for learning.

Does Not Meet Competency: Performance is not meeting expectations for students at this level. Student demonstrates little knowledge or skill, limited evidence of growth or change, rarely demonstrates progress on tasks and behaviors, and takes little initiative for learning.

Not Yet Assessed: Student has not yet had the opportunity to demonstrate this behavior. This will only be an option at midterm. If this option is selected you will be asked to explain what the plan is to ensure that student is given an opportunity to meet this competency.

Students should be exhibiting at least “Partially Meets” each practice indicator by week 8. If the student shows minimal or no growth in any core competency area, the field instructor needs to reassess the *Learning Plan* and make changes to address those areas. The student, field instructor and faculty liaison will discuss activities that will enhance the student’s performance in the competency area identified as deficient. Conversely, if a student rates consistently high on the evaluation, the Learning Plan should be adjusted to provide more challenging opportunities.

The BSW Field Education Office requires students to do a self-assessment during the midterm evaluation period. It is a good learning opportunity if the student and field instructor can do an evaluation separately, and then come together to discuss their findings.

If there are any issues that become apparent immediately, please do not wait until the evaluation to bring them to the attention of the Field Office. The quicker issues can be addressed the more successful students will be!

A copy of the Midterm Evaluation is due in the office by the end of the eighth week.

FINAL EVALUATION/FIELD PRACTICUM GRADE

It is the responsibility of the field instructor to send the final evaluation to the field office. While the field liaison is responsible for posting the final grade at the end of the final evaluation, field instructors are asked to give a recommendation of “satisfactory” or “unsatisfactory”. A recommendation of “unsatisfactory” implies that:

1. The student's performance has been evaluated using the student's *Learning Plan* and the student's performance is found to be unsatisfactory;
2. The student has been provided adequate teaching resources and learning opportunities by the placement site.
3. The student and the field office have been informed of the unsatisfactory performance.
4. The student has been given assistance to remediate unsatisfactory performance.

If a student receives an unsatisfactory evaluation, refer to the section entitled *PERFORMANCE PROBLEMS OF STUDENTS IN FIELD PLACEMENT*.

FIELD EDUCATION EVALUATIONS

All agencies providing internships and all students in field placement will be asked to complete an online evaluation at the conclusion of the internship.

A copy of the Final Evaluation is due in the office by the end of the sixteenth week.

PART 6: Policies and Procedures for Field Education

NONDISCRIMINATION STATEMENT

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN – OFFICIAL NOTICE

The commitment of the University of Illinois to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on individual merit and be free from invidious discrimination in all its forms.

It is the policy of the University of Illinois not to engage in discrimination or harassment against any person because of race, color, religion, sex, national origin, ancestry, age, marital status, disability, sexual orientation, unfavorable discharge from the military, or status as a disabled veteran or a veteran of the Vietnam era and to comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders, and regulations. This University's nondiscrimination policy applies to admissions, employment, access to and treatment in the University's program and activities. Complaints of invidious discrimination prohibited by University policy are to be resolved within existing University procedures.

ACCOMMODATIONS

If a student believes that he/she will need accommodations to successfully complete their internship they must have a Disability Resource and Educational Services (DRES) letter. The Field Liaison cannot mandate that students with disabilities register with DRES and/or require them to disclose their disability to the Field site, however if the student believes they need any kind of accommodation on the basis of disability, a DRES letter and disclosure is needed.

The Field Liaison is happy to work with the student, DRES, and the internship site. At this meeting the Field Liaison can discuss the internship requirements, anticipated needs, and explore potential accommodations. For more information on DRES's services, please refer to their website: <http://www.disability.illinois.edu> or call 217-333-4603.

ISSUES OF CONDUCT

Students are expected to adhere to the NASW Code of Ethics and the *University's Code of Ethics and Regulations Applying to All Students*.

PROCEDURES FOR INFRACTION OF CONDUCT

The following procedures will apply in cases where it is alleged that a student has engaged in infractions of conduct.

1. Any person may allege that a student has engaged in an infraction of conduct. That person will notify the Assistant Dean of Student Affairs regarding the allegations of infraction of conduct.

2. The Assistant Dean of Student Affairs will collect information and identify persons who have knowledge relevant to the allegations. If there is no supporting information, no action will be taken on the allegations.
3. The Assistant Dean of Student Affairs will notify the student, in writing, that the student is alleged to have engaged in conduct that may lead to dismissal or other sanctions.
4. Within three weeks of the notification, a meeting will be held at which time the student may address the allegations of infraction of conduct.
5. The meeting will take place between the student and members of a committee elected by the faculty. The meeting will be a fact-finding session for the student to address the allegations of the infractions of conduct.
6. The student may present any evidence relevant to the alleged infraction of conduct. The student may be accompanied by a person to assist them in presenting evidence.
7. The person, who made the allegation of infraction of conduct, or a representative thereof, may present any evidence relevant to the alleged infraction of conduct.
8. At the close of the meeting, the committee shall deliberate privately. If a majority of the committee finds that the student has engaged in an infraction of conduct, the committee shall proceed to determine the most appropriate action. The decision of the committee shall be reported in writing to the student, the person who has made the allegation of infraction of conduct, and the Dean. The only basis for appeal of the decision of the committee is procedural errors and should be directed to the School of Social Work administration.

EXAMPLES OF CONDUCT WHICH MAY LEAD TO DISMISSAL OR OTHER SANCTIONS

- Cheating, lying or plagiarism. For more information see section on Academic Integrity in the BSW Student Handbook*
- Behavior judged to be in violation of the NASW Code of Ethics or the Code of Policies and Regulations Applying to All Students, or the School of Social Work policies on Academic Integrity.
- The unveiling or conviction of a criminal act occurring during the course of study or which occurred prior to admission that was not disclosed in the application.

*http://www.socialwork.illinois.edu/current_students/BSW_studenthandbook.html

- Behaviors that interfere with the ability to function at expected levels, or may cause concern for the well-being of faculty, staff, students, clients and the community.
- Inability to secure or sustain a field placement or satisfactorily meet the expectations of field.
- Failure to report academic, personal or professional misconduct which undermines academic performance or which places others at risk.

- Behavior that is illegal, is judged to violate the NASW Code of Ethics, or reflects other forms of inappropriate professional behavior will be grounds for dismissal from the BSW program. This includes but is not limited to sexual harassment, harassment or discrimination based on race or sexual orientation, threatening behavior, plagiarism, theft or sexual misconduct with clients. See NASW Code of Ethics.

Note: Students are expected to report any infraction to the Assistant Dean of Student Affairs.

PROBLEM RESOLUTION DURING PLACEMENT

STUDENTS EXPERIENCING PROBLEMS DURING PLACEMENT

Since problem resolution is a cornerstone of the profession, the Field Education Office encourages students and field instructors to work together to find satisfying solutions to issues, however, occasionally a problem requires special attention. Students should **immediately** inform the Field Education Office of any of the following:

- Any problems with or concerns about the assigned field instructor.
- Any change in the assigned field instructor.
- Internship site is unable to provide adequate supervision.
- Any significant changes or problems in assignments that affect the student's learning plan.
- Any discrimination, including sexual harassment, in the field placement. See discrimination statement.

RESOLUTION PROCESS

1. The faculty liaison will meet with the student to:

- Identify the nature of the issue(s).
- Discuss resolution options.
- Support and encourage the student to address the issue with the field instructor.

In most cases the problems are resolved at this point; however, issues of a serious nature may require immediate intervention by the faculty liaison.

If the problem(s) continue, the faculty liaison will act as a mediator between the student and the field instructor. This usually warrants a meeting between the student, faculty liaison and the field instructor. If this is not possible, the BSW Director of Field may be asked to intervene.

2. If a resolution is not possible, the student may be placed at another agency. This rarely occurs and the Field Education Office takes as many measures as possible to promote continuity of placement.

PERFORMANCE PROBLEMS OF STUDENTS IN FIELD PLACEMENT

Field Education courses (seminar class and internship) are distinct and entail educational objectives for the student that encourage and support **professional responsibilities to clients, social service agencies, and the community. A student's educational responsibility is to utilize ongoing feedback from faculty and internship site supervisors. Students providing services are expected to fulfill ongoing professional, educational and ethical responsibilities.**

Successful field education requires a commitment by the student, internship site personnel and field education faculty. Thus, it is important to recognize and respond early to performance problems of students, particularly those of a serious nature. If an issue is noted please document the details immediately and contact the assigned field liaison.

PERFORMANCE ISSUES

1. Inadequate concern and sensitivity for human needs; inflexibility; inappropriate attitudes toward diversity; inadequate social consciousness.
2. Inadequate professional responsibility to placement site.
3. Failure to demonstrate professional assertiveness.
4. Failure to work as part of a collegial network.
5. Failure to recognize and resolve ethical conflicts and dilemmas within social work practice.
6. Failure to prioritize duties, responsibilities, and complete assignments.
7. Advocating change in a non-productive manner and outside of the internship site's policies.
8. Unsatisfactory progress towards completing learning objectives.
9. Violation of NASW Code of Ethics.

Refer to the BSW Handbook, "Guidelines for Dealing with Students Making Unsatisfactory Progress" for the process.

REVIEW PROCESS

1. Field instructors immediately notify the faculty liaison of any issues related to the student's performance in the field placement. The field instructor will document the issue or event in as much detail as possible.
2. The faculty liaison assists the field instructor in addressing the problem directly with the student. This includes:
 - a. Providing the student with written notice of the performance areas of concern.
 - b. Identifying specific activities to remediate the deficiencies.
 - c. Identifying available resources within the internship site to assist the student.
 - d. Providing a well written support plan that outlines steps student can take to correct any unsatisfactory behaviors.
 - e. Setting up a timeframe for review of the student's progress.
3. A follow-up meeting between the faculty liaison, field instructor and the student to review the student's progress will be set up to review progress. It is the field instructor's responsibility to document the student's progress and performance.

POLICY ON TERMINATING AND RE-ENTERING FIELD EDUCATION

Any student dismissed by a field placement site due to performance problems will not be allowed to remain enrolled in SOCW 470.

Any student who is removed from their field placement due to performance issues will have the opportunity to reenter a field placement, upon successful completion of a remediation plan. Students will be expected to take off a minimum of one semester to address their educational needs and performance problems.

A student will be dismissed from the BSW program if they reenter field and are not able to successfully complete the second attempt due to performance issues.

REMEDIATION PROCESS

1. Students will be required to take time off from field in order to address unsatisfactory performance in practicum. Performance issues include knowledge or interpersonal skill deficits, personal problems, personality or maturity factors, attendance problems, and situational or circumstantial factors. Growth and development in these areas may require additional academic work, volunteer activities, life experience, personal counseling or therapy, circumstantial changes that enhance a student's stability, or remedial learning experiences.
2. At the time that the student is terminated from the field placement, the field instructor (if possible) will provide an exit evaluation that becomes a part of the student's academic file. The exit evaluation identifies: Circumstances that led to termination, Deficits and strengths, and Attempted remedies.
3. Student will complete a plan of remediation that addresses the issues leading up to termination. Refer to the BSW Handbook, "Guidelines for Dealing with Students Making Unsatisfactory Progress" for the process.
4. The review criteria for returning to field placement will focus on the following:
 - a. Nature and severity of the performance problem.
 - b. Student's motivation toward corrective action.
 - c. Ability to integrate coursework and develop the skills required in the field.
 - d. Student's ability to hear and use feedback constructively.
 - e. Availability and use of educational, career advising and therapeutic resources.
 - f. Improvement in areas needing change and successful completion of remediation plan.
5. The field office will determine if the student has successfully completed the remediation plan and will be allowed to move forward with a second internship attempt. If the field office feels that the student has not made adequate progress towards any of the above steps the student may be dismissed from the program.

STUDENTS TERMINATING PLACEMENT

Students may not unilaterally terminate or change field placements. A field faculty must be involved in all placement decisions. **Students who withdraw from their field placements must also withdraw from and retake the concurrent field seminar class.**

If a student withdraws from a field placement or attempts to change a field placement without the approval of field faculty, it will be at the discretion of the field office if the student will be allowed to continue in field or be given another opportunity to participate in field. If the field office determines that a student is allowed another opportunity in field, he/she will have to follow the same remediation steps (listed in proceeding section) as a student who has been terminated from his/her placement.

REQUIREMENTS FOR AGENCIES AS FIELD PLACEMENT SITES

Field faculty are always seeking new sites and evaluating sites that have participated in the field education program. Criteria used for field placement site selection include:

1. The Internship site's mission and field instructor's philosophies must be congruent with the values and ethics of the profession and the mission of the School of Social Work and the BSW Program.
2. The internship site must express a positive attitude toward accepting field students and recognize that field work is a "learning" experience, not a "job", for the student. Students should not be perceived as a burden or additional staff.
3. The internship site must have an appropriate range of generalist practice learning experiences available (this includes experiences in individuals, groups, families, communities, and organizations) and be willing to engage in the education planning process with the student. This will require the internship site to assess the areas in which it can provide the development of skills and competence.
4. The internship site must be willing to allow the student to learn "by doing".
5. The internship site must be willing to commit staff and resources to the student, thus recognizing and supporting the importance of Field Education.
6. The internship site agrees to assign a qualified field instructor who possesses a BSW or MSW degree and at least 2 years post-degree practice experience in the agency where student is placed. If no qualified BSW/MSW supervisor is available, the internship site agrees to work with the Field Education Office to arrange appropriate BSW/MSW consultation for the student.
7. The internship site agrees to provide student with at least one hour of scheduled supervision a week.

SELECTION OF FIELD INSTRUCTORS

Agencies selected as field placement sites must provide supervision to a student by a qualified field instructor. The following criteria are considered when selecting and evaluating field instructors:

1. BSW/MSW degree from a CSWE accredited program and at least 2 years post BSW/MSW experience, preferably at the site of the internship.
2. Knowledge and understanding of the internship site's programs and services and support of the internship site's mission and philosophy.
3. A commitment to the teaching role including linking theory to practice, identifying and providing learning opportunities that meets the students learning interests, challenging the student learning beyond the practicum setting, providing supervision with constructive feedback, evaluating student performance and joining with the school's faculty in the teaching process.
4. We ask that all first time field instructors who have not been trained by the Field Education office participate in our free online field instructor training (3 CEUs provided).
5. A commitment to provide a minimum of one hour per week of supervision and a sufficient amount of time to teach a student.
6. On occasion, students may be placed in an agency setting where no one with a BSW or MSW is available to provide weekly supervision for the student. In these situations, the Field Education Office will assist the organization in finding a BSW or MSW to supervise the student or will offer supervision through the Field Education Office itself. ***"Add: Field instructors on-site will still be expected to provide a minimum of one hour per week of supervision and a sufficient amount of time to teach a student."

FIELD INSTRUCTOR AND STUDENT EVALUATION OF THE FIELD EXPERIENCE

Both students and field instructors are provided the opportunity to evaluate the field experience at the end of the placement. The "Student Field Education Evaluation" form is distributed via email prior to the last seminar class. The "Field Instructor Field Evaluation" is sent to all field instructors prior to the placement ending date.

The information obtained from the student's survey assists the Field Education Office by:

1. Providing information on the internship site as a teaching site from a student perspective.
2. Providing information on the supervision provided by the field instructor.
3. Identifying issues or concerns that were not addressed during the evaluation conferences.
4. Providing feedback to the Field Education Office on the field planning process.

The field instructor information is used to assist the Field Education Office in identifying:

1. Topics for field instructor training.
2. Issues or concerns around the field planning process and the student's placement.
3. Resources and supports to assist field instructor in their role.

PART 7: Policies and Procedures Related to Practicum

ABSENCES DURING PLACEMENT

BSW students are in placement 4 days a week (32 hours) for 16 weeks.

- If a student misses 1 to 3 days of their internship, then the student and internship site must agree on arrangements for the makeup of sick time or any other absences. **Students do not have scheduled sick leave benefits.** If a student misses over three days of the internship, the time will be extended at the end of the internship; this may impact the student's ability to graduate on time. Please notify the Field Liaison immediately if a student has had an extended period of absence
- If a student has excessive absences or experiences an extended absence during the internship due to illness or other life circumstances, the student may be required to repeat his/her internship in order to meet the core competencies.
- The field liaison may assist in the negotiation regarding making up time at the request of the student or the field instructor if the student has missed 3 or less days. In the event that the student has missed more than 3 days please notify the Field Liaison immediately.
- **Students may not work extra days to complete their internship early.**

NOTE: Students that have a disruption in their internship that will affect their ending date of the internship may not be able to graduate on time.

REQUEST FOR PLANNED MEDICAL LEAVE OF ABSENCE

To request a medical absence while in internship.

1. Contact the Student Assistance Center at: helpdean@illinois.edu
2. Identify self as a student who is currently in or will be going into a social work internship
3. Provided documentation from your doctor that supports that your leave is medically necessary and states how long it is anticipated you will be gone.
4. Indicate in your email/documentation who your Field Liaison is and ask the Student Assistance Center to notify this person via email that you have a legitimate medical need that you will need to take time off for and how much time will be needed*.
5. Upon returning you will need to provide documentation to Student Assistance Center and they will generate an official letter of absence.

*Because of accreditation requirements and the importance of continuity in students' learning, a student may be required to withdraw from their internship and complete it at a later date if the medical absence will require more than a few days absence.

PROFESSIONAL LIABILITY INSURANCE

Students are required to be covered by professional liability insurance during the duration of their field placement. Typically this coverage is provided by the University of Illinois' Self-Insurance Plan. If a student is receiving a stipend from their internship site, they are not covered by the University of Illinois' Self-Insurance Plan. Therefore, students receiving a stipend must purchase insurance and show proof of insurance coverage prior to entering their field placement. The School will reimburse the students for the cost of the insurance up to the amount charged by the NASW endorsed provider. **Those students who are receiving a stipend and have not shown proof of insurance coverage will not be allowed to enter into their placement until they have done so.**

Once proof of coverage has been submitted, the School will request the student be reimbursed. Students may purchase the insurance through any company of their choice, but will only be reimbursed up to the amount charged by the NASW endorsed provider.

Students returning to their place of employment to complete their internship will be required to show proof of liability insurance coverage by their employer during the internship, or will be required to purchase the insurance before the entrance into the field placement.

RESTRAINTS

BSW students may not physically restrain a patient or client.

BACKGROUND CHECKS

In the event that an agency requires students to complete finger printing/background checks the student will be responsible for any costs associated with this.

DRUG SCREENING/IMMUNIZATIONS/TB TEST

In the event that an agency requires any type of drug screening or medical requests the student will be responsible for any costs associated with this.

TRANSPORTING CLIENTS

- BSW students are not allowed to transport clients in their own vehicles or in an agency vehicle.
- BSW students may accompany an employee of the agency when the employee is transporting a client(s) and a BSW student may accompany a client on the bus.

GRADES FOR FIELD EDUCATION

- The field placement part of (SOCW 470) is graded Satisfactory (S) or Unsatisfactory (U). Students receiving a satisfactory will be awarded 500 points; students who get an unsatisfactory will get 0 points.
- The field instructor who works with the student on a day-to-day basis recommends a grade of

satisfactory or unsatisfactory, and the Field Liaison will determine and assign the final grade.

- University faculty teaching the field seminars will assign a letter grade based on classroom work and performance.

REGISTERING FOR FIELD EDUCATION COURSES

Students register for classes in the same manner as previous semesters. The following are the courses and credit hours that relate to Field Education:

BSW students will work with their academic advisor to arrange their schedules to accommodate needed classes, practicum, and concurrent practicum class.

- **Semester prior to Field Placement:** Students register for SOCW 461 (Professional Practice Seminar I) Students must pass this class with a C or better to be eligible to begin internship.
- **Final Semester of Senior Year:** Students register for SOCW 470. **No other classes may be taken while a student is in their internship placement.**

PART 8: Responsibilities and Relationships

FIELD INSTRUCTOR RESPONSIBILITIES

Agencies providing a Field Education experience play a major role in the professional growth and development of a student. Agency designated field instructors assume these responsibilities:

TO THE SCHOOL

- Participate in the Field Education planning process. This includes interviewing potential placement students and identifying agency programs, services and resources that match the student's educational interests.
- Complete trainings provided by the School, and participate in any workshops or special BSW events which include field instructors.
- Participate with the student in the evaluation process and provide the School of Social Work with a written evaluation at mid-placement and final.
- Keep the faculty liaison informed as to the student's progress. Consult with the faculty liaison regarding concerns or problems. (Such consultation should be done with full knowledge of the student and agency.)
- Report any changes in the agency that affects the field placement or student's learning plan.
- Alert the School of Social Work if there are or have been any incidents or crimes that present safety issues in the area where interns are completing their field placement.
- Provide space and resources for the student to fulfill the educational requirements.
- Sign and return all Field Education related documents.

TO THE STUDENT

- Provide a comprehensive orientation to the agency's policies and procedures, programs and services, and information about the placement site including pertinent safety information.
- Participate with the student in identifying and clarifying individual learning needs and interests, identifying and mobilizing agency training resources, developing the individual **Learning Plan**, describing educational objectives and activities, and evaluating the students' progress in relation to the educational objectives. The field liaison reviews the Field Learning Plan and provides consultation when needed.
- Coordinate the educational experience; this includes identification of agency teaching resources. Other agency staff may be used for special areas of practice.
- Commit to a regularly scheduled weekly time for supervision. The minimum expectation is for one hour per week of formal supervision. Be available to the student for crisis situations.
- Notify the student of any past or present incidents or crimes that present safety issues.
- Provide ongoing feedback to the student regarding his/her performance.

FIELD INSTRUCTORS BENEFITS

Persons serving as field instructors receive an Allied Organization staff identification card that allows for full use of the UIUC Library facilities (does not include online access), purchase of a membership with Campus Recreation, and purchase of athletic season tickets at the faculty discount price. In addition, field instructors are eligible for one free semester of academic study for each semester they serve as a field instructor. Rules for such study are supplied to each field instructor upon confirmation of the student's internship.

STUDENT RESPONSIBILITIES

TO THE AGENCY

- In the interview with the planning agency, discuss the agency's safety and security procedures and inquire as to what extent these procedures will be addressed in the orientation process.
- Follow the agency's calendar during the practicum. The student may be expected to include some evening or weekend hours in his/her practicum experience. This must be negotiated between the agency and student.
- Share responsibility with the field instructor for the learning experience. This includes participation in:
 1. Developing the Learning Plan.
 2. Scheduling teaching conferences.
 3. Participating in the evaluation process.
- Prepare for supervision and attend all supervision conferences.
- Assume initiative for self-directed learning on a gradually increasing basis.
- Abide by the policies, procedures, standards and practices established by the agency and protect client confidentiality.
- Perform learning assignments in a professional and ethical manner. Complete assigned tasks and agency documentation within specified time frames.
- Self-evaluate progress on achieving learning objectives and performance on assigned tasks.

- Clarify agency requirements for professional liability coverage.
- Abide by the NASW Code of Ethics.
- Report any incidents or crimes that present safety or security issues that negatively impact learning in the field placement.

TO THE SCHOOL

- Read the Field Education Manual.
- To participate in the field planning process according to the guidelines identified in this manual in a professional manner.
- Participate in the practice seminar and complete the assigned activities.
- Confer with the field instructor and faculty liaison regarding his/her individual progress and development.
- Report any incidents or crimes that present safety or security issues that negatively impact learning in the field placement.
- Report immediately any changes in agency supervision, or personnel that affect the student or the student's learning.
- Notify the faculty liaison of any issues or concerns that affect the learning experience.
- Check and respond to communication (email, telephone, mail) promptly.
- Handle self professionally at all times and provide constructive feedback when there are any perceived issues with the Field Education Office or internship site.

SCHOOL RESPONSIBILITIES

The School of Social Work assumes responsibility for planning continuing education activities for field instructors. A field faculty is assigned to work cooperatively with agencies and students by assuming the following responsibilities.

TO THE AGENCY

- Participate with agencies in the Field Education planning process by providing information regarding individual student learning interests and needs, informing the agency of the academic objectives of the School of Social Work, and conferring with them about how they might structure their Field Education experience with students.
- Provide orientation and training to all new field instructors.
- Provide agencies with the necessary documents for the practicum.
- Develop a Field Placement Agreement that reflects the School's expectations regarding safety and security protocol.
- Assign a field faculty who will serve as liaison to the agency, field instructor and student.
- Provide consultation, as needed, on the development of the student's field learning plans.
- Provide consultation, problem solving and/or mediation around student problems in placement.
- Participate in the mid-placement and final field evaluations.
- Maintain communication about curriculum changes.
- Develop a program for the orientation of new field instructors, special workshops, and training for field instructors.

- The School of Social Work maintains ultimate responsibility for:
 1. Assigning the student's grade for SOCW 470 based on the evaluation, conference/visit, and the field instructor's written evaluations.
 2. Deciding placement termination or transfer based on consultation with the student/agency.

TO THE STUDENT

- Provide informational meeting for students on the field planning process.
- Provide information to students on potential placement sites.
- Participate with students in the field education planning process to provide field education planning materials and schedule individual student conferences.
- Report and inform students of any known safety or security incidents or crimes that have occurred at a field placement agency.
- Review and approve the field learning plans. Provide consultation on the improvement of learning plans.
- Consult, problem solve and/or mediate issues between the student and the field agency/field instructor.
- Visit the agency at least once during the placement period to review the student's progress and assist in the resolution of any learning problems or concerns about the Field Education experience.
- Respond to student communication in a timely manner.

Appendix A: Alternative Site Application

Name:	Semester Internship to be completed in:
Student Email:	Student Telephone #:
GPA:	SOCW 461 Instructor:
Please provide a very clear statement about why an alternative internship opportunity is being requested.	

Student Signature _____ Date _____

Office Use:

- Request Approved
- Request Denied:

Reason:

Director of BSW Field Education

Date