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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 field practicum of 32 hours per week for 16 weeks. Field practicum students are required to enroll in the companion Field Seminar course (SOCW 471).

GOAL OF FIELD EDUCATION

The goal of the BSW Field Education program is to provide students the opportunity to integrate into practice the conceptual knowledge gained from coursework so students can successfully function as social work generalist practitioners.

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.

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 recruiting and training 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; 8:30 a.m. -- 5:00 p.m.

BSW FACULTY

- 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: 217-244-5229
- Nancy White-Gibson, LCSW, BSW Field Education Clinical Assistant Professor, nwhitegi@illinois.edu: Phone: 217-300-0259
- Amy Weber, Field Office Coordinator, Phone: 217-244-5229, aeweber2@illinois.edu

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 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, 4 days a week (32 hours)

- Fridays are reserved for participation in seminar class

- Compensatory time 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 expect 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 which must 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 semester prior to entering field
- Minimum cumulative grade point average of 2.0 (C) or better
- Enroll in SOCW 471 Professional Practice Seminar II during internship
- Approval by the BSW Field Education Office
- Students may only take field classes while they are in their internship.
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.

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 resumé, choose placement sites, prepare for interviews, and secure their internship.

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:
1. Identifying and clarifying educational interests.
2. Discussing the process for attaining and evaluating core competency behaviors.
3. Refining educational goals, including identification of skill and competency areas.
4. Discussing the integration of classroom knowledge with field learning.
5. 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 two choices. This list needs to be brought to the planning conference.

INTERSHIP 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. Students who decide not to proceed with a scheduled interview need to notify the field office and agency of their withdrawal from the interview.
3. 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 resumé.

It is the student's responsibility to explore and reach a clear understanding regarding the time commitment the site expects from the student while in 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?
- Clarification of any requirements for professional liability coverage.
- Special requirements of the placement site, such as: working evening hours, insurance 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:

1. The internship site offers the student an internship.
2. The student accepts the site’s offer.
3. The student completes and returns the Field Confirmation Form to the Field Office. *This is the student’s responsibility, not the proposed Field Instructor.*
4. The student has closure with other sites where he/she may be in the process of pursuing an internship. Call and politely decline any scheduled interviews or offers that have been made.
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.
PART 5: Practice Seminar, Field Learning Plan, and Evaluation

PRACTICE SEMINAR

There is a practice seminar held concurrently with the field placement. Students registered SOCW 471 Professional Practice Seminar II must also take SOCW 470 Field Practicum.

The Course Objectives for the Practice Seminar are:

1) To demonstrate an understanding of the values congruent with social work and know how to integrate them into practice with at-risk populations.
2) To demonstrate an understanding of how the NASW Code of Ethics applies to the student’s own behavior.
3) To apply and critically evaluate the theoretical and empirical knowledge of generalist social work practice from engagement through the termination phases.
4) To demonstrate an understanding and appreciation of the collaborative process between worker and client in the problem solving process.
5) To demonstrate an understanding of the process of analyzing services, identifying service gaps, and advocating for needed services, resources, and opportunities.
6) To understand what skills are necessary to link people with resources and enhance their existing resources.
7) To assess the effectiveness of one’s own professional practice.
8) To demonstrate an understanding of the importance of collaborating with others in the assessment, planning, implementation and evaluation of services.
9) To demonstrate tolerance and an understanding of human diversity, in both interactions and value stances which include an understanding of the various needs and strengths of diverse populations and those at-risk including those of different religious affiliations, persons of color, women, children, aged, disabled, impoverished, and gay/lesbian LGBTQ persons.
10) To reflect on the practice behaviors being utilized in the internship and how they apply to the 10 Core Competencies.
11) Understand how and when to incorporate evidence based practice into assignments and internship.

CORE COMPETENCIES AND BEHAVIORS

The Field Placement for BSW students will focus on the Core Competency and Practice Behaviors established by the Council on Social Work Education. These competencies and behaviors are as follows:

<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>Practice Behaviors</th>
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<tbody>
<tr>
<td>1. Identify with the SW profession, its mission and core values, and conduct oneself accordingly.</td>
<td>• Advocate for client access to services • Practice self-reflection and self-correction</td>
</tr>
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<td></td>
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</tr>
</tbody>
</table>
| **2. Apply social work ethical principles to guide professional practice.** | **•** Engage in life-long learning and professional growth  
**•** Attend to professional roles and boundaries  
**•** Use supervision and consultation as needed  
**•** Make ethical decisions by applying standards of the NASW Code of Ethics and apply international standards of ethics  
**•** Recognize and manage personal values in a way that allows professional values to guide practice  
**•** Tolerate ambiguity and cultural differences in resolving ethical conflicts  
**•** Apply ethical reasoning to arrive at principled decisions  |
| **3. Apply critical thinking to inform and communicate professional judgments.** | **•** Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues  
**•** Critically appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom  
**•** Analyze models of assessment, prevention, intervention, and evaluation  |
| **4. Engage diversity and difference in practice.** | **•** Understand diversity in a broad sense that includes an appreciation for both differences and similarities and social change over time  
**•** Recognize the ways in which a culture’s structures and values may oppress, marginalize, alienate, or enhance privilege and power  
**•** Appreciate the ways in which diverse cultures may foster strength and resilience  
**•** Gain sufficient self awareness to minimize the influence of personal biases and values in working with |
| 5. Advance human rights and social and economic justice. | - Understand the forms and mechanisms of oppression and discrimination  
- Advocate for human rights and social and economic justice  
- Engage in practices that advance social and economic justice |
|-------------------------------------------------|----------------------------------------------------------|
| 6. Engage in research-informed practice and practice-informed research. | - Use research evidence to inform practice  
- Use practice experience to inform scientific inquiry  
- Understand the process of evidence-informed practice |
| 7. Apply knowledge of human behavior and the social environment | - Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation |
| 8. Engage in policy practice to address social and economic well-being and to deliver effective social work services. | - Analyze, formulate and advocate for policies that advance social well-being  
- Collaborate with colleagues, clients, administrators, policy makers, and legislators for effective policy implementation and action |
| 9. Respond to contexts that shape practice. | - Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. |
| 10(a). Engagement. | - Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities  
- Use empathy and other interpersonal skills  
- Develop a mutually agreed-on focus of work and desired outcomes |
10(b) Assessment.  demonstrate the ability to:

- Collect, organize, and interpret client data
- Assess client strengths and limitations
- Develop mutually agreed-on intervention goals and objectives
- Select appropriate evidence informed intervention strategies

10(c) Intervention

- Initiate actions to achieve organizational goals
- Implement prevention interventions that enhance client capabilities
- Help clients resolve problems
- Negotiate, mediate, and advocate for clients
- Facilitate transitions and endings

10(d) Evaluation

- Critically analyze, monitor, and evaluate social work interventions

**LEARNING PLAN**

At the beginning of placement a Learning Plan (see Appendix B) 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 the ten core competencies, competency practice behaviors, tasks, duties, and/or activities for meeting the behaviors, and a timeframe for completion. As new interests emerge or changes occur in the internship, the learning plan may be re-negotiated and modified.

In order to accomplish specific competency behaviors in the area of racial, ethnic and sexual discrimination and their impact on social work practice the student should include supplemental reading, discussion and visitation to various community resources.

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

The Core Competency Behaviors 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, core competency behaviors 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.

Core practice skills used to meet practice behaviors may include demonstrating an understanding of:

• 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.
• 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.

A copy of the Learning Plan is due in the field education office by the end of the second week of the internship.

**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 Field Evaluation (See Appendix C), BSW Final Field Evaluation (See Appendix D), and BSW Student Self-Assessment (See Appendix E). 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 a 5 point scale:

0  Demonstrates no competency in this area.
1  Demonstrates minimal competency, demonstrates little knowledge or skill, limited evidence of growth or change, rarely demonstrates progress on tasks and behaviors, and takes little initiative for learning.
2  Developing competence with assistance, with some coaching or prompting demonstrates some skill, marginal competency working towards improvement, beginning level of skill development, needs continued practice and assistance, progress on tasks and behaviors is inconsistent, inconsistently takes initiative for learning.
3  Emerging competency, demonstrates the ability to independently apply skills in simple situations, moderate competency, demonstrating ongoing progress, adequate performance just needs more practice, takes initiative for learning.
4  Demonstrates the competency to begin independent social work practice, 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.
NA  Does not relate to the student’s internship experience or not sufficient experience to evaluate skill level.

Students must exhibit at least “emerging signs of good social work practice” in each practice behavior 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 strongly encourages students to do a self-assessment during the 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 practice behaviors are 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 they need an accommodation based on the impact of a disability(ies), it is the student's responsibility to initiate an appointment to begin discussion with their Field Liaison. At the appointment, the Field Liaison can discuss the internship requirements, anticipated needs, and explore potential accommodations. Field Liaisons may need to consult with the Division of Disability Resources and Educational Services (DRES) for assistance in verifying the need for accommodations and developing accommodation strategies. Therefore, if a student has not previously contacted DRES and believes they require disability accommodations, the Field Office will encourage the student to contact DRES at 217-333-4603 or disability@illinois.edu to find out how to apply for services. For more information on DRES's services, please refer to their website: http://www.disability.illinois.edu. 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, disclosure is needed.

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 at School of Social Work administration.

EXAMPLES OF CONDUCT WHICH MAY LEAD TO DISMISSAL OR OTHER SANCTIONS

1. Cheating, lying or plagiarism. For more information see section on Academic Integrity in the BSW Student Handbook*

2. 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.

3. 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
4. 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.

5. Inability to secure or sustain a field placement or satisfactorily meet the expectations of field.

6. Failure to report academic, personal or professional misconduct which undermines academic performance or which places others at risk.

7. 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 and 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.

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. 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 be given an “Incomplete” grade in SOCW 470 Field Practicum, SOCW 471 and/or SOCW 472. 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. If a student reenters field and is not able to successfully complete the second attempt due to performance issues, the student will be dismissed from the BSW program.

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 will provide an exit evaluation that becomes a part of the student’s academic file. The exit evaluations identifies:
   a. Circumstances that led to termination.
   b. Deficits and strengths.
   c. 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 remediation plan will stipulate if this will be the student’s last attempt at field.

5. The review criteria for returning to field placement will focus on the following:
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.

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 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.

**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. A commitment to provide a minimum of one hour per week of supervision and a sufficient amount of time to teach a student.

5. 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.

**FIELD INSTRUCTOR AND STUDENT EVALUATION OF THE FIELD EDUCATION 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 to all students in 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

SICK TIME, VACATION TIME, EXTENDED ABSENCE 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. 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.

- 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.

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.

PROFESSIONAL LIABILITY INSURANCE

Students are required to be covered by professional liability insurance during the duration of their field placement. If a student is receiving a stipend from their internship site, they are not covered by the University’s 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 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 can accompany an employee of the agency when the employee is transferring a client and a BSW student may accompany a client on the bus.
- BSW students are not allowed to physically restrain clients.

**GRADES FOR FIELD EDUCATION**

- The field placement (SOCW 470) is graded Satisfactory (S) or Unsatisfactory (U)

- The field instructor who works with the student on a day-to-day basis recommends a grade of satisfactory or unsatisfactory, and the faculty 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)

- **Final Semester of Senior Year:** Students register for SOCW 470 (Field Practicum) and SOCW 471 (Professional Practice Seminar II). These courses must be taken concurrently. An additional field class (SOCW 472) will be available for students needing an additional class during field placement. **No other classes with the exception of field 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 a staff identification card that permits use of University facilities, including the CAP Building. In addition, field instructors are allowed one unit of academic study with free tuition for every semester of field instruction. 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 oneself professionally at all times and provide constructive feedback when there are any perceived issues with the field office or agency 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:
  a) Assigning the student’s grade for SOCW 470 based on the evaluation, conference/visit, and the field instructor’s written evaluations.
  b) 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.

BSW PROGRAM EVALUATION PLAN

Assessment is an important part of the BSW Program. We assess whether students are meeting expectations regarding the core competencies and practice behaviors (see page 7). Assessment of core competencies is measured through the “BSW Final Field Evaluation” and “Student Self-Assessment.” The data are aggregated and used to inform decision-making about changes to the BSW Program curricula. In addition, we survey recent graduates through the “BSW Senior Survey” to learn about post-graduation plans and overall experience in the BSW Program.

Benchmark for BSW Final Field Evaluation and Student Self-Assessment: The BSW Program has set a benchmark that 80% of BSW students will achieve a rating of 3 (Emerging competency) or higher on all of the practice behaviors for each of the core competencies on the BSW Final Field Evaluation and Student Self-Assessment. Using the rating scale below, students are assessed on the core competencies during the 15th week of their internship:

Rating Scale Criteria

0 Demonstrates no competency in this area.

1 Demonstrates minimal competency, demonstrates little knowledge or skill, limited evidence of growth or change, rarely demonstrates progress on tasks and behaviors, and takes little initiative for learning.

2 Developing competence with assistance, with some coaching or prompting demonstrates some skill, marginal competency working towards improvement, beginning level of skill development, needs continued practice and assistance, progress on tasks and behaviors is inconsistent, inconsistently takes initiative for learning.

3 Emerging competency, demonstrates the ability to independently apply skills in simple situations, moderate competency, demonstrating ongoing progress, adequate performance just needs more practice, takes initiative for learning.

4 Demonstrates the competency to begin independent social work practice, 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
The BSW Senior Survey was developed to assess aspects of overall student experience in the BSW Program. Items on the survey ask students to provide information about their plans after graduation, satisfaction with the BSW Program, and perceptions regarding their preparedness for internship. Students are also asked to provide feedback regarding the learning environment within the School of Social Work as well as to what extent has the BSW program prepares them to work with diverse and vulnerable populations. Although no benchmarks were set for this instrument, the findings are helpful in identifying strengths and weakness of the program.
The goal of a generalist BSW internship is to provide students with experiences across Individuals, Groups, Families, Communities and Organizations

**Which of the following Generalist BSW Internship Experiences Can your Agency Provide:** (Please check all that apply)

- ___ Individuals
- ___ Groups
- ___ Families
- ___ Communities
- ___ Organizations

**Specific Internship Experiences Provided:** (Please Check all that apply)

- ___ Assessing a client’s or community’s needs
- ___ Completing social histories
- ___ Empowering clients, communities and systems of all sizes
- ___ Contacting and utilizing community resources
- ___ Supportive individual, group and family counseling under the supervision of clinician
- ___ 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/case manager
- ___ Crisis intervention
- ___ Other: ______________________________________________________________________

**Supervision in addition to required one-hour per week:**

- ___ MSW/BSW Individual Supervision
- ___ MSW/BSW Group Supervision
- ___ Informal Supervision
- ___ Supervision from outside unit
<table>
<thead>
<tr>
<th>Student</th>
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</thead>
<tbody>
<tr>
<td>Field Instructor</td>
<td></td>
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<tr>
<td>Placement Site</td>
<td></td>
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<tr>
<td>Start Date of Internship</td>
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</tbody>
</table>
### Agency Description

Please provide detailed information on the services that you will be learning about during your internship. If the agency has a job description similar to what you will be doing, please attach a copy of that description.

<table>
<thead>
<tr>
<th>Type of agency</th>
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<tbody>
<tr>
<td>Targeted population served</td>
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<tr>
<td>Example: Children, Seniors, Persons with Disabilities</td>
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<tr>
<td>Primary issues addressed by agency</td>
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<tr>
<td>Example: Uninsured, Homeless, Lack of services</td>
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</table>
Dear Field Instructor and Student:

Attached is the Learning Plan that you will be using for this internship. The learning plan is a very important document that the Field Instructor and Student should develop together and refer to throughout the internship. This is the chance for both of you to determine the responsibilities, opportunities, expectations, and goals of the internship. The internship, Learning Plan, and all Evaluations are built around CSWE’s 10 Core Competencies of social work.

**Directions for the Learning Plan:**

Each competency has mandated practice behaviors which are listed in the column to the left. The middle column is where the tasks, duties, and learning opportunities are listed which will help the student meet the practice behavior of each specific competency. Most of the items listed in this column will be ongoing throughout the internship, however, if there is a particular training or task that has to be completed by a specific due date, for example, CPR training, please indicate this in the column after identifying that task.

The goal of a generalist internship is to provide students with experiences across Individuals, Groups, Families, Communities and Organizations. As you identify a task for each practice behavior please keep this in mind. If there are any areas that you feel the student will not be able to get experience in please notify the Field Education Office so that we can work with you to determine how this experience may be provided.

Both the Field Instructor and the Student must sign the signature page which attests to your agreement with the Learning Plan. The Learning Plan should be submitted to the field office by the third week of the internship.

If there are any questions, please remember that the field education office is here to assist you at all times.

Field Education Office Phone Number: 217-244-5229. Field Education Fax Number: 217-244-5220
### Competency #1 – Professionalism:

Identify with the social work profession, its mission and core values, and conduct self accordingly.

<table>
<thead>
<tr>
<th>Practice Behaviors Phase One Students will demonstrate the ability to:</th>
<th>Identified Goals, Tasks, and Learning Opportunities for Student to Meet Practice Behaviors. Include date task to be completed or “O” for ongoing:</th>
<th>Due Date or “O” Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advocate for client access to services</td>
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<td>2. Practice self-reflection and self-correction</td>
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<td>3. Engage in life-long learning and professional growth</td>
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<tr>
<td>4. Attend to professional roles and boundaries</td>
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<td></td>
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<tr>
<td>5. Use supervision and consultation as needed</td>
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</tbody>
</table>
## Competency #2- Values and Ethics

Have a working knowledge of social work ethical principles to guide professional practice.

<table>
<thead>
<tr>
<th>Practice Behaviors Phase One Students will demonstrate the ability to:</th>
<th>Identified Goals, Tasks, and Learning Opportunities for Student to Meet Practice Behaviors. Include date task to be completed or “O” for ongoing:</th>
<th>Due Date or “O” Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Make ethical decisions by applying standards of the NASW Code of Ethics and international standards of ethics</td>
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<tr>
<td>2. Recognize and manage personal values in a way that allows professional values to guide practice</td>
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<tr>
<td>3. Tolerate ambiguity and cultural differences in resolving ethical conflicts</td>
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<tr>
<td>4. Apply ethical reasoning to arrive at principled decisions</td>
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</table>
### Competency #3- Critical Thinking

Show the ability to apply critical thinking to inform and communicate professional judgments.

<table>
<thead>
<tr>
<th>Practice Behaviors Phase One</th>
<th>Identified Goals, Tasks, and Learning Opportunities for Student to Meet Practice Behaviors. Include date task to be completed or “O” for ongoing:</th>
<th>Due Date or “O” Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate the ability to:</td>
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<tr>
<td>1. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues</td>
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<tr>
<td>2. Critically appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom</td>
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<tr>
<td>3. Analyze models of assessment, prevention, intervention, and evaluation</td>
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<tr>
<td>4. Use various methods of technology to search for information, critically interpret evidence, and communicate with others</td>
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</table>
Competency #4 - Diversity

Engage diversity and difference in practice.

<table>
<thead>
<tr>
<th>Practice Behaviors Phase One</th>
<th>Identified Goals, Tasks, and Learning Opportunities for Student to Meet Practice Behaviors. Include date task to be completed or “O” for ongoing:</th>
<th>Due Date or “O” Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate the ability to:</td>
<td>1. Understand diversity in a broad sense that includes an appreciation for both differences and similarities and social change over time</td>
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<tr>
<td></td>
<td>2. Recognize the ways in which a culture’s structures and values may oppress, marginalize, alienate, or enhance privilege and power</td>
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<td></td>
<td>3. Gain sufficient self-awareness to minimize the influence of personal biases and values in working with diverse groups</td>
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<td></td>
<td>4. Recognize and communicate their understanding of the importance of differences and similarities in shaping life experiences</td>
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<td></td>
<td>5. View themselves as learners and engage those with whom they work as informants</td>
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</tbody>
</table>
## Competency #5- Social and Economic Justice

Advance human rights and social and economic justice.

<table>
<thead>
<tr>
<th>Practice Behaviors Phase One</th>
<th>Identified Goals, Tasks, and Learning Opportunities for Student to Meet Practice Behaviors. Include date task to be completed or “O” for ongoing:</th>
<th>Due Date or “O” Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate the ability to:</td>
<td>1. Understand the forms and mechanisms of oppression and discrimination</td>
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<tr>
<td></td>
<td>2. Advocate for human rights and social and economic justice</td>
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<tr>
<td></td>
<td>3. Engage in practices that advance social and economic justice</td>
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</tr>
<tr>
<td></td>
<td>4. Describe international human rights issues</td>
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</tbody>
</table>

## Competency #6- Research Informed Practice

Engage in research-informed practice and practice-informed research.

<table>
<thead>
<tr>
<th>Practice Behaviors Phase One</th>
<th>Identified Goals, Tasks, and Learning Opportunities for Student to Meet Practice Behaviors. Include date task to be completed or “O” for ongoing:</th>
<th>Due Date or “O” Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate the ability to:</td>
<td>1. Use research evidence to inform practice</td>
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<td></td>
<td>2. Use practice experience to inform scientific inquiry</td>
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<td></td>
<td>3. Understand the process of evidence-informed practice</td>
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<td></td>
<td>4. Conduct systematic research reviews</td>
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<td></td>
<td>5. Demonstrate basic understanding of research design, methods, and statistics</td>
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</tbody>
</table>
## Competency #7- Human Behavior and Social Environment
Apply knowledge of human behavior and the social environment.

<table>
<thead>
<tr>
<th>Practice Behaviors Phase One Students will demonstrate the ability to:</th>
<th>Identified Goals, Tasks, and Learning Opportunities for Student to Meet Practice Behaviors.</th>
<th>Due Date or “O” Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Critique and apply knowledge to understand the reciprocal interactions between people and their environments</td>
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</tr>
</tbody>
</table>

## Competency #8- Policy Practice
Engage in policy practice to address social and economic well-being and to deliver effective social work services.

<table>
<thead>
<tr>
<th>Practice Behaviors Phase One Students will demonstrate the ability to:</th>
<th>Due Date or “O” Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze, formulate and advocate for policies that advance social well-being</td>
<td></td>
</tr>
<tr>
<td>2. Collaborate with colleagues, clients, administrators, policy makers and legislators for effective policy implementation and action</td>
<td></td>
</tr>
</tbody>
</table>
## Respond to contexts that shape practice - Competency #9

Respond to contexts that shape practice.

<table>
<thead>
<tr>
<th>Practice Behaviors Phase One</th>
<th>Identified Goals, Tasks, and Learning Opportunities for Student to Meet Practice Behaviors.</th>
<th>Due Date or “O” Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate the ability to:</td>
<td>1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging social trends to provide relevant social services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</td>
<td></td>
</tr>
</tbody>
</table>

## Competency #10 - Engagement, Assessment, Intervention and Evaluation

### 10A - Engagement

<table>
<thead>
<tr>
<th>Practice Behaviors Phase One</th>
<th>Identified Goals, Tasks, and Learning Opportunities for Student to Meet Practice Behaviors.</th>
<th>Due Date or “O” Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate the ability to:</td>
<td>1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Use empathy and other interpersonal skills. Develop a mutually agreed-on focus of work and desired outcomes</td>
<td></td>
</tr>
</tbody>
</table>
### 10B - Assessment

<table>
<thead>
<tr>
<th>Practice Behaviors Phase One</th>
<th>Identified Goals, Tasks, and Learning Opportunities for Student to Meet Practice Behaviors.</th>
<th>Due Date or “O” Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate the ability to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Collect, organize, and interpret client data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Assess client strengths and limitations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Develop mutually agreed-on intervention goals and objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Select appropriate evidence informed intervention strategies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 10C – Intervention

<table>
<thead>
<tr>
<th>Practice Behaviors Phase One</th>
<th>Identified Goals, Tasks, and Learning Opportunities for Student to Meet Practice Behaviors.</th>
<th>Due Date or “O” Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate the ability to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Initiate actions to achieve organizational goals. Implement prevention interventions that enhance client capabilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Help clients resolve problems. Negotiate, mediate, and advocate for clients. Facilitate transitions and endings</td>
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<td></td>
</tr>
</tbody>
</table>

### 10D - Evaluation

<table>
<thead>
<tr>
<th>Practice Behaviors Phase One</th>
<th>Identified Goals, Tasks, and Learning Opportunities for Student to Meet Practice Behaviors.</th>
<th>Due Date or “O” Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate the ability to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Critically analyze, monitor and evaluate social work interventions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SIGNATURE PAGE

The field instructor and student have collaborated and agreed on the learning assignments, activities and timelines contained in this Learning Plan.

<table>
<thead>
<tr>
<th>Student:</th>
<th>Print Name</th>
<th>Signature</th>
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</table>

<table>
<thead>
<tr>
<th>Primary Field Instructor:</th>
<th>Print Name</th>
<th>Signature</th>
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<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Secondary Field Instructor:</th>
<th>Print Name</th>
<th>Signature</th>
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</tbody>
</table>

Agency: 

Date: 
APPENDIX C

BSW Midterm Field Evaluation

Student: _____________________________________________________________

Placement Site: _______________________________________________________

Use the following criteria to rate the student in 10 competency areas. Keep in mind that the rating should reflect the student’s progress at this point in the overall internship. If the student’s internship experience does not include tasks or activities related to the competency circle NA. There is space for comments after each competency. Please complete the six questions at the end of the evaluation. Prior to the evaluation conference with the field liaison, please review the evaluation with the student. The field liaison will collect the completed original copy at the evaluation conference.

Rating Scale Criteria

0 Demonstrates no competency in this area.

1 Demonstrates minimal competency, demonstrates little knowledge or skill, limited evidence of growth or change, rarely demonstrates progress on tasks and behaviors, and takes little initiative for learning.

2 Developing competence with assistance, with some coaching or prompting demonstrates some skill, marginal competency working towards improvement, beginning level of skill development, needs continued practice and assistance, progress on tasks and behaviors is inconsistent, inconsistently takes initiative for learning.

3 Emerging competency, demonstrates the ability to independently apply skills in simple situations, moderate competency, demonstrating ongoing progress, adequate performance just needs more practice, takes initiative for learning.

4 Demonstrates the competency to begin independent social work practice, 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.

NA Does not relate to the student’s internship experience or not sufficient experience to evaluate skill level.
Professionalism

Competence #1: Identify with the social work profession, its mission and core values, and conduct oneself accordingly. Students will demonstrate the ability to:

Behaviors:

Tasks:

Advocate for client access to services 0 1 2 3 4 NA
- Identify client’s needs
- Identify issues prohibiting access to service
- Work within the agency to address issues related to service provision

Practice self-reflection and self-correction 0 1 2 3 4 NA
- Identify strengths and weaknesses
- Integrate feedback from supervision

Engage in life-long learning and professional growth 0 1 2 3 4 NA
- Attend workshops or trainings
- Read suggested reading

Attend to professional roles and boundaries 0 1 2 3 4 NA
- Maintain boundaries
- Demonstrate the understand of the social worker role in practice
- Identify the difference from social work practice and other disciplines in agency

Use supervision and consultation as needed 0 1 2 3 4 NA
- Be prompt for supervision
- Prepare for supervision
- Take responsibility for one’s learning

Comments:

Values and Ethics

Competence #2: Apply social work ethical principles to guide professional practice. Students will demonstrate the ability to:

Make ethical decisions by applying standards of the NASW Code of Ethics and apply international standards of ethics 0 1 2 3 4 NA
- Read the NASW Code of Ethics
- Apply the Code of Ethics in practice situations

48
Recognize and manage personal values in a way that allows professional values to guide practice

- Identify personal values that might impact practice
- Understand the difference between professional and personal values

Tolerate ambiguity and cultural differences in resolving ethical conflicts

- In supervision identify the influence of culture on behavior
- Use a framework to analyze the conflict with a cultural perspective

Apply ethical reasoning to arrive at principled Decisions

- Identify options when addressing ethical dilemmas
- Use supervision to process options for resolution

Comments:

Critical Thinking

**Competence #3:** Apply critical thinking to inform and communicate professional judgments. Students will demonstrate the ability to

Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues

- Use effective communication
- Document according to the internship policies and procedures
- Integrate feedback received from supervisor(s)

Critically appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom

- Research literature related to issue/area of interest
- Read research-based literature

Analyze models of assessment, prevention, intervention, and evaluation

- Research various models of assessment, prevention, interventions and evaluation
- Read the information on the various models
- Select the best model to address issue

Use various methods of technology to search for information, critically interpret evidence, and communicate with others
Diversity Competence #4: Engage diversity and difference in practice. Students will demonstrate the ability to:

Understand diversity in a broad sense that includes an appreciation for both differences and similarities and social change over time

- Read evidence-based factual information about diverse groups
- Read literature on affective interventions for diverse groups

Recognize the ways in which a culture’s structures and values may oppress, marginalize, alienate, or enhance privilege and power

- Use self as a social change agent
- Discuss with supervisor the forms of oppression and discrimination in the community
- Learn the community advocacy groups that target oppressed and discriminated populations

Gain sufficient self-awareness to minimize the influence of personal biases and values in working with diverse groups

- Self assess for biases when dealing with diverse and oppressed groups
- Identify personal attitudes/beliefs that impact communication with diverse groups
- Use behaviors that reflect respect for diversity

Recognize and communicate their understanding of the importance of differences and similarities in shaping life experiences

- Identify the meaning that the client’s diverse status has to them
- In practice, acknowledge and accept the client’s perspective

View themselves as learners and engage those with whom they work as informants

- View the client as a teacher
- Begin where the client “is”

Comments:
Social and Economic Justice

Competence #5: Advance human rights and social and economic justice. Students will demonstrate the ability to:

Understand the forms and mechanisms of oppression and discrimination 0 1 2 3 4 NA
- Familiarize yourself with the demographics of the community
- Learn about populations that are oppressed and discriminated against in the community
- Discuss with your field instructor interventions by the community to address oppression and discrimination

Advocate for human rights and social and economic Justice 0 1 2 3 4 NA
- Advocate on behalf of your clients for needed services
- Identify areas of limited resources and advocate for change

Engage in practices that advance social and economic Justice 0 1 2 3 4 NA
- Identify inequalities within various populations
- Attend community forums that address inequalities

Describe international human rights issues 0 1 2 3 4 NA
- Read about international human rights issues

Comments:

Research Informed Practice

Competence #6: Engage in research-informed practice and practice-informed research. Students will demonstrate the ability to:

Use research evidence to inform practice 0 1 2 3 4 NA
- Read literature on affective interventions
- Apply evidenced informed interventions to address client’s issue

Use practice experience to inform scientific inquiry 0 1 2 3 4 NA
- Identify issues related to practice
- Formulate a research question to guide literature search

Understand the process of evidence-informed practice 0 1 2 3 4 NA
- Apply knowledge gained in the classroom on the process for obtaining evidence Informed practice
Use practice experience to inform scientific inquiry 0 1 2 3 4 NA
• Identify client issues
• Explore with others potential evidence informed interventions

Conduct systematic research reviews 0 1 2 3 4 NA
• Search research to obtain information on issues related to practice

Demonstrate basic understanding of research design, methods, and statistics 0 1 2 3 4 NA

Comments:

Human Behavior and Social Environment

Competence #7: Apply knowledge of human behavior and the social environment. Students will demonstrate the ability to:

Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation 0 1 2 3 4 NA
• Review frameworks learning in the classroom related to assessment, intervention and evaluation
• Apply frameworks in practice

Critique and apply knowledge to understand the reciprocal interactions between people and their environments 0 1 2 3 4 NA
• Use supervision to discuss how the reciprocal interaction between people and their environment has impacted the client population

Comments:

Policy

Competence: #8: Engage in policy practice to address social and economic well-being and to deliver effective social work services. Students will demonstrate the ability to:

Analyze, formulate and advocate for policies that advance social well-being 0 1 2 3 4 NA
• Read agency policies
• Learn about policies that impact the agency
Collaborate with colleagues, clients, administrators, policy makers and legislators for effective policy implementation and action

- Attend meetings that address policy issues that impact agency services
- Participate on committees that address policy issues

Comments:

**Shaping Practice**

**Competence #9:** Respond to contexts that shape practice. Students will demonstrate the ability to:

Continuously discover, appraise, and attend to changing locales, population, scientific and technological developments, and emerging social trends to provide relevant social services

- Read current literature on social work practice
- Join and participate in professional organizations

Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Comments:

**Practice Engagement.**

Students will demonstrate the ability to

Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities

- Learn how agency’s “clientele” are referred for services
- Identify strengths and weaknesses for intervention

Use empathy and other interpersonal skills

- Demonstrate the use of basic social work skills

Develop a mutually agreed-on focus of work and desired outcomes

- Formulate with the client treatment objectives
- Write treatment goals and review with client
Comments:

**Assessment**
Students will demonstrate the ability to:

- Collect, organize, and interpret client data
- Use interview skills to gather data
- Obtain necessary documents to gather information from collaterals
- Interpret oral communication and body language

Assess client strengths and limitations
- Identify strengths and limitations
- Maintain focus on relevant information
- Complete a written assessment

Develop mutually agreed-on intervention goals and objectives
- Discuss with client appropriate interventions to address identified issues

Select appropriate evidence informed intervention strategies
- Use case consultation to identify evidence informed intervention
- Review literature related to identified issues

Comments:

**Intervention**
Students will demonstrate the ability to:

- Initiate actions to achieve organizational goals
- Plan a strategy for an intervention grounded in evidence-informed practice
- Refer client to appropriate community resources

Implement prevention interventions that enhance client capabilities
- Identify areas of prevention that will assist client
- Identify prevention resources appropriate to address client need
- Refer client to identified resources
Help clients resolve problems
- Learn to “begin where the client is?”
- Develop therapeutic relationship

Negotiate, mediate, and advocate for clients
- When appropriate advocate on behalf of the client
- Use negotiation and mediation skills when advocating for client

Facilitate transitions and endings
- Use flexibility with intervention as situations change

Comments:

**Evaluation**
Students will demonstrate the ability to:

Critically analyze, monitor and evaluate social work interventions
- Identify successful interventions
- Identify appropriate progress indicators
- Monitor and record measurable change
- Involve clients in progress reviews

Comments:

**Evaluation Questions:**

1) Identify the methods used to evaluate the student’s performance: (ex: process recording, observation, etc.)
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

2) Summarize student’s core level performance:
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
3) Identify the student’s strengths:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

4) Identify the area(s) where the student needs improvement.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

5) What is the plan to address the area(s) needed for improvement?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

6) Describe the student’s use of weekly supervision.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Signatures:
The student and Field Instructor have completed the evaluation process. Signatures certify that each have read the evaluation.

Student:
(Print) (Signature) (Date)

Primary Field Instructor or Day to Day Supervisor:
Name:
(Print) (Signature) (Date)

BSW Supervisor or Secondary Field Instructor:
Name:
(Print) (Signature) (Date)
APPENDIX D

BSW Final Field Evaluation

Student: _____________________________________________________________

Placement Site: _____________________________________________________

Use the following criteria to rate the student in 10 competency areas. Keep in mind that the rating should reflect the student’s progress at this point in the overall internship. If the student’s internship experience does not include tasks or activities related to the competency circle NA. There is space for comments after each competency. Please complete the six questions at the end of the evaluation. Prior to the evaluation conference with the field liaison, please review the evaluation with the student. The field liaison will collect the completed original copy at the evaluation conference.

Rating Scale Criteria

0 Demonstrates no competency in this area.

1 Demonstrates minimal competency, demonstrates little knowledge or skill, limited evidence of growth or change, rarely demonstrates progress on tasks and behaviors, and takes little initiative for learning.

2 Developing competence with assistance, with some coaching or prompting demonstrates some skill, marginal competency working towards improvement, beginning level of skill development, needs continued practice and assistance, progress on tasks and behaviors is inconsistent, inconsistently takes initiative for learning.

3 Emerging competency, demonstrates the ability to independently apply skills in simple situations, moderate competency, demonstrating ongoing progress, adequate performance just needs more practice, takes initiative for learning.

4 Demonstrates the competency to begin independent social work practice, 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.

NA Does not relate to the student’s internship experience or not sufficient experience to evaluate skill level.
Professionalism
Competence #1: Identify with the social work profession, its mission and core values, and conduct oneself accordingly. Students will demonstrate the ability to:
Behaviors:
Tasks:

Advocate for client access to services
- Identify client’s needs
- Identify issues prohibiting access to service
- Work within the agency to address issues related to service provision

Practice self-reflection and self-correction
- Identify strengths and weaknesses
- Integrate feedback from supervision

Engage in life-long learning and professional growth
- Attend workshops or trainings
- Read suggested reading

Attend to professional roles and boundaries
- Maintain boundaries
- Demonstrate the understand of the social worker role in practice
- Identify the difference from social work practice and other disciplines in agency

Use supervision and consultation as needed
- Be prompt for supervision
- Prepare for supervision
- Take responsibility for one’s learning

Comments:

Values and Ethics
Competence #2: Apply social work ethical principles to guide professional practice. Students will demonstrate the ability to:

Make ethical decisions by applying standards of the NASW Code of Ethics and apply international standards of ethics
- Read the NASW Code of Ethics
- Apply the Code of Ethics in practice situations
Recognize and manage personal values in a way that allows professional values to guide practice  
- Identify person values that might impact practice  
- Understand the difference between professional and personal values  

Tolerate ambiguity and cultural differences in resolving ethical conflicts  
- In supervision identify the influence of culture on behavior  
- Use a framework to analyze the conflict with a cultural perspective  

Apply ethical reasoning to arrive at principled decisions  
- Identify options when addressing ethical dilemmas  
- Use supervision to process options for resolution  

Comments:

**Critical Thinking**  
**Competence #3:** Apply critical thinking to inform and communicate professional judgments. Students will demonstrate the ability to  

Demonstrate effective oral and written communication in working with individual families, groups, organizations, communities and colleagues  
- Use effective communication  
- Document according to the internship policies and procedures  
- Integrate feedback received from supervisor(s)  

Critically appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom  
- Research literature related to issue/area of interest  
- Read research-based literature  

Analyze models of assessment, prevention, intervention, and evaluation  
- Research various models of assessment, prevention, interventions and evaluation  
- Read the information on the various models  
- Select the best model to address issue  

Use various methods of technology to search for information, critically interpret evidence, and communicate with others  
- When appropriate share research based evidence
Diversity

**Competence #4:** Engage diversity and difference in practice. Students will demonstrate the ability to:

Understand diversity in a broad sense that includes an appreciation for both differences and similarities and social change over time

- Read evidence-based factual information about diverse groups
- Read literature on affective interventions for diverse groups

Recognize the ways in which a culture’s structures and values may oppress, marginalize, alienate, or enhance privilege and power

- Use self as a social change agent
- Discuss with supervisor the forms of oppression and discrimination in the community
- Learn the community advocacy groups that target oppressed and discriminated populations

Gain sufficient self-awareness to minimize the influence of personal biases and values in working with diverse groups

- Self assess for biases when dealing with diverse and oppressed groups
- Identify personal attitudes/beliefs that impact communication with diverse groups
- Use behaviors that reflect respect for diversity

Recognize and communicate their understanding of the importance of differences and similarities in shaping life experiences

- Identify the meaning that the client’s diverse status has to them
- In practice, acknowledge and accept the client’s perspective

View themselves as learners and engage those with whom they work as informants

- View the client as a teacher
- Begin where the client “is”
**Social and Economic Justice**

**Competence #5:** Advance human rights and social and economic justice. Students will demonstrate the ability to:

Understand the forms and mechanisms of oppression and discrimination

- Familiarize yourself with the demographics of the community
- Learn about populations that are oppressed and discriminated against in the community
- Discuss with your field instructor interventions by the community to address oppression and discrimination

Advocate for human rights and social and economic justice

- Advocate on behalf of your clients for needed services
- Identify areas of limited resources and advocate for change

Engage in practices that advance social and economic justice

- Identify inequalities within various populations
- Attend community forums that address inequalities

Describe international human rights issues

- Read about international human rights issues

Comments:

---

**Research Informed Practice**

**Competence #6:** Engage in research-informed practice and practice-informed research. Students will demonstrate the ability to:

Use research evidence to inform practice

- Read literature on affective interventions
- Apply evidenced informed interventions to address client’s issue

Use practice experience to inform scientific inquiry

- Identify issues related to practice
- Formulate a research question to guide literature search

Understand the process of evidence-informed practice

- Apply knowledge gained in the classroom on the process for obtaining evidence-informed practice
Use practice experience to inform scientific inquiry 0 1 2 3 4 NA
- Identify client issues
- Explore with others potential evidence informed interventions

Conduct systematic research reviews 0 1 2 3 4 NA
- Search research to obtain information on issues related to practice

Demonstrate basic understanding of research design, methods, and statistics 0 1 2 3 4 NA

Comments:

**Human Behavior and Social Environment**

**Competence #7:** Apply knowledge of human behavior and the social environment. Students will demonstrate the ability to:

Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation 0 1 2 3 4 NA
- Review frameworks learning in the classroom related to assessment, intervention and evaluation
- Apply frameworks in practice

Critique and apply knowledge to understand the reciprocal interactions between people and their environments 0 1 2 3 4 NA
- Use supervision to discuss how the reciprocal interaction between people and their environment has impacted the client population

Comments:

**Policy**

**Competence: #8:** Engage in policy practice to address social and economic well-being and to deliver effective social work services. Students will demonstrate the ability to:

Analyze, formulate and advocate for policies that advance social well-being 0 1 2 3 4 NA
- Read agency policies
• Learn about policies that impact the agency
Collaborate with colleagues, clients, administrators, policy makers and legislators for effective policy implementation and action
• Attend meetings that address policy issues that impact agency services
• Participate on committees that address policy issues

Comments:

Shaping Practice
Competence #9: Respond to contexts that shape practice. Students will demonstrate the ability to:
Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging social trends to provide relevant social services
• Read current literature on social work practice
• Join and participate in professional organizations
Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Comments:

Practice Engagement.
Students will demonstrate the ability to
Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
• Learn how agency’s “clientele” are referred for services
• Identify strengths and weaknesses for intervention

Use empathy and other interpersonal skills
• Demonstrate the use of basic social work skills

Develop a mutually agreed-on focus of work and desired outcomes
• Formulate with the client treatment objectives
• Write treatment goals and review with client

Comments:

Assessment
Students will demonstrate the ability to:

Collect, organize, and interpret client data 0 1 2 3 4 NA
• Use interview skills to gather data
• Obtain necessary documents to gather information from collaterals
• Interpret oral communication and body language

Assess client strengths and limitations 0 1 2 3 4 NA
• Identify strengths and limitations
• Maintain focus on relevant information
• Complete a written assessment

Develop mutually agreed-on intervention goals and objectives 0 1 2 3 4 NA
• Discuss with client appropriate interventions to address identified issues

Select appropriate evidence informed intervention strategies 0 1 2 3 4 NA
• Use case consultation to identify evidence informed intervention
• Review literature related to identified issues

Comments:

Intervention
Students will demonstrate the ability to:

Initiate actions to achieve organizational goals 0 1 2 3 4 NA
• Plan a strategy for an intervention ground in evidence-informed practice
• Refer client to appropriate community resources

Implement prevention interventions that enhance client capabilities 0 1 2 3 4 NA
• Identify areas of prevention that will assist client
• Identify prevention resources appropriate to address client need
• Refer client to identified resources
Help clients resolve problems
- Learn to “begin where the client is”
- Develop therapeutic relationship

Negotiate, mediate, and advocate for clients
- When appropriate advocate on behalf of the client
- Use negotiation and mediation skills when advocating for client

Facilitate transitions and endings
- Use flexibility with intervention as situations change

Comments:

**Evaluation**
Students will demonstrate the ability to:

Critically analyze, monitor and evaluate social work interventions
- Identify successful interventions
- Identify appropriate progress indicators
- Monitor and record measurable change
- Involve clients in progress reviews

Comments:

**Evaluation Questions:**

1) Identify the methods used to evaluate the student’s performance: (ex: process recording, observation, etc.)
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2) Summarize student’s core level performance:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
3) Identify the student’s strengths:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

4) Identify the area(s) where the student needs improvement.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

5) What is the plan to address the area(s) needed for improvement?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

6) Describe the student’s use of weekly supervision.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Signatures:

The student and Field Instructor have completed the evaluation process. Signatures certify that each have read the evaluation.

Student:

(Print) (Signature) (Date)

Primary Field Instructor or Day to Day Supervisor:

Name:

(Print) (Signature) (Date)

BSW Supervisor or Secondary Field Instructor:

Name:

(Print) (Signature) (Date)
APPENDIX E

BSW Student Self-Assessment (Completed Prior to Midterm and Final Evaluation)

Student: _____________________________________________________________

Use the following criteria to rate yourself in 10 competency areas. Keep in mind that the rating should reflect your assessment of your progress at this point in time. There is space for comments after each competency. Please complete the six questions at the end of the evaluation.

Rating Scale Criteria

0  Demonstrates no competency in this area.

1  Demonstrates minimal competency, demonstrates little knowledge or skill, limited evidence of growth or change, rarely demonstrates progress on tasks and behaviors, and takes little initiative for learning.

2  Developing competence with assistance, with some coaching or prompting demonstrates some skill, marginal competency working towards improvement, beginning level of skill development, needs continued practice and assistance, progress on tasks and behaviors is inconsistent, inconsistently takes initiative for learning.

3  Emerging competency, demonstrates the ability to independently apply skills in simple situations, moderate competency, demonstrating ongoing progress, adequate performance just needs more practice, takes initiative for learning.

4  Demonstrates the competency to begin independent social work practice, 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.

NA  Does not relate to the student’s internship experience or not sufficient experience to evaluate skill level.
**Professionalism**

**Competence #1:** Identify with the social work profession, its mission and core values, and conduct oneself accordingly. Assess your competency to:

**Behaviors:**

**Tasks:**

Advocate for client access to services  
- Identify client’s needs  
- Identify issues prohibiting access to service  
- Work within the agency to address issues related to service provision

Practice self-reflection and self-correction  
- Identify strengths and weaknesses  
- Integrate feedback from supervision

Engage in life-long learning and professional growth  
- Attend workshops or trainings  
- Read suggested reading

Attend to professional roles and boundaries  
- Maintain boundaries  
- Demonstrate the understand of the social worker role in practice  
- Identify the difference from social work practice and other disciplines in agency

Use supervision and consultation as needed  
- Be prompt for supervision  
- Prepare for supervision  
- Take responsibility for one’s learning

**Comments:**

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**Values and Ethics**

**Competence #2:** Apply social work ethical principles to guide professional practice. Assess your competency to:

Make ethical decisions by applying standards of the NASW Code of Ethics and apply international standards of ethics  
- Read the NASW Code of Ethics  
- Apply the Code of Ethics in practice situations
Recognize and manage personal values in a way that allows professional values to guide practice
- Identify person values that might impact practice
- Understand the difference between professional and personal values

Tolerate ambiguity and cultural differences in resolving ethical conflicts
- In supervision identify the influence of culture on behavior
- Use a framework to analyze the conflict with a cultural perspective

Apply ethical reasoning to arrive at principled Decisions
- Identify options when addressing ethical dilemmas
- Use supervision to process options for resolution

Comments:

**Critical Thinking**

**Competence #3:** Apply critical thinking to inform and communicate professional judgments.

Assess your competency to:

Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues
- Use effective communication
- Document according to the internship policies and procedures
- Integrate feedback received from supervisor(s)

Critically appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
- Research literature related to issue/area of interest
- Read research-based literature

Analyze models of assessment, prevention, intervention, and evaluation
- Research various models of assessment, prevention, interventions and evaluation
- Read the information on the various models
- Select the best model to address issue

Use various methods of technology to search for information, critically interpret evidence, and communicate with others
- When appropriate share research based evidence
Diversity

Competence #4: Engage diversity and difference in practice. Assess your competency to:

Understand diversity in a broad sense that includes an appreciation for both differences and similarities and social change over time

- Read evidence-based factual information about diverse groups
- Read literature on affective interventions for diverse groups

Recognize the ways in which a culture’s structures and values may oppress, marginalize, alienate, or enhance privilege and power

- Use self as a social change agent
- Discuss with supervisor the forms of oppression and discrimination in the community
- Learn the community advocacy groups that target oppressed and discriminated populations

Gain sufficient self-awareness to minimize the influence of personal biases and values in working with diverse groups

- Self assess for biases when dealing with diverse and oppressed groups
- Identify personal attitudes/beliefs that impact communication with diverse groups
- Use behaviors that reflect respect for diversity

Recognize and communicate their understanding of the importance of differences and similarities in shaping life experiences

- Identify the meaning that the client’s diverse status has to them
- In practice, acknowledge and accept the client’s perspective

View themselves as learners and engage those with whom they work as informants

- View the client as a teacher
- Begin where the client “is”
Social and Economic Justice

Competence #5: Advance human rights and social and economic justice. Assess your competency to:

Understand the forms and mechanisms of oppression and discrimination

- Familiarize yourself with the demographics of the community
- Learn about populations that are oppressed and discriminated against in the community
- Discuss with your field instructor interventions by the community to address oppression and discrimination

Advocate for human rights and social and economic justice

- Advocate on behalf of your clients for needed services
- Identify areas of limited resources and advocate for change

Engage in practices that advance social and economic justice

- Identify inequalities within various populations
- Attend community forums that address inequalities

Describe international human rights issues

- Read about international human rights issues

Comments:

Research Informed Practice

Competence #6: Engage in research-informed practice and practice-informed research. Assess your competency to:

Use research evidence to inform practice

- Read literature on affective interventions
- Apply evidenced informed interventions to address client’s issue

Use practice experience to inform scientific inquiry

- Identify issues related to practice
- Formulate a research question to guide literature search

Understand the process of evidence-informed practice

- Apply knowledge gained in the classroom on the process for obtaining evidence
Informed practice
Use practice experience to inform scientific inquiry 0 1 2 3 4 NA
- Identify client issues
- Explore with others potential evidence informed interventions

Conduct systematic research reviews 0 1 2 3 4 NA
- Search research to obtain information on issues related to practice

Demonstrate basic understanding of research design, methods, and statistics 0 1 2 3 4 NA

Comments:

Human Behavior and Social Environment
Competence #7: Apply knowledge of human behavior and the social environment. Assess your competency to:

Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation 0 1 2 3 4 NA
- Review frameworks learning in the classroom related to assessment, intervention and evaluation
- Apply frameworks in practice

Critique and apply knowledge to understand the reciprocal interactions between people and their environments 0 1 2 3 4 NA
- Use supervision to discuss how the reciprocal interaction between people and their environment has impacted the client population

Comments:

Policy
Competence: #8: Engage in policy practice to address social and economic well-being and to deliver effective social work services. Assess your competency to:
Analyze, formulate and advocate for policies that advance social well-being
- Read agency policies
- Learn about policies that impact the agency

Collaborate with colleagues, clients, administrators, policy makers and legislators for effective policy implementation and action
- Attend meetings that address policy issues that impact agency services
- Participate on committees that address policy issues

Comments:

**Shaping Practice**

**Competence #9: Respond to contexts that shape practice. Assess your competency to:**

Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging social trends to provide relevant social services
- Read current literature on social work practice
- Join and participate in professional organizations

Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Comments:

**Practice Engagement.**

Assess your competency to:

Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
- Learn how agency’s “clientele” are referred for services
- Identify strengths and weaknesses for intervention

Use empathy and other interpersonal skills
• Demonstrate the use of basic social work skills

Develop a mutually agreed-on focus of work and desired outcomes 0 1 2 3 4 NA
• Formulate with the client treatment objectives
• Write treatment goals and review with client

Comments:

Assessment
Assess your competency to:

Collect, organize, and interpret client data 0 1 2 3 4 NA
• Use interview skills to gather data
• Obtain necessary documents to gather information from collaterals
• Interpret oral communication and body language

Assess client strengths and limitations 0 1 2 3 4 NA
• Identify strengths and limitations
• Maintain focus on relevant information
• Complete a written assessment

Develop mutually agreed-on intervention goals and objectives 0 1 2 3 4 NA
• Discuss with client appropriate interventions to address identified issues

Select appropriate evidence informed intervention strategies 0 1 2 3 4 NA
• Use case consultation to identify evidence informed intervention
• Review literature related to identified issues

Comments:

Intervention
Assess your competency to:

Initiate actions to achieve organizational goals 0 1 2 3 4 NA
• Plan a strategy for an intervention ground in evidence-informed practice
• Refer client to appropriate community resources

Implement prevention interventions that enhance client capabilities 0 1 2 3 4 NA
• Identify areas of prevention that will assist client
• Identify prevention resources appropriate to address client need
• Refer client to identified resources
Help clients resolve problems
   • Learn to “begin where the client is”
   • Develop therapeutic relationship

Negotiate, mediate, and advocate for clients
   • When appropriate advocate on behalf of the client
   • Use negotiation and mediation skills when advocating for client

Facilitate transitions and endings
   • Use flexibility with intervention as situations change

Comments:

**Evaluation**
Assess your competency to:

Critically analyze, monitor and evaluate social work interventions
   • Identify successful interventions
   • Identify appropriate progress indicators
   • Monitor and record measurable change
   • Involve clients in progress reviews

Comments:

**Evaluation Questions:**

1) Identify the methods used to evaluate your performance in your internship: (ex: process recording, observation, etc.).

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____________________________________________________________________________
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2) Summarize your core level performance.

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3) What are your strengths?

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4) What area(s) need improvement.

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5) What is your plan to address the area(s) needed for improvement?

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6) Describe how you used weekly supervision.

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