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Part 1: Introduction

The School of Social Work

Mission

The mission of the School of Social Work is to promote the values of the social work profession through its commitment to diversity and social justice by developing and disseminating knowledge that contributes to responsive social welfare policies, programs, and practices.

MSW Program

Mission

The MSW program serves the citizens of Illinois by educating students for public service and advanced practice in children/youth/family services; health care; mental health; school social work; and advocacy/leadership/social change. The MSW program promotes the values of the social work profession through its commitment to diversity and social justice, its focus on reciprocal interactions between people and their ecological systems, and its emphasis on the use of research-based practice with vulnerable and marginalized populations.
Part 2: MSW Field Education Program

OVERVIEW OF MSW FIELD EDUCATION

Field Education provides the opportunity to apply and integrate classroom theoretical concepts into practice. It is an integral component of the MSW program at the University of Illinois at Urbana-Champaign. In the late 1960’s, the School of Social Work adopted a modified block placement model which is a unique feature of our program. In a block placement, students become totally immersed in the field placement experience. Students complete all coursework, with the exception of the field seminar course, prior to entering their field placement.

The field placement for traditional students is two consecutive semesters, with a requirement of a minimum of 960 clock hours. Advanced standing students complete a 14 week summer internship working a minimum of 500 clock hours. Students cannot end their internship early if they achieve these minimum hour requirements before the end of the semester – traditional students must complete the two consecutive semesters, and advanced standing students must complete the full 14 week internship. Traditional students specializing in School Social Work must complete an academic year internship in a public school following the school district’s calendar. Advanced standing students in School Social Work complete a one-semester internship in Illinois public schools. Other specialized internships may require a longer placement period.

GOALS AND OBJECTIVES OF FIELD EDUCATION

The primary purpose of Field Education is to prepare students for self-directed professional social work practice in an area of concentration. Field agencies are selected for learning experiences to complement the concentration areas of Advocacy, Leadership, and Social Change (ALSC), Children, Youth and Family Services (CYFS), Mental Health (MH), Health Care (HC) or School Social Work (SSW).

DEFINITIONS USED THROUGHOUT THIS MANUAL

Field Instructor
This agency-based supervisor/instructor is responsible for orienting the student to the agency, assigning and teaching relevant and appropriate practice experiences, and evaluating student performance.

Field Education Faculty
These faculty members coordinate all aspects of Field Education including planning, coordination of agency/student placement, evaluation of the field agency, and recruiting and training field instructors.
**Field Liaison**
Field Education Faculty serves in the role of liaison between the agency, student and School of Social Work.

**Field Seminar Instructor**
These faculty members teach the field practice seminars which are taken concurrently with the internship. The instructors assist students’ integration of theoretical knowledge into practice.

**Traditional Students**
Those students entering the MSW program with a degree other than a Bachelors in Social Work

**Advanced Standing Students**
Those students entering the MSW program with a Bachelors in Social Work (BSW) degree
PART 3: Field Education General Information

MSW FIELD EDUCATION FACULTY

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  Director of MSW Field Education
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• Hellen McDonald, LCSW
  Clinical Assistant Professor
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• Christine Escobar-Sawicki, LCSW (office is in Chicago)
  Clinical Assistant Professor
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FIELD EDUCATION OFFICE LOCATION AND HOURS

University of Illinois at Urbana-Champaign
School of Social Work
1010 West Nevada
Urbana, IL 61801
(217) 244-5229 - phone
(217) 244-5220 – fax

Office hours - 8:30am – 5:00pm Monday through Friday
STRUCTURE OF FIELD PRACTICUM

The School of Social Work requires:

• A practicum length of two consecutive semesters for traditional students in the ALSC, CYFS, HC and MH concentrations

• At least 960 clock hours, 30-32 hours per week for traditional students - weekly hours worked are based on the internship site’s work schedule; advanced standing students complete at least 500 clock hours during a 14 week summer internship, working 40 hours per week. Advanced Standing students may choose a fall semester option, working 32 hours a week.

• Evening and overnight internships will not be approved. While students may be asked to work an evening or two a week as part of the internship experience, it is expected that work hours will mainly occur during the daytime.

• A full academic school year internship for students in the SSW concentration. Advanced standing students in the SSW concentration complete a one-semester internship, however, these students can opt to complete a two-semester internship.

• Traditional students in all concentrations are at the placement site four days per week, as are Advanced Standing SSW students; Advanced Standing students enrolled in the summer internship in the ALSC, CYFS, HC and MH concentrations are at the placement five days per week.

• Participation in an online integrative seminar course

• Compensatory time is to be taken during the internship and cannot be 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 – as noted above, compensatory time cannot be used to achieve an early ending date of the internship. If an internship site requires evening hours, the student should negotiate flextime during the week.

ELIGIBILITY CRITERIA FOR FIELD PLACEMENT

Eligibility for field placement:

• Prior to entering their field placement, students must complete all required courses in their concentration, except for the Field Education seminar course.
• Students must have a cumulative grade point average of 3.0 (B) or better.
• All coursework must be graded. Students are not allowed to enter into their internship with an “I” (incomplete) in a class. If a student enters an internship with an “I” (incomplete), they will be removed from the internship until the course is graded.

INTERNSHIP PLANNING

Students will begin preparing for the Field Education process early in the academic program. The following two events are held during the fall semester:

FIELD EDUCATION DAY

• Internship sites from all areas of Illinois are invited to the Urbana-Champaign Campus.
• All students who are not in field placements are invited and encouraged to attend.
• The purpose of Field Education Day is to:
  • learn more about Field Education options
  • discuss possible learning interests with internship sites
  • compare representative’s learning opportunities
  • practice interviewing skills, however, this is not an official interview time
  • begin networking with professionals

INFORMATIONAL MEETINGS

The Field Education Office holds informational meetings for all students eligible for field planning.
• The meetings are held during the noon hour.
• The Field Education faculty provides information on the field planning process and how students can prepare for the individual planning conferences.
• The meetings are informal and students are encouraged to ask questions about the Field Education portion of the program.
PART 4: Field Education Process

- The initial planning for internship placement will begin in mid-fall semester.

- Students in the ALSC, CYFS, HC and MH concentrations begin the internship during the summer semester (May through December) or fall (August-May). Advanced standing students complete an extended 14 week internship during the summer semester (May-August) or a fall start date (August-December).

- School Social Work students begin the internship in the fall semester. These internships are for a full academic year, following the school district’s academic calendar. Advanced standing students in School Social Work complete a one-semester internship in an Illinois public school, or can opt to do a two-semester internship.

- A field placement must be congruent with the student’s concentration coursework. Students will only be placed in an internship placement that is consistent with the concentration in which they have taken coursework. *NOTE - Refer to the NASW Code of Ethics, Social Workers’ Ethical Responsibilities as Professionals, Section 4.01 Competency

- Students must have Incompletes from the Fall semester resolved prior to beginning the internship interviewing process in the Spring semester.

FIELD PLANNING MATERIALS

Students eligible for field planning will receive a “planning packet” containing the information listed below.

- A letter from the Field Education Office explaining the field planning process.
- Information on Scheduling a Planning Conference
- Information on Preparing for the Planning Conference
- Cover Letter Guidelines and Sample
- Resume—an outline for an educational resume used specifically for the field planning process and sample.
- Planning Process Checklist
- Field Confirmation Form
- Information on returning to your agency of employment to complete a practicum
- Returning to place of employment for practicum proposal form
- Field Education Manual can be accessed on the School of Social Work’s website.

Because of the large number of students placed, most placements **cannot** be in the Champaign-Urbana area. Generally, most agencies are not able to provide a paid field placement. Internship sites that are able to provide a stipend will discuss this arrangement directly with students. Students develop and submit an educational resume to the Field Education Faculty prior to or during the planning conference. Students returning to their place of employment to complete the
practicum are not required to submit a resume, but are required to submit a proposal outlining the proposed learning experiences. See section on Planning Process for Students Seeking Field Education in Agency of Employment.

FIELD EDUCATION PLANNING CONFERENCE

Each student eligible for internship placement will participate in an individual planning conference with a field faculty member. Students will be informed as to how to schedule the individual planning meeting.

Once the scheduling of these meetings begins, we strongly encourage students to schedule their conference in a timely fashion. Procrastination in scheduling an appointment will limit internship site choices and delay planning for an internship.

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

- identifying and clarifying educational interests
- discussing the process for attaining and evaluating core and advance competency behaviors
- refining educational goals, including identification of skill and competency areas
- discussing the integration of classroom with field learning
- identifying and ranking potential internship sites for interviews

PLANNING PROCESS FOR STUDENTS SEEKING FIELD EDUCATION IN AGENCY OF EMPLOYMENT

The planning process is slightly different for students returning to their placement of employment for an internship. This information will be discussed with the student during the individual planning conference.

Please note - students must be employed at an organization for at least 6 months in order for a Return to Place of Employment internship to be considered.

- After the individual planning conference, students should meet with appropriate site representatives and negotiate learning experiences, keeping in mind the criteria listed below:

  - Any student planning to return to their employment must fulfill all standards for field placement. **Internship sites providing field experiences for employed students must meet the same criteria as other field placement sites.**

  - New learning experiences must be the primary focus of the field placement with a qualified field instructor that focuses on the student’s educational goals and objectives rather than job related issues
• Students may not return to “work as usual” - which means they cannot do the same job performed prior to the beginning of field placement. The field placement must be new, educationally-focused learning experiences, not an extension of a “job”.

• Internship sites agree that student employees participate in the seminar classes that are concurrent with the field placement.

• The student and field instructor are allowed sufficient instructional time to meet the school’s educational requirements.

• The internship must follow the standard structure for traditional students and advanced standing students, as discussed earlier in this manual. Working additional days during the week cannot be used to “shorten” the internship length.

• Supervision of the student must be provided by an MSW with at least 2 years post-MSW practice experience.

• The field instructor must be a different person from the student’s employment supervisor.

• After the student has met with the site representatives and has identified potential new learning experiences, the student completes the “Returning to Place of Employment Proposal Outline”. The student, the designated field instructor and the student’s employment supervisor sign the form to signify that they agree to the proposed learning experience. After the approvals have been obtained, the form is submitted to the Field Liaison for review and approval.

• If the Field Liaison does not approve the agency proposal based on the above stated criteria, a meeting will be scheduled with site representatives, student and Field Liaison to discuss alternative learning experiences. The internship will be considered confirmed when all parties agree on the proposed learning experience based on the School’s guidelines.

OUT-OF-STATE PLACEMENT REQUESTS

Students interested in out-of-state placements must receive approval by the Director of MSW Field Education. Out-of-state placements that are “cutting edge” learning experiences in national social work/welfare, government organizations, or experiences within public and private agencies are encouraged.

Students may have life circumstances that affect their desire to complete a placement out-of-state. Those circumstances will be taken into consideration, however, the learning experience takes precedence when making placement decisions.

Students interested in an out-of-state placement must complete an application, to be submitted to the Director of MSW Field Education no later than the end of the fall semester.
Factors to be considered prior to approval of the request include the following:

- Academic and professional performance in the classroom
- Educational rationale
- School and faculty resources
- Possibilities for meeting educational needs within the State of Illinois
- Student’s maturity level

Students are responsible for researching potential placement sites and must provide contact information on the application. **The student will be expected to be heavily involved in the search for an out-of-state placement site.**

Students interested in an out-of-state placement should be aware that securing these placements can be a **very lengthy process, and there is no guarantee that such a placement can be secured**, as the Field Education Office does not have standing relationships with these sites. Sites must agree to enter into an affiliation agreement with the School of Social Work.

An Out-of-State Internship Application may be obtained by contacting the Field Education Office.

**FIELD EDUCATION OFFICE ROLE IN INTERNSHIP PLANNING**

Once the individual planning conferences are completed, the Field Office then proceeds as follows:

- Field Education faculty make the initial contact with potential internship sites to:
  - explore potential placement site’s interest, capability, and willingness to provide a high quality field learning experience
  - assess placement site’s ability to provide the desired learning experience
  - explore the availability of appropriate supervision
  - obtain information from the potential internship site on how they desire to be contacted by the student(s) for interviews

- If the potential internship site meets the above criteria, the names of students and their general educational interest areas are shared

- Internship sites that agree to interview students for potential placements will be given the name(s), cover letter(s) and resume(s) of all students interested in interviewing with that site

- The Field Education faculty will provide students with the name of the agency contact and any instructions around scheduling an interview
STUDENT ROLE IN INTERNSHIP PLANNING

After the student receives the contact information, it is the student’s responsibility to schedule and attend the interviews. Students are encouraged to make the initial contact with the site immediately upon receiving the information. **If students decide not to interview with a contacted site, it is the student’s responsibility to notify the site of their withdrawal from consideration.**

INTERVIEWING WITH POTENTIAL INTERNSHIP SITE—THE STUDENT’S ROLE

Students are advised to seek as much information as possible about the learning experience that the internship site has to offer. This will assist the student in determining what site will best meet their desired learning interests. **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 as well as the types of learning experiences that will be offered.**

In addition, the students should explore the following areas:

- The primary role and typical daily activities in 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 protocol or procedures for staff and interns
- Extent that safety and security issues are covered in the orientation to the placement site
- Clarification of any requirements for professional liability coverage
- Availability of stipends
- Special requirements of the placement site, such as working evening hours
- Background check requirements, drug screenings, immunizations - it is the student’s responsibility and expense to meet any of the requirements of the internship site

During the internship planning and placement process, the Field Education Office will work with students to initially secure two internship interviews. If after these interviews occur the student is not offered an internship, the Field Office will work with the student to identify an additional organization in which to interview. If a student is not able to secure an internship following three interviews, the student will meet with the Field Liaison to discuss potential reasons the student is having difficulty. The Field Office may seek feedback from the sites the student has interviewed with in order to assist in planning a course of action. The student may be required to attend mock interviewing sessions with the University’s Career Center to increase interviewing skills before additional interviews will be scheduled, as well as other skill development opportunities the student and liaison agree upon. Once the student has completed the mock interviewing sessions, and/or other skill development requirements, the Field Office will attempt to secure another interviewing opportunity. If another interview is completed and the student remains unsuccessful in securing an internship, they may be required to sit out of the internship rotation in order to further develop their skills and demonstrate readiness to enter field.
CONFIRMING A FIELD PLACEMENT

Confirmation of a field placement is a mutual decision:

- an internship site expresses a willingness to work with the student to provide experiences for skill development
- the student accepts the site’s offer

No internships are confirmed or accepted without the consultation and approval of the School of Social Work Field Education Faculty. (See section on Requirements for Agencies as Field Placement Sites.) **Confirmation of an internship is dependent upon a match between the internship site’s resources and student’s learning interests, the quality of the student’s interview and the competition for the practicum.**

**The School of Social Work does not guarantee a confirmed internship**

When confirmation with an internship site is made, it is the student’s responsibility to:

- complete and return the Confirmation of Placement form to the Field Education Office - an internship is not considered confirmed until the Field Education Office receives this form
- notify other placement sites they have interviewed with, or will be interviewing with, that they have accepted an internship elsewhere.

STARTING THE PLACEMENT

After a field internship is confirmed, 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 agency designated field instructor, and the student. This agreement:

- confirms the location of field placement
- describes the length of the placement
- outlines the expectations around student evaluation

Once a student confirms a placement with an organization, they cannot accept a placement offer from another organization.

ACCEPTING EMPLOYMENT AT THE PLACEMENT SITE DURING THE INTERNSHIP

If a student is offered an employment opportunity at his/her internship site prior to the completion of the internship, they must immediately notify the Field Education Office before accepting the position so that the Field Office can ensure that all criteria are being met for the internship. A plan detailing how the internship requirements and learning experiences, as outlined in the learning plan, will be met must be submitted to the Field Office. Once the plan is
submitted, the Field Office will review the proposed plan and make any necessary recommendations. If the plan is approved, the student may move ahead with accepting employment. At the time the student becomes employed, the University’s Self-Insurance Plan ceases to cover the student. The student must show proof of coverage through their organization or secure liability insurance on their own.
PART 5: Field Seminar Course, Field Learning Plans and Evaluation

FIELD SEMINAR COURSE

- Students are enrolled in the field seminar course concurrently with the field practicum
- The seminar course focuses on the integration of knowledge and skills related to practice and research
- Course assignments and discussions integrate the Core Competencies and Advanced Practice Behaviors
- The seminars use an on-line structure
- **SOCW 531 must be taken concurrently with SOCW 568, and SOCW 532 must be taken concurrently with SOCW 569. A grade of at least a B- in SOCW 531/532 and a grade of “S” in SOCW 568/569 is required for successful completion of the internship program. If a student does not successfully complete both the internship and seminar course, he/she will be required to retake both courses, even if they successfully completed one of the courses.**

FIELD EDUCATION LEARNING PLANS

The Field Learning Plan is a contract developed by the student, internship site and the Field Office. The plan defines the ten core competencies and core practice behaviors, advance practice behaviors, activities and timeframe for completion. As new interests emerge or changes occur in internship site’s resources, the learning plan may be re-negotiated and modified.

Traditional students begin the field placement with a focus on Core Competency Behaviors. Advanced Standing students focus only on the Advanced Competency Behavior. These 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:

- Develop self-awareness in the process of interaction
- Participate 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 towards the amelioration of environmental conditions that affect people adversely
- Use of oral and written professional communications that are consistent with language of the practicum setting and the profession
- Use of professional supervision to enhance learning
- Critically assess, implement, and evaluate agency policy within ethical guidelines

Core practice skills may include demonstrating an understanding of:

- assessing a client or community’s needs
- completing social histories
• empowering clients, communities and systems of all sizes
• contacting and utilizing community resources
• individual, group and family counseling
• 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

The field instructor evaluates the core competency behaviors with the student around 10 weeks after the beginning of the practicum. **Students must exhibit at least “emerging competency” in core behaviors.** If the student shows minimal or no competency in any core competency area, the field liaison will reassess the student learning during the evaluation site visit.

Any deficiencies identified on the Core Competency Behavior Evaluation form will be discussed with the Field Liaison, student and Field Instructor. Activities that will enhance the student’s performance in the competency area will be identified.

All students develop an Advanced Competency Behavior Learning Plan with the assistance from the Field Instructor. The School of Social Work’s Faculty Liaison serves as consultant, if needed, and reviews and approves all plans.

**Advanced Standing Students:** Students admitted to the MSW program as Advance Standing Students begin the placement focused on advanced competency behaviors and immediately begin developing the Advanced Competency Behavior Learning Plan.

Concentration-specific advanced competency behaviors define the student’s advanced learning plan. Advanced learning focuses on preparing students for entry-level professional positions in social services. Examples of skill development include:

• Ethical social work practice and handling ethical dilemmas
• Advanced level of interviewing and relationship skills
• Identification of value or ethical conflicts while demonstrating the ability to address them
• Assessment using a person-in-environment perspective
• Using literature and research to empirically validate and guide practice
• Evaluate effectiveness of social work practice
• Abilities to function as an autonomous practitioner
• Planning for social policy and community organization
• Working with individuals, families, groups, communities and systems of all sizes
• Developing competencies in diversity and culturally-sensitive social work practice
• Developing, coordinating and utilizing community resources
• Comprehensive professional use of self in practice
• Effective use of supervision and consultation
• Promoting social and economic justice
• Mobilizing coalitions for implementing social change
• Administration, supervision and consultation

During the first couple of weeks of the internship, the student and field instructor discuss tasks, duties, and responsibilities. As the student becomes more familiar with the internship site and the field instructor gains a clear understanding of the student’s learning interests, they should begin the development of the Advanced Competency Behavior Learning Plan. This process should occur early in the placement and be submitted to the Field Education Office, no later than the 4th week of the placement.

EVALUATION PROCESS

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 their performance. The Learning Plan provides a framework for the evaluation.

Traditional students are formally evaluated on Core Competency Behaviors during the 10th week of the internship. A link to access the online Core Competency Behavior Evaluation Form will be sent to Field Instructors. Students will also be sent a link to access the online Core Competency self-evaluation, which offers them an opportunity to reflect on their performance and growth during the internship.

The Field Instructor and student are active participants in the evaluation process. Students and Field Instructors are asked to discuss the results of the evaluations to assist the student in gaining a greater understanding of the skills they are developing, and areas in which they are feeling challenged.

If the Field Instructor identifies behavior area(s) where the student demonstrates minimal or no competency, those limitations will be reassessed at the next evaluation. The faculty liaison is available to discuss with the field instructor ways to integrate learning activities to assist the student with improving the deficient area(s).

Both Advanced Standing and Traditional students are evaluated on the Advanced Practice Behaviors. The Advanced Standing students will be evaluated at the 7th week of their internship and at the 14th week. Traditional students will be evaluated at the 20th week and at the 30th week. As with the Core Competency evaluation, students will complete a self-evaluation of their Advanced Practice Behaviors.

The student assumes responsibility for self-evaluation and at the same time recognizes the role of the field instructor in evaluating overall performance. Open communication is required for the evaluation process to be effective.
NOTE: If student rates high on the majority of the behaviors at 20 weeks, this would indicate that they need more challenging activities to enhance the learning experience.

EVALUATION CONFERENCES

For Traditional students, evaluation conferences occur around 8 weeks, 20 weeks and the end of internship. The first two visits occur face to face with the faculty liaison, field instructor and student at the internship site. The final evaluation conference is completed by phone conference or via email with the student, field instructor and field liaison, unless a face to face visit is requested. Advanced standing students’ conferences occur around the 7th week of the internship. The final contact is made via email or phone, unless a face to face visit is requested. The written evaluation provided by the field instructor and self-evaluation completed by the students serves as the basis for these meetings.

The field instructor recommends a grade of “Satisfactory” or “Unsatisfactory” for the internship. The field liaison is responsible for the posting of the grade.

A recommendation of “Unsatisfactory” implies that:

- The student's performance has been evaluated using the student’s Learning Plan and behaviors are found to be unsatisfactory
- The student has been provided adequate teaching resources and learning opportunities by the placement site
- The student has been informed of the unsatisfactory performance
- 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
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.

Student’s Responsibility in Identifying Needed 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 time 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 for Student Affairs regarding the allegations of infraction of conduct.

2. The Assistant Dean for 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 for 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. Such appeals shall be directed to the Dean of the School of Social Work.

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 MSW 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.

3. Conviction for a criminal act occurring during the course of study or which occurred prior to admission that was not disclosed in the application.
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 MSW program. This could include, 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 for Student Affairs.

PROBLEM RESOLUTION DURING PLACEMENT

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 (SOCW 568 and SOCW 531 and/or SOCW 569 and SOCW 532).

If a student withdraws from a field placement without field faculty approval, the student will not be allowed to re-enroll in the field courses for at least one semester. During that time, the student will remediate the issues that led to termination. Students that unilaterally terminate or change placements without the approval of the Field Education Office are required to participate in the field planning process before re-enrollment. If the student is having difficulties in the placement, prior to termination, the Field Office will use the following guidelines.

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 Field Liaison.

2. If the problem(s) continue, the Field Liaison will act as a mediator between the student and the Field Instructor. This usually warrants a meeting between the student, Field Liaison and the Field Instructor. If this is not possible, the Director of MSW Field Education may be asked to intervene.

3. 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.

   Refer to the MSW Handbook, “Guidelines for Dealing with Students Making Unsatisfactory Progress” for the process.

PERFORMANCE PROBLEMS OF STUDENTS IN FIELD PLACEMENT

Field Education courses are distinct because field placement entails educational objectives for the student, as well as professional responsibilities to clients, social service agencies, and the community. A student’s educational responsibility is to utilize ongoing feedback from field 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.

EXAMPLES OF PERFORMANCE ISSUES

• Inadequate concern and sensitivity for human needs; inflexibility; inappropriate attitudes
toward diversity; inadequate social consciousness
• Inadequate professional responsibility to placement site
• Failure to demonstrate professional assertiveness
• Failure to work as part of a collegial network
• Failure to recognize and resolve ethical conflicts and dilemmas within social work practice
• Failure to prioritize duties, responsibilities, and complete assignments
• Advocating change in a non-productive manner and outside of the internship site’s policies
• Unsatisfactory progress towards completing learning objectives
• Lack of professional behavior, such as not arriving to work on time and staying until the designated end time, lack of initiative and preparedness, using cell phone at work
• Violation of NASW Code of Ethics

Refer to the MSW Handbook, “Guidelines for Dealing with Students Making Unsatisfactory Progress” for the process.

REVIEW PROCESS

1. Field Instructors immediately notify the Field Liaison of any issues related to the student’s performance in the field placement.

2. The Field Liaison assists the Field Instructor in addressing the problem directly with the student.

3. When deemed appropriate, a remediation plan will be developed which will include:
   • Description of the performance areas of concern
   • Strengths the student exhibits
   • Specific activities to remediate the deficiencies
   • Available resources within the internship site to assist the student
   • A timeframe for review of the student’s progress
   • Steps to be taken if the student does not meet the progress requirement within the specified timeframe

4. It is the Field Instructor’s responsibility to document the student’s progress and performance.

5. There will be a follow-up meeting with the Field Liaison, Field Instructor and the student to review the student’s progress, and to discuss the steps to be taken, contingent upon the progress made by the student.

POLICY ON TERMINATING AND RE-ENTERING FIELD EDUCATION

Any student dismissed by a field placement site due to performance problems will not be allowed to remain enrolled in SOCW 568 or SOCW 569 and SOCW 531 or SOCW 532.
Students will be expected to take off a **minimum of one semester** to address their educational needs and performance problems.

- Students will be required to take time off from field in order to address unsatisfactory performance in practicum. Performance issues include, but are not limited to, knowledge or interpersonal skill deficits, personal problems, personality or maturity factors, attendance problems, situational or circumstantial factors.

- Growth and development in these areas may require additional academic work, volunteer activities, life experience, reflection, linkage with resources, circumstantial changes that enhance a student’s stability, or remedial learning experiences.

**The student will complete a plan of remediation that addresses the issues leading up to termination.** Refer to the MSW Handbook, “Guidelines for Dealing with Students Making Unsatisfactory Progress” for the process.

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

- nature and severity of the performance problem
- student’s motivation toward corrective action
- ability to integrate coursework and develop the skills required in the field
- student’s ability to hear and use feedback constructively
- availability and use of educational and career advising as well as other appropriate resources
- improvement in areas needing change and successful completion of remediation plan

If a student is terminated from their internship due to performance issues, they are allowed **one** attempt at completing a remediation plan. If the remediation plan is not successfully completed due to the student’s performance, the student will be dismissed from the MSW Program.

If a student decides to change his/her concentration after the termination of the field placement, the remediation plan must be completed prior to the student enrolling in courses in the new concentration. There may be circumstances in which the Field Office will approve students entering the new concentration coursework prior to completion of the remediation plan.

If a student who was dismissed from their field placement is found to have successfully completed their remediation plan and is deemed ready to reenter field, they will have **one** more attempt at successfully completing an internship. If the student does not successfully complete the second attempt, they will be dismissed from the MSW program.

**Please Note:** Per Graduate College requirements, a student who leaves the MSW Program prior to successful completion of the program must complete and submit to the School of Social Work a Request for Academic Leave of Absence form [http://www.grad.illinois.edu/sites/default/files/pdfs/leaveofabsence-form.pdf](http://www.grad.illinois.edu/sites/default/files/pdfs/leaveofabsence-form.pdf). Please refer to the Graduate College Handbook for the Leave of Absence Policy.
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:

• 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.

• The internship site must be willing to enter into an affiliation agreement with the School that outlines the requirements of both parties.

• 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.

• The student should not be seen as an additional burden or treated as if they are regular staff.

• The internship site must have an appropriate range of 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 they can provide development of skills and competence.

• The internship site must be willing to allow the student to learn “by doing”.

• The internship site must be willing to commit staff and resources to the student, thus recognizing and supporting the importance of Field Education.

• The internship site agrees to assign a qualified Field Instructor who possesses an MSW degree and at least 2 years post-MSW practice experience. If no qualified MSW supervisor is available, the internship site agrees to work with the Field Education Office to arrange appropriate MSW consultation for the student.

• The internship site will not expect students to transport clients or to be actively involved in physical restraints of clients.

SELECTION OF FIELD INSTRUCTORS

Agencies selected as field placement sites must provide supervision to a student by a qualified Field Instructor. If a qualified Field Instructor is not available within the internship site, the site must agree to work with the school to arrange appropriate supervision from a qualified consultant. The following criteria are considered when selecting and evaluating Field Instructors:
1. An MSW degree from a CSWE accredited program and at least 2 years post-MSW practice experience, preferably within the internship site.

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. Completion of the online Field Instructor Training

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 via online surveys. The “Student Field Education Evaluation” is sent to students during the last couple of weeks of their internship placement. The “Field Instructor Field Evaluation” link 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:

• providing information on the internship site as a teaching site from a student perspective
• providing information on the supervision provided by the field instructor
• identifying issues or concerns that were not addressed during the evaluation conferences
• 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:

• topics for field instructor training
• issues or concerns around the field planning process and the student’s placement
• 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
Traditional students in Advocacy, Leadership and Social Change, Children, Youth and Family Services, Mental Health, and Health Care concentrations must complete a 2 semester internship. Advanced Standing students will complete an extended summer internship of at least 14 weeks or a fall semester internship.

School Social Work students must complete a full-academic school year internship with the exception of Advance Standing Students who complete a one semester internship. The Advanced Standing students may also opt to complete a full-academic year internship, with the understanding that all tuition and fees will apply.

- Students are not given sick time or vacation during the practicum with the exception of some school social work students, who may be provided sick days through their district’s leave policy.

- If a student misses one – three consecutive days of their internship, then the student and internship site must agree on arrangements for makeup of sick time or any other absences. If a student misses over three consecutive days of the internship, the internship completion date may be extended, depending upon the amount of time taken and the internship rotation. This may impact the student’s ability to graduate on time.

- School Social Work students who receive sick days through their district/coop and are absent beyond the number of allotted time, may be required to redo or postpone the completion of the internship until the following school year.

- 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 redo their internship.

- A Field Liaison may assist in the negotiation regarding making up time at the request of the student or the Field Instructor.

NOTE: Students that negotiate a late starting date with their internship site may not be able to graduate on time. Additionally, any student who has a disruption in their internship which will affect the ending date of the internship and 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.

TRANSPORTING OF CLIENTS
Because of liability concerns, students are not to transport clients during the internship. They may accompany an employee in doing so, but may not drive their vehicle or agency vehicle to transport clients.

PHYSICAL RESTRAINTS
We recognize that in some organizations the use of physical restraints is a necessary part of ensuring the safety of clients and staff. We encourage students to attend available trainings that allow them the opportunity to learn the proper use of restraints, however, students are not to participate directly in physically restraining clients. They can, however, be involved in the verbal de-escalation, if appropriate.

GRADES FOR FIELD EDUCATION

- The field placement is graded Satisfactory (S) or Unsatisfactory (U)
- The field instructor who works with the student on a day-to-day basis recommends a grade and the University’s Field Liaison assigns the grade to the University record.
- University faculty teach the field seminars and assign a letter grade for work and performance
- **SOCW 531 requires concurrent registration in SOCW 568 and SOCW 532 requires concurrent registration in SOCW 569. Students must successfully complete both courses. Students must receive at least a B- in SOCW 531 and SOCW 532 to successfully complete the course. Likewise, students must receive an “S” (Satisfactory) in SOCW 568 and SOCW 569 to successfully complete the course.**

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:

- **First semester of Field Education:** Students register for SOCW 531 (Practice in Organizational Settings) 4 credit hours and SOCW 568 (Field Instruction, I) 8 credit hours. These courses must be taken concurrently.
• **Second semester of Field Education:** Students register for SOCW 532 (Practice Evaluation) 4 credit hours and SOCW 569 (Field Instruction, II) 8 credit hours. These courses must be taken concurrently.

• **Advanced Standing students register and pay for one semester of full-time tuition:** SOCW531 (Practice in Organizational Settings) 4 credit hours and SOCW 568 (Field Instruction, I) 8 credit hours. These courses must be taken concurrently.

• Students who are in practicum during the summer register for a 12 week summer session.

• All tuition and fees apply during the Field Education internship.

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 with potential placement students and identifying agency programs, services and resources that match the student’s educational interests.

• Complete the Online Field Instructor Training.

• Participate with the student in the evaluation process and provide the School of Social Work with a written evaluation.

• Keep the Field Liaison informed as to the student’s progress. Consult with the Field Liaison regarding concerns or problems.

• Participate as much as possible in special field instructor meetings, workshops, field fairs and/or Field Education day sponsored by the School.

• 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, at a minimum, 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 Field 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 where needed.

• Coordinate the educational experience, including identification of agency teaching resources. Other agency staff may be used for special areas of practice.

• Commit a regularly scheduled weekly time for supervision - the minimum expectation is for one hour per week of formal supervision. Additionally, 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 their performance.

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 calendar during the practicum. The student may be expected to include some evening hours in their practicum experience.

• Share responsibility with the Field Instructor for the learning experience. This includes participation in developing the Field Learning Plan and active participation in the evaluation process.

• Prepare for supervision and attend all supervision meetings.

• Assume initiative for self-directed learning on a gradual 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.

• Attend Mandatory Orientation prior to starting the internship

• Participate in the field seminar course and complete the assigned activities.

• Confer with the Field Instructor and Field 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 Field Liaison of any issues or concerns that affect the learning experience.

SCHOOL RESPONSIBILITIES
The School of Social Work assumes responsibility for planning continuing education activities for field instructors. A Field Liaison 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 them 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 whom will serve as liaison to the agency, Field Instructor and student.

- Provide consultation, as needed, on the development of the student field learning plans.

- Provide consultation, problem solving and/or mediation around student problems in placement.

- Participate in the evaluations.

- Maintain communication about curriculum changes.

- Develop a program for the orientation of new Field Instructors, and special workshops and training for Field Instructors.

- The School of Social Work maintains ultimate responsibility for:
  - assigning student’s grade for SOCW 568 and SOCW 569 based on the evaluation conferences and the Field Instructor’s written evaluations
  - deciding placement termination or transfer based on consultation with the 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 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.

**Field Instructors’ Benefits**

Persons serving as field instructors receive a staff identification card that permits use of some University facilities. In addition, field instructors are allowed one tuition waiver for every semester of field instruction. Rules for such waivers are provided to each field instructor upon confirmation of the student’s internship, as well as information regarding the use of University facilities.
APPENDIX A

University of Illinois at Urbana-Champaign School of Social Work
SOCW 568: Field Education I
MASTER SYLLABUS

Instructor: Office: Phone: Office Hours:
E-mail: 

PREREQUISITES

- Concurrent registration in SW 531 is required.
- Completion all required courses, except for the Field Instruction and the concurrent seminar courses. This is a minimum of 40 credit hours. Advanced standing students in ALSC, CY&FS, HC and MH complete 4 classes (16 credit hours) to be eligible for field. Advanced standing student in SSW complete 8 classes (24 credit hours) to be eligible for field
- Cumulative grade point average of 3.0 (B) or better.

COURSE DESCRIPTION

Field Instruction I is the first semester of a two-semester consecutive field placement. School social work concentration completes an academic year placement with the exception of the Advanced standing student who completes a one semester internship. The internship is educationally directed and supervised by an approved agency-based field instructor and provides an opportunity to integrate classroom theories, concepts and principles into practice experiences for the development of social work practice skills. Learning experiences 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. Additionally, some advanced competency skills are also begun during this first semester.

The Field Education Office assigns a field faculty as liaison for each agency. The field faculty liaison will review and approve all field learning plans, assist the student and/or agency in resolving field related issues, meet with the student and field instructor for a 10 week and 20 week evaluation. The final evaluation will be completed by phone. Students and field instructors are required to contact the faculty liaison with any issues or concerns impacting the field placement.

DISABILITY ACCOMMODATIONS

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the instructor and the Division of Rehabilitation-Education Services (DRES) as soon as possible at: 1207 S. Oak Street, Champaign, 333-4603, or email: disability@illinois.edu.
ACADEMIC INTEGRITY

All class participants are expected to adhere to University policies on academic integrity and all policies included in the School of Social Work Handbook http://www.socialwork.illinois.edu/current_students/documents/2009-2010MSWHandbook.pdf.

DESCRIPTION OF CORE COMPETENCY BEHAVIOR AND ADVANCED COMPETENCY BEHAVIOR REQUIREMENTS

Core Behaviors:
Students begin the field placement focusing on core competency behaviors with the exception of Advanced Standing Students. The field instructor evaluates core behaviors with the student 10 weeks (12 weeks for School Social Work students) after the beginning of the practicum. Students must exhibit at least “emerging competency” in core behavior learning. If the student shows minimal or no competency in any core competency area the field liaison will reassess the student learning at the next evaluation conference.

Any deficiencies will be discussed at the 10 (12) week evaluation conference. The student, field instructor and faculty liaison will discuss activities that will enhance the student’s performance in the competency area identified as deficient.

Advanced:
All students develop an Advanced Competency Behavior Learning Plan, with the assistance from the field instructor, by the tenth week of the placement. Students begin the development of this plan while working toward core behavior competency. The School of Social Work’s faculty liaison serves as consultant in learning plan development, if needed, and reviews and approves all plans. Students are evaluated on Advanced Competency Behaviors during the 20 week and final evaluation. (See evaluation section for additional information.)

Advanced Standing Students:
Advanced Standing Students begin the placement focused on advanced competency behaviors and learning plan. These students will be evaluated using the Advanced Competency Behavior Learning Plan throughout the internship.

CORE COMPETENCIES AND PRACTICE BEHAVIORS

Agencies selected for students requiring the demonstration of competency in the core behaviors must provide a broad range of social work practice learning and include opportunities with individuals, groups, families, communities and organizations. Students are expected to apply a generalist perspective including basic knowledge, skills, values and ethics in social work practice.

Students must demonstrate competency in the ten core competencies and behaviors. (See evaluation and grading for additional information.) Examples of how students might demonstrate learning are listed below each objective. Additional examples may be added based on the strengths, resources and learning opportunities available in the placement agency.
Core Competencies

• Practice Behaviors

1. Identify with the SW profession, its mission and core values, and conduct oneself accordingly.
   • Practice self-reflection and self-correction
   • Engage in life-long learning and professional growth
   • Attend to professional roles and boundaries
   • Use supervision and consultation as needed

2. Apply social work ethical principles to guide professional practice.
   • 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
   • They work as informants
   • 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 diverse groups
   • Recognize and communicate their understanding of the importance of differences and similarities in shaping life experiences
   • View themselves as learners and engage those with whom they work as informants

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

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

10(a). Engagement. Students will demonstrate the ability to:
   • 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. Students will 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. Students will demonstrate the ability to:
   • Initiate actions to achieve organizational goals
   • Implement prevention interventions that enhance client capabilities
   • Help clients resolve problems
   • Facilitate transitions and endings

10(d) Evaluation. Students will demonstrate the ability to:
   • Critically analyze, monitor, and evaluate social work interventions
ADVANCED COMPETENCY BEHAVIORS

Advanced competency behaviors build upon and deepen the practicum experiences and academic knowledge of social work basic social work concepts. Advanced learning emphasizes concentration specific processes of application, critical analysis, synthesis and evaluation of knowledge, and the development of skills and values acquired in academic coursework and practice.

Advance Standing Students begin working toward the advanced competency behaviors at the beginning of the field placement. All students will be participating in advanced competency behaviors by the end of the first semester. Below each behavior are examples of activities the student might participate in to demonstrate learning. The student and field instructor are not limited to this list. Based on the strengths and resources in the placement agency, the student and field instructor identify ways that the student will demonstrate competency.

The Advanced Competency Behavior Learning Plan consists of the ten core competencies. Each concentration has identified advanced behaviors that relate to the 12 competencies. The core competencies and advanced competency behaviors are listed in the Social Work 569 syllabus.

COURSE REQUIREMENTS

Students are expected to:

- Follow the agency calendar during the practicum. Notify the agency of any unavoidable absences and tardiness in advance. Students are not given sick time or vacation during their practicum. The student and agency must agree on arrangements to be made for makeup of sick time or any other absences. Field faculty may assist in negotiating make-up time at the request of the student or field instructor.

- Share the responsibility with the field instructor for the learning experience. This includes participation in the development of the learning plans, preparation and attendance at supervision and participation in the evaluation process.

- Abide by the policies, procedures, standards and practices established by the agency and protect client confidentiality.

- Adhere to the NASW Code of Ethics.

- 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.
- Complete the requirements for the practice seminar course.
- Report any incidents or crimes that present safety or security issues that negatively impact learning in the field placement.

**EVALUATION AND GRADING**

All students and their placement agencies will receive a Core Competency Behavior Learning Plan at the beginning of the placement with the exception of Advance Standing Students. The field instructor evaluates the core competency behaviors with the student the 10th (12th) week after the beginning of the placement. The School of Social Work’s faculty liaison will schedule a 10 (12) week evaluation at the agency site to discuss this evaluation. The student must demonstrate at least “emerging competency” in the core competency behaviors.

If the field instructor identifies behaviors area(s) where the student demonstrated “minimal or no competency”, those limitations will be reassessed at the 20 (24) week evaluation. The faculty liaison is available to discuss with the field instructor ways to integrate learning activities to assist the student with improving the deficient area(s).

The field instructor provides a "formal" written evaluation at 20 (24) weeks and the end of the placement focused on advanced competency behaviors. The field instructor and student are active participants in the evaluation process. The student assumes responsibility for self-evaluation and at the same time recognizes the role of the field instructor in evaluating overall performance. Open communication is required for the evaluation process to be effective. If the student shows that progress is being made in the internship at the end of the first semester, the student will be assigned a grade of “S” satisfactory and can advance to SW 569 (with concurrent registration in SW 532).

If a student continues to show “minimal or no progress” in meeting the competencies the student will follow the guidelines in the field education manual for *Performance Problems of Students in Field Placement*.

**Advanced Standing Students**

Advanced Standing Students develop and follow the Advanced Competency Behavior Learning Plan. The student, field instructor and field liaison will participate in a formal evaluation at 10 (12), 20 (24) and at the end of the placement to discuss the students performance of assigned tasks, strengths and areas of further development. The Advanced Competency Behavior Learning Plan provides the basis for the 20 (24) week and final evaluation. The field instructor provides a written evaluation of the student’s performance. If the student shows that progress is being made in the internship at the end of the first semester, the student will be assigned a grade of “S” satisfactory and can advance to SW 569 (with concurrent registration in SW 532).

If a student’s 10 (12) week evaluation indicates “minimal or no progress” for any competency behavior, a discussion will occur at the conference to identify a remediation plan. A time frame will be established for the student to show improvement in the deficient area(s). A follow-up
conference will occur, if progress is reported, the student will continue in the placement. If it is reported that no improvement has occurred, then the student will follow the guidelines in the field instruction manual for *Performance Problems of Students in Field Placement*.

**APPENDIX B**

University of Illinois at Urbana-Champaign School of Social Work  
**SOCW 569: Field Education II**  
**MASTER SYLLABUS**  

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**PREREQUISITES**

- Concurrent registration in SW 532 is required.
- Successful completion of SW 531 and SW 568

**COURSE DESCRIPTION**

Field Instruction II is the second semester of a two-semester consecutive field placement. Field Instruction II provides a supervised in-depth practice experience in a concentration area of Advocacy Leadership and Social Change (ALSC), Children, Youth and Family Service (CYFS), Health Care (HC), Mental Health (MH) or School Social Work (SSW). The goal of this practicum is to prepare students for self-directed professional social work practice. Students continue to apply theories and concepts from the course work to develop advanced level skills in direct practice with clients and clients systems and/or policy, planning and administration.

**CONCENTRATION COMPETENCY BEHAVIORS**

Upon completion of this course, students must demonstrate progress toward competencies in their area of concentration. The Advanced Competency Behavior Learn Plan consists of the 10 core competencies. Each concentration has identified advanced behaviors that relate to each of the 10 competencies.

**DISABILITY ACCOMMODATIONS**

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the instructor and the Division of Rehabilitation-Education Services (DRES) as soon as possible at: 1207 S. Oak Street, Champaign, 333-4603, or email: disability@illinois.edu.

**ACADEMIC INTEGRITY**

All class participants are expected to adhere to University policies on academic integrity and all
policies included in the School of Social Work Handbook

ADVOCACY, LEADERSHIP AND SOCIAL CHANGES ADVANCED COMPETENCY BEHAVIORS

Competence #1. Identify with the SW profession, its mission and core values, and conduct oneself accordingly. Students will demonstrate the ability to:
• Understand historical approaches to systemic social change, and the role that the social work profession has played in developing such approaches.
• Understand the importance of empowering disadvantaged groups in change efforts.
• Follow social work core values and professional standards in conducting social change interventions.
• Identify the unique contribution of social work in the framing and exercise of social change approaches.

Competence #2: Apply social work ethical principles to guide professional practice. Students will demonstrate the ability to:
• Understand boundaries in sharing or withholding information in the conduct of systemic interactions.
• Understand boundaries in influencing various community, organizational, and broader system stakeholders.
• Apply social work principles in identifying and responding to unethical practices by various actors in the context of social change interventions.

Competence #3: Apply critical thinking to inform and communicate professional judgments. Students will demonstrate the ability to:
• Be able to understand and interpret legislative, regulatory, and judicial communications related to social policies and programs.
• Be able to critically assess alternative social problem definitions and proposed problem solutions, as well as the substantive strengths and weaknesses of various positions.
• Understand different approaches and models of macro-level social change, and the circumstances in which different approaches may be most useful.
• Develop skills in writing both brief communications and longer analyses related to assessment of and/or advocacy on behalf of various policy and program positions.

Competence #4: Engage diversity and difference in practice. Students will demonstrate the ability to:
• Understand the importance of economic, political, and cultural differences in the development of social policies and programs.
• Understand how economic, political, and cultural differences may influence the impact that social policies and programs have.
• Communicate the importance of political, economic, and cultural differences when conducting social change interventions, whether through advocacy, policy development, or leadership in social service agencies.
• Engage diverse economic, political, and cultural groups in advocacy, policy development,
and coalition building.

**Competence #5: Advance human rights and social and economic justice.** Students will demonstrate the ability to:
- Understand key human rights principles embodied in the United Nations Universal Declaration of Human Rights and the U.S. Constitution, as well as related values commonly represented in social norms and values.
- Recognize the most important systemic mechanisms for promoting, monitoring, and adjudicating human rights issues.
- Apply human right principles to the analysis and development of social policies and programs.

**Competence #6: Engage in research-informed practice and practice-informed research.** Students will demonstrate the ability to:
- Assess and utilize research evidence and different best practice approaches related to social policy, administration, and advocacy.
- Understand the importance of incorporating practice experience in planning social welfare programs and social change interventions, as well as contributions of practice experience to policy development and other social change efforts.
- Understand approaches to encourage utilization of research in guiding social policy and program development.
- Use existing or other data and information to examine the need for a program, and apply needs assessment findings in the conduct of policy analysis, community development, and program development.

**Competence #7: Apply knowledge of human behavior and the social environment.** Students will demonstrate the ability to:
- Understand the important features of social environment that influence social behaviors.
- Understand the importance of social environment in the development and implementation of social policies and programs.
- Communicate the importance of social environment in advocacy, policy development, and leadership in social service agencies.

**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:
- Understand the structures and functions of U.S. branches of government at the federal, state, and local level.
- Understand key aspects of the policy and program formulation and implementation processes in both the public and voluntary sector.
- Understand the strengths and limitations of voluntary and nonprofit service provision, as well as the interaction of such services within the public sector.
- Be able to identify and assess the interests of various stakeholders related to specific social service issues.
- Develop skills required to build linkages and coalitions with other stakeholders on behalf of social change efforts.
• Understand and be able to apply the primary components required to develop a small-scale social program.
• Understand the various mechanisms used for funding social programs, and demonstrate grant writing skills and the ability to develop program budgets and financing plans.

**Competence #9**: Respond to contexts that shape practice. Students will demonstrate the ability to:
• Understand leading societal trends and related issues that shape the agendas and response patterns of governmental officials and others involved in policy and program development.
• Understand the roles that economic and political systems change play in shaping the opportunities for and nature of social policy and program development.
• Understand how the views of prominent government actors, elites and other stakeholders, and public opinion play in influencing receptivity to various types of change effort.
• Understand the role that rapidly changing technologies play in influencing the nature of policy and program development.

**Competence #10: Engagement, Assessment, Intervention and Evaluation**

**Engagement**: students will demonstrate the ability to:
• Engage groups, communities and organizations to address social needs.

**Assessment**: Students will demonstrate the ability to:
• Conduct needs assessments to inform policy advocacy and/or program development that addresses social needs of a group or community.
• Identify assessment strategies for improving supervisory and/or organizational effectiveness

**Intervention**: Students will demonstrate the ability to:
• Understand leadership strategies for effecting social change, whether through advocacy, policy development, or leadership in social service agencies.
• Develop entrepreneurial approaches to addressing social service needs of oppressed and marginalized groups.
• Advocate for systemic social change.
• Demonstrate grant writing skills for accessing resources that support social change and program improvement.

**Evaluation**: Students will demonstrate the ability to:
• Apply research skills to improve the management and development of social service programs.
• Communicate results of (evaluation) research in order to improve programs and influence policy.
• Critically analyze and systematically evaluate the effectiveness and implementation of community development, social welfare policy, and social change interventions.

**CHILDREN, YOUTH AND FAMILY SERVICES CONCENTRATION ADVANCED COMPETENCY BEHAVIORS**

**Competence #1**: Identify with the SW profession, its mission and core values, and conduct oneself accordingly. Students will demonstrate the ability to:
• Explore the various roles of master’s level social workers in a variety of CYFS settings.
• Examine the historical context of the interest and involvement of public and private agencies in the family home.
• Demonstrate an identity with the profession of social work’s commitment to ongoing professional development.

Competence #2: Apply social work ethical principles to guide professional practice. Students will demonstrate the ability to:
• Make appropriate ethical decisions based on the NASW Code of Ethics and the Convention on the Rights of the Child.

Competence #3: Apply critical thinking to inform and communicate professional judgments. Students will demonstrate the ability to:
• Communicate effectively with professionals across allied service systems.
• Evaluate and assess a complex child and family case across multiservice settings.

Competence #4: Engage diversity and difference in practice. Students will demonstrate the ability to:
• Understand culture and diversity in the context of serving clients in children, youth, and family settings.
• Demonstrate an understanding of how diversity informs discussions of evidence-based practice.
• Evaluate parenting practices in cultural context.

Competence #5: Advance human rights and social and economic justice. Students will demonstrate the ability to:
• Demonstrate an understanding of critical issues of social and economic justice in children, youth, and family services settings.
• Advocate for change in such areas as disproportionate minority contact, poverty, and service disparities.

Competence #6: Engage in research-informed practice and practice-informed research. Students will demonstrate the ability to:
• Identify, evaluate, and implement evidence based practices in CYFS.
• Work with research/evaluation partners to evaluate untested yet promising models of practice in CYFS settings.

Competence #7: Apply knowledge of human behavior and the social environment. Students will demonstrate the ability to:
• Demonstrate an understanding of the reciprocal nature of the interaction between people and their environment.
• Incorporate aspects of the ecological perspective in case assessment, case planning, program implementation, and outcome.

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:
• Examine how specific CYFS policies are working to address the complex needs of families
Advocate at multiple levels to address critical needs of vulnerable children and families

**Competence #9: Respond to contexts that shape practice.** Students will demonstrate the ability to:
- Demonstrate the ability to identify when social structures and social systems change, for what reasons they change, and how such changes will impact practice in CYFS settings.
- Advocate at multiple levels to address critical needs of families.
- Evaluate organizational settings and articulate how such settings impact practice in CYFS settings.

**Competence #10: Engagement, Assessment, Intervention and Evaluation**

**Engagement:** students will demonstrate the ability to:
- Engage clients, communities, agencies and other important CYFS stakeholders.

**Assessment:** Students will demonstrate the ability to:
- Collect, organize, and evaluate information from a variety of sources for work with CYFS cases.

**Intervention:** Students will demonstrate the ability to:
- Evaluate the appropriateness of an intervention used in a CYFS setting.
- Implement and deliver an intervention in a CYFS setting.
- Identify the appropriate roles of professionals in the delivery of interventions in CYFS settings.

**Evaluation:** Students will demonstrate the ability to:
- Plan an evaluation of a CYFS intervention or agency.
- Conduct an evaluation of the effectiveness of a CYFS intervention.

**HEALTHCARE CONCENTRATION ADVANCED COMPETENCY BEHAVIORS**

**Competence #1: Identify with the social work profession within healthcare settings and health promotion enterprises.** Students will demonstrate the ability to:
- Advocate for patient access to health care services and participation in treatment decisions
- Recognize professional boundaries, practice self-reflection and self-correction, and maintain lifelong learning habits relevant to health care settings

**Competence #2: Apply social work ethical principles to guide professional practice.**
Students will demonstrate the ability to:
- Critically analyze and apply social work values, principles and the NASW Code of Ethics to patient-care situations and ethical dilemmas within health care settings
- Recognize legal parameters and competing value systems inherent in ethical dilemmas and use supervision and collegial networks as needed

**Competence #3: Apply critical thinking to inform and communicate professional judgments.**
Students will demonstrate the ability to:
- Document and record relevant information regarding patient care; and interpret and communicate such information to patient, family, and health care team as needed
• Work with other health care providers to gather, analyze, and interpret information pertinent to patient care

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

• Recognize and appreciate ways in which cultural values may influence health behaviors, decisions, interactions with team members, and health outcomes

• Apply evidence based knowledge regarding the effect of diverse experiences, beliefs and backgrounds of both the client and practitioner on achieving optimum outcomes for clients served in mental health settings

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

• Recognize social and behavioral determinants of health and other non-medical factors that contribute to health disparities

• Seek out and mobilize resources within the health care system and community to facilitate service access and utilization and advocate for patients'

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

• Conduct practice informed research whenever possible

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

• Incorporate knowledge and theory of human behavior and social environment into practice in health care settings

**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:

• Obtain and communicate current information and changes in federal and state healthcare policies to colleagues, patients, and patient families

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

• Demonstrate knowledge about the social worker's role in discharge planning and continued care coordination in health care settings

**Competence # 10: Engagement, Assessment, Intervention and Evaluation**

**Engagement:** students will demonstrate the ability to:

• Develop therapeutic alliance with patients and families

**Competence #10: Assessment:** Students will demonstrate the ability to:

• Conduct a comprehensive biopsychosocial assessment that will be useful to patient, family and healthcare team

**Competence #10: Intervention:** Students will demonstrate the ability to:

• Initiate psychoeducation, counseling, family conferences, team meetings, and community/agency referrals to achieve goals for patient's continued care and health
• Develop organizational strategies, such as support groups and educational materials, to most efficiently serve the needs of patients and families

**Competence #10: Evaluation:** Students will demonstrate the ability to:
• Critically analyze, monitor, and evaluate health social work interventions

**MENTAL HEALTH CONCENTRATION ADVANCED COMPETENCY BEHAVIORS**

**Competence #1: Identify with the SW profession, its mission and core values, and conduct oneself accordingly.** Students will demonstrate the ability to:
• Use supervision and consultation to analyze ethical dilemmas and develop a plan of intervention
• Practice self-reflection and self-awareness

**Competence #2: Apply social work ethical principles to guide professional practice.** Students will demonstrate the ability to:
• Make appropriate ethical decisions with complex cases involving an ethical conflict (using the NASW Code of Ethics as a standard).
• Show an understanding of the role of an MSW level social worker in an agency setting and demonstrate professional behavior reflecting that understanding.

**Competence #3: Apply critical thinking to inform and communicate professional judgments.** Students will demonstrate the ability to:
• Synthesize cases so that they are meaningful and useful in a clinical context.
• Write a clinical report that can be understood by caseworkers, individual/family, and other systems that engage with the client.
• Select appropriate practice models of assessment, prevention, intervention, and evaluation.
• Use various methods of technology to search for information, critically interpret evidence, and communicate with others.

**Competence #4: Engage diversity and difference in practice.** Students will demonstrate the ability to:
• Value clients' and practitioners' diversity of experiences, needs, and beliefs in social work practice in mental health settings.
• Apply evidence based knowledge regarding the effect of diverse experiences, beliefs and backgrounds of both the client and practitioner on achieving optimum outcomes for clients served in mental health settings.

**Competence #5: Advance human rights and social and economic justice.** Students will demonstrate the ability to:
• Advocate for the rights and service needs of persons with mental illness, substance use disorders, and/or developmental disabilities.

**Competence #6: Engage in research-informed practice and practice-informed research.** Students will demonstrate the ability to:
• Select and implement EBP's appropriate for specific target populations.
• Identify appropriate modifications to EBP's to better meet needs of diverse populations.

**Competence #7: Apply knowledge of human behavior and the social environment.** Students will demonstrate the ability to:
• Incorporate knowledge of the clients' specific developmental and environmental factors into mental health treatment interventions.

**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:
• Understand and evaluate the impact of state and federal policies on mental health and substance abuse services.
• Develop proposals to improve policies and services for specific target populations.
• Supervise staff and administer mental health and substance abuse services.

**Competence #9: Respond to contexts that shape practice.** Students will demonstrate the ability to:
• Continuously appraise changing locales, populations, scientific and technological developments, and emerging social trends to provide relevant mental health services.
• Provide leadership in promoting sustainable changes in mental health and substance abuse service delivery to improve the quality of social services.

**Competence #10: Engagement, Assessment, Intervention and Evaluation**
**Engagement:** students will demonstrate the ability to:
• Engage clients when providing services in mental settings in a diverse a flexible manner.
**Assessment:** Students will demonstrate the ability to:
• Collect, organize, and interpret client assessment data in mental health settings.
**Intervention:** Students will demonstrate the ability to:
• Use a variety of evidenced-based approaches when providing services to individuals, couples, families or groups to attain treatment goals.
**Evaluation:** Students will demonstrate the ability to:
• Critically analyze, monitor and evaluate interventions with mental health and substance abuse clients to determine effectiveness.

**SCHOOL SOCIAL WORK CONCENTRATION ADVANCED COMPETENCY BEHAVIORS**

**Competence #1: Identify with the SW profession, its mission and core values, and conduct oneself accordingly.** Students will demonstrate the ability to:
• Use self-assessment and performance evaluations to identify areas for professional growth.
• Actively seeks consultation to improve professional practice.

**Competence #2: Apply social work ethical principles to guide professional practice.** Students will demonstrate the ability to:
• Follows NASW Code of Ethics for social workers.
• Maintain current knowledge of and abide by federal and state laws and regulations with emphasis on persons with disabilities, child welfare, mental health, confidentiality and children/adolescent rights.
• Model and promote ethical practices for confidential communication.

**Competence #3: Apply critical thinking to inform and communicate professional judgments.** Students will demonstrate the ability to:
• Use diverse interview techniques and written communication with all persons within the student’s system.
• Demonstrate various ways of interacting and communicating with school personnel and students
• Gathers and interprets appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, medical, psychosocial and legal factors that affect children’s learning.
• Selects and applies the most appropriate methods of intervention to enhance students’ educational experience.

**Competence #4: Engage diversity and difference in practice.** Students will demonstrate the ability to:
• Interpret information about students’ families, cultures, and communities in assessments, interventions and evaluations of students’ progress.
• Utilize appropriate assessment tools and intervention strategies that reflect diverse student needs.
• Design intervention strategies appropriate to student’s culture, gender, sexual orientation, developmental stage, learning styles, strengths and needs:

**Competence #5: Advance human rights and social and economic justice.** Students will demonstrate the ability to:
• Works to empower children, their families, educators and others to gain access to and effectively use school and community resources.
• Identifies areas of need and accesses or creates resources and services.
• Advocate for students with other members of the educational community in order to enhance students’ functioning in the learning environment.

**Competence #6: Engage in research-informed practice and practice-informed research.** Students will demonstrate the ability to:
• Understands how to interpret and utilize research to evaluate and guide professional interventions.
• Understands the use of empirically based practice resources available for intervention and program development
• Uses continuing education, research, professional literature, observations and professional practice.

**Competence #7: Apply knowledge of human behavior and the social environment.** Students will demonstrate the ability to:
• Understand theories of normal and exceptional development of early childhood, middle childhood, adolescence and early adulthood and their application to all students.
• Understands systems theories as they relate to classrooms, schools, families and community

**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:
• Understands the organization and operation of school systems.
• Understands school policies and procedures.
• Understands legal issues in education with special emphasis on persons with disabilities; child welfare, mental health, confidentiality children and adolescent rights and current trends.

**Competence #9: Respond to contexts that shape practice.** Students will demonstrate the ability to:
• Understands how to develop long and short-term intervention plans consistent with curriculum, students’ diversity and strengths, and life experiences, and social/emotional factors.
• Understands environmental factors when planning interventions to create effective bridge between students’ experiences and goals.

**Competence #10: Engagement, Assessment, Intervention and Evaluation**

**Engagement:** Students will demonstrate the ability to:
• Develop strategies to encourage motivation and engagement through mutual respect and cooperation.
• Design, implement and evaluate programs that enhance a student’s social participation in school, family and community.
• Promote active parent participation within the educational environment.

**Assessment:** Students will demonstrate the ability to:
• Uses a variety of formal and informal tools and techniques to evaluate the understanding, progress and performance of students in the school environment.
• Use assessment and evaluation results to make appropriate interventions including recommendations for eligibility and placement.
• Presents assessment results in an easily understood manner.

**Intervention:** Students will demonstrate the ability to:
• Develop and implement prevention and intervention plans that enable children to benefit from their educational experiences
• Provide individual, group and/or family counseling and other services to enhance success in the educational process.
• Provide crisis intervention counseling and other services to the school community.

**Evaluation:** Students will demonstrate the ability to:
• Collect, analyze and interpret data to evaluate and modify interventions, when necessary.
• Maintains relevant data to assist in planning, management and evaluation of school social work.

**COURSE REQUIREMENTS**
Students are expected to:

- Follow the agency calendar during the practicum. Notify the agency of any unavoidable absences and tardiness in advance. Students are not given sick time or vacation during their practicum. The student and agency must agree on arrangements to be made for makeup of sick time or any other absences. Field faculty may assist in negotiating make-up time at the request of the student or field instructor.
- Share the responsibility with the field instructor for the learning experience. This includes participation in the development of the Field Learning Plan and preparation and attendance at supervision.
- Assume initiative for self-directed learning on a gradual increasing basis.
- Abide by the policies, procedures, standards and practices established by the agency and adhere to the NASW Code of Ethics. 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.
- Report any incidents or crimes that present safety or security issues that negatively impact learning in the field placement.
- Contact the field faculty liaison with any changes in the agency that affect the field placement or completion of the learning plan.
- Complete the requirements for the practice seminar course.

**EVALUATION AND GRADING**

The Advanced Competency Behavior Learning Plan provides the framework for the final evaluation. The field instructor provides a written evaluation of the student’s performance. A final evaluation conference is held with the student, field instructor and faculty liaison to discuss the student’s performance. The evaluation is completed by conference call. If progress is being made, a grade of “Satisfactory” is assigned.

If a student’s evaluation indicates minimal or no progress for any advanced behavior, a discussion will occur during the evaluation conference to identify an appropriate remediation plan. If the deficiencies indicate that the student is not ready for independent social work practice, a time frame will be established for the student to show improvement in the deficient area(s). A follow-up conference will occur, if progress is reported, the student will be assigned a “Satisfactory” for the placement. If it is reported that no improvement has occurred, then the student will follow the guidelines in the field education manual for *Performance Problems of Students in Field Placement.*