



University of Illinois at Urbana-Champaign

SCHOOL OF SOCIAL WORK

**MSW FIELD EDUCATION MANUAL
2016-2017**

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Part 1: Introduction

The School of Social Work

Mission

The School of Social Work embraces the four-fold mission of the University of Illinois at Urbana-Champaign: teaching, research, public engagement, and economic development. The School is committed to developing and disseminating knowledge that contributes to responsive social welfare policies, programs, and practices. The School serves the citizens of Illinois by linking knowledge development to community needs, by educating students for public service and advanced practice.

As an integral part of the University of Illinois at Urbana-Champaign, the School of Social Work extends its mission beyond one region of the State, one population-at-risk, one student group, one approach to scholarship, or one method of practice. Its territory is broad, reaching into urban and rural areas and across state and national borders. Its vision is inclusive, responding to the needs of individuals, families, groups, organizations, and communities across socioeconomic, racial/ethnic and cultural groups. Its purview is wide, expanding the opportunities for professional education to non-traditional as well as traditional students. Its approach to knowledge building and skill development is open and multidisciplinary, recognizing the potential contribution of various ways of knowing and doing.

The School of Social Work also shares in and builds upon the mission of the social work profession. Its focus is on the reciprocal relationships between people and their personal and social environments. Its purpose is to improve the availability, accessibility, quality and responsiveness of social services, particularly as they affect those most vulnerable to oppression: the poor, members of ethnic, racial and sexual minority groups, and women. Its method is to encourage self-awareness, systematic knowledge development, comparative analysis, critical thinking in the context of professional values and ethics.

The School of Social Work has a distinctive educational focus, preparing students for advanced social work practice in public and private agencies in two fields of practice: 1) Leadership and Social Change (aka indirect practice) and Advanced Clinical (aka direct practice). Within the advanced clinical specialization, we have four focus areas; 1) children, youth and family services, 2) health care, 3) mental health and 4) school social work. In these settings, social workers play a vital role in identifying and linking children, families, persons with illnesses and disabilities and other groups vulnerable to social change and discrimination with appropriate social services. Toward this end, students are prepared for leadership roles in prevention, intervention, and rehabilitation; program development and evaluation; policy development and analysis; direct service, supervision, planning and administration.

MSW Program

Mission

The mission of the MSW Program is to provide transformative educational experiences that prepare students for advanced social work practice with diverse populations by applying evidence-informed knowledge, skills and values that foster social justice and promote positive social change. In pursuit of this mission, the MSW program addresses the purpose of the profession to “enhance human well-being and help meet the basic human needs of all people, with attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty.”¹ We achieve this purpose by educating students for advanced practice, and preparing them to work with diverse and marginalized populations.

The MSW Program embeds the values of the social work profession throughout our curriculum. We embody these values by demonstrating our commitment to diversity and social justice, our focus on interactions between people and their ecological systems, and our emphasis on the use of research-based practice with vulnerable and marginalized populations. In pursuit of social justice and positive social change, we encourage self-awareness, systematic knowledge development, comparative analysis, and critical thinking in the context of professional values and ethics.

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. Advanced standing students can also elect to complete their internship during the fall semester. 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 or fall semester internship. Traditional students specializing in School Social Work must complete an academic year internship in a public school setting following the school district’s calendar. Advanced standing students in School Social Work

¹ Code of Ethics of the National Association of Social Workers. Revised by the 2008 NASW Delegate Assembly.

complete a one-semester internship in Illinois public schools. Many school districts require that advanced standing students complete a two-semester School Social Work internship. Students who elect a specialized internship 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 working with individuals, families, groups, organizations and communities in the area of chosen concentration. Placement sites are selected for learning experiences to complement the concentration areas of Leadership and Social Change (LSC) or Advanced Clinical, with focus areas in 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 organization-based supervisor/instructor is responsible for orienting the student to the organization, 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 organization/student placement, evaluation of the field organization, and recruiting and training field instructors.

Field Liaison

Field Education Faculty serves in the role of liaison between the organization, 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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FIELD EDUCATION OFFICE LOCATION AND HOURS

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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 and a one semester internship for Advanced Standing students.
- 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.
- Traditional students in both concentrations are at the placement site four days per week. Advanced Standing students enrolled in the 14-week summer internship are at the placement site 5 days per week.
- A full academic school year internship for students in the School Social Work (SSW) focus area. Advanced standing students in the SSW focus area complete a one-semester internship, however, these students can opt to complete a two-semester internship. Advanced Standing SSW students completing a one-semester internship are at the placement site 5 days per week in order to meet the 600 hour requirement for State certification.
- **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.
- 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, there may be internship sites that 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.

PART 4: MSW Field Education Process

- The initial planning for internship placement will begin in mid-fall semester.
- Students in both concentrations may begin the internship during the summer semester (May-December), except for students in the SSW focus area, 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). Advanced Standing students can opt to complete a two-semester internship – tuition and fees will apply to both semesters.
- 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 and are completed in an Illinois school district. Advanced Standing students in SSW complete a one-semester internship, or can opt to do a two-semester internship. Many school districts require that students complete a two-semester internship.
- A field placement must be congruent with the student’s coursework.
- Students must have Incompletes from the fall semester resolved prior to beginning the internship interviewing process in the spring semester.

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

The purpose of Field Education Day is for students to learn about potential internship options and learning experiences, discuss possible learning interests with internship sites and begin networking with professionals. Internship sites from all areas of Illinois are invited to participate. Students who anticipate being eligible to enter Field are invited and encouraged to attend.

INFORMATIONAL MEETINGS

The Field Education Office holds informational meetings during the fall semester for all students eligible for Field planning. The meetings are held over the course of a week, during the noon hour and provide students with information regarding the Field planning and placement process.

Students will receive a planning packet during the Informational Meeting containing the following information:

- Information outlining the Field planning process
- Planning process checklist with due dates
- Cover letter guidelines and sample
- Educational resume guidelines and sample
- Information on returning to place of employment to complete an internship
- Out-of-state internship application, if applicable

FIELD EDUCATION PLANNING CONFERENCE

Each student eligible for internship placement will participate in an individual planning conference with a Field faculty member. During the Informational Meetings, students will be informed as to how to schedule the individual planning conference. 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
- 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 ORGANIZATION 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” - 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 a person with an MSW from an accredited program, with at least 2 years post-MSW practice experience. If an MSW is not available at the internship site, then a person holding a Master’s degree in a related field with 2 years post-Master’s experience can be considered. The Field Education Office will work with the site to secure MSW supervision for the student.
- **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 then submitted to the Field Liaison for review and approval.

If the Field Liaison does not approve the organization 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 from 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 impact 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

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 and meet the specified criteria for being a placement site
- 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

Internship sites that agree to interview students for potential placements will be given the names, cover letters and resumes of all students interested in interviewing with that site. The Field Education faculty will provide students with the name of the organization contact and any instructions for scheduling an interview.

STUDENT ROLE IN INTERNSHIP PLANNING AND INTERVIEWING

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 a student decides not to interview with a contacted site, it is the student's responsibility to notify the site of their withdrawal from consideration.**

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.

Because of the large number of students interested in a placement within the Champaign-Urbana area, the Field Office cannot guarantee that all interested students will secure a placement locally.

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.

CONFIRMING A FIELD PLACEMENT

No internships are confirmed or accepted without the consultation and approval of the School of Social Work Field Education Office. (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 submit 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.

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

Once an internship is confirmed, the Field Instructor will be sent confirmation materials close to the start of the internship. A Field Placement Agreement is included in those materials. The Field Placement Agreement is signed by the School of Social Work, the internship Field Instructor, and the student. This agreement confirms the location of the Field placement, describes the length of the placement and outlines the expectations around student evaluation.

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 EDUCATION 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 the students learned in the classroom with the hands-on experiences in the internship
- Course assignments and discussions integrate the Generalist Competencies and Specialized Competencies
- The seminars use an on-line format, with both synchronous and asynchronous learning
- **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 Education Learning Plan is a contract developed by the student, internship site and the Field Office. The plan defines the nine competencies at the generalist level and the specialized level, the learning experiences the student will engage in to assist in the development of these competencies and the timeframe for completion. As new opportunities arise or new interests of the student emerge, the learning plan may be re-negotiated and modified.

During the initial phase 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 an understanding of the student's learning interests, they begin the development of the learning plan. The Faculty Liaison serves as consultant, if needed, and reviews and approves all plans. 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.

The learning plan emphasizes the application of knowledge, values, skills and cognitive and affective processes and practice in the areas of ethical and professional behavior, diversity and difference in practice, advancing human rights and social, economic and environmental justice, practice-informed research and research-informed practice, policy practice, engaging, assessing, intervening and evaluating practice with individuals, families, groups, organizations and communities. Traditional students begin the Field placement with a focus on generalist practice.

As these students develop competency in generalist practice, they move towards development of competency in specialized practice. Advanced standing students focus only on specialized practice.

Generalist practice skills may include demonstrating an understanding of:

- Assessing a client or community's needs
- Completing social histories
- Working with and empowering individuals, families, groups, organizations and communities
- 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

Concentration-specific competency defines the student's specialized learning plan. Specialized learning focuses on preparing students for entry into professional positions in organizations.

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, organizations and communities
- 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

EVALUATION OF STUDENT PERFORMANCE

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 throughout the internship. The learning plan provides a framework for the evaluation.

The following rating scale is used on all evaluations to assess students' performance:

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

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

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

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

Not Yet Assessed: Student has not yet had the opportunity to demonstrate this behavior. If this option is selected, the student and Field Instructor will be asked to develop a plan to ensure that opportunities are available for student to develop and demonstrate this competency. This rating option will only be available on the mid-term evaluation.

Traditional students are formally evaluated on the development of generalist competency during the 10th week of the internship. A link to access the online Generalist Evaluation will be emailed to Field Instructors. Students will be emailed a link to access the online Generalist Self-Evaluation. The self-evaluation provides an opportunity for students to reflect on their performance and growth during the internship.

Both Advanced Standing and Traditional students are evaluated on development of specialized competency. 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 generalist evaluation, students will complete a self-evaluation of the development of specialized competency.

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, as well as areas in which there is need for continued focus and growth. 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 Field Instructor identifies behavior(s) where the student is rated Partially Meets Competency or below, a plan will be established to assist the student in further developing and strengthening these areas. The Field Liaison is available to discuss with the Field Instructor ways to integrate learning activities to assist the student with improving the deficient area(s).

NOTE: If student rates high on the majority of the behaviors at 7 weeks for Advanced Standing students and 20 weeks for Traditional students, 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 or via the use of technology, depending on the location of the student's internship, with the Field Liaison, Field Instructor and student at the internship site. The final evaluation conference is completed via phone conference or Skype 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 phone conference or Skype, unless a face to face visit is requested. The final evaluation completed 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 final determination and submission 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

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, whether or not specifically prohibited by law.

The policy of the University of Illinois is to comply fully with applicable Federal and state nondiscrimination and equal opportunity laws, orders, and regulations. The University of Illinois will not engage in discrimination or harassment against any person because of race, color, religion, national origin, ancestry, age, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military or status as a protected veteran and will comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations. This nondiscrimination policy applies to admissions, employment, access to and treatment in the University programs and activities.

Among the forms of invidious discrimination prohibited by University policy but not by law is discrimination based on sexual orientation. Complaints of invidious discrimination based solely upon policy are to be resolved within existing University procedures.

STUDENT'S RESPONSIBILITY IN IDENTIFYING NEEDED ACCOMMODATIONS

If a student has a documented disability and requires accommodations during the internship, it is the student's responsibility to initiate an appointment to begin discussion with their Field Liaison. At the appointment, the Field Liaison can discuss the internship requirements, anticipated needs, and explore potential accommodations. Field Liaisons may need to consult with the Division of Disability Resources and Educational Services (DRES) for assistance in verifying the need for accommodations and developing accommodation strategies.

The Field Office cannot mandate that a student with disabilities register with DRES and/or require them to disclose their disability to the Field site, however, if the student believes they need an accommodation during the internship, disclosure is needed.

For more information on DRES services, please refer to their website:
<http://www.disability.illinois.edu>

UIUC SCHOOL OF SOCIAL WORK COMMITMENT TO THE PROFESSION

Professional social work values, ethical principles, and ethical standards are at the core of the profession. They are grounded in the National Association of Social Work (NASW) Code of Ethics and the Council on Social Work Education's (CSWE) Competencies of Practice. As students entering the profession of social work, it is imperative that you learn, understand and make a commitment to these values, principles, and standards. As stated in the Purpose statement of the NASW Code of Ethics (2008), "The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve."

Expectations and Responsibilities

Because we are a professional school and are preparing you for practice as a social worker, the School of Social Work has both academic and professional behavior expectations. The professional expectations are outlined below.

- Demonstrate honesty and integrity in the classroom, in written work, as well as in interactions with peers, faculty and staff.
- Demonstrate a commitment to learning and growing by actively participating in classroom discussions, being actively involved in your learning during the internship, and challenging yourself to grow professionally and personally.
- Demonstrate a commitment to self-reflection and an awareness of how personal experiences and values may impact interactions in the classroom and in the field placement.
- Demonstrate an openness to learning from and about those who hold different opinions and values than you.
- Demonstrate effective communication skills. When confronted with a difficult situation, respond respectfully, being open to listening to the other side and disagreeing in a manner that upholds the dignity of yourself and the other person.
- Demonstrate ethical decision making in academic, professional and personal arenas through learning, understanding and practicing the NASW Code of Ethics.
- Adhere to professional social work social media guidelines, as outlined in the NASW and Association of Social Work Board's [Standards for Technology and Social Work Practice](#).

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 which 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, in writing, to the Dean of the School of Social Work within 10 working days of the committee's decision.

Examples of Conduct Which May Lead to Dismissal or Other Sanctions

1. Cheating, lying, or plagiarism.
2. Behavior judged to be in violation of the NASW Code of Ethics (see Appendix B of the MSW Student Handbook) 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
4. prior to admission that was not disclosed in the application

5. Behaviors which 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
6. Inappropriate conduct that leads to the inability to secure or sustain a field placement or
7. satisfactorily meet the expectations of field.
8. Failure to report academic, personal, or professional misconduct which undermines
9. academic performance or which places others at risk.
10. 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 Appendix B of the MSW Student Handbook for 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 Liaison must be involved in all placement decisions. **Students who withdraw from their field placements must also withdraw from and retake the concurrent field seminar course (SOCW 568 and SOCW 531 and/or SOCW 569 and SOCW 532).**

If a student withdraws from a Field placement without Field Office 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 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)
 - Any concerns with safety

Resolution Process

1. The Field 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 site. This rarely occurs and the Field Education Office takes as many measures as possible to promote continuity of placement.

PERFORMANCE PROBLEMS OF STUDENTS IN FIELD PLACEMENT

Field Education courses are distinct because Field placement entails educational objectives for the student, as well as professional responsibilities to clients, organizations, and the community. A student's educational responsibility is to utilize ongoing feedback from their Field Liaison and Field Instructor. Students providing services are expected to fulfill ongoing professional, educational and ethical responsibilities.

Successful Field Education requires a commitment by the student, Field Instructor 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, inappropriate use of 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
 - Competencies that are not being adequately developed
 - 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(s) 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 the internship. Performance issues include, but are not limited to, knowledge or interpersonal skill deficits, personal problems impacting the internship, lack of demonstration of professional behavior.

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.

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 internship
- 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 successfully 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 or focus area after the termination of the field placement, the remediation plan must be completed prior to the student enrolling in courses in the new concentration/focus area. 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> . Please refer to the Graduate College Handbook for the Leave of Absence Policy
<http://www.grad.illinois.edu/gradhandbook>

REQUIREMENTS FOR ORGANIZATIONS AS FIELD PLACEMENT SITES

The Field Education Office is 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 and those of the University of Illinois.
- The internship site must be willing to enter into an affiliation agreement with the School that outlines the requirements of the School, the site and the student.
- 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 educational 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.
- The internship site will provide an Orientation for the student at the start of the internship. Included in this Orientation will be information regarding safety in the internship and measures the site will take to ensure the student's safety, including

freedom from work place harassment and discrimination.

SELECTION OF FIELD INSTRUCTORS

Organizations selected as internship 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. The following criteria are considered when selecting and evaluating Field Instructors:

1. Holds an MSW degree from a CSWE accredited program and at least 2 years post-MSW practice experience, preferably within the internship site. If the person does not hold an MSW, they must hold a Master's degree in a related field and have 2 years post-Master's experience. The site must work with the School to secure MSW supervision for the student.
2. Understanding and commitment of the internship site's programs and services and support of the internship site's mission and philosophy.
3. Understanding and commitment to the mission of social work and the mission of the University.
4. A commitment to the teaching role including linking theory to practice, identifying and providing learning opportunities that meets the students learning interests, providing supervision with constructive feedback, evaluating student performance and joining with the School's faculty in the teaching process.
5. A commitment to provide a minimum of one hour per week of supervision and a sufficient amount of time to teach a student.
6. 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 evaluations are sent during the last two weeks of the internship.

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/teaching provided by the Field Instructor
- identifying issues or concerns that were not addressed during the site visits
- providing feedback to the Field Education Office on the Field planning and placement 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 and placement process
- resources and supports needed to assist Field Instructors in their role

PART 7: Policies and Procedures Related to the Practicum

INTERNSHIP ORIENTATION

Field Instructors are expected to provide students with a comprehensive orientation to the internship site at the start of the internship. This orientation should include, but is not limited to, introducing students to administrators and co-workers with whom the student will be interacting; relevant policies and procedures, including those related to safety, dress code and work hours; expectations for the internship and supervision, as well as any other relevant areas.

SAFETY DURING THE INTERNSHIP

Internship sites are expected to provide students with information regarding policies and procedures concerning safety at the site. During the internship orientation, Field Instructors are expected to discuss safety measures that should be taken, and the process for reporting safety concerns, including harassment or discrimination.

If students experience any situation in which they feel their safety is at risk, they should immediately report this to their Field Instructor, and Field Liaison, if appropriate. If they deem a situation to pose a serious and immediate threat, they should call 911. Should a situation occur where a student feels they are being physically or sexually harassed, they should immediately report this to their Field Instructor and Field Liaison.

SICK TIME, VACATION TIME, EXTENDED ABSENCE DURING PLACEMENT

- 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 to 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, they must notify their Field Liaison. 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 organization 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 Field Liaison assigns the grade to the University record.
- School of Social Work 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 Field Education courses 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.
- All tuition and fees apply during the Field Education internship.

PART 8: Responsibilities and Relationships

FIELD INSTRUCTOR RESPONSIBILITIES

Organizations providing a Field Education experience play a major role in the professional growth and development of a student. The organization designated Field Instructor assumes these responsibilities:

TO THE SCHOOL:

- Participate in the Field Education planning process. This includes interviewing with potential students and identifying 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 and Field Education day sponsored by the School.
- Report any changes in the organization that affects the Field placement or student's learning plan.
- Alert the School of Social Work if there are or have been any incidents or crimes that present safety issues in the area where interns are completing their Field placement
- Provide space and resources for the student to fulfill the educational requirements.
- Sign and return all Field Education related documents.

TO THE STUDENT:

- Provide a comprehensive orientation to the organization at the start of the internship.
- Provide information regarding safety processes and procedures within the organization. Thoroughly discuss precautions student should consider while engaging in the daily activities of the internship.
- Participate with the student in identifying and clarifying individual learning needs and interests, identifying and mobilizing organizational 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 organizational teaching resources. Other organizational 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 ORGANIZATION:

- In the interview with the planning organization, discuss the organization's safety and security procedures and inquire as to what extent these procedures will be addressed in the orientation process.
- Follow the organization's 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 organization and protect client confidentiality.
- Perform learning assignments in a professional and ethical manner. Complete assigned tasks and documentation within specified time frames.
- Self-evaluate progress on achieving learning objectives and performance on assigned tasks.
- Clarify the organization's requirements for professional liability coverage.
- Abide by the NASW Code of Ethics and University Student Code

- 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.
- Complete the Internship Orientation, which is integrated into the online Field seminar course
- Participate in the Field seminar course and complete the assigned activities.
- Confer with the Field Instructor and Field Liaison regarding individual progress and development.
- Report any incidents or crimes that present safety or security issues in the Field placement.
- Report immediately any changes in 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 organizations and students by assuming the following responsibilities.

TO THE ORGANIZATION:

- Participate with organizations 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 organizations with the necessary documents for the internship

- 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 organization, 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.
- 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 organization

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 organization.
- 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 Instructor.
- Visit the placement site during the internship 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 531: Field Seminar I

MASTER SYLLABUS

Instructor:
Phone:
E-mail:

Office:
Office Hours:

COURSE DESCRIPTION

This course facilitates the integration of knowledge, skills, values and attitudes of social work practice acquired in the classroom with the practice experience in field practicum settings. Content focuses on critical analysis of social work practice, in the concentration-specific practice area, including identifying and integrating social work values and ethics in the practice experience, with specific emphasis on working with diverse populations. Particular attention is given to the setting's target populations, organizational structure and culture, monitoring and planning mechanisms, methods of service delivery, and policies and procedures that shape social work practice within the setting. *Concurrent enrollment in SOCW568 and attendance at the student's field placement is required.* 4 credit hours

COURSE OBJECTIVES

1. To develop and apply foundation and beginning advanced practice skills in engagement, assessment, intervention and evaluation with individuals, families, groups and organizations, utilizing evidence based practices. (Generalist Competencies 4, 6, 7, 8 and 9)
2. To analyze the impact of the organizational structure, culture, policies and procedures on social work practice and develop knowledge, skills, values and attitudes needed to advocate for client populations and systems change. (Generalist Competencies 5, 6, 7, 8 and 9)
3. To develop a professional identity and demonstrate self-awareness and competency in practice congruent with the NASW Code of Ethics. Central to this is the demonstration of appropriate use of supervision and consultation. (Generalist Competency 1)
4. To develop an understanding of current and critical issues in social work practice, addressing and appreciating issues related to diversity of socio-economic classes, gender, race/ethnicity, culture, age, sexual orientation, and persons with physical and mental disabilities and how they influence social work practice. (Generalist Competencies 1, 2 and 3)
5. To understand the forms and mechanisms of discrimination and oppression and knowledge of evidence based interventions and skills related to practice and policy that can advance social and economic justice. (Generalist Competencies 2, 3, 4 and 5)

COURSE EXPECTATIONS

1. Log on to the course at least two to three times per week and actively participate in class discussions.
2. Complete assignments by the specified dates as outlined in the Course Calendar.
3. Use proper etiquette in communications and demonstrate professional behavior.
4. Proofread written work and exhibit professionalism in writing.
5. Have a backup plan if your computer crashes or internet goes down.

COURSE LOGIN

<http://compass2g.illinois.edu/>

BEFORE CLASS BEGINS

1. Read and review all the Student Resources for Compass 2g - <https://techservices.illinois.edu/services/illinois-compass-2g/illinois-compass-2g-training-resources-students>
2. Review online course etiquette - <https://elearningindustry.com/10-netiquette-tips-online-discussions>

COURSE TEXTBOOKS

There are no textbooks required for this course.

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.

The student must give the instructor a letter from DRES which documents required accommodations in order for accommodations to be provided.

ACADEMIC INTEGRITY

All class participants are expected to adhere to University policies on Academic Integrity - http://studentcode.illinois.edu/article1_part4_1-402.html and all policies included in the School of Social Work Graduate Handbook.

TECHNICAL SUPPORT

If you experience technical problems, contact Technology Services at Illinois (formerly CITES) Help Desk - (217)244-7000

CONFIDENTIALITY

You must comply with the NASW Code of Ethics and the Social Work Practice Act regarding client confidentiality. Because this course integrates field learning experiences, the umbrella of confidentiality is extended to cover online discussions and communication regarding client problem situations.

COURSE COMMUNICATION

Discussion Forum:

This is the heart of this course. It is where you will submit most of your assignments and where you will discuss your work with your classmates. I will not comment on every student posting, but will monitor the conversation closely, acting as a facilitator.

Email

Email is a good way to communicate with me concerning private issues or questions regarding the course. Additionally, you may receive feedback via email regarding your assignments.

COURSE ASSIGNMENTS

The Course Calendar outlines the weekly assignments for the course, as well as the point value of each assignment and due dates. All required readings are posted on the course site, as are the detailed assignment instructions.

Week	Assignment	Possible Points
1	Internship Orientation	10
1	Course Icebreaker	5
2	Synchronous Session <i>Welcome to the seminar!</i>	10
3	Readings and Discussion <i>Becoming a self-reflective practitioner and developing a professional identity</i>	20
4	Journal Writing	20
5	Readings and Discussion <i>Using supervision and consultation in practice</i>	20
6	Readings and Discussion <i>Practice informed research/Research informed practice</i>	20
7	Small Group Peer Discussion <i>Ethical and professional behavior in social work</i>	20
7	Mandated Reporter Assignment	15
8	Synchronous session	10
8	Journal writing	20
9	Organizational Analysis submission	30
10	Organizational Analysis class discussion	20
11	Internship Project Proposal Submission	10
12	Journal writing	20
13	Small Group Peer Discussion <i>What is policy practice?</i>	20
14	Readings and Discussion <i>What does it mean to be culturally competent?</i>	20
15	Synchronous Session	10
16	Journal Writing	20
	Total Points Possible	320

GRADING

Postings to the discussion board must well thought-out and substantive. Correct grammar and spelling

are expected. Points will be deducted for postings that are “throw away” (i.e. “me too”, “yeah”) Postings to the discussion board are expected to be completed on time. Grading rubrics outlining expectations for points received are available on the course site.

Please note – students will NOT receive full points for late posts. Grades will be reduced by 1 point per day for each day it is late. Once a class discussion is complete, students CANNOT make up the missed posts.

**GRADING SCALE
COURSE GRADING SCALE**

100-93	A
92-90	A-
89-87	B+
86-83	B
82-80	B-
79-77	C+
76-73	C
72-70	C-
69-67	D+
66-63	D
62-60	D-
59 and below	F

PLEASE NOTE – Students must achieve a B- or better in the Field Seminar course (SOCW 531) in order to be considered as having successfully completed the course. **If a student receives below a B-, they will have to repeat both SOCW 531 (the seminar course) and SOCW 568 (the concurrent internship).** Students must successfully complete both SOCW 568 and SOCW 531. If either course is not successfully completed, the student will have to redo both SOCW 568 and SOCW 531.

APPENDIX B

University of Illinois at Urbana-Champaign School of Social Work

SOCW 532: Field Seminar II

MASTER SYLLABUS

Instructor:
Phone:
E-mail:

Office:
Office Hours:

COURSE DESCRIPTION

Field Seminar II is the continuation of the learning initiated in Field Seminar I. This course facilitates the further development and integration of knowledge, skills, values and attitudes of social work practice acquired in the classroom with the practice experience in field practicum settings. Content continues to focus on critical analysis of social work practice, in the concentration-specific practice area, including identifying and integrating social work values and ethics in the practice experience, with specific emphasis on working with diverse populations. Continued attention is given to the setting's target populations, organizational structure and culture, monitoring and planning mechanisms, methods of service delivery, and policies and procedures that shape social work practice within the setting. *Concurrent enrollment in SOCW569 and attendance at the student's field placement is required.* 4 credit hours

COURSE OBJECTIVES

1. To develop and apply advanced practice skills in engagement, assessment, intervention and evaluation with individuals, families, groups and organizations, utilizing evidence based practices. (Specialized Competencies 4, 6, 7, 8 and 9)
2. To analyze the impact of the organizational structure, culture, policies and procedures on social work practice and develop knowledge, skills, values and attitudes needed to advocate for client populations and systems change. (Specialized Competencies 5, 6, 7, 8 and 9)
3. To develop a professional identity and demonstrate self-awareness and competency in practice congruent with the NASW Code of Ethics. Central to this is the demonstration of appropriate use of supervision and consultation. (Specialized Competency 1)
4. To develop an understanding of current and critical issues in social work practice, addressing and appreciating issues related to diversity of socio-economic classes, gender, race/ethnicity, culture, age, sexual orientation, and persons with physical and mental disabilities and how they influence social work practice. (Specialized Competencies 1, 2 and 3)
5. To understand the forms and mechanisms of discrimination and oppression and knowledge of evidence based interventions and skills related to practice and policy that can advance social and economic justice. (Specialized Competencies 2, 3, 4 and 5)

COURSE EXPECTATIONS

1. Log on to the course at least two to three times per week and actively participate in class discussions.
2. Complete assignments by the specified dates as outlined in the Course Calendar.

3. Use proper etiquette in communications and demonstrate professional behavior.
4. Proofread written work and exhibit professionalism in writing.
5. Have a backup plan if your computer crashes or internet goes down.

COURSE LOGIN

<http://compass2g.illinois.edu/>

BEFORE CLASS BEGINS

1. Read and review all the Student Resources for Compass 2g
<http://www.cites.illinois.edu/illinoiscompass/index.html>
2. Review online course etiquette - <http://www.onlinecolleges.net/using-online-course-etiquette-to-succeed-in-online-classes/>

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.

The student must give the instructor a letter from DRES which documents required accommodations in order for accommodations to be provided.

ACADEMIC INTEGRITY

All class participants are expected to adhere to University policies on Academic Integrity - <http://www.grad.illinois.edu/gradhandbook/chapter1/section03> and all policies included in the School of Social Work Graduate Handbook.

TECHNICAL SUPPORT

If you experience technical problems, contact Technology Services at Illinois (formerly CITES) Help Desk - (217)244-7000

CONFIDENTIALITY

You must comply with the NASW Code of Ethics and the Social Work Practice Act about maintaining client confidentiality. Since this course integrates field learning experiences, the umbrella of confidentiality is extended to cover online discussions and communication between you and I regarding client problem situations.

COURSE COMMUNICATION

Discussion Forum

This is the heart of this course. It is where you will submit most of your assignments and where you will discuss your work with your classmates. I will not comment on every student posting, but will monitor the conversation closely, acting as a facilitator.

Email

Email is a good way to communicate with me concerning private issues or questions regarding the course. Additionally, you may receive feedback via email regarding your assignments.

COURSE ASSIGNMENTS

The Course Calendar outlines the weekly assignments for the course, as well as the point value of each assignment and due dates. All required readings are posted on the course site, as are the detailed assignment instructions.

Week	Assignment	Possible Points
1	Synchronous Session	10
2	Readings and Discussion <i>A Framework for Ethical Decision-making</i>	20
3	Small Group Peer Discussion <i>The ethical use of technology in practice</i>	20
4	Journal Writing	20
5	Engagement Assignment <i>Engaging clients, stakeholders and others</i>	20
6	Readings and Discussion <i>How policy impacts practice</i>	20
7	Journal Writing	20
8	Synchronous Session	10
9	Small Group Peer Discussion <i>Diversity and difference in practice</i>	20
10	Readings and Discussion <i>Preparing for termination</i>	20
11	Journal Writing	20
12	Synchronous Session	10
13	Internship Project submission	30
14	Internship Project Discussion	20
15	Journal Writing	20
16	Preparing for Social Work Practice <i>Lessons Learned</i>	20
	Total Points Possible for Seminar	300

GRADING

Postings to the discussion board must be well thought-out and substantive. Correct grammar and spelling are expected. Points will be deducted for postings that are “throw away” (i.e. “me too”, “yeah”) Postings to the discussion board are expected to be completed on time. Grading rubrics outlining expectations for points received are available on the course site.

Please note – students will NOT receive full points for late posts. Grades will be reduced by 1 point per day for each day it is late. Once a class discussion is complete, students CANNOT make up the missed posts.

COURSE GRADING SCALE

100-93	A
92-90	A-
89-87	B+
86-83	B
82-80	B-
79-77	C+
76-73	C
72-70	C-
69-67	D+
66-63	D
62-60	D-
59 and below	F

PLEASE NOTE – Students must achieve a B- or better in the Field Seminar course (SOCW 532) in order to be considered as having successfully completed the course. If a student receives below a B-, they will have to repeat both SOCW 532 (the seminar course) and SOCW 569 (the concurrent internship).

APPENDIX C

University of Illinois at Urbana-Champaign School of Social Work

SOCW 568: Field Instruction I

MASTER SYLLABUS

Instructor:

Phone:

E-mail:

Office:

Office Hours:

COURSE DESCRIPTION

Field Instruction I is educationally directed and supervised by an approved field instructor. During this Field experience, students integrate classroom theories, concepts and principles with hands-on learning for the development of social work practice skills. Learning experiences emphasize the application of knowledge and practice in the areas of ethical and professional behavior, diversity and difference, human rights and social, economic and environmental justice, research informed practice, policy practice, and engagement, assessment, intervention and evaluation with individuals, families, groups, organizations and communities. 8 credit hours

Prerequisites: Completion of all required coursework, concurrent enrollment in SOCW 531, cumulative grade point average of 3.0 (B) or better and attendance at the student's field placement.

LEARNING OBJECTIVES

Upon completion of this course, students must demonstrate the development of the nine core competencies. Traditional students will be working towards the demonstration of generalist competencies, and beginning advanced competencies in their Concentration area. Advanced Standing students will be working towards demonstration of the advanced competencies in their Concentration area.

GENERALIST COMPETENCIES

Competency 1: Demonstrate ethical and professional

1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

1.3 Demonstrate professional demeanor in behavior, appearance; and oral, written, and electronic communication

1.4 Use technology ethically and appropriately to facilitate practice outcomes

1.5 Use supervision and consultation to guide professional judgment and behavior

Competency 2: Engage diversity and difference in practice

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

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

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

- 7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- 7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- 7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- 7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

- 8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- 8.2 Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- 8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- 8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- 8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

- 9.1 Select and use appropriate methods for evaluation of outcomes.
- 9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- 9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- 9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

LEADERSHIP & SOCIAL CHANGE CONCENTRATION

SPECIALIZED COMPETENCIES

1. Demonstrate ethical and professional behavior. Students will demonstrate the ability to:

- 1.1. Develop a self-awareness of ethical standards of practice, and identify situations in which personal values, legal standards, and professional expectations may conflict.
- 1.2. Understand the principles identified in the NASW Code of Ethics such as: limiting practice to personal areas of competence, boundaries of sharing or withholding confidential information, and resolving ethical dilemmas arising from value conflicts.

2. Engage diversity and difference in practice. Students will demonstrate the ability to:

- 2.1. Understand the importance of diversity and diverse perspectives on the development and impact of social policies and programs.
- 2.2. Communicate the importance of diversity and diverse perspectives when conducting social change interventions, whether through advocacy, policy development, or leadership in social service agencies.
- 2.3. Engage diverse populations in advocacy, organizational management, policy development, and coalition building.

3. Advance human rights and social, economic, and environmental justice. Students will demonstrate the ability to:

- 3.1. Understand key rights and responsibilities embodied in the United Nations Universal Declaration of Human Rights, the United Nations Sustainable Development Goals, and the U.S. Constitution, and related documents that advocate for social, economic, and environmental justice.
- 3.2. Apply social, economic, and environmental justice principles to the analysis and development of policies and programs.

- 4. Engage in practice-informed research and research-informed practice. Students will demonstrate the ability to:**
 - 4.1. Assess and utilize research evidence and effective practice approaches related to social policy, administration, and advocacy.
 - 4.2. Apply needs assessments and other data in the conduct of policy analysis, community development, and program development.
 - 4.3. Be able to conduct social program evaluation studies and interpret findings to enhance both service delivery processes and service outcomes.

- 5. Engage in policy practice. Students will demonstrate the ability to:**
 - 5.1. Understand leading societal trends that shape the agendas of governmental officials and others involved in policy development.
 - 5.2. Be able to critically assess legislative, regulatory, and judicial communications related to social policies.
 - 5.3. Develop skills in writing brief communications and longer reports on behalf of policy positions.

- 6. Engage with individuals, families, groups, organizations, and communities. Students will demonstrate the ability to:**
 - 6.1. Develop skills required to organize campaigns, build linkages, and develop coalitions with other stakeholders on behalf of social change efforts.
 - 6.2. Use empathy, reflection and interpersonal communication skills to effectively engage diverse constituencies in advocacy, policy development, and leadership.

- 7. Assess individuals, families, groups, organizations, and communities. Students will demonstrate the ability to:**
 - 7.1. Conduct needs assessments to inform policy advocacy and/or program development that address social needs of a group or community.
 - 7.2. Identify assessment strategies for improving supervisory and/or organizational effectiveness.
 - 7.3. Be able to assess the interests of various stakeholders needed to influence, policy, programs, and social change.

- 8. Intervene with individuals, families, groups, organizations, and communities. Students will demonstrate the ability to:**
 - 8.1. Understand leadership strategies for effecting social change, whether through advocacy, policy development, or leadership strategies to affect social change.
 - 8.2. Develop entrepreneurial approaches to addressing social service needs of oppressed and marginalized groups.
 - 8.3. Demonstrate grant writing skills for accessing resources that support social change and program improvement.

- 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
 - 9.1. Critically evaluate the effectiveness and impact of organizational management, human service programs, community development, social welfare policy, and/or social change interventions.

- 9.2. Disseminate results of evaluation or research (such as written reports or presentations) in order to improve programs and influence policy.

ADVANCED CLINICAL CONCENTRATION

SPECIALIZED COMPETENCIES

- 1. Demonstrate ethical and professional behavior. Students will demonstrate the ability to:**
 - 1.1. Critically analyze and apply social work values, principles and the NASW Code of Ethics to clinical social work interventions relevant to the student's advanced clinical setting.
 - 1.2. Identify and appropriately address ethical dilemmas as they arise.
 - 1.3. Utilize clinical supervision and constructive feedback to improve clinical practice.
- 2. Engage Diversity and Difference in practice. Students will demonstrate the ability to:**
 - 2.1. Adapt individualized client services based on their diverse needs.
- 3. Advance human rights and social, economic, and environmental justice. Students will demonstrate the ability to:**
 - 3.1. Advocate for individual client needs as well as for system level changes in practice settings.
- 4. Engage in practice-informed research and research-informed practice. Students will demonstrate the ability to:**
 - 4.1. Critically read and understand empirical research on clinical interventions on which to base practice decisions.
 - 4.2. Deliver evidence-based practices to address client problems and preferences.
- 5. Engage in policy practice. Students will demonstrate the ability to:**
 - 5.1. Utilize knowledge of policies in practice settings.
- 6. Engage with individuals, families, groups, organizations, and communities. Students will demonstrate the ability to:**
 - 6.1. Build and sustain rapport and trust with diverse clients
- 7. Assess individuals, families, groups, organizations, and communities. Students will demonstrate the ability to:**
 - 7.1. Utilize standardized screenings and biopsychosocial assessments with diverse clients in practice settings.
 - 7.2. Assess and diagnose using the DSM-5

8. Intervene with individuals, families, groups, organizations, and communities. Students will demonstrate the ability to:

8.1. Implement client-centered intervention plans based on their needs, preferences, and contextual backgrounds.

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Students will demonstrate the ability to:

9.1 Analyze and evaluate data to track client progress and outcomes.

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

The student must give the instructor a letter from DRES which documents required accommodations in order for accommodations to be provided.

ACADEMIC INTEGRITY

All class participants are expected to adhere to University policies on Academic Integrity - http://studentcode.illinois.edu/article1_part4_1-402.html and all policies included in the School of Social Work Handbook –

COURSE REQUIREMENTS

- Demonstrate professional behavior and adhere to the NASW Code of Ethics, University of Illinois Student Code and the School of Social Work Standards of Professional Behavior, outlined below.
- Abide by the policies, procedures, standards and practices established by the internship site
- Share the responsibility with the Field Instructor for the learning experience. This includes active participation in the development of the learning plan, preparation and attendance at supervision and participation in the evaluation process.
- Perform learning assignments in a professional and ethical manner. Complete assigned tasks and documentation within specified time frames.
- Self-evaluate progress on achieving learning objectives and performance on assigned

tasks.

- Follow the field site calendar during the field placement. Students are not given sick time or vacation during their practicum. If the student becomes ill or requires an unexpected absence that lasts more than 3 days, the Field Liaison must be notified. The student may be required to extend the internship in order to fulfill the required number of hours.
- Maintain communication with the Field Liaison and discuss concerns or issues, if they arise during the field placement.
- Report any incidents or crimes that present safety or security issues.
- Successfully complete the requirements for the seminar course, earning a grade of B- or better.

STANDARDS OF PROFESSIONAL BEHAVIOR

UIUC School of Social Work Commitment to the Profession

Professional social work values, ethical principles, and ethical standards are at the core of the profession. They are grounded in the National Association of Social Work (NASW) Code of Ethics and the Council on Social Work Education's (CSWE) Competencies of Practice. As students entering the profession of social work, it is imperative that you learn, understand and make a commitment to these values, principles, and standards. As stated in the Purpose statement of the NASW Code of Ethics (2008), "The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve."

Expectations and Responsibilities

Because we are a professional school and are preparing you for practice as a social worker, the School of Social Work has both academic and professional behavior expectations. The professional expectations are outlined below.

- Demonstrate honesty and integrity in the classroom, in written work, as well as in interactions with peers, faculty and staff.
- Demonstrate a commitment to learning and growing by actively participating in classroom discussions, being actively involved in your learning during the internship, and challenging yourself to grow professionally and personally.
- Demonstrate a commitment to self-reflection and an awareness of how personal experiences and values may impact interactions in the classroom and in the field placement.

- Demonstrate an openness to learning from and about those who hold different opinions and values than you.
- Demonstrate effective communication skills. When confronted with a difficult situation, respond respectfully, being open to listening to the other side and disagreeing in a manner that upholds the dignity of yourself and the other person.
- Demonstrate ethical decision making in academic, professional and personal arenas through learning, understanding and practicing the NASW Code of Ethics.
- Adhere to professional social work social media guidelines, as outlined in the NASW and Association of Social Work Board's [Standards for Technology and Social Work Practice](#).

LEARNING PLAN

At the onset of the field placement, the student and their Field Instructor will develop a learning plan which outlines the educational learning experiences in which the student will participate. The learning plan consists of the nine core competencies.

Traditional students will be expected to engage in learning experiences that will allow for the development of both generalist competency and specialized competency. Advanced Standing students will engage in learning experiences that will allow for the development of the specialized competencies. Specialized competencies build upon and deepen the practicum experiences and academic knowledge of 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.

The Field Liaison serves as consultant in learning plan development, if needed, and reviews and approves all plans.

EVALUATION AND GRADING

The Field Education Office will assign a Field Liaison. The Field Liaison will review and approve all learning plans, will monitor the progress of the internship and assist the student and/or field instructor in resolving field related issues. The Field Liaison will also meet with the student and Field Instructor for evaluation conferences, as well as assign the final grade for SOCW 568.

Traditional Students

Generalist Competencies

Traditional students begin the field placement focusing on generalist competencies. The Field Instructor evaluates the student's performance of the generalist competencies during the first evaluation period, as outlined on the Timeline. Students will also complete a self-evaluation at this time. Students must exhibit at least "partially meets competency" in generalist learning. If the student shows minimal or no competency in a generalist area, a plan will be developed to address this deficit and the field liaison will reassess the student learning at the next evaluation conference.

As outlined in the Timeline, the field liaison will arrange a contact with the student and Field Instructor to discuss the student's progress in demonstrating the generalist competencies.

Specialized Competencies

As Traditional students progress through the internship, they will be expected to develop and demonstrate the specialized competencies. The students' performance of the specialized competencies will be evaluated at two time periods during the internship, as outlined in the Timeline. Students are expected to demonstrate at least "partially meets competency" on the first specialized competency evaluation. If the student is rated below "partially meets competency", a plan will be developed to address this deficit and the field liaison will reassess the student learning at the next evaluation conference. The student is expected to be performing at the "meets competency" or "exceeds competency" at the final evaluation. Students will submit a self-evaluation for the two specialized competencies evaluations.

As outlined in the Timeline, the field liaison will arrange a contact with the student and field instructor to discuss the student's progress in demonstrating the specialized competencies for both the second and final evaluations. The specialized competencies evaluations for Traditional students will occur during SOCW 569 Field Instruction II.

If a student's evaluation indicates "does not meet competency" for any competency, a discussion will occur at the conference to identify a remediation plan. A timeframe 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 Education manual for Performance Problems of Students in Field Placement.

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).

Advanced Standing Students

As Advanced Standing students progress through the internship, they will be expected to develop and demonstrate the specialized competencies. The students' performance of the specialized competencies will be evaluated at two time periods during the internship, as outlined in the Timeline. Students are expected to demonstrate at least "partially meets competency" on the first specialized competency evaluation. If the student is rated below "partially meets competency", a plan will be developed to address this deficit and the field liaison will reassess the student learning at the next evaluation conference. The student is expected to be performing at the "meets competency" or "exceeds competency" at the final evaluation. Students will submit a self-evaluation for the two specialized competencies evaluations.

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.

PLEASE NOTE – All students must achieve a B- or better in the Field Seminar course (SOCW 531) in order to be considered as having successfully completed the course. If a student receives below a B-, they will have to repeat both SOCW 531 (the seminar course) and SOCW 568 (the concurrent internship). If a student does not successfully complete SOCW 568, both SOCW 531 and SOCW 568 will have to be repeated.

APPENDIX D

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

Instructor:
Phone:
E-mail:

Office:
Office Hours:

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 Advanced Clinical Practice or Leadership and Social Change. The goal of this practicum is to prepare students for self-directed professional social work practice with individuals, groups, families, communities and organizations. Students continue to apply theories and concepts from their coursework to develop advanced level skills. 8 credit hours

Prerequisites: Successful completion of SOCW 531 and SOCW 568, concurrent enrollment in SOCW 532, cumulative grade point average of 3.0 (B) or better

LEARNING OBJECTIVES

Upon completion of this course, students must demonstrate the development of the nine core competencies at the advanced level in their area of Concentration (LSC and Advanced Clinical).

LEADERSHIP & SOCIAL CHANGE CONCENTRATION

SPECIALIZED COMPETENCIES

10. Demonstrate ethical and professional behavior. Students will demonstrate the ability to:

- 10.1. Develop a self-awareness of ethical standards of practice, and identify situations in which personal values, legal standards, and professional expectations may conflict.
- 10.2. Understand the principles identified in the NASW Code of Ethics such as: limiting practice to personal areas of competence, boundaries of sharing or withholding confidential information, and resolving ethical dilemmas arising from value conflicts.

11. Engage diversity and difference in practice. Students will demonstrate the ability to:

- 11.1. Understand the importance of diversity and diverse perspectives on the development and impact of social policies and programs.
- 11.2. Communicate the importance of diversity and diverse perspectives when conducting social change interventions, whether through advocacy, policy development, or leadership in social service agencies.

11.3. Engage diverse populations in advocacy, organizational management, policy development, and coalition building.

12. Advance human rights and social, economic, and environmental justice. Students will demonstrate the ability to:

12.1. Understand key rights and responsibilities embodied in the United Nations Universal Declaration of Human Rights, the United Nations Sustainable Development Goals, and the U.S. Constitution, and related documents that advocate for social, economic, and environmental justice.

12.2. Apply social, economic, and environmental justice principles to the analysis and development of policies and programs.

13. Engage in practice-informed research and research-informed practice. Students will demonstrate the ability to:

13.1. Assess and utilize research evidence and effective practice approaches related to social policy, administration, and advocacy.

13.2. Apply needs assessments and other data in the conduct of policy analysis, community development, and program development.

13.3. Be able to conduct social program evaluation studies and interpret findings to enhance both service delivery processes and service outcomes.

14. Engage in policy practice. Students will demonstrate the ability to:

14.1. Understand leading societal trends that shape the agendas of governmental officials and others involved in policy development.

14.2. Be able to critically assess legislative, regulatory, and judicial communications related to social policies.

14.3. Develop skills in writing brief communications and longer reports on behalf of policy positions.

15. Engage with individuals, families, groups, organizations, and communities. Students will demonstrate the ability to:

15.1. Develop skills required to organize campaigns, build linkages, and develop coalitions with other stakeholders on behalf of social change efforts.

15.2. Use empathy, reflection and interpersonal communication skills to effectively engage diverse constituencies in advocacy, policy development, and leadership.

16. Assess individuals, families, groups, organizations, and communities. Students will demonstrate the ability to:

16.1. Conduct needs assessments to inform policy advocacy and/or program development that address social needs of a group or community.

16.2. Identify assessment strategies for improving supervisory and/or organizational effectiveness.

16.3. Be able to assess the interests of various stakeholders needed to influence, policy, programs, and social change.

17. Intervene with individuals, families, groups, organizations, and communities. Students will demonstrate the ability to:

- 17.1. Understand leadership strategies for effecting social change, whether through advocacy, policy development, or leadership strategies to affect social change.
- 17.2. Develop entrepreneurial approaches to addressing social service needs of oppressed and marginalized groups.
- 17.3. Demonstrate grant writing skills for accessing resources that support social change and program improvement.

18. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- 18.1. Critically evaluate the effectiveness and impact of organizational management, human service programs, community development, social welfare policy, and/or social change interventions.
- 9.2. Disseminate results of evaluation or research (such as written reports or presentations) in order to improve programs and influence policy.

ADVANCED CLINICAL CONCENTRATION

SPECIALIZED COMPETENCIES

10. Demonstrate ethical and professional behavior. Students will demonstrate the ability to:

- 10.1. Critically analyze and apply social work values, principles and the NASW Code of Ethics to clinical social work interventions relevant to the student's advanced clinical setting.
- 10.2. Identify and appropriately address ethical dilemmas as they arise.
- 10.3. Utilize clinical supervision and constructive feedback to improve clinical practice.

11. Engage Diversity and Difference in practice. Students will demonstrate the ability to:

- 11.1. Adapt individualized client services based on their diverse needs.

12. Advance human rights and social, economic, and environmental justice. Students will demonstrate the ability to:

- 12.1. Advocate for individual client needs as well as for system level changes in practice settings.

13. Engage in practice-informed research and research-informed practice. Students will demonstrate the ability to:

- 13.1. Critically read and understand empirical research on clinical interventions on which to base practice decisions.
- 13.2. Deliver evidence-based practices to address client problems and preferences.

14. Engage in policy practice. Students will demonstrate the ability to:

14.1. Utilize knowledge of policies in practice settings.

15. Engage with individuals, families, groups, organizations, and communities. Students will demonstrate the ability to:

15.1. Build and sustain rapport and trust with diverse clients

16. Assess individuals, families, groups, organizations, and communities. Students will demonstrate the ability to:

16.1. Utilize standardized screenings and biopsychosocial assessments with diverse clients in practice settings.

16.2. Assess and diagnose using the DSM-5

17. Intervene with individuals, families, groups, organizations, and communities. Students will demonstrate the ability to:

17.1. Implement client-centered intervention plans based on their needs, preferences, and contextual backgrounds.

18. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Students will demonstrate the ability to:

9.1 Analyze and evaluate data to track client progress and outcomes.

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.

The student must give the instructor a letter from DRES which documents required accommodations in order for accommodations to be provided.

ACADEMIC INTEGRITY

All class participants are expected to adhere to University policies on Academic Integrity - http://studentcode.illinois.edu/article1_part4_1-402.html and all policies included in the School of Social Work Graduate Handbook.

COURSE REQUIREMENTS

Students are expected to:

- Demonstrate professional behavior and adhere to the NASW Code of Ethics, University of Illinois Student Code and the School of Social Work Standards of Professional

Behavior, outlined below.

- Abide by the policies, procedures, standards and practices established by the internship site
- Share the responsibility with the Field Instructor for the learning experience. This includes active participation in the development of the learning plan, preparation and attendance at supervision and participation in the evaluation process.
- Perform learning assignments in a professional and ethical manner. Complete assigned tasks and documentation within specified time frames.
- Self-evaluate progress on achieving learning objectives and performance on assigned tasks.
- Follow the field site calendar during the field placement. Students are not given sick time or vacation during their practicum. If the student becomes ill or requires an unexpected absence that lasts more than 3 days, the Field Liaison must be notified. The student may be required to extend the internship in order to fulfill the required number of hours.
- Maintain communication with the Field Liaison and discuss concerns or issues, if they arise during the field placement.
- Report any incidents or crimes that present safety or security issues.
- Successfully complete the requirements for the seminar course, earning a grade of B- or better.

STANDARDS OF PROFESSIONAL BEHAVIOR

UIUC School of Social Work Commitment to the Profession

Professional social work values, ethical principles, and ethical standards are at the core of the profession. They are grounded in the National Association of Social Work (NASW) Code of Ethics and the Council on Social Work Education's (CSWE) Competencies of Practice. As students entering the profession of social work, it is imperative that you learn, understand and make a commitment to these values, principles, and standards. As stated in the Purpose statement of the NASW Code of Ethics (2008), "The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve."

Expectations and Responsibilities

Because we are a professional school and are preparing you for practice as a social worker, the School of Social Work has both academic and professional behavior expectations. The professional expectations are outlined below.

- Demonstrate honesty and integrity in the classroom, in written work, as well as in interactions with peers, faculty and staff.
- Demonstrate a commitment to learning and growing by actively participating in classroom discussions, being actively involved in your learning during the internship, and challenging yourself to grow professionally and personally.
- Demonstrate a commitment to self-reflection and an awareness of how personal experiences and values may impact interactions in the classroom and in the field placement.
- Demonstrate an openness to learning from and about those who hold different opinions and values than you.
- Demonstrate effective communication skills. When confronted with a difficult situation, respond respectfully, being open to listening to the other side and disagreeing in a manner that upholds the dignity of yourself and the other person.
- Demonstrate ethical decision making in academic, professional and personal arenas through learning, understanding and practicing the NASW Code of Ethics.
- Adhere to professional social work social media guidelines, as outlined in the NASW and Association of Social Work Board's [Standards for Technology and Social Work Practice](#).

EVALUATION AND GRADING

The Specialized Competency Behavior Learning Plan provides the framework for the mid-term and final evaluations. The Field Instructor provides an evaluation of the student's performance, and the student provides a self-evaluation. Site visits are made by the Field Liaison, as outlined in the Timeline, and include the student and Field Instructor at which time the student's performance is discussed. If satisfactory progress is being made towards the demonstration of the competencies, as determined by the results of the evaluations and site visits, a final grade of "Satisfactory" is assigned by the Field Liaison.

If a student's mid-term evaluation indicates minimal or no progress, or concerns are raised at any time during the internship regarding the student's performance, a discussion will occur between the student, Field Instructor and Field Liaison to identify if a remediation plan should be implemented. If it is determined that a remediation plan should be implemented, the procedure, as outlined in the Field Education Manual under Performance Problems of Students in Placement, will be followed.

PLEASE NOTE – All students must achieve a B- or better in the Field Seminar course (SOCW 532) in order to be considered as having successfully completed the course. If a student receives below a B-, they will have to repeat both SOCW 532 (the seminar course) and SOCW 569 (the concurrent internship). If a student does not successfully complete SOCW 569, they will have to repeat both SOCW 569 and SOCW 532.