



BSW FIELD MANUAL



Bachelor of Social Work

2020-2021 Field Education Manual

Academic Year 2020- 2021 Internships and COVID-19

Because of the impact of COVID-19 and the uncertainty it poses, the Field Education Office has decreased the required number of internship hours to that of the minimum required by the Council on Social Work Education (CSWE). This reduction in hours is in effect only during the 2020-2021 academic year. During this timeframe, BSW students will be required to complete 400 hours of internship. Students will document their hours by completing Timesheets in SONIA.

Students and their Field Instructors will be required to create a Safety Plan in SONIA at the start of the internship. Additionally, students and their Field Instructors are encouraged to give thought to learning experiences that can be completed remotely, should there be disruption to the internship. If there is a disruption to the internship, and the internship site is not able to provide learning experiences to allow students to continue to accrue sufficient hours to stay on track for graduation, students may complete alternate learning experiences through the Field Education Office. These hours will count towards the required number of hours needed for graduation.

All other policies and procedures outlined in this manual stay in effect during this time.

TABLE OF CONTENTS

PART 1: Introduction.....	3
<i>THE SCHOOL OF SOCIAL WORK MISSION</i>	3
<i>BSW ACADEMIC PROGRAM MISSION AND GOALS</i>	3
PART 2: Field Education Program.....	5
<i>OVERVIEW OF FIELD EDUCATION</i>	5
<i>GOAL OF FIELD EDUCATION</i>	5
<i>DEFINITIONS USED THROUGHOUT THIS MANUAL</i>	5
PART 3: Field Education General Information.....	7
<i>FIELD EDUCATION OFFICE: HOURS AND LOCATION</i>	7
<i>BSW FACULTY AND STAFF</i>	7
<i>FIELD EDUCATION STRUCTURE</i>	7
<i>STRUCTURE OF FIELD PRACTICUM FOR BSW PROGRAM</i>	7
<i>ELIGIBILITY CRITERIA FOR FIELD PLACEMENT FOR BSW PROGRAM</i>	8
PART 4: Field Education Process	9
<i>FIELD PLANNING BEGINS</i>	9
<i>FIELD EDUCATION PLANNING CONFERENCE</i>	9
<i>PLANNING PROCESS FOR STUDENTS SEEKING FIELD EDUCATION IN AGENCY OF EMPLOYMENT</i>	9
<i>INTERNSHIP SITE CONTACT</i>	10
<i>INTERVIEWING WITH A POTENTIAL INTERNSHIP SITE – THE STUDENT’S ROLE*</i>	11
<i>CONFIRMING A FIELD PLACEMENT</i>	12
<i>STARTING THE PLACEMENT</i>	12
PART 5: Practice Seminar, Field Learning Plan, and Evaluation.....	13
<i>SOCW 470: FIELD PRACTICUM AND PROFESSIONAL SEMINAR II</i>	13
<i>GENERALIST COMPETENCIES</i>	13
<i>LEARNING PLAN</i>	17
<i>EVALUATION</i>	
PART 6: Policies and Procedures for Field Education	20
<i>NONDISCRIMINATION STATEMENT</i>	20
<i>ACCOMMODATIONS</i>	20
<i>SCHOOL OF SOCIAL WORK COMMITMENT OF THE PROFESSION</i>	21
<i>ISSUES OF CONDUCT</i>	21
<i>PROBLEM RESOLUTION DURING PLACEMENT</i>	22
<i>PERFORMANCE PROBLEMS OF STUDENTS IN FIELD PLACEMENT</i>	23
<i>ACCEPTING EMPLOYMENT AT PLACEMENT SITE DURING THE INTERNSHIP</i>	25
<i>REQUIREMENTS FOR AGENCIES AS FIELD PLACEMENT SITES</i>	25
<i>SELECTION OF FIELD INSTRUCTORS</i>	25

<i>FIELD INSTRUCTOR AND STUDENT EVALUATION OF THE FIELD EXPERIENCE</i>	26
PART 7: Policies and Procedures Related to Practicum	28
<i>ABSENCES DURING PLACEMENT</i>	28
<i>REQUEST FOR PLANNED MEDICAL LEAVE OF ABSENCE</i>	28
<i>PROFESSIONAL LIABILITY INSURANCE</i>	29
<i>RESTRAINTS</i>	29
<i>BACKGROUND CHECKS</i>	29
<i>DRUG SCREENING/IMMUNIZATIONS/TB TEST</i>	29
<i>TRANSPORTING CLIENTS</i>	29
<i>GRADES FOR FIELD EDUCATION</i>	30
<i>REGISTERING FOR FIELD EDUCATION COURSES</i>	30
PART 8: Responsibilities and Relationships	31
<i>FIELD INSTRUCTOR RESPONSIBILITIES</i>	31
<i>FIELD INSTRUCTOR BENEFITS</i>	32
<i>STUDENT RESPONSIBILITIES</i>	32
<i>SCHOOL RESPONSIBILITIES</i>	33

PART 1: Introduction

THE SCHOOL OF SOCIAL WORK MISSION

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

BACHELOR OF SOCIAL WORK MISSION AND ACADEMIC PROGRAM GOALS

The mission of the BSW program at the University of Illinois at Urbana-Champaign is to provide transformative educational experiences that prepare students to develop a professional social work identity for generalist practice across diverse client systems by applying knowledge, skills, and values that foster social change.

The goals of the BSW program are related to this purpose and reflect the mission of the School. Our BSW Program goals are:

- Provide transformative teaching-learning opportunities to gain integrative knowledge which emphasizes diverse theoretical perspectives, critical thinking, conceptual and perceptual understanding, and research-informed practice.
- Promote social work skills and competencies through action-oriented experiences (volunteering, service-learning, experiential learning, and advocacy) and a supervised agency-based field practicum, to gain hands-on opportunities in culturally grounded and ethically-based practice that promotes social, economic and environmental justice and advances human rights.

- Foster professional development, socialization, and identification with social work through an approach that links reflective practice, self-awareness, and ethical decision making which promotes the importance of continuing education and life-long learning.

PART 2: Field Education Program

OVERVIEW OF FIELD EDUCATION

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

GOAL OF FIELD EDUCATION

The goal of the BSW Field Education program is to provide students the opportunity, through a combined internship and classroom (see pg. 15) experience, to integrate into practice the conceptual knowledge gained from coursework so students can successfully function as social work generalist practitioners.

DEFINITIONS USED THROUGHOUT THIS MANUAL

Field Instructor

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

Social Work Supervision

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

Field Education Faculty

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

Faculty Liaison

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

Field Seminar Instructor

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

Field Placement/Practicum/Internship

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

Generalist Internship Learning Experiences

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

Sonia

Sonia is a Field Management tool that the Field Office uses to house all internship related documents. This program is used throughout internship planning and placement. Students will maintain access and to Sonia and any documents housed there indefinitely. Field Instructors will have access during active planning and placement phases. The website for Sonia is <https://illinoisssw.sonialive.com>. Please use the website listed as the incorrect link appears in a Google search. Google Chrome is also the recommended web browser for Sonia.

PART 3: Field Education General Information

FIELD EDUCATION OFFICE: Hours and Location

The Field Education Office is located, at the School of Social Work, in the Academic Programs Suite 2000, 1010 W Nevada, Urbana, IL. Office hours are Monday - Friday; 8 a.m. - 5:00 p.m. Phone: 217-244-9649

BSW FACULTY AND STAFF

- Sherrie Faulkner, LCSW, MBA, Director of BSW Field Education
Clinical Associate Professor, sfaulkne@illinois.edu
- Julie Munoz-Najar, LSW, BSW Field Education
Clinical Assistant Professor, jmunozna@illinois.edu
- Kimberly Rice, LSW, BSW Field Education
Clinical Assistant Professor, krice@illinois.edu
- Marie Caldwell, Field Education Office Coordinator, mariec@illinois.edu

FIELD EDUCATION STRUCTURE

The School of Social Work at the University of Illinois at Urbana-Champaign uses a block model for the BSW program. This approach is distinguished by the fact that students are required to have all of their university coursework, exception of the Professional Practice Seminar II class, completed prior to going into field. The internship is delivered as a 15 credit hour course consisting of internship hours and a hybrid class.

STRUCTURE OF FIELD PRACTICUM FOR BSW PROGRAM

The School of Social Work requires:

- A practicum length is 16 weeks, 32 hours per week at the agency in addition to classroom time. Time spent at the internship must be during prime business hours when clients are most available. Students must take a lunch break, which is not included in the 32 hours a week that is required of each intern. A schedule that consistently includes evening and weekend hours must be approved by the Field Office.
- Students typically have Thanksgiving or Spring break off. Arrangements can be made with the field office to complete internship hours during this time if it is approved by the Field Instructor.
- Compensatory time (hours worked outside of set internship hours) should be taken during the placement, ideally within the same week and **not** used to achieve an early ending date.
- While the School of Social Work requires a certain number of hours per week, some internship sites may ask the student to participate in some evening and/or weekend activities, in addition to the time required by the School's policy. The student and internship site must agree how these extra hours will be used for compensatory time to be taken during the 16 week internship.

ELIGIBILITY CRITERIA FOR FIELD PLACEMENT FOR BSW PROGRAM

Eligibility for field placement:

- Completion of SOCW 461 Professional Practice Seminar I with a C or better the semester prior to entering field.
- Minimum cumulative grade point average of 2.0 (C) or better. Students may not enter field while on probation.
- Enrollment in SOCW 470, Field Practicum and Professional Practice Seminar II. Students must be enrolled in required coursework. If the student has a hold on their account which prevents them from enrolling in the coursework, they may not enter into internship or start the seminar course until the hold is removed. This may result in the student having to delay the start of the internship until the next rotation period.
- Completion of all classes with the exception of the Professional Practice Seminar II class prior to entering the internship (this includes all gen eds, major, and minor classes).
- Affiliation agreement with internship site must be fully executed. If a student chooses to accept an internship experience at a site in which the affiliation agreement is not yet executed, the completion of the agreement may impact the student's internship start date.
- Students must complete all requirements of the internship site, which may include background check, drug screen and immunization record review. If the affiliation agreement requires that the School of Social Work maintain these records or verify to the internship site the completion of the onboarding requirements, students will be required to use, at their expense, Castle Branch, an online system for managing this information. If a student has not met these requirements by the second week of the start of internship, the student may have to delay the internship until the next rotation period.
- Final internship approval by the BSW Field Education Office.

PART 4: Field Education Process

FIELD PLANNING BEGINS

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

Internships typically are completed locally in or around Champaign County, which allows us to draw on well-developed placement networks and be most easily accessible to students while they are in placement. If such local placements do not best meet your needs, please contact the Field Office early in the planning process to discuss possible placement sites outside Champaign County. Although we cannot guarantee sites outside of Champaign County, we will work with you to explore such alternatives. You will be asked to provide a rationale as to why a field placement in an alternative location is preferable, and the Field Education Committee will review your request to assure that the alternative placement is reasonable and consistent with BSW field placement expectations and objectives.

FIELD EDUCATION PLANNING PROCESS

Students will begin preparing for their internship the semester prior to placement and work closely with a faculty liaison to develop their résumé and cover letter, choose placement sites, prepare for interviews, and secure their internship. **At no time are students allowed to find and secure their own internship placement. Students who do not adhere to this requirement may be asked to sit out of field for a semester.**

Each student eligible for field will participate in an individual planning conference with a field faculty member. Individual planning conferences with Field Education faculty are held to assist students in:

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

PLANNING PROCESS FOR STUDENTS SEEKING FIELD EDUCATION IN AGENCY OF EMPLOYMENT

In rare circumstances students may be working at an agency where they would like to also complete their internship. The planning process is slightly different for a student who would like to complete the internship where they are currently employed. It is important that you let your Faculty Liaison know immediately if you would like to consider this option. This information will be discussed with the student during the individual planning conference. **Please note - students must be employed at an organization for at least six months in order for a Return to Place of Employment internship to be considered.**

Steps for Return to Place of Employment

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

- If the place of employment is not already an existing site, the Field office will vet site to ensure that all CSWE requirements are met and begin the process to get an Affiliation Agreement in place.
- 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.
- **The field instructor must be a different person from the student's employment supervisor.**
- New learning experiences must be the primary focus of the field placement with a qualified field instructor that focuses on the student's educational goals and objectives rather than job related issues.
- Students may not return to "work as usual" - which means they cannot do the same job performed prior to the beginning of field placement. The field placement must be **new**, educationally-focused learning experiences, not an extension of a "job".
- Internship sites agree that student employees participate in the seminar class that is concurrent with the field placement.
- The student and field instructor are allowed sufficient instructional time to meet the school's educational requirements
- Supervision of the student must be provided by a BSW or MSW with at least 2 years post-graduation practice experience.
- After the student has met with the site representatives and has identified potential new learning experiences, the student completes the "Returning to Place of Employment Proposal Outline". The student, the designated field instructor and the student's employment supervisor sign the form to signify that they agree to the proposed learning experience. After the approvals have been obtained, the form is to be submitted to the Faculty liaison for review and approval. This form is available upon request.
- If the Faculty liaison does not approve the agency proposal based on the above stated criteria, a meeting will be scheduled with site representatives, student and Faculty liaison to discuss alternative learning experiences. The internship will be considered confirmed when all parties agree on the proposed learning experience based on the School's guidelines.

INTERNSHIP SITE CONTACT

FIELD EDUCATION OFFICE ROLE

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

1. The field education faculty will make all initial contact with potential internship sites to see if they have any internship opportunities. Information will be shared with a student's top two choices.
2. Internship sites that are able to provide an internship and are willing to interview a student(s) will be sent the cover letters and resumes of all students interested in that site. If a site is unable to take students for any reason the Faculty liaison will communicate with students and move on to their third internship choice. Please note that it is not uncommon to have to move on to additional choices as sites fill up.
3. The Field Education faculty will communicate with students regarding when information is sent out and to whom the information was sent. A majority of contact will be via email. *Students are responsible for checking their U of I email account and responding regularly. A lack of response may result in the loss of an internship opportunity.*
4. The Field Education office will attempt to match students to an agency that reflects their area of interest. There are times however that a student will be asked to take an internship site based on availability.
5. If a student has been on multiple interviews without successfully securing an internship off the Field Office may require that student to work with the Career Center on interview skills.

STUDENT ROLE

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

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

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

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

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

CONFIRMING A FIELD PLACEMENT

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

1. The internship site offers the student an internship.
2. The student accepts the site’s offer (after completing both interviews at different sites).
3. Student emails the other agency where interview was completed to thank them for the interview and politely decline if an internship offer was made or withdraw from consideration if they have not yet received an offer.
4. The student completes and returns the Field Confirmation Form to the Field Office. **This is the student’s responsibility, not the proposed Field Instructor.** This form is located on Sonia at <https://illinoisssw.sonialive.com>
5. The field office gives final approval.

STARTING THE PLACEMENT

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

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

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

SOCW 470: FIELD PRACTICUM AND PROFESSIONAL SEMINAR II

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

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

GENERALIST COMPETENCIES

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

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

Competency 2: Engage Diversity and Difference in Practice

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

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

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

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

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

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

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

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

Competency 5: Engage in Policy Practice

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

Social workers:

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

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

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

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

constituencies.

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

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

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

7.1 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;

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

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

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

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

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

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

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

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

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

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

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

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

LEARNING PLAN/INTERNSHIP DESCRIPTION

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

All competencies must be addressed in the *Learning Plan/ Internship Description*. Field instructors and students are encouraged to include supplemental readings, discussions and visits to other community resources in order to do this. If a student or agency is not sure how to meet a specific competency your Faculty Liaison is available to help suggest appropriate tasks.

A signed copy of the *Learning Plan/Internship Description* needs to be uploaded to Sonia by the end of the third week of the internship.

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

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

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

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

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

EVALUATION

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

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

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

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

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

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

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

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

Ideally a student should be exhibiting at least “Partially Meets” for each practice indicator by week 8. If a student has a “Not Yet Assessed” for any practice indicators a clear explanation for why this is true and a plan to address this needs to be included in the comments section of the evaluation. If the student shows minimal or no growth in any generalist competency area, the field instructor needs to reassess the *Learning Plan* and make changes to address those areas. The student, field instructor and faculty liaison will discuss activities that will enhance the student’s performance in the competency area identified as deficient. Conversely, if a student rates consistently high on the evaluation, the Learning Plan should be adjusted to provide more challenging opportunities.

The BSW Field Education Office requires students to do a self-assessment during the midterm and final evaluation period. To maximize this learning opportunity the Field Office asks that the student and field instructor complete the evaluation separately and then come together to discuss their findings.

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

A copy of the Field Instructor Midterm Evaluation needs to be completed in Sonia by the end of the eighth week. A copy of the Field Instructor Final Evaluation needs to be completed in Sonia by the end of the 15th week.

PART 6: Professional Behavior Expectations/Policies and Procedures

NONDISCRIMINATION STATEMENT

University of Illinois at Urbana Champaign – Official

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.

ACCOMMODATIONS

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

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

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 in Social Work.

ISSUES OF CONDUCT

Students are expected to adhere to the NASW Code of Ethics, the University of Illinois Student Code, the School of Social Work BSW Student Handbook and the BSW Field Manual while in their internship. In addition, students are to adhere to the policies and procedures of their internship site. Conduct that does not adhere to the expected professional behavior may result in a student being dismissed from their internship site and, depending upon the conduct issue, could

result in being referred to the University's Office for Student Conflict Resolution. For more information on the University Policies see Code of Policies and Regulations Applying to All Students. Reference information is available on-line at: <http://admin.illinois.edu/policy/code/>.

PROBLEM RESOLUTION DURING PLACEMENT

STUDENTS EXPERIENCING PROBLEMS DURING PLACEMENT

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

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

RESOLUTION PROCESS

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

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

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

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

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

PERFORMANCE PROBLEMS OF STUDENTS IN FIELD PLACEMENT

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

Successful field education requires a commitment by the student, internship site personnel and field education faculty. Thus, it is important to recognize and respond early to performance

problems of students, particularly those of a serious nature. If an issue is noted please document the details immediately and contact the assigned faculty liaison.

PERFORMANCE ISSUES

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

Refer to the BSW Handbook for more information on Students Making Unsatisfactory Progress.

REVIEW PROCESS

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

POLICY ON TERMINATING AND RE-ENTERING FIELD EDUCATION

A site may choose to terminate a field placement after:

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

Any student dismissed by a field placement site due to performance problems would receive an (F) in SOCW 470. This will result in 15 credit hours of an F/0 GPA for that semester which will result in being dropped due to poor academic achievement. Students will receive a letter regarding their dismissal from the School at the end of the semester. This letter will let the student know when and if they will be eligible to apply for re-entry into the BSW Program.

A student will be permanently dismissed from the BSW program if they reenter field and are unable to successfully complete the field placement due to performance issues.

REMEDIATION PROCESS

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

STUDENTS TERMINATING PLACEMENT

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

Any student withdrawing from a field placement or attempting to change a field placement without the approval of field faculty will be dismissed from the internship. It will be at the discretion of the field office if the student will be allowed to continue in field or be given another opportunity to participate in field. If the field office determines that a student is allowed another opportunity in field, they will have to follow the same remediation steps (listed in proceeding section) as a student who has been terminated from their placement.

ACCEPTING EMPLOYMENT AT 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

REQUIREMENTS FOR AGENCIES AS FIELD PLACEMENT SITES

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

1. The Internship site's mission and field instructor's philosophies must be congruent with the values and ethics of the profession and the mission of the School of Social Work and the BSW Program.
2. The internship site must express a positive attitude toward accepting field students and recognize that field work is a "learning" experience, not a "job", for the student. Students should not be perceived as a burden or additional staff.
3. The internship site must have an appropriate range of generalist practice learning experiences available (this includes experiences in individuals, groups, families, communities, and organizations) and be willing to engage in the education planning process with the student. This will require the internship site to assess the areas in which it can provide the development of skills and competence.
4. The internship site must be willing to allow the student to learn "by doing".

5. The internship site must be willing to commit staff and resources to the student, thus recognizing and supporting the importance of Field Education.
6. The internship site agrees to assign a qualified field instructor who possesses a BSW or MSW degree and at least 2 years post-degree practice experience in the agency where student is placed. If no qualified BSW/MSW supervisor is available, the internship site agrees to work with the Field Education Office to arrange appropriate BSW/MSW consultation for the student.
7. The internship site agrees to provide student with at least one hour of scheduled supervision a week.

SELECTION OF FIELD INSTRUCTORS

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

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

FIELD INSTRUCTOR AND STUDENT EVALUATION OF THE FIELD EXPERIENCE

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

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

1. Providing information on the internship site as a teaching site from a student perspective.

2. Providing information on the supervision provided by the field instructor.
3. Identifying issues or concerns that were not addressed during the evaluation conferences.
4. Providing feedback to the Field Education Office on the field planning process.

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

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

PART 7: Policies and Procedures Related to Practicum

ABSENCES DURING PLACEMENT

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

- If a student misses 1 to 3 days of their internship, then the student and internship site must agree on arrangements for the makeup of sick time or any other absences. **Students do not have scheduled sick leave benefits.** If a student misses over three days of the internship, the time will be extended at the end of the internship; this may impact the student's ability to graduate on time. Please notify the Faculty liaison immediately if a student has had an extended period of absence
- If a student has excessive absences or experiences an extended absence during the internship due to illness or other life circumstances, the student may be required to repeat their internship in order to meet the generalist competencies.
- The faculty liaison may assist in the negotiation regarding making up time at the request of the student or the field instructor if the student has missed 3 or less days. In the event that the student has missed more than 3 days please notify the Faculty Liaison immediately.
- **STUDENTS IN THE MILITARY:** Students who are in the military and are called to active duty or military drill must inform the Field Education Office as soon as the student is made aware of the situation. The Field Education Office will work with the student, per the University guidelines <https://veterans.illinois.edu/get-started/deployment/>. Please note that under these guidelines it is the student's responsibility to keep the Field Office informed of all military-related absences.
- **Students may not work extra days to complete their internship early.**

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

REQUEST FOR PLANNED MEDICAL LEAVE OF ABSENCE

To request a medical absence while in internship

1. Contact the Student Assistance Center at: helpdean@illinois.edu.
2. Identify self as a student who is currently in or will be going into a social work internship.
3. Provided documentation from your doctor that supports that your leave is medically necessary and states how long it is anticipated you will be gone.
4. Indicate in your email/documentation who your Faculty Liaison is and ask the Student Assistance Center to notify this person via email that you have a legitimate medical need that you will need to take time off for and how much time will be needed. Please note that because of accreditation requirements and the importance of

continuity in students' learning, a student may be required to withdraw from their internship and complete it at a later date if the medical absence will require more than a few days absence. Additional information can be found at (<https://odos.illinois.edu/community-of-care/resources/medical-withdrawal/>)

5. Upon returning you will need to provide documentation to Student Assistance Center and they will generate an official letter of absence.

PROFESSIONAL LIABILITY INSURANCE

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

Once proof of coverage has been submitted to the Field Office, the School will request the student be reimbursed. Students may purchase the insurance through any company of their choice, but will only be reimbursed up to the amount charged by the NASW endorsed provider. Students returning to their place of employment to complete their internship will be required to show proof of liability insurance coverage by their employer during the internship, or will be required to purchase the insurance before the entrance into the field placement.

RESTRAINTS

BSW students may not physically restrain a patient or client.

BACKGROUND CHECKS

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

DRUG SCREENING/IMMUNIZATIONS/TB TEST

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

TRANSPORTING CLIENTS

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

GRADES FOR FIELD EDUCATION

- SOCW 470 is a 15 credit hour course that is a combination of internship hours and classroom time. Students who satisfactorily complete the internship portion of SOCW 471 will be awarded 500 points; students who do not complete their internships satisfactorily will receive 0 points.
- The field instructor who works with the student on a day-to-day basis recommends a grade of satisfactory or unsatisfactory, and the Faculty Liaison will determine and assign the final grade.
- University faculty teaching the field seminars will assign a letter grade based on classroom work and performance.

REGISTERING FOR FIELD EDUCATION COURSES

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

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

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

PART 8: Responsibilities and Relationships

FIELD INSTRUCTOR RESPONSIBILITIES

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

FIELD INSTRUCTOR'S RESPONSIBILITIES TO THE SCHOOL

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

FIELD INSTRUCTOR'S RESPONSIBILITIES TO THE STUDENT

- Provide a comprehensive orientation to the agency's policies and procedures, programs and services, and information about the placement site including pertinent safety information.
- Participate with the student in identifying and clarifying individual learning needs and interests, identifying and mobilizing agency training resources, developing the individual **Learning Plan**, describing educational objectives and activities, and evaluating the students' progress in relation to the educational objectives. The faculty liaison reviews the Field Learning Plan and provides consultation when needed.
- Coordinate the educational experience; this includes identification of agency teaching resources. Other agency staff may be used for special areas of practice.
- Commit to a regularly scheduled weekly time for supervision. The minimum expectation is for one hour per week of formal supervision. Be available to the student for crisis situations.
- Notify the student of any past or present incidents or crimes that present safety issues.
- Provide ongoing feedback to the student regarding their performance.
- **SAFETY DURING THE INTERNSHIP** - Internship sites are expected to have established safety protocols and to provide students with information regarding policies and procedures 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 Faculty liaison. If they deem a situation to pose a serious and immediate threat, they should call 911. If a situation occurs where a student feels they are being physically or sexually harassed, they should immediately report this to their Field Instructor and Faculty liaison.

Should a safety concern be reported, the Faculty Liaison will gather information from the student and Field Instructor and apprise the Field Director of the situation. Depending upon the situation, the Field Education Office may seek counsel from appropriate departments on the University campus as to how to proceed. The Field Education Office will collaborate with the Assistant Dean of Students.

FIELD INSTRUCTORS BENEFITS

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

STUDENT RESPONSIBILITIES

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 they 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 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*.

STUDENT'S RESPONSIBILITIES TO THE AGENCY

- In the interview with the planning agency, discuss the agency's safety and security procedures and inquire as to what extent these procedures will be addressed in the orientation process.
- Follow the agency's calendar during the practicum. The student may be expected to include some evening or weekend hours in their practicum experience. This must be negotiated between the agency and student.
- Share responsibility with the field instructor for the learning experience. This includes participation in:
 1. Returning the Field Placement Agreement
 2. Developing the Learning Plan/Internship Position.
 3. Scheduling site visits.
 4. Participating in the evaluation process.
 5. Prepare for supervision and attend all supervision conferences.
 6. Assume initiative for self-directed learning on a gradually increasing basis.
 7. Abide by the policies, procedures, standards and practices established by the agency and protect client confidentiality.
 8. Perform learning assignments in a professional and ethical manner. Complete assigned tasks and agency documentation within specified time frames.
 9. Self-evaluate progress on achieving learning objectives and performance on assigned tasks.
 10. Clarify agency requirements for professional liability coverage.
 11. Abide by the NASW Code of Ethics.
 12. Report any incidents or crimes that present safety or security issues that negatively impact learning in the field placement.

STUDENT'S RESPONSIBILITIES TO THE SCHOOL

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

SCHOOL RESPONSIBILITIES

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

SCHOOL'S RESPONSIBILITIES TO THE AGENCY

- Participate with agencies in the Field Education planning process by providing information regarding individual student learning interests and needs, informing the agency of the academic objectives of the School of Social Work, and conferring with them about how they might structure their Field Education experience with students.
- Provide orientation and training to all new field instructors.
- Provide agencies with the necessary documents for the practicum.
- Develop a Field Placement Agreement that reflects the School's expectations regarding safety and security protocol.
- Assign a field faculty who will serve as liaison to the agency, field instructor and student.
- Provide consultation, as needed, on the development of the students' field learning plans.
- Provide consultation, problem solving and/or mediation around student problems in placement.
- Participate in the mid-placement and final field evaluations.
- Maintain communication about curriculum changes.
- Develop a program for the orientation of new field instructors, special workshops, and training for field instructors.
- The School of Social Work maintains ultimate responsibility for:
 1. Assigning the student's grade for SOCW 470 based on the evaluation, conference/visit, and the field instructor's written evaluations.
 2. Deciding placement termination or transfer based on consultation with the student/agency.

SCHOOL'S RESPONSIBILITIES TO THE STUDENT

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