

THE BSW INTERNSHIP GUIDE



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WELCOME!

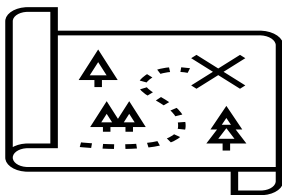
Welcome to the internship preparation process! This may be the most exciting part of your BSW journey yet—the year when you plan for and complete your Social Work internship! This is the year when the rubber meets the road—when the action starts, when theory turns into reality. And yes, things will become real (like those “clients” you’ve been talking about in classes all these years) and you’ll begin to test out your skills and knowledge in actual situations with clients, agencies and supervisors. This part of your BSW journey will culminate into your internship experience and ultimately, graduation. We are so excited you are here, and we look forward to working with you as you forge ahead on your journey over the next two to three semesters!

For some of you, or at different times, this part of the journey may be very exciting. At other times it may be scary, frustrating (let’s do this already!), stressful or nerve-racking. For others, you may feel a sense of ambivalence about moving forward, about internship or social work in general. You may feel all these things, none of these or a unique combination of something-to-be-identified-by you later! Either way, it’s ok. Your Field Education Team is here to support you along the way. Consider us your tour guides, who can provide a trail map to help you get where you want to go.

But also consider that the trail on this adventure is not always going to go in a straight line, it’s a journey with winding roads and checkpoints. Many possibilities lie ahead, which will require making tough decisions sometimes, however, this journey is yours. You pick the paths, how many stops to make, and what you need to pack or prepare. It will be up to you to stay on course, but we provide the trail map, make suggestions based on your interests and sometimes point out the pitfalls to avoid. So, pack your bag, grab the map (this guide) and try not to worry: If you stop at the all the checkpoints, you will find the end of the trail in your own beautiful way.

Well wishes!

Your BSW Field Team



All policies and procedures in the BSW Internship Manual are applicable to students who are completing their internship during the 2022-2023 Academic Year.

Introduction

Your Support Guides

The Field Education Office is located at the School of Social Work, in suite 2080, the Children and Family Research Center, 1010 W. Nevada, Urbana, IL. Office hours are Monday - Friday; 8 a.m. - 5:00 p.m. Phone: 217-333-2343

While we may serve in many different roles throughout your time in the program, we take a team approach to support you through your adventure. At different times our full-time and part-time faculty, we might be your seminar instructor, planning liaison, and/or your internship liaison.



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Your guide team also includes our Program Assistant, Amy VanWingerden Dickey, who can be reached amyvwd@illinois.edu or 217.333.9343



THE SCHOOL OF SOCIAL WORK MISSION

The School of Social Work enhances people's health and wellbeing, and empowers individuals, communities, and organizations to dismantle inequitable systems and promote social justice. We conduct cutting-edge interdisciplinary research with real world impact, educate students to be effective and innovative practitioners, and collaborate with community partners to reimagine and design solutions to social challenges.

Goal of Internship Program

Internships are credit-based and typically do not provide financial support. If this will cause you a hardship, financial or otherwise, please contact the Field Education Office as soon as possible so that they can begin working with you to explore your options.

Field faculty works to provide an opportunity for students to apply classroom knowledge into practice. Professional Seminar I (SOCW 461) and Professional Practice Seminar II (SOCW 470) are designed to guide you through this process. In accordance with the National Association of Social Worker's Code of Ethics (<https://www.socialworkers.org/>) and the Council on Social Work Education's (<https://www.cswe.org/>) Educational Policy and Accreditation Standards (EPAS), BSW students participate in generalist social work learning opportunities intended to provide experience with individuals, groups, families, communities, and organizations.

The combined goals for the seminar classes and internship are to:

- Promote social work skills and competencies through hands-on experiences in service-learning and internships.
- Provide opportunities in diverse practice that promotes racial, social, economic, environmental justice and advances human rights.
- Provide transformative learning opportunities, such as a competency-based portfolio, reflective journaling, seminar discussions, etc. to further develop the application of the competencies.
- Foster professional development, socialization, and identification with social work through an approach that links reflective practice, self-awareness, and ethical decision making.
- Promote the importance of continuing education and life-long learning.

Commitment to Inclusivity

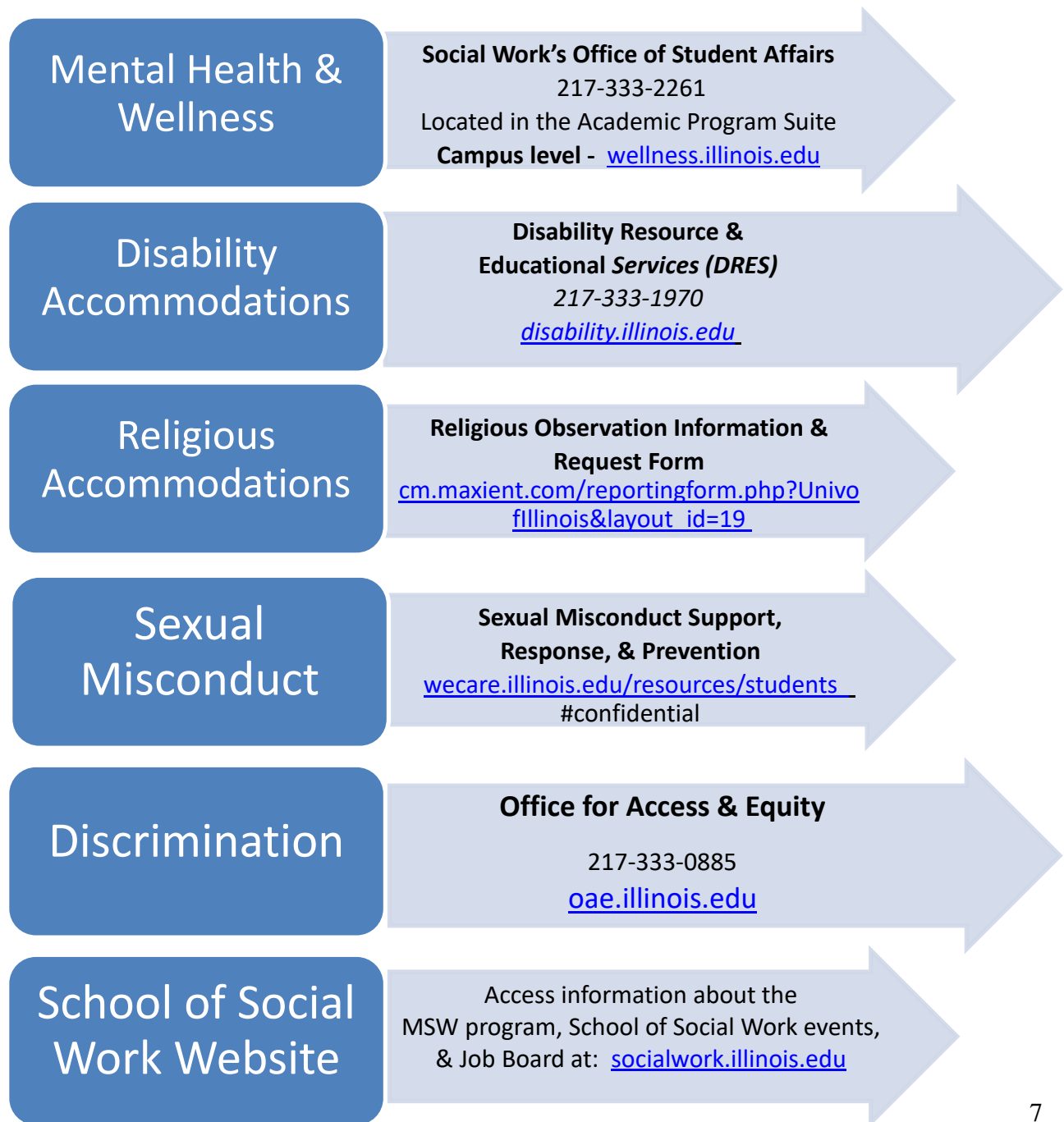
Echoing the commitment of the University's inclusion statement (<https://diversity.illinois.edu/>), every student in this program, regardless of personal history or identity categories, is a valued member. Your experiences are valuable and important, and you should feel free to share them as they may become relevant to your seminar class/internship. You are never expected or believed to speak for all members of a group.

As a student on this journey, you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced

correctly. You have the right to be referred to by whatever pronoun you use. You have the right to adjust those things at any point in your education. If you find that there are aspects of course instruction, subject matter, classroom environment, or internship setting that result in barriers to your inclusion, please contact us privately without fear of reprisal.

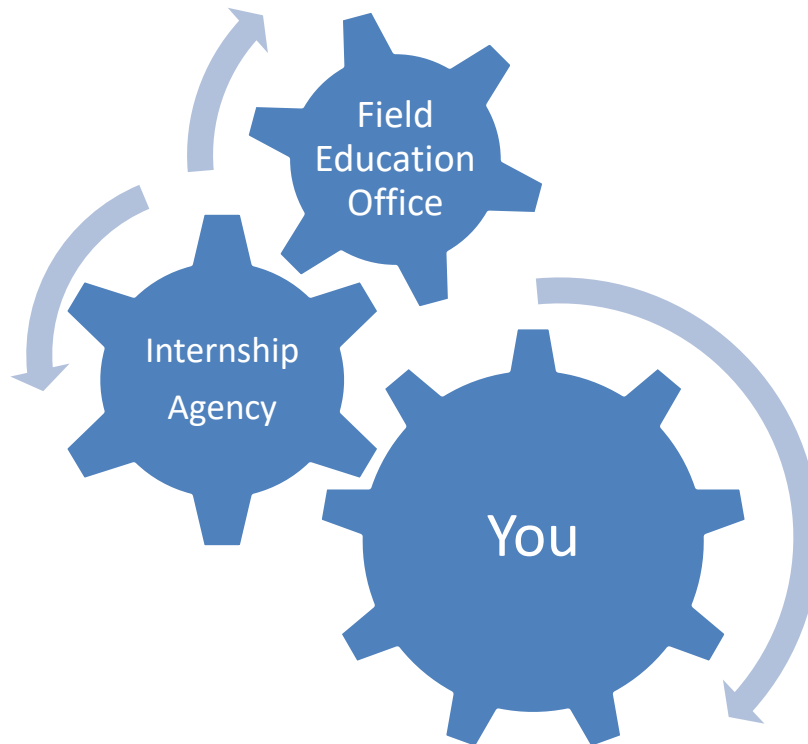
Resources and Accommodations

Below is a reference chart on how to access different resources to assist you while beginning or progressing through your internship journey. For more specific or details resources please contact your Internship Liaison.



BUILDING INTERNSHIP PLACEMENTS AND RELATIONSHIPS

There are three integral players in your internship: The Field Education Office, the internship agency, and most important – You! We are all committed to each other and you to make this internship a meaningful learning experience.



THE FIELD EDUCATION OFFICE'S COMMITMENT TO YOU

We:

- Hold ourselves to the same standards that we expect from you.
- Provide one on one planning meetings for you on the internship planning process.
- Connect you to supportive resources.
- Inform students about available internship sites and explore potential sites based on student needs.
- While in internship, we review, provide feedback, and approve the Internship Position Description (an outline of learning opportunities and goals).
- Advocate for student learning experiences.
- Consult, problem solve and/or mediate issues between the student and the field agency/Field Instructor.
- Visit the agency at least once, virtually or in person, 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.
- Provide consultation and support around career development.

EXPECTATIONS OF YOU, THE STUDENT

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 this document, the BSW Internship Guide while in their internship. In addition, students are to adhere to the policies and procedures of their internship site.

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. Our Field Education Office also strives to follow and model the expectations listed below.

We ask you to commit to the professional expectations outlined below:

- Demonstrate honesty and integrity at the agency, in the community, in the classroom, in written work, and in interactions with clients, 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 internship.
- 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 timely, being open to listening to the other side, and disagreeing in a manner that upholds civil disagreement.
- Demonstrate ethical decision-making in academic, professional and personal arenas through learning, understanding, and practicing the NASW Code of Ethics.

Students who are struggling to meet any of these expectations will be provided an opportunity for coaching and mentoring. 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/>.

BSW INTERNSHIP ROTATIONS/STRUCTURE

You must complete a minimum of 400 hours during your internship placement.

Our Field Education Office follows the Council on Social Work Education (CSWE), which uses the [Educational Policy and Accreditation Standards](#) (EPAS) to structure and guide the internship.

The School of Social Work at the University of Illinois at Urbana-Champaign uses a block model for the campus BSW program and a concurrent model for the iBSW program.

BLOCK PLACEMENT MODEL (Campus):

For campus BSW students the internship is delivered as a 15-credit hour, one semester course (SOCW 470), consisting of internship hours and a hybrid class

For Campus BSW students there are three rotations of internship: Fall, Spring, and Summer. Utilizing a block placement model, students are placed in an agency on a full-time basis and do not take any courses outside of the field seminar/internship course.

CONCURRENT PLACEMENT MODEL (iBSW):

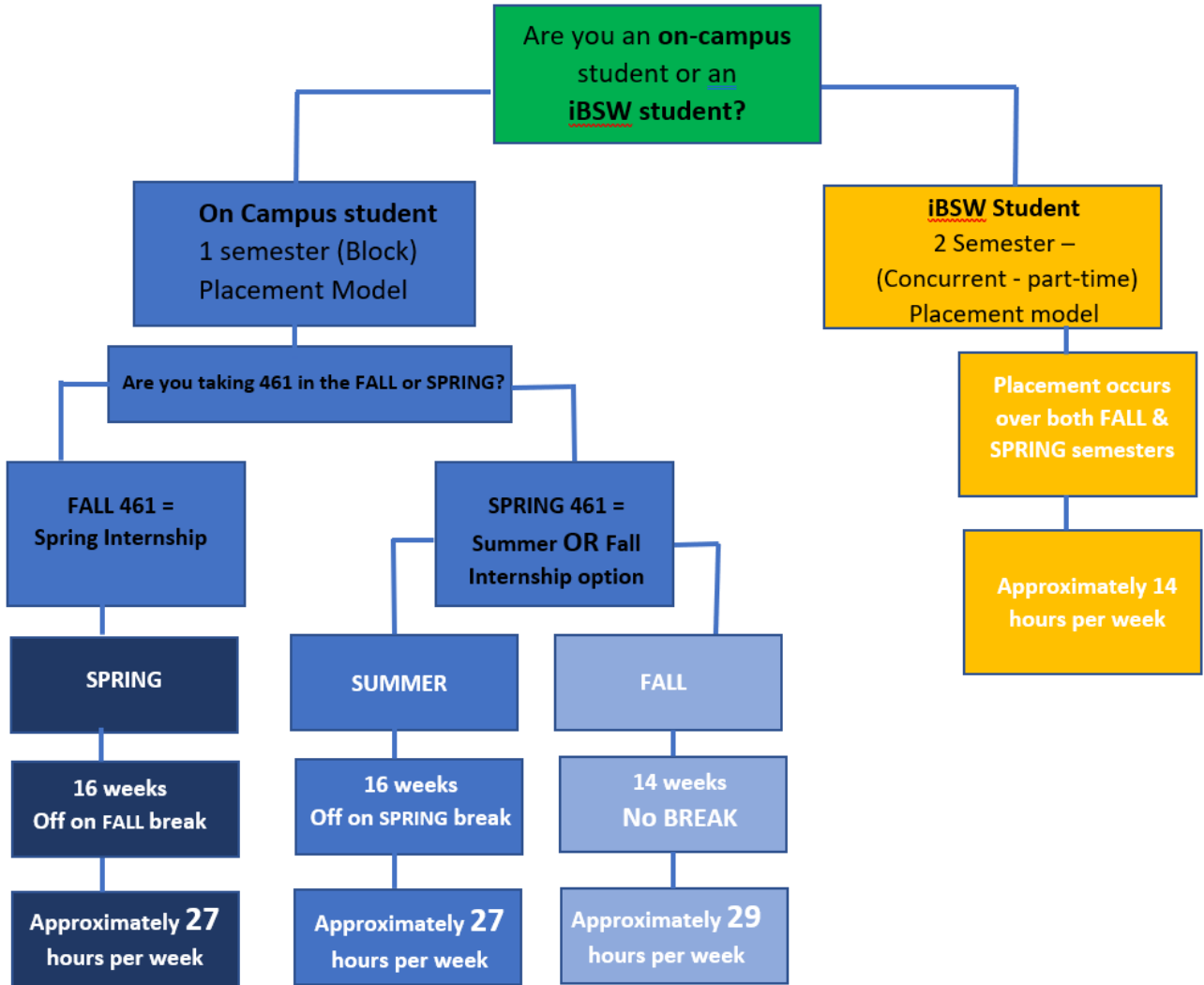
For students in the iBSW program the internship course (SOCW 470) will be delivered over two semesters: 7 credit hours, the first semester and 8 credit hours the second semester.

For iBSW students there is one rotation of internship, which spans the Fall and Spring semester and is completed concurrently with course work.

Semester	# of Weeks in Internship Placement	Campus BSW Student – Block Placement	iBSW Student – Concurrent Placement
Fall	16 weeks – fall break off	Approximately 27 hours per week	Approximately 14 hours per week
Spring	16 weeks – spring break off	Approximately 27 hours per week	Approximately 14 hours per week
Summer	14 weeks – no break	Approximately 29 hours per week	

Choosing the Rotation that Best Fits You:

- Are you a campus student or an iBSW student?
- Consider your financial aid options, need for employment, and lease/living situation.
- While students typically have Fall 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.
- Please remember while choosing the rotation that best fits your needs you may not work extra days (bank hours) to complete their internship early.



Getting Ready for Your Internship

We want to make sure you are ready and prepared. This process entails:

Completion of SOCW 461 Professional Practice Seminar I with a C or better the semester prior to entering field.

Enrollment in SOCW 470, Field Practicum and Professional Practice Seminar II.

Minimum cumulative grade point average of 2.0 (C) or better. Students may not enter field while on probation.

All incompletes and Non-Recorded (NR) grades are resolved.

For campus students, the completion of all classes with the exception of the Professional Practice Seminar II class prior to entering the internship.

Affiliation agreement with agency in place

Students must complete all requirements of the internship site, which may include background check, drug screen and immunization record review.*

Final internship approval by the BSW Field Education Office.

*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.

EXPLORING YOUR INTERNSHIP OPPORTUNITIES

During the first semester of your last year, campus BSW students will take Professional Seminar I (SOCW 461). iBSW students will take this course as a last semester junior. While you are in this class you will work with a Placement Liaison to discuss your internship goals and needs. This is a seminar class designed to:

- Help you identify and clarify educational and professional interests.
- Assess and evaluate your ability to understand and apply competencies
- Discuss the integration of classroom knowledge with the onsite learning.
- Identify and explore the need for any accommodations during the internship (i.e., work, childcare, DRES, transportation).
- Coach you in developing a cover letter and resume and with your application /interviews with internship sites.

Campus BSW students will enter their internships during the final semester of their BSW degree, while iBSW students will complete their internships during the last two semesters of their final year.

Many students may complete internships locally in or around Champaign County however, your Placement Liaison will work closely with you to find internship opportunities that are geographically located to fit your needs. We have developed a number of opportunities throughout the state of Illinois and are happy to explore new sites with you.

Please check your email on a regular basis as most of our communication will be completed via email. You are responsible for checking your U of I email account and responding in a timely manner (24 hours). A lack of response may result in the loss of an internship opportunity if the site interprets this an indication that you are not interested.

There is a very specific process followed to develop an internship site to make sure that it meets [CSWE](#) accreditation requirements ([see appendix](#)). Once a site has been on-boarded an affiliation agreement must be signed and in place before a student can be placed there. Due to this, **at no time are students allowed to find and secure their own internship placement. Students who do follow the process may jeopardize their placement opportunities.**

Each student eligible for field will participate in an individual planning meeting with a Placement Liaison. During the planning meetings students will discuss:

1. Individual learning goals
2. Any needs relevant to the internship placement
3. Explore different internship opportunities that are currently available and discuss any additional possibilities.

PROCESS FOR SECURING YOUR INTERNSHIP

Please know that this is a process, and your Placement Liaison (Your Guide) will work closely with you to develop a plan specific to your needs. In general, once the individual planning meetings are completed, the following steps are followed:

1. You will preference their top two choices in SONIA by submitting a resume and cover letter specific to each agency.
 - a. You are asked to select two sites so that you will have an opportunity to complete two professional interviews and secure an offer at one of your top sites.
 - b. If you are applying to complete your internship at your place of work or only want to apply to one site, please discuss this with your Placement Liaison during your internship planning meeting.
 - c. If you chose to preference two sites you are required to complete an interview with **each** agency before you accept an internship offer.

- d. If you choose to apply to only one site and receive an offer you will be expected to accept that offer. If you do not get an offer from that site, the Placement Liaison will work with you to choose another site to apply to/preference.
 - e. If you choose to apply to two sites and receive interviews and an offer from one of those sites you will be expected to accept that offer. If you do not get an offer from either site, the Placement Liaison will work with you to choose another site. (As you can see your communication with your Placement Liaison is very important 😊)
2. Once the site preferencing period has closed sites will be notified by the Field Office to check SONIA to view the documents and to reach out to students directly.
 3. 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.
 4. 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.
 5. If a student has been on multiple interviews without successfully securing an internship offer the Field Office may require that student to work with the Career Center on interview skills.
 6. Please note that the Field Education office will attempt to help students secure an internship with an agency that reflects their area of interest. There are times however that a student may have to take an internship site based on availability.

PROCESS FOR SECURING AN INTERNSHIP AT A PLACE OF EMPLOYMENT

In some 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 Placement Liaison know immediately if you would like to consider this option. This information will be discussed with the student during the individual planning conference.

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 the site to ensure that all CSWE requirements are met and begin the process to

get an Affiliation Agreement (contract between the agency and University) in place.

- Any student planning to return to their employment must complete all internship requirements.
- 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 (or an individual with a comparable degree), with at least 2 years post-graduation practice experience. If the agency is unable to meet this requirement, they agree to allow the student to receive additional supervision through the Field Education Office.
- This process will require a student to map their existing job duties to the CSWE competencies. The student and the student's supervisor sign the form to signify that they agree to the proposed learning experiences. After the approvals have been obtained, the form is to be submitted to the Internship Liaison for review and approval.
- The Placement Liaison will work with employment sites to identify any alternative learning experiences needed to meet all CSWE requirements. The internship will be considered confirmed when all parties agree on the proposed learning experience based on the school's guidelines.
- Per UIUC policy students will have to obtain their own professional liability insurance policy prior to beginning internship.

INTERVIEWING FOR YOUR INTERNSHIP

The interview process allows students to ask potential Field Instructors about their agency and what the expectations for the internship will be. This is your opportunity to share your experience and speak to what you can bring to the internship. In turn, potential Field Instructors are able to ask you questions based on your résumé and areas of interest.

During the interview it is your responsibility to explore the following areas:

- Weekly Internship schedule
- 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.
- Special requirements of the placement site, such as: dress code/uniform, whether a background check, drug screen or vaccines are required by the placement site and what are the steps to secure one.
- If a stipend or monetary support of any kind are offered.

DURING THE INTERNSHIP PLACEMENT

STARTING YOUR INTERSHIP

After a field internship is confirmed, the Field Instructor at the agency will be sent confirmation materials. An Internship Timeline and Field Placement Agreement is included in those materials. The Field Placement Agreement is signed by the Field Instructor and the student. This agreement:

- Confirms the location of the internship and contact information of the Field Instructor.
- Describes the length and hours required for internship.
- Defines expectations for both parties regarding the student evaluation.

You are responsible for communicating with the internship site **prior to** the beginning of placement to make sure they have all necessary paperwork, clearances, and immunizations the agency may require prior to starting the internship.

While completing the internship you will be enrolled SOCW 470: Field Practicum and Professional Seminar II. [This class will span one semester \(block placement\) for Campus BSW students and a two-semester \(concurrent placement\) for iBSW students.](#) This class includes your 400 hours of internship, weekly online classroom assignments, and participation in a synchronous weekly seminar class.

Students can receive 500 points for seminar assignments and 500 points for successfully completing the internship. The total of these points culminates in a final grade for Professional Seminar II (SOCW 470). University faculty assign all grades.

SAFETY DURING YOUR 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 you experience any situation in which they feel their safety is at risk, they should immediately report this to their Field Instructor and Internship 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 Internship Liaison.

Should a safety concern be reported, the Internship 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 and the student.

Your Duties and Responsibilities During Your Internship

- [Expectations of the Student](#) are also included in your duties and responsibilities
- During the orientation discuss the agency's safety and security.
- Follow the agency's calendar during the internship. The student may be expected to include some evening or weekend hours in their internship 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. Signing the Field Placement Agreement in SONIA.
2. Developing the Internship Position Description which identifies competency-based tasks and duties that student will complete. ([CSWE EPAS](#))
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. Abide by the NASW Code of Ethics.
11. Report any incidents or crimes that present safety or security issues that negatively impact learning in the field placement.

UNIVERSITY OF ILLINOIS POLICIES DURING THE INTERNSHIP

RESTRAINTS

BSW students may not physically restrain a patient or client. Students may participate in restraint trainings and participate verbally.

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.

PROFESSIONAL LIABILITY INSURANCE

Students are required to be covered by professional liability insurance during the duration of their BSW Internship. Per UIUC Risk Management “Students in approved internships are covered under the University’s Liability Self-Insurance Plan if it is unpaid, is a requirement of their curriculum or field of study and is occurring in a semester for which they are enrolled. If a student is receiving any monies (i.e., as an employee, a stipend, reimbursements) 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. If you have not shown proof of professional liability insurance coverage you will not be allowed to start/continue your internship until you have done so. You may purchase the insurance through any company of their choice. https://www.treasury.uillinois.edu/risk_management/

AFFILIATION AGREEMENTS

Prior to starting an internship an affiliation agreement with the internship site must be fully executed. Students will not be allowed to begin an internship or to begin counting hours towards their internship until the affiliation agreement is fully executed.

DOCUMENTATION DURING YOUR INTERNSHIP

FIELD AGREEMENT FORM

During the first week of the internship both the Field Instructor and student must sign a field agreement form. This brief contract outlines the time frame of the internship period and the duties all parties are being obligated to.

INTERNSHIP POSITION DESCRIPTION

At the beginning of placement an *Internship Position Description (IPD)* is developed by the student and the Field Instructor at the internship site. This document is found in the Forms section of SONIA. The *IPD* is a contract between the student and agency that identifies tasks, duties, activities, and behavioral expectations for students to complete while in their internship. The *IPD* is structured around the Generalist Competencies with the end goal of allowing students to successfully meet each competency by the end of the internship. As new interests emerge or changes occur in the internship, the *IPD* should be re-negotiated and updated in SONIA.

All competencies must be addressed in the *IPD*. 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 Internship Liaison is available to help suggest appropriate tasks. The *IPD* needs to be completed in SONIA by the end of the third week of the internship.

SITE VISIT FORMS

Prior to the scheduled [site visit](#) you will be asked to fill out a site visit form. This form is only accessible to your Internship Liaison. The purpose of this form is to help you reflect on the progress you are making towards the tasks and duties indicated on your internship position description, examine your schedule and timesheets to make sure you are on track to meeting your hours, and to indicate any topics that you would like to be addressed during the site visit.

TIMESHEETS

You will be required to keep track of your internship hours using the timesheet system available on SONIA. Please remember:

- Internship hours must be completed during prime business hours when clients and Field Instructors are most available. Opportunities outside of this must be approved by your Internship Liaison to ensure that learning and supervision are available.
- Lunch breaks are not counted towards internship hours, but they are very much encouraged. Taking a break is an excellent self-care strategy. It is recommended that you take at least a 15-minute break for any time over 6 hours.

EVALUATIONS

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 internship performance is jointly evaluated by the Field Instructor and the student, by the BSW mid-term and final field evaluations and BSW mid-term and final Student Self-Evaluations. Clear timelines will be provided to communicate when evaluations are due. Due dates will depend on which program you are in and which semester you are completing your internship in.

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!

The *Internship Position Description* provides a framework for the evaluation. Students will be formally evaluated at the midterm and end of the semester. Evaluations are tied directly to the Internship Position Description 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 Internship Liaison will also schedule an [site visit](#) at least once during the internship (see pg. 17). 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. You will evaluate yourself and be evaluated by your 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 the midway point of the internship. 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 *Internship Position Description* and make changes to address those areas. The student, Field Instructor and Internship 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 *Internship Position Description* 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.

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 midterm or final evaluation and/or the [site visits](#).
4. Providing feedback to the Field Education Office on the field planning process.

The Field Instructor survey 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.

TIME OFF DURING THE INTERNSHIP

Life happens and there are times that situations arise during the internship that may require that a student needs some additional support. Communication is key! If you communicate immediately and effectively with your Field Instructor and Internship Liaison, most situations can be worked out in a way that ensures satisfaction and success.

[CSWE](#) requires that students must complete 400 hours of internship to successfully graduate with their BSW degree. Students are not given a set number of days off for illness, holidays, or funerals. You must work with your Field Instructor if you need to flex your schedule.

ABSENCES

- 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 Internship Liaison immediately if a student has had an extended period of absence. **Please note that students in the summer rotation who plan to begin graduate school in the fall will not have any extra weeks to make up time.**

If a student has excessive absences or experiences an extended absence during the internship due to illness or other life circumstances, the student may be required to repeat their internship in order to meet the generalist competencies.

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.

REQUEST FOR PLANNED MEDICAL LEAVE OF ABSENCE

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. Provide 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 Internship 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.

NOTE: Students that have a disruption in their internship that will affect their ending date of the internship may have to extend their graduation date. The Field Education Office will work closely with you to explore all options.

When Problems Arise

Problem resolution is an important part of the social work profession. The Field Education Office promotes clear, transparent communication and encourages students and Field Instructors to work together to find satisfying solutions to issues, however, occasionally a problem requires special attention.

At any time during a placement when any parties feel it would be helpful, a Student Support Plan may be put into place. This plan will be individualized to the situation and will outline what each party will do to address or support the identified needs.

- 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.

Once the Internship Liaison has been made aware of a situation, they will meet with the student to identify the nature of the issue(s), discuss resolution options, and 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 Internship Liaison.

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

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.

STUDENT PERFORMANCE PROBLEMS DURING THE INTERNSHIP

A successful internship 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, Field Instructors are asked to document the details and immediately contact the assigned Internship Liaison.

PERFORMANCE ISSUES REQUIRING IMMEDIATE ATTENTION

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 work as part of a collegial network.
4. Failure to recognize and resolve ethical conflicts and dilemmas within social work practice.
5. Failure to prioritize duties, responsibilities, and complete assignments.
6. Advocating for change in a non-productive manner and outside of the internship site's policies.
7. Unsatisfactory progress towards completing learning objectives.
8. Violation of NASW Code of Ethics.
9. Failure to follow agency policies

PROCESS FOR REVIEWING PERFORMANCE ISSUES

1. Immediately notify the Internship Liaison of any issues related the internship that pertain to any internship related parties.
2. You and/or your Field Instructor should document the issue or event in as much detail as possible.
3. The Internship Liaison meets with you and/or the Field Instructor to discuss constructive and supportive ways to address concerns. This may include some or all of the following:
 - a) Meeting with student, field instructor, and internship liaison
 - b) Provide written notice of the performance areas of concern.
 - c) Identify specific activities to remediate the concerns.
 - d) Identify available resources within the internship site to provide assistance.
 - e) Provide a well written support plan.
 - f) Set up a timeframe for review of progress.
4. A follow-up meeting between you, the Internship Liaison and Field Instructor to review the progress will be set up to review progress. We encourage you and the Field Instructor to document progress.

IF AN INTERNSHIP IS TERMINATED

The Field Instructor or Internship Liaison may choose to terminate a field placement after:

1. The student has committed a crime or an ethical violation (example: a violation of the NASW Code of Ethics).
2. The student's performance and ability to meet the tasks, duties, and behaviors as outlined in the IPD, have been evaluated by the Field Instructor using the Mid-term or Final Evaluation 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 Field Instructor and/or Internship Liaison.
4. The student and the field office have been informed of the unsatisfactory performance and the student has been given an opportunity and assistance to remediate unsatisfactory performance (unless a crime or ethical violation has been committed).

If a site terminates an internship for reasons other than those listed above, it will be at the discretion of the field office if a student will be allowed to continue the internship in a different internship setting or if they will be required to complete the remediation process.

Any student dismissed by an internship placement site due to ethical or criminal performance problems will receive an (F) in SOCW 470. This will lower a student's GPA enough that they are dropped from the University. In the event that a student is allowed re-entry into the program they will need to complete the remediation process. A Field Liaison will work closely with each student to develop a remediation plan that is individualized to the student's situation and needs. The process for appealing a drop or reapplying for re-entry to the BSW program can be found in the BSW Handbook located on the School of Social Work website (<https://socialwork.illinois.edu/>)

PROCESS FOR STUDENT TO TERMINATE AN INTERNSHIP

An Internship Liaison must be involved in all placement decisions. Students cannot withdraw from an internship placement or attempt to change a placement without the approval of their Internship Liaison. If you have any concerns or needs, please talk with your Internship Liaison so that they can help put a support plan in place that will meet your needs (i.e., late withdraw or an incomplete).

In the event that this situation happens, students are required to contact their Internship Liaison immediately to discuss why the student chose to terminate the internship. At this time the Internship Liaison with the counsel of the Field Team and Student Affairs may choose to:

- Put a Student Support Plan in place.

- Create a remediation plan which will result in taking a semester off before a student can return to a different internship opportunity.
- Initiate drop status.

REMEDIATION PROCESS

Once the BSW Field Education Office has determined if a remediation plan will be needed the steps for a remediation plan are as follows:

1. Students who are completing the remediation process will be required to take a semester off. During this time students may be asked to take additional classes to improve their GPA and/or hold a volunteer or employment position which allows for growth opportunities
2. Students who are required to complete the remediation process will work with an Internship Liaison to address the performance issues that lead to termination. Performance concerns may include, knowledge or interpersonal skill deficits, personal problems, interpersonal behaviors with clients, colleagues, supervisor, attendance problems, and situational or circumstantial factors. Growth and development in these areas may require (included but not limited to) additional academic work, volunteer activities, time off for self-reflection and growth that enhance a student's health and wellness, or remedial learning experiences. Students will be encouraged to identify their own growth and support opportunities.
3. The review criteria for successfully completing a remediation plan and returning to an internship placement will focus on the following:
 - a. Nature and severity of the performance problem.
 - b. Student's motivation toward growth and learning goals.
 - c. Ability to integrate coursework in the development of skills required in the field.
 - d. Student's ability to accept and process feedback constructively.
 - e. Availability and use of career advising, use of education, professional development, health, and self-care resource.
4. The field office will be available to provide support throughout the remediation process. Prior to moving forward with a second internship attempt both the field office and the student will meet to determine if all goals of the remediation plan were met. Students returning to an internship will have a support plan in place.
5. 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.

A student may be permanently dismissed from the BSW program if they have been terminated from their initial internship, have reentered field with a remediation plan, and are unable to successfully complete the internship due to performance issues.

GLOSSARY

Affiliation Agreement

An agreement between the internship site and the University of Illinois.

Campus BSW Student

Student who is registered to attend classes on the UIUC Campus.

Council of Social Work Education (CSWE)

CSWE is the accrediting body that governs accredited social work programs to ensure curriculum consistency across all social work programs. Besides various guidelines that are followed so that students get the learning experience they need all learned activities must meet the 9 competencies developed by CSWE.

Field Education Faculty and Staff

The field education faculty/department/office coordinate 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.

Field Instructor

The Field Instructor is the agency-based supervisor/instructor who is responsible for orienting the student to the agency, assigning and teaching relevant and appropriate practice experiences, and evaluating student performance. Field Instructors, or those within the agency they designate, work with students on a daily basis and when possible, provide one hour a week of formal supervision.

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 that meet the [CSWE Competencies](#)

iBSW

Student who is registered in the iBSW program and will take classes online.

Internship Liaison

The Internship 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.

Social Work Supervision

If a student's Field Instructor does not hold a BSW or MSW degree, CSWE requires that students receive an additional hour of supervision a week from an individual holding a social work degree. At the BSW level social work supervision allows the student an

opportunity to explore situations at the agency from a social work perspective. 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.

Seminar Instructor

The field seminar instructor will teach SOCW 470 Professional Practice Seminar II, which is held concurrently with the internship. The field seminar instructor will assist students in integrating theoretical knowledge into practice.

Site Visit

One or two times during the internship, your assigned Field Liaison will meet with you and your Field Instructor and/or other supervisors to discuss the progress of the internship. Topics to be discussed can be: Overall experiences at the internship, the Internship Position Description, mid or final evaluations, other needs as decided by any party. Students should complete their BSW Site Visit field planning form, found in SONIA, prior to their visit to help the student and the Field Liaison prepare for the visit.

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 to SONIA and any documents housed there indefinitely. Field Instructors will also 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.

Appendix

REQUIREMENTS FOR SITES TO PROVIDE INTERNSHIPS

Field faculty are always seeking new sites and evaluating sites that have participated in the field education program. To qualify to become an internship site an agency must:

1. Have a mission and philosophies congruent with the values and ethics of the profession and the mission of the School of Social Work and the BSW Program.
2. Express a positive attitude toward accepting interns and recognize that the internship is a “learning” experience, not a “job”, for the student. Students should not be perceived as a burden or additional staff.
3. 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. Allow the student to learn “by doing.”
5. Commit staff and resources to the interns.
6. Agree to assign a qualified Field Instructor who possesses a BSW or MSW degree (or comparable 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. Complete an Affiliation Agreement.

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’s 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 program 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 internship 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.
If a student's field instructor does not have a BSW or MSW, the Field Education Office will arrange for social work supervision. Field Instructors on-site will still be expected to provide a minimum of one hour per week of supervision in addition to the social work supervision the student is receiving.

FIELD INSTRUCTOR'S COMMITMENT 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, develop the individual IPD, describe educational objectives and activities, and evaluate the students' progress in relation to the educational objectives.
- 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 encouragement and constructive feedback to the student regarding their performance.
- Complete evaluations and timesheets in a timely manner.
- *Communicate with the Internship Liaison when needed.*

FIELD INSTRUCTOR'S COMMITMENT TO THE FIELD EDUCATION OFFICE

- 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 while maintaining consistent communication with the Field Office.
- Complete trainings provided by the Field Education Office 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-term and final.
- Keep the Internship Liaison informed as to the student's progress. Consult with the Internship 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 internship or student's learning plan/IPD.
- 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.
- Access SONIA regularly to complete all Field Education related documents and student timesheets.

THE FIELD EDUCATION OFFICE'S COMMITMENT 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 internship.
- Develop a Field Placement Agreement that reflects expectations regarding safety and security protocol of all parties.
- Assign a field faculty who will serve as an internship liaison to the agency, Field Instructor, and student.
- Provide consultation, as needed, on the development of the students' Internship Position Description (IPD).
- Provide consultation, problem solving and/or mediation around student challenges or concerns in placement.
- Participate in the mid-term and final site visits and evaluations.
- Maintain communication about internship program changes.