



School of Social Work

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

2024-2025 | MANUAL

MSW FIELD EDUCATION MANUAL



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DEFINITIONS USED THROUGHOUT THIS MANUAL

Field Instructor

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

Field Education Faculty

These faculty members coordinate all aspects of Field Education including planning, coordination of organization/student Placement, evaluation of the Field organization, and recruiting and training Field instructors.

Field Liaison

Field Education Faculty serves in the role of liaison between the organization, student and School of Social Work.

Seminar Instructor

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

Traditional Students

Those students entering the MSW program with a degree other than a Bachelors in Social Work.

Advanced Standing Students

Those students entering the MSW program with a Bachelors in Social Work (BSW) degree from an accredited program obtained within the last 7 years.

Internship and Field Placement

These terms are used interchangeably throughout this manual.

Introduction

MISSION OF THE SCHOOL OF SOCIAL WORK AND MSW PROGRAM

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

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

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

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

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

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

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

MSW Field Education Program

OVERVIEW OF MSW FIELD EDUCATION

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

GOALS AND OBJECTIVES OF FIELD EDUCATION

The primary purpose of Field Education is to prepare students for self-directed professional social work practice working with individuals, families, groups, organizations and communities in the area of chosen concentration. Placement sites are selected for learning experiences to complement the concentration areas of Leadership and Social Change (LSC) or Advanced Clinical, with focus areas in Children, Youth and Family Services (CYFS), Mental Health (MH), Health Care (HC) or School Social Work (SSW).

Structure, Hours and Eligibility Requirements

STRUCTURE OF FIELD EDUCATION PROGRAM

Internship Rotations

- Students enter internship in May or August of the academic year in which they are eligible.
- Students in the School Social Work (SSW) focus area must enter internship in August.

Required Internship Hours

- Traditional students and Advanced Standing students who are admitted to the MSW Program with the requirement of completing two semesters of internship are enrolled in the internship for two consecutive semesters and must accrue at minimum 900 hours of internship, per CSWE accreditation requirements.
- Advanced Standing students who enter internship in May or August will complete a one semester internship and must accrue at minimum 500 hours of internship, per CSWE accreditation requirements.
- Advanced Standing students who are admitted to the program with the requirement of completing a one semester internship may opt to complete two semesters of internship. Students opting to complete two semesters of internship will be required to pay for the second semester of tuition and applicable fees.
- Advanced Standing students who are in the School Social Work focus area and who are completing a one-semester internship must be in the internship 5 days per week in order to meet the 600 hour requirement for the Illinois State Board of Education licensure.
- If completing an employment based internship, compensatory time taken during the internship does not count towards internship hours and **cannot** be used to achieve an early ending date.
- Once in the internship, students follow the calendar of their internship site and no longer follow the University calendar. This includes the scheduled for any site closures, weather related closures, etc.
- Evening and weekend internships are typically not available at internship sites. While students may be asked to work an evening or two a week as part of the internship experience, most sites do not have the supervision or learning experiences available to meet accreditation requirements for a full-time evening and weekend internship.
- Any hours missed due to illness or other reasons must be made up in consultation with the field instructor.

Typical Schedule for Mental Health, Health Care, Children, Youth & Family Services and Leadership and Social Change

<p align="center">Advanced Standing Summer Semester</p>	<p align="center">May – August <i>5 days/week</i> <i>37-40 hours/week</i> Must accrue at least 500 hours</p>
<p align="center">Advanced Standing Fall Semester</p>	<p align="center">August – December <i>4 days/week</i> <i>32-34 hours/week</i> Must accrue at least 500 hours</p>
<p align="center">Traditional Students and Advanced Standing Students completing a two-semester internship Summer Start</p>	<p align="center">May – December <i>4 days/week</i> <i>30-34 hours/week</i> Must accrue at least 900 hours</p>
<p align="center">Traditional Students and Advanced Standing Students completing a two-semester internship Fall Start</p>	<p align="center">August – May Students are given a two-week winter break during the week of Christmas and New Years (student does not attend internship during this break) <i>4 days/week</i> <i>30-34 hours/week</i> Must accrue at least 900 hours</p>

Typical Schedule for School Social Work Focus Area

<p align="center">Advanced Standing Students completing a one-semester internship and Post-MSW Students</p>	<p align="center">Fall Semester (follow district calendar) <i>5 days/week</i> <i>Hours/week dependent on district calendar</i> Must accrue at least 600 hours</p>
<p align="center">Traditional Students and Advanced Standing Students completing a two-semester internship</p>	<p align="center">Fall - Spring (follow district calendar) <i>4 days/week</i> <i>Hours /week dependent on district calendar</i> Must accrue at least 900 hours and complete the district’s academic year</p>

Part-time Internships

Part-time internships are an option for students to consider. Please note that the internship site must be agreeable to hosting a part-time student. Students interested in a part-time internship must discuss this with their Field Liaison during the internship planning process, as well as submit a part time proposal. Completing a part-time internship will add an additional semester to the time the student is in the internship. The student is responsible for researching and/or meeting with Financial Aid to discuss how aid may be impacted.

Traditional students in the School Social Work focus area are not eligible to complete a part-time internship due to the schedule of the PreK-12 academic year. Advanced Standing students in the School Social Work focus area may be able to complete a part-time internship, if the district is agreeable to hosting a part-time student. Please note that the part-time internship must begin at the start of the district’s academic year.

Typical Schedule for Students Completing a Part-Time Internship

<p>Traditional Students and Advanced Standing Students completing a two-semester internship</p>	<p>May – May <i>19-20 hours/week</i> OR August – August <i>20-21 hours/week</i></p> <p>Must accrue at least 900 hours</p>
<p>Advanced Standing Students (does not include School Social Work focus area)</p>	<p>May – December <i>17-18 hours/week</i> OR August – May <i>15-16 hours/week</i></p> <p>Must accrue at least 500 hours</p>
<p>Advanced Standing Students in School Social Work focus area</p>	<p>Fall – Spring <i>17-18 hours/week</i></p> <p>Must accrue at least 600 hours and complete district’s academic year</p>

ELIGIBILITY CRITERIA FOR ENTRANCE INTO FIELD PLACEMENT

- Prior to entering their Field Placement, students must complete all required courses in their Concentration, except for the concurrent Field Education seminar course.
- Students must have a 3.0 (B) or better cumulative GPA and a 2.25 semester GPA to remain in good academic standing. All students must be in good academic standing in order to enter field placement.
- All coursework must be graded. Students are not allowed to enter into their internship with an “I” (incomplete) in a class. If a student enters an internship with an “I” (incomplete),

they will be removed from the internship until the course is graded.

- Students must demonstrate ethical and professional behavior in the classroom.

ADDITIONAL REQUIREMENTS TO BEGIN FIELD PLACEMENT AND SEMINAR COURSE

- Students must be enrolled in required coursework (SOCW 531, 532 or 533). If the student has a hold on their account which prevents them from enrolling in the course, they may not enter into internship or start the seminar course until the hold is removed. If the situation is not resolved by the second week of the start of the internship, this may result in the student having to delay the start of the internship until the next rotation period.
- An 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 start of internship, the student may have to delay the internship until the next rotation period.

Field Education Planning and Placement Process

Students will begin preparing for the Field Education process early in the academic program.

FIELD EDUCATION DAY

Field Education Day is an annual event held early in the Fall semester. At this event, students are given the opportunity to talk with many of the internship sites the School of Social Work partners with. Students will learn about the learning experiences the sites offer, as well as have the opportunity to begin networking with professionals in the social work field. Internship sites from across the State of Illinois are invited to participate. Students are strongly encouraged to attend.

INTERNSHIP MANAGEMENT SYSTEM – SONIA

The School of Social Work utilizes an internship management system called SONIA. Students will be given information as to how to create an account in SONIA early in the Fall semester in which they will begin internship planning. Students will utilize SONIA, as instructed by the Field Office, for internship planning, as well as during the internship. The student's Field Instructor will also have access to SONIA.

INFORMATIONAL MEETINGS

The Field Education Office holds informational meetings during the Fall semester for all students eligible for internship planning. The meetings are held at the School of Social Work, as well as via webinar. During these meetings, students are provided with information regarding the internship planning and placement process. Students are strongly encouraged to attend one of these meetings in order to ensure they have the necessary information.

INDIVIDUAL PLANNING CONFERENCE

Each student eligible for internship placement will participate in an individual planning conference with a Field faculty member. During the Informational Meetings, students will be informed as to how to schedule the individual planning conference. Once the scheduling of these meetings begins, we strongly encourage students to schedule their conference in a timely fashion. Procrastination in scheduling an appointment will limit internship site choices and delay planning for an internship.

During the individual planning conference, the student and Field faculty will:

- Identify and clarify student's educational interests and goals.
- Discuss potential internship site options and identify which sites interest the student
- Discuss questions and concerns the student may have.

PLANNING PROCESS FOR STUDENTS SEEKING AN EMPLOYMENT BASED INTERNSHIP

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

Students seeking an internship at their employment site should consider the potential consequences of their internship should they be terminated from their employment or their position be eliminated.

- After the individual planning conference, students should meet with appropriate site representatives and negotiate learning experiences, keeping in mind the criteria listed below:
- Any student planning to return to their employment must fulfill all standards for Field Placement. **Internship sites providing Field experiences for employed students must meet the same criteria as other Field Placement sites.**
- Students may use their current employment responsibilities as part of their learning, as long as the responsibilities are at the Master's level. Students will identify new learning opportunities to enhance their educational experience during the internship.
- Internship sites agree that student employees participate in the seminar classes that are concurrent with the Field Placement.

- The student and Field Instructor are allowed sufficient instructional time to meet the school's educational requirements
- The internship must follow the standard structure for traditional students and advanced standing students, as discussed earlier in this manual. Working additional days during the week cannot be used to shorten the internship length.
- Supervision of the student must be provided by a person with an MSW from an accredited program, with at least 2 years post-MSW practice experience. If an MSW is not available at the internship site, then a person holding a Master's degree in a related Field with 2 years post-Master's experience can be considered.
- If no MSW is on site, the Field Education Office will work with the site to secure MSW supervision for the student.
- The Field instructor can be the student's employment supervisor, however, accreditation standards require that the supervision for the internship learning and supervision for the employment responsibilities must occur at separate times.

After the student has met with the site representatives and has identified potential learning experiences, the student completes the Return-to-Place-of-Employment Proposal. The student, the designated Field instructor and the student's employment supervisor sign the form to signify that they agree to the proposed learning experience. After the approvals have been obtained, the form is then submitted to the Field Liaison for review and approval.

If the Field Liaison does not feel the submitted proposal meets the requirements of the MSW internship expectations, a meeting will be scheduled with site representatives, the student and the Field Liaison to discuss alternative learning experiences. The internship will be considered confirmed when all parties agree on the proposed learning experiences based on the School's guidelines.

OUT-OF-STATE PLACEMENT REQUESTS

Students are able to seek out-of-state internships. Students seeking this type of internship should let their Field Liaison know of their interest during the internship planning phase. Students are responsible for researching potential internship sites and must provide their Field Liaison with contact information.

Students interested in an out-of-state placement should be aware that securing these placements may take more time than in-state internships, as the Field Education Office will likely not have standing relationships with these sites.

Sites must agree to enter into an affiliation agreement with the School of Social Work. The agreements must be fully executed before a student may start an internship.

FIELD EDUCATION OFFICE ROLE IN INTERNSHIP PLANNING

STUDENT ROLE IN INTERNSHIP PLANNING AND INTERVIEWING

Students will select the internship sites they are interested in interviewing with via SONIA, the internship management system. Once students have selected the sites, they will upload their cover letters and resumes to SONIA. Students will be provided with a cover letter and resume template to use and are responsible for ensuring that their cover letters and resumes are well-written. Some sites may require that students complete their application process. The Field Office will alert students if a site they have selected requires this.

The Field Office will inform students if they are to contact the site to schedule an interview or if the site will contact them. Once the student is notified of this, it is their responsibility to schedule and attend the interviews. **If a student decides not to interview with a contacted site, it is the student's responsibility to notify the site of their withdrawal from consideration.**

Students are advised to seek as much information as possible about the learning experience that the internship site has to offer. This will assist the student in determining which site will best meet their desired learning goals. It is the student's responsibility to explore and reach a clear understanding regarding the hours the student will be working, onboarding requirements, the expectations of the site, as well as the types of learning experiences that will be offered.

In addition, the students should explore the following areas:

- The primary role and typical daily activities in the site and the kind of educational opportunities available to students
- The method(s) and style of supervision provided by the placement site
- The site's expectations for student interns
- Safety or security protocol or procedures for staff and interns
- Clarification of any requirements for professional liability coverage
- Availability of stipends
- Special requirements of the placement site, such as working evening hours
- Background check requirements, drug screenings, immunizations -- **it is the student's responsibility and expense to meet any of the requirements of the internship site**

During the placement process, students will go on any interviews offered from their preferred sites. If after these interviews occur the student is not offered an internship, the Field Office will work with the student to identify an additional organization in which to interview. If a student is not able to secure an internship following three interviews, the student will meet with the Field Liaison to discuss potential reasons the student is having difficulty.

The Field Office may seek feedback from the sites the student has interviewed with in order to assist in planning a course of action. The student may be required to attend mock interviewing sessions with the School of Social Work Student Affairs Office or the University's Career Center to increase interviewing skills before additional interviews will be scheduled, as well as other skill development opportunities the student and liaison agree upon. Once the student has completed

the mock interviewing sessions, and/or other skill development requirements, the Field Office will attempt to secure another interviewing opportunity. If another interview is completed and the student remains unsuccessful in securing an internship, they may be required to sit out of the internship rotation in order to further develop their skills and demonstrate readiness to enter Field.

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

Internship sites that can provide a stipend will discuss this arrangement directly with students.

CONFIRMING A FIELD PLACEMENT

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

Confirmation of an internship is dependent upon a match between the internship site's resources and student's learning interests, the quality of the student's interview and the competition for the practicum.

The School of Social Work does not guarantee an internship.

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

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

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

ACCEPTING EMPLOYMENT AT THE PLACEMENT SITE DURING THE INTERNSHIP

If a student is offered an employment opportunity at their 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. Students are encouraged to consider how accepting employment may impact their internship if they are terminated from their employment.

At the time the student becomes employed, the University's Self-Insurance Plan ceases to cover the student. The student must secure liability insurance on their own.

Field Education Courses, Learning Plans, Site Visits and Evaluations

FIELD EDUCATION COURSES

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

- First semester of Field Education – Students register for SOCW 531 *Field Placement and Integrative Seminar I*, 8-12 credit hours.
- Second semester of Field Education – Students register for SOCW 532 *Field Placement and Integrative Seminar II*, 9-12 credit hours.
- Traditional and Advanced Standing completing a part-time internship will enroll in SOCW 533 *Field Placement III*, 4-6 credit hours, for the final semester of internship.
- All tuition and applicable fees apply during the Field Education internship.
- The seminar course focuses on the integration of knowledge and skills the students learned in the classroom with the hands-on experiences in the internship
- Course assignments and discussions are focused on the integration of generalist competencies and advanced competencies for Traditional students and advanced competencies for Advanced Standing students
- The seminar courses use an online format, with both synchronous and asynchronous learning.
- **A grade of B or better in SOCW 531 and SOCW 532 is required for successful completion of Field Education. If a student does not successfully attain a B or better, they will be required to repeat both the internship and seminar.**
- Students completing a part-time internship, and who are enrolled in SOCW 533, must achieve a grade of "S" Satisfactory in order to successfully complete the course. If a student receives a "U" Unsatisfactory, the student will be required to repeat the semester of internship.

FIELD EDUCATION LEARNING PLANS

The Field Education learning plan is a contract developed by the student and their Field Instructor. The learning plan is developed in SONIA, the internship management system. The plan defines the nine competencies at the generalist level and the advanced level, the learning experiences the student will be engaged in to assist in the development of these competencies, and the timeframe for completion. As new opportunities arise or new interests of the student emerge, the learning plan may be renegotiated and modified. Students are expected to review

the learning plan often and are encouraged to utilize it during supervision with their Field Instructors to ensure that their learning is on track.

During the initial phase of the internship, the student and Field Instructor discuss tasks, duties, and responsibilities. As the student becomes more familiar with the internship site and the Field Instructor gains an understanding of the student's learning interests, they begin the development of the learning plan. The Faculty Liaison serves as consultant, if needed, and reviews and approves all plans. This process should occur early in the internship and be submitted to the Field Education Office, per the timeline.

The learning plan emphasizes the application of knowledge, values, skills and cognitive and affective processes and practice in the areas of ethical and professional behavior, diversity and difference in practice, advancing human rights and social, economic and environmental justice, practice-informed research and research-informed practice, policy practice, engaging, assessing, intervening and evaluating practice with individuals, families, groups, organizations and communities. Traditional students begin the internship with a focus on generalist practice. As these students develop competency in generalist practice, they move towards development of competency in advanced practice. Advanced standing students focus only on advanced practice.

EVALUATION OF STUDENT PERFORMANCE

The evaluation of student performance is an on-going process in which the Field Instructor provides the student with constructive feedback and an accurate description of their performance throughout the internship. The learning plan provides a framework for the evaluation.

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

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

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

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

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

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

Generalist Evaluation:

Traditional students are formally evaluated on Generalist learning behaviors by their field instructors, as well as by completing a self-assessment. It is critical to establish competency at the Generalist level to assess readiness for Advanced learning behaviors. By the 2/3 point of the semester (week 8 of a 12-week semester and week 10 of a 16-week semester), students must demonstrate proficiency in all Generalist competency assessment behaviors. This means students must be “Meeting Expectations” in all areas of the assessment.

If a student does not meet one or more of the competency assessment behaviors by the designated point of the semester, the implementation of a Student Support Plan will be necessary. The Student Support Plan will outline specific steps and resources to assist the student in achieving competency within a specified timeframe.

Failure to meet Generalist competency assessment behaviors by the end of the semester will result in termination from the internship, indicating insufficient proficiency. Consequently, the student will be unable to progress to advanced learning behaviors.

Both Advanced Standing and Traditional students are evaluated on development of the advanced competencies. Advanced Standing students will be evaluated around Week 7 of their internship and at Week 14. Traditional students will be evaluated at Week 20 and at Week 30. As with the generalist evaluation, students will complete a self-evaluation of the development of the advanced competencies.

If the Field Instructor identifies behavior(s) where the student is rated Partially Meets Competency or below, a plan may be established to assist the student in further developing and strengthening these areas. The Field Liaison is available to discuss with the Field Instructor ways to integrate learning activities to assist the student with improving the deficient area(s).

NOTE: If student rates high on the majority of the behaviors at Week 7 for Advanced Standing students and Week 20 for Traditional students, this would indicate that they need more challenging activities to enhance the learning experience.

Students and Field Instructors complete the evaluations utilizing SONIA, the internship management system. **It is critical that both students and Field Instructors complete the evaluations by the due date, as outlined on the Timeline they receive at the start of the internship.**

The Field Instructor and student are active participants in the evaluation process. Students and Field Instructors are asked to discuss the results of the evaluations to assist the student in gaining a greater understanding of the skills they are developing, as well as areas in which there is need for continued focus and growth. The student assumes responsibility for self-evaluation and at the same time recognizes the role of the Field Instructor in evaluating overall performance. Open communication is required for the evaluation process to be effective.

SITE VISITS

For Traditional students, site visits occur around Week 8 and Week 20 of the internship. The visits occur face-to-face or via the use of technology with the student, Field Instructor and Field Liaison. The face-to-face visits will occur at the internship site. The final check in is typically completed via email communication with the student and Field Instructor, however, if felt necessary, a phone conference, Zoom meeting or face-to-face visit may occur.

Advanced Standing students' site visits occur around Week 7 of the internship. The visits occur face-to-face or via the use of technology with the student, Field Instructor and Field Liaison. The face-to-face visits will occur at the internship site. The final check-in is typically completed via email communication with the student and Field Instructor, however, if felt necessary, a phone conference, Zoom meeting or face-to-face visit may occur.

Professional Behavior Expectations/Policies and Procedures

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 https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf

ISSUES OF CONDUCT

Students are expected to adhere to the [NASW Code of Ethics](#), the [University of Illinois Student Code](#) and the School of Social Work [MSW Student Handbook](#) 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.

PROBLEM RESOLUTION DURING FIELD PLACEMENT

Students Terminating Placement

Students may not unilaterally terminate or change Field Placements. A Field Liaison must be involved in all placement decisions. **Students who withdraw from their Field Placements must also withdraw from and retake the Field Education course (SOCW 531, SOCW 532 or SOCW 533).** If a student withdraws from an internship without Field Office approval, **the student will not be allowed to re-enter internship or re-enroll in the Field course for at least one semester.**

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:

- Concerns regarding the assigned Field Instructor.
- Change in the assigned Field Instructor.
- Internship site is unable to provide adequate supervision.
- Significant changes or problems in assignments that affect the student's learning plan.
- Discrimination, including sexual harassment (See discrimination statement.)
- Concerns with safety

Resolution Process

1. The Field Liaison will meet with the student to:
 - Identify the nature of the issue(s).
 - Discuss resolution options.
 - Support and encourage the student to address the issue with the Field Instructor.

In most cases the problems are resolved at this point. However, issues of a serious nature may require immediate intervention by the Field Liaison.

2. If the problem(s) continue, the Field Liaison will act as a mediator between the student and the Field Instructor. This usually warrants a meeting between the student, Field Liaison and the Field Instructor. If this is not possible, the Director of MSW Field Education may be asked to intervene.
3. If a resolution is not possible, the student may be placed at another site. This rarely occurs and the Field Education Office takes as many measures as possible to promote continuity of placement.

PERFORMANCE PROBLEMS OF STUDENTS IN FIELD PLACEMENT

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

Successful Field Education requires a commitment by the student, the Field Instructor and Field Education Faculty. Thus, it is important to recognize and respond early to performance problems of students, particularly those of a serious nature.

Examples of Performance Issues

- Inadequate concern and sensitivity for human needs, inflexibility, inappropriate attitudes toward diversity and/or inclusivity.
- Failure to demonstrate professional assertiveness.
- Failure to recognize and resolve ethical conflicts and dilemmas within social work practice.
- Failure to prioritize duties, responsibilities, and complete assignments.
- Advocating change in a non-productive manner and outside of the internship site's policies.
- Unsatisfactory progress towards completing learning objectives and insufficient development and demonstration of the social work competencies.

- Lack of professional behavior, such as not arriving to work on time and staying until the designated end time, lack of initiative and preparedness, inappropriate use of cell phone at work.
- Violation of NASW Code of Ethics.

Review Process

1. Field Instructors are expected to bring the concerns to the student's attention and to attempt to resolve the issue through conversation with the student.
2. Field Instructors should notify the Field Liaison of any issues related to the student's performance in the Field Placement and the plan to address the identified problem.
3. If deemed necessary, the Field Liaison will assist the Field Instructor in addressing the problem directly with the student.
4. When appropriate, a Performance Improvement Plan (PIP) will be developed which will include:
 - Description of the performance areas of concern
 - Competencies that are not being adequately developed
 - Strengths the student exhibits
 - Specific activities to remediate the deficiencies
 - Available resources within the internship site to assist the student
 - A timeframe for review of the student's progress
 - Steps to be taken if the student does not meet the progress requirement within the specified timeframe
5. It is the Field Instructor's responsibility to document the student's progress and performance.
6. There will be a follow-up meeting(s) with the Field Liaison, Field Instructor and the student to review the student's progress, and to discuss the steps to be taken, contingent upon the progress made by the student.

Policy on Terminating and Re-Entering Field Education

A student may be terminated from their internship by the Field Education Office or the internship site due to performance issues. If a student is terminated from their internship, they will not be allowed to remain enrolled in SOCW 531, SOCW 532 or SOCW 533. The student will be required to sit out of the internship for a minimum of one semester and will have to successfully complete a remediation plan process before being approved for re-entry into another Field Placement.

The plan of remediation will address the issues leading up to termination. The criteria for returning to Field Placement will focus on the following:

- Nature and severity of the performance problem

- Student's motivation toward corrective action
- Ability to integrate coursework and develop the skills required in the internship
- Student's ability to hear and use feedback constructively
- Availability and use of educational and career advising as well as other appropriate resources
- Improvement in areas needing change and successful completion of remediation plan

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

If a student decides to change his/her Concentration or Focus Area after the termination of the Field Placement, the remediation plan must be completed prior to the student enrolling in courses in the new Concentration/Focus Area, unless the student seeks and is granted approval for an exception to this policy.

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

Professional & Ethical Behavior: UIUC School of Social Work Commitment to the Profession

(As adopted from the UNC Master of Social Work Curriculum Manual 2019-2020)

Student Rights and Responsibilities

The University of Illinois Urbana-Champaign School of Social Work (SSW) is committed to supporting students as they prepare to become professional social workers. Standards for Professional and The Technical Ethical Behavior describe the minimum expectations each Master of Social Work (MSW) student must satisfy to enroll in, progress through, and graduate from the MSW program.

Because we are a professional school and are preparing you for practice as a social worker, and given the nature of professional social work practice to protect the clients and communities we serve, the SSW has established requirements for student conduct that not only focus on academic performance but that also emphasize necessary skills, attributes, and competencies. These requirements apply within the traditional classroom setting, in field placements, and in the broader community context and are rooted in the standards outlined in the NASW Code of Ethics (2021) which states, "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."

Becoming a professional is a gradual process. Thus, the Technical Standards for Professional and Ethical Behavior articulate minimum expectations for students. If at any point during a student's matriculation they have questions about whether or not they can meet these Standards, they should notify the Director of Student Affairs. If faculty or administrators have questions or concerns about whether a student is able to meet these Standards, a Student Review should be initiated at the appropriate level (see section "Addressing Student Concerns: Three Levels of

Student Review”).

A student can participate in the MSW program so long as they are able to meet these standards with or without reasonable accommodations. Students who seek accommodations for disabilities should contact the University’s Disability Resources & Educational Services (DRES) Office as soon as possible. DRES will determine a student’s eligibility for and recommend appropriate accommodations and services. DRES may be reached by phone at 217-333-1970 or by email at disability@illinois.edu.

Technical Standards for Professional and Ethical Behavior

1. Communication
2. Physical and Cognitive Ability
3. Emotional Stability, Management, and Regulation
4. Self-Awareness and Reflective Listening
5. Respect for Diversity and Commitment to Social Justice
6. Ethical Conduct
7. Interpersonal Skills
8. Academic and Professional Standards

1. Communication

Students must be willing and able to meet the following requirements:

- Express thoughts, ideas, and feelings clearly;
- Demonstrate effective verbal and nonverbal communication skills, including the ability to listen objectively and to interpret nonverbal communication;
- Communicate responsibly and respectfully in all interactions with colleagues, faculty, field instructors, task supervisors, staff, clients, other professionals, and all others they might come into contact within their student role;
- Communicate clearly through written products at a level appropriate for graduate work, including using correct grammar and spelling and applying the APA writing style (unless otherwise noted by instructor); and
- Advocate for themselves in an appropriate and responsible manner that uses proper channels for conflict resolution.

2. Physical and Cognitive Ability

Students must have sufficient sensory, motor, and cognitive skills to meet the following requirements:

- Attend and participate in classes and field placements per the expectations outlined in the syllabi and in accordance with the field setting and the Council on Social Work Education Core Competencies of Social Work Practice;
- Use the technology required to engage in scholarship and effective practice including, but not limited to, the use of computers, telephones, and agency databases;
- Demonstrate the ability to acquire knowledge and process experiences to inform practice; and
- Demonstrate the capacity to think critically and to apply effective problem-solving skills.
 - **NOTE: Any students in need of academic accommodations can work with the Disability Resources and Educational Services (DRES) Office.**

3. Emotional Stability, Management, and Regulation

In accordance with the National Association of Social Workers’ (NASW) Code of Ethics (§ 4.05),

social work students should not allow their personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their judgment and performance or to jeopardize the best interests of people for whom they have professional responsibility. The social work student must demonstrate the emotional and mental stability necessary to execute sound judgment and performance in the program as well as generally to support the practice of social work. Students must be willing and able to meet the following standards:

- Demonstrate appropriate self-disclosure (the revealing of personal information) and professional boundaries in classroom and field settings, including all assignments;
- Maintain respectful relationships with colleagues, faculty, field instructors, staff, clients, and other professionals;
- Seek appropriate help when personal issues interfere with professional and academic performance;
- Manage stress effectively through self-care and by relying upon supportive relationships with colleagues, peers, and others; and
- The ability to integrate into practice constructive criticism received in both didactic and field settings.

NOTE: Any students in need of academic accommodations can work with the Disability Resources and Educations Services (DRES) Office.

4. Self-Awareness and Reflective Listening

Students must be willing and able to meet the following requirements:

- Demonstrate a willingness to continually reflect on their own values, attitudes, beliefs, biases, emotions, past and current experiences, and to consider how these factors affect their thinking, behavior, interactions, and relationships;
- Demonstrate the capacity to continuously reassess their own strengths, limitations, and suitability for professional practice;
- Take responsibility for their own actions and consider the impact of these actions on others; and
- Seek supervision and accept constructive feedback in a positive manner.

5. Respect for Diversity & Commitment to Social Justice

Social work practice requires understanding, affirming, and respecting another individual's way of life and values. Social workers appreciate that, as a consequence of difference, a person's life experience may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim (Council on Social Work Education, 2015, EPAS). Students must be willing and able to meet the following requirements:

- Demonstrate a willingness to examine their personal beliefs, values, and assumptions that perpetuate or counter oppression;
- Strive to relate and to work non-judgmentally with others who differ from themselves, regardless of the person's age, class, color, culture, race or ethnicity, family structure, beliefs, religion, sex, gender, gender identity, sexual orientation, marital status, national origin, ability, and/or value system;
- Demonstrate knowledge of and sensitivity to diversity, oppression, and privilege;
- Approach differences with an attitude of humility and respect, acknowledging the importance of cultural differences in shaping life experiences;
- Demonstrate the ability to develop and strengthen cross-cultural proficiency sufficient to work effectively with a wide variety of diverse groups and communities; and
- Exhibit an appreciation for difference and a commitment to engage around the complex issues of diversity and social justice.

6. Ethical Conduct

Students are required to adhere to ethical conduct and decision-making in accordance with the values, ethics, and standards established for the social work profession, as formalized in the NASW Code of Ethics, and to abide by all applicable University policies, including the University's Student Code (<https://studentcode.illinois.edu/>). Students must be willing and able to meet the following requirements:

- Adhere to a commitment to clients' rights to freedom of choice and self-determination;
- Demonstrate behavior and decisions reflecting the highest standards of honesty and personal and professional integrity;
- Maintain appropriate professional boundaries with colleagues, faculty, field instructors, staff, clients, and other professionals;
- Understand their role in practice as a learner and social work student. This includes the ability to correctly judge the limits of one's own competence and to seek help from an appropriate source when necessary;
- Disclose to SSW administration any legal involvement that takes place during enrollment in the MSW program, including arrest, criminal and civil charges, criminal conviction, plea of guilty, plea of no contact, plea of nolo contendere, Alfred plea, deferred prosecution, prayer for judgment, or any other acceptance of responsibility for the commission of a crime other than a traffic-related misdemeanor or infraction; and
- Follow federal and state laws and agency policies regarding confidentiality and mandatory reporting, including seeking permission from agency administrators for the use of agency materials, records, or audio-visual materials for academic course work.

7. Interpersonal Skills

Students must be willing and able to meet the following requirements:

- Demonstrate the ability to build rapport with and work effectively with colleagues, faculty, field instructors, staff, clients, and other professionals; and
- Demonstrate the capacity to understand the experience and perspectives of individuals or groups and use this empathy as a basis for a productive relationship; and
- Exhibit conflict resolution skills, including the ability to negotiate differing attitudes and opinions.

8. Academic & Professional Standards

Students must be willing and able to meet the following requirements:

- Demonstrate the ability to meet the Graduate School's requirements to remain in good academic standing and to continue in the program (i.e., maintain an average GPA of 3.0 as well as a semester GPA of 3.0).
- Show the capacity to successfully complete required field practicum hours and demonstrate positive progress in the required competencies and behavioral indicators in the field and classroom settings;
- Follow the policies and procedures of the School of Social Work, University of Illinois, and the field placement agency;
- Ensure that appearance, dress, and general demeanor are appropriate to the context;
- Be punctual and dependable, prioritize responsibilities and manage time well, attend class and field in accordance with relevant policy, observe deadlines, complete assignments on time, and conscientiously arrange and keep appointments; and
- Adhere to agency policies and practices through the learning process and supervision.

Addressing Student Concerns: Three Levels of Student Review

Students are expected to make satisfactory progress by demonstrating knowledge, skills,

competencies and behaviors (as outlined in the Technical Standards for Professional and Ethical Behavior) in the classroom and in their Field placement. Satisfactory progress entails meeting or exceeding stated academic standards and adhering to all ethical and professional standards. When a student is not making satisfactory progress toward their degree, the following guidelines will be followed:

Level 1 Review

A Level 1 Review occurs when a faculty member has concerns regarding a student's academic performance and/or professional behavior in the classroom setting. This level involves the faculty member and student. The faculty member addresses the concern with the student and works with the student towards an agreeable resolution. The faculty member documents the discussion and action taken.

If the concern arises in the Field placement, the Field Instructor and Field Liaison will address the concern with the student. The Field Liaison will notify the Field Director and document the discussion and action taken.

In many situations, this Level 1 Review intervention will resolve the concern and no further action will be needed.

Situations that warrant a Level 1 Review include, but are not limited to, the following:

- Absenteeism and/or tardiness
- Submitting late work and/or poor academic performance
- Rude and/or unprofessional behavior demonstrated towards instructor and/or peers
- Inappropriate use of technology (i.e., cell phone, tablet, laptop) in the classroom

Level 2 Review

A Level 2 Review is warranted when a Level 1 Review intervention has not resolved the concern and the academic performance and/or professional behavior concerns continue, and/or when the behaviors are such that it is warranted to bypass the Level 1 Review. Level 2 Review involves the student, faculty member, Director of Student Affairs and respective Program Director. If it is a Field-related concern, the student, Field Instructor, Field Liaison, and Field Director will be involved. If the instructor is a Program Director or Field Director, the Director of Student Affairs will take the place of the Field Director in all areas of review. The Director of Student Affairs (or Field Liaison, if a Field concern) will gather information to determine the nature of the situation. The School's procedure, as outlined below, will be followed.

Note: If the concern(s) fall under the Academic Integrity Policy, the procedures for this policy will be initiated.

1. A faculty member is expected to notify the Director of Student Affairs, in writing, about any problems regarding a student's academic performance, professional behavior, and/or ethical conduct. The written notification should state the nature of the problem, document evidence that supports the concern, and attempts to address the problem with the student. Documentation should be as specific as possible and indicate relative date(s) and time(s) of the concerns and efforts to have these concerns addressed. (If this is a Field related concern, the procedures outlined in the Field Education Manual will be implemented.)
2. The Director of Student Affairs shall immediately notify the student in writing specifying the nature of the problem.
3. Within 10 working days, the Director of Student Affairs will meet with the student and faculty member to develop a plan of action.
4. A plan will be developed which specifies the action(s) the student will take. A copy of the plan will be signed by the student, the Director of Student Affairs, and the faculty member.

5. The Director of Student Affairs will seek feedback from the faculty member regarding the student's progress in remedying the concerns after the designated period of time outlined in the plan. The Director of Student Affairs will meet with the student to discuss the progress made. If the student fails to meet the conditions of the plan satisfactorily, a report will be made to the Program Director. The student will receive a copy of the report.
6. The Program Director will seek to obtain, through consultation with others who may have knowledge of the student's strengths and weaknesses, a comprehensive and balanced evaluation of the student in question, and determine next steps to be taken. The student may request a meeting with the Program Director at this time.
7. The Program Director will determine if the student should remain in the program. If the Program Director recommends that the student be dismissed from the program, this will initiate Level 3 procedures. If the Program Director determines that the student should continue in the program, a new plan must be developed and signed by the Program Director and the student. This plan will indicate the problems to be remedied, the means to resolve them and the timeframe in which the resolution is to be achieved. At the end of the specified time, the Program Director will review the student's progress and will make a recommendation to the Associate Dean regarding continuance. If the Program Director determines that the student has failed to achieve the desired level of skill and competency by the time specified in the plan, the Program Director may make a recommendation to the Associate Dean to dismiss the student from the program and the student will be informed in writing by the Associate Dean.
8. Within 10 working days of the decision of the Program Director, a student may appeal the decision to a committee designated by the Dean who shall not include the Director of Student Affairs, the Program Director or the Director of Field Education. This committee will have access to all material related to the case. The student may submit written documents of support. After meeting with the student, the committee will make a recommendation to the Associate Dean and the student will be notified of the final decision in writing.

Situations that warrant a Level 2 Review include, but are not limited to, the following:

- The concern(s) addressed in the Level 1 Review continue to persist
- A Level 1 review may be bypassed when a student's behavior is such that it warrants immediate attention by a Level 2 review. This behavior may include, but is not limited to, the following:
 - Bullying and/or harassment of instructor(s) and/or peers
 - Ongoing behaviors that violate the Technical Standards for Professional & Ethical Behavior
 - Lack of academic progress, based on expectations indicated in the syllabus
 - Concern(s) regarding a student's physical and/or behavioral health

Level 3 Review

A Level 3 Review occurs when patterns of behavior are persistent and have not been able to be resolved at a Level 2 intervention, and/or are serious enough to warrant bypassing Level 1 and Level 2 interventions. The Level 3 Review follows the School's procedure, as outlined below:

1. Any person (i.e., faculty, staff, student peer) may allege that a student has engaged in an infraction of conduct. That person will notify the Director of Student Affairs regarding the allegations of the infraction of conduct.
2. The Director of Student Affairs will collect information and identify persons who have knowledge relevant to the allegations. If there is no supporting information, no action will be taken on the allegations.

3. The Director of Student Affairs will notify the student, in writing, that the student is alleged to have engaged in conduct which may lead to dismissal or other sanctions.
4. Within three weeks of the notification, the Director of Student Affairs will convene a meeting, at which time the student may address the allegations of infraction of conduct. The meeting will take place between the student and members of the aforementioned committee designated by the Dean. The meeting will be a fact-finding session for the student to address the allegations of the infractions of conduct.
5. During the meeting, the student may present any evidence relevant to the alleged infraction of conduct. The student may be accompanied by a support person. However, the support person will not be allowed to participate in the meeting. The person who made the allegation of infraction of conduct, or a representative thereof, may also present any evidence relevant to the alleged infraction of conduct.
6. At the close of the meeting, the committee shall deliberate privately. If a majority of the committee finds that the student has engaged in an infraction of conduct, the committee shall proceed to determine the most appropriate action. The decision of the committee shall be reported in writing to the student, the person who has made the allegation of infraction of conduct, and the Associate Dean. The only basis for appeal of the decision of the committee is procedural errors. Such appeals shall be directed, in writing, to the Associate Dean of the School of Social Work within 10 working days of the committee's decision.

Situations that warrant a Level 3 Review include, but are not limited to, the following:

- Cheating, lying, or plagiarism. For more information see Academic Integrity, page 53.
- Any behavior that is judged to be in violation of the NASW Code of Ethics (see Appendix B) or the [Code of Policies and Regulations Applying to All Students](#).
- Conviction for a criminal act occurring during the course of study and/or which occurred prior to admission that was not disclosed in the application.
- Behaviors that interfere with the ability to function at the expected levels, or may cause concern for the well-being of faculty, staff, students, clients and/or the community.
- Inappropriate conduct that leads to the inability to secure and/or sustain a field placement or satisfactorily meet the expectations of field.
- Failure to report academic, personal, and/or professional misconduct that undermines academic performance or which places others at risk.
- Behavior that is illegal and/or reflects other forms of inappropriate or unprofessional behavior will be grounds for dismissal. This could include, but is not limited to, sexual harassment, harassment and/or discrimination based on race and/or sexual orientation, threatening behavior, plagiarism, theft and/or sexual misconduct with clients.

Requirements for Internship Sites and Field Instructors

REQUIREMENTS FOR ORGANIZATIONS AS FIELD PLACEMENT SITES

Criteria used for Field Placement site selection include:

- The internship site's mission and Field Instructor's philosophies must be congruent with the values and ethics of the profession and the mission of the School of Social Work and those of the University of Illinois.

- The internship site must be willing to enter into an affiliation agreement with the School of Social Work, which outlines the requirements of the School, the site and the student.
- The internship site must express a positive attitude toward accepting students and recognize that the internship is a learning experience, not a job, for the student.
- The student should not be seen as an additional burden or treated as if they are regular staff.
- The internship site must have an appropriate range of learning experiences available and be willing to engage in the educational planning process with the student. This will require the internship site to assess the areas in which they can provide development of skills and competence.
- The internship site must be willing to allow the student to learn “by doing.”
- The internship site must be willing to commit staff and resources to the student, thus recognizing and supporting the importance of Field Education.
- The internship site agrees to assign a qualified Field Instructor who possesses an MSW degree and at least 2 years post-MSW practice experience. If no qualified MSW supervisor is available, the internship site agrees to work with the Field Education Office to arrange appropriate MSW consultation for the student.
- The internship site will not expect students to transport clients or to be actively involved in physical restraints of clients.
- The internship site will provide an Orientation for the student at the start of the internship. Included in this Orientation will be information regarding safety in the internship and measures the site will take to ensure the student’s safety, including freedom from work place harassment and discrimination.

SELECTION OF FIELD INSTRUCTORS

Organizations selected as internship sites must provide supervision to a student by a qualified Field Instructor. If a qualified Field Instructor is not available within the internship site, the site must agree to work with the School of Social Work to arrange appropriate supervision. The following criteria are considered when selecting and evaluating Field Instructors:

1. Holds an MSW degree from a CSWE accredited program and at least 2 years post-MSW practice experience, preferably within the internship site. If the person does not hold an MSW, they must hold a Master’s degree in a related field and have 2 years post-Master’s experience. The site must work with the School to secure MSW supervision for the student.
2. A commitment and demonstration of professional and ethical behavior.

3. Understanding and commitment of the internship site's programs and services and support of the internship site's mission and philosophy.
4. Understanding and commitment to the mission of social work and the mission of the University.
5. A commitment to the teaching role including linking theory to practice, identifying and providing learning opportunities that meets the students' learning interests, providing supervision with constructive feedback, evaluating student performance and joining with the School's faculty in the teaching process.
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. Completion of the online Field Instructor Training.

FIELD INSTRUCTOR BENEFITS

Persons serving as Field Instructors are eligible to receive an identification card (Allied Card) that permits use of some University facilities. In addition, Field Instructors are allowed one tuition waiver for every semester they are a Field Instructor for a student. Rules for such waivers and identification card use are provided, upon request, to each Field Instructor.

FIELD INSTRUCTOR AND STUDENT EVALUATION OF THE FIELD EDUCATION EXPERIENCE

Both students and Field Instructors are provided the opportunity to evaluate the Field experience at the end of the internship via a survey made available through SONIA, the internship management system.

The information obtained from the students' surveys assist the Field Education Office by:

- Providing information on the internship site as a teaching site from a student perspective.
- Providing information on the supervision/teaching provided by the Field Instructor.
- Identifying issues or concerns that were not addressed during the site visits.
- Providing feedback to the Field Education Office on the Field planning and placement process.

The Field Instructors' feedback is used to assist the Field Education Office in identifying:

- Topics for Field Instructor training.
- Issues or concerns around the Field planning and placement process.
- Resources and supports needed to assist Field Instructors in their role.

Policies and Procedures related to the Field Placement

INTERNSHIP ORIENTATION

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

SAFETY DURING THE INTERNSHIP

Internship sites are expected to 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 Field 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 Field Liaison.

Should a safety concern be reported, the Field Liaison will gather information from the student and Field Instructor and apprise the MSW 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 Director of Student Affairs, if appropriate, to assist the student in connecting with any resources that may be deemed necessary. In some circumstances, the student may not be able return to the Field Placement site until the Field Education Office has had contact with the site and determined that the student's safety is not at risk.

SICK TIME, VACATION TIME, EXTENDED ABSENCE DURING PLACEMENT

- Students are not given sick time or vacation during the internship.
- If a student misses one to three consecutive days of their internship, then the student and internship site must agree on arrangements for makeup of sick time or any other absences. If a student misses over three consecutive days of the internship, they must notify their Field Liaison. The internship completion date may be extended, depending upon the amount of time taken and the internship rotation. This may impact the student's ability to graduate on time.
- School Social Work students who receive sick days through their district/coop and are

absent beyond the number of allotted days may be required to redo or postpone the completion of the internship until the following school year.

- If a student has excessive absences or experiences an extended absence during the internship due to illness or other life circumstances, the student may be required to terminate the internship and re-enroll during the next rotation period.
- A Field Liaison may assist in the negotiation regarding making up time at the request of the student or the Field Instructor.

Please Note: Students who negotiate a start date for the internship that is later than that outlined by the Field Education Office may impact their graduation date. Additionally, if a student has a disruption while in their internship which will impact the completion date of the internship, the graduation date may be impacted. Students are encouraged to consult with their Field Liaison as to how these situations may impact their ability to graduate as planned.

TRACKING OF INTERNSHIP HOURS

Students will submit their internship hours via SONIA and are expected to keep up-to-date on the submission of the hours. Field Instructors will monitor the students' submissions and are required to approve or unapproved the hours.

WORK SCHEDULE

Once enrolled in the internship, students follow the calendar of their internship site, and no longer follow the University calendar. If the internship site's calendar includes a day off for a holiday, the student takes the day off. Likewise, students in their internship no longer follow the University calendar for breaks such as Thanksgiving week break or spring break.

Students in the School Social Work focus area follow the calendar of their district.

STUDENTS IN THE MILITARY

Students who are in the military and are called to active duty, military drill or any other military related activity that may lead to absence from the internship 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://studentcode.illinois.edu/article3/part3/3-313/> Please note that under these guidelines it is the student's responsibility to keep the Field Office informed of all military-related absences.

PROFESSIONAL LIABILITY INSURANCE

Students are required to be covered by professional liability insurance during the duration of their Field Placement. If a student is receiving 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.

https://www.treasury.uillinois.edu/userfiles/Servers/Server_338/file/riskUnit/SelfInsurancePlan.pdf

Those students who have not shown proof of insurance coverage will not be allowed to enter into their Placement until they have done so.

Students may purchase the insurance through any company of their choice.

TRANSPORTING OF CLIENTS

Per University policy, students are not to transport clients during the internship. They may accompany an employee in doing so but may not drive their vehicle or internship site's vehicle to transport clients.

PHYSICAL RESTRAINTS

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

GRADES FOR FIELD EDUCATION

- SOCW 531 and SOCW 532 encompass both the integrative seminar course and internship. Students must earn at least a B in SOCW 531 and SOCW 532 to successfully complete the course. If a student does not earn a grade of B or better, they will be required to repeat both the seminar course and internship for that semester.
- Advanced Standing and Traditional students who are completing a part-time internship will enroll in SOCW 533 for the last semester of their internship. This course is graded on a Satisfactory/Unsatisfactory basis. If a student does not earn a grade of Satisfactory, they will be required to repeat the semester of internship.

Responsibilities and Relationships

FIELD INSTRUCTOR RESPONSIBILITIES

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

TO THE SCHOOL:

- Participate in the Field Education planning process. This includes interviewing with potential students and identifying programs, services and resources that match the student's educational interests.
- Complete the Online Field Instructor Training.
- Participate with the student in the evaluation process and provide the School of Social Work with a written evaluation.
- Keep the Field Liaison informed as to the student's progress. Consult with the Field Liaison regarding concerns or problems.
- Participate as much as possible in special Field Instructor meetings, workshops and Field Education Day sponsored by the School.
- Report any changes in the organization that affects the Field Placement or student's learning plan.
- Alert the School of Social Work if there are or have been any incidents or crimes that present safety issues in the area where interns are completing their Field Placement.
- Provide space and resources for the student to fulfill the educational requirements.
- Sign and return all Field Education related documents.

TO THE STUDENT:

- Provide a comprehensive orientation to the organization at the start of the internship.
- Provide information regarding safety processes and procedures within the organization. Thoroughly discuss precautions student should consider while engaging in the daily activities of the internship.
- Participate with the student in identifying and clarifying individual learning needs and interests, identifying and mobilizing organizational training resources, developing the individual Field Learning Plan, describing educational objectives and activities, and evaluating the students' progress in relation to the educational objectives. The Field Liaison reviews the Field Learning Plan and provides consultation where needed.
- Coordinate the educational experience, including identification of organizational teaching resources. Other organizational staff may be used for special areas of practice.
- Commit a regularly scheduled weekly time for supervision - the minimum expectation is for one hour per week of formal supervision. Additionally, be available to the student for crisis situations.
- Notify the student of any past or present incidents or crimes that present safety issues.

- Provide ongoing feedback to the student regarding their performance.

STUDENT RESPONSIBILITIES

TO THE ORGANIZATION:

- In the interview with the organization, discuss the organization's safety and security procedures and inquire as to what extent these procedures will be addressed in the orientation process.
- Follow the organization's calendar during the internship. The student may be expected to include some evening hours in their internship experience.
- Share responsibility with the Field Instructor for the learning experience. This includes participation in developing the Learning Plan and active participation during supervision meetings, as well as the evaluation process.
- Prepare for supervision and attend all supervision meetings.
- Assume initiative for self-directed learning on a gradually-increasing basis.
- Abide by the policies, procedures, standards and practices established by the organization and protect client confidentiality.
- Perform learning assignments in a professional and ethical manner. Complete assigned tasks and documentation within specified timeframes.
- Self-evaluate progress on achieving learning objectives and performance on assigned tasks.
- Clarify the organization's requirements for professional liability coverage.
- Abide by the NASW Code of Ethics and University Student Code
- Report any incidents or crimes that present safety or security issues that negatively impact learning in the Field Placement.

TO THE SCHOOL:

- Read the Field Education Manual.
- Participate in the Field planning process according to the guidelines identified in this manual in a professional manner.
- Complete the Internship Orientation, which is integrated into the online Field seminar course
- Participate in the Field seminar course and complete the assignments, as outlined in the course syllabus.
- Confer with the Field Instructor and Field Liaison regarding individual progress

and development.

- Report any incidents or crimes that present safety or security issues in the Field Placement.
- Report immediately any changes in supervision, or personnel that affect the student or the student's learning.
- Notify the Field Liaison of any issues or concerns that affect the learning experience.

SCHOOL RESPONSIBILITIES

A Field Liaison from the School of Social Work is assigned to work cooperatively with organizations and students by assuming the following responsibilities.

TO THE ORGANIZATION:

- Participate with organizations in the Field Education planning process by providing information regarding individual student learning interests and needs, informing them of the academic objectives of the School of Social Work, and conferring with them about how they might structure their Field Education experience with students.
- Provide an online training for all new Field Instructors.
- Provide organizations with the necessary documents for the internship
- Assign a Field Faculty whom will serve as liaison to the organization, Field Instructor and student.
- Provide consultation, as needed, on the development of the student Field learning plans.
- Provide consultation, problem solving and/or mediation around student problems in placement.
- Conduct one site visit per semester.
- Maintain communication about curriculum changes.
- The School of Social Work maintains ultimate responsibility for:
 - assigning student's grade for SOCW 531, SOCW 532 and SOCW 533 based on the site visits and the Field Instructor's written evaluations.
 - deciding Placement termination or transfer based on consultation with the organization.

TO THE STUDENT:

- Provide Informational Meeting for students on the Field planning process.
- Provide information to students on potential placement sites.

- Participate with students in the Field Education planning process to provide Field Education planning materials and schedule individual planning conferences.
- Report and inform students of any known safety or security incidents or crimes that have occurred at a Field Placement organization.
- Review and approve the Field learning plans. Provide consultation on the improvement of learning plans.
- Consult, problem solve and/or mediate issues between the student and the Field Instructor.
- Conduct one site visit per semester to review the student's progress and assist in the resolution of any learning problems or concerns about the Field Education experience.