



BSW PROGRAM FIELD MANUAL

2018-2019

UALR SCHOOL OF SOCIAL WORK

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BACHELOR OF SOCIAL WORK FIELD MANUAL

MISSION STATEMENT

The Bachelor of Social Work Program at the University of Arkansas at Little Rock is unique: we are the only undergraduate social work program in the state that is located in a metropolitan university as well as in the state's Capitol. We are committed to the values of diversity, human rights, and social justice. With this value base, we educate our students in the knowledge, values, and skills necessary for generalist practice within our diverse population. (Revised Spring 2018)

BSW PROGRAM GOALS

The UALR BSW program prepares students to:

1. Engage in generalist practice at the micro, mezzo, and macro levels.
2. Engage in culturally affirming practice with diverse populations.
3. Engage in practice that is consistent with the Code of Ethics.
4. Evaluate individual, group, and community practice.
5. Identify client strengths and challenges.
6. Utilize the knowledge of human development in a social environment to guide assessment, intervention, and evaluation.
7. Advocate and promote social justice.
8. Advocate on behalf of policy change.
9. Contribute to the knowledge base of the profession.
10. Engage in lifelong learning, including the pursuit of graduate study. (Revised Spring 2010)

INTRODUCTION TO FIELD EDUCATION

Field education is the “signature pedagogy” of the BSW curriculum in which the student integrates classroom theory to the application of knowledge, skills, and values utilized in practice. The agency setting provides the opportunity to gain the competencies necessary to practice as a professional social worker through the demonstration of designated practice behaviors with individuals, groups, organizations, and communities.

Field education activities take place in a variety of agencies. The degree of emphasis placed on the differing levels of practice of field education varies with agencies according to their function and philosophy. Students learn to incorporate development of micro and macro skills within agency and community settings in conjunction with the mission and objectives of the field placement.

To fuse the practicum program and classroom instruction into a positive educational experience requires conscious and continuous planning. The key people who fulfill these tasks are the agency-based field instructor, the student intern, the faculty liaison, and the field coordinator. Field instructors are the most important teachers in this process.

CSWE PROGRAM COMPETENCIES & PRACTICE BEHAVIORS

The Council on Social Work Education (CSWE) accredits all BSW and MSW programs. As part of the accreditation process, programs are required to assess 9 social work competencies as operationalized by 31 behaviors. These competencies, the definition of each, and their

corresponding behaviors are as follows:

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

Competency 2: Engage Diversity and Difference in Practice

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

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

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

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

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

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

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

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

7.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

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

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

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

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

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

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

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

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

As part of the BSW Program's ongoing evaluation process, students will be assessed on their mastery of these competencies at least once each semester. More information about the assessment is found later in this manual.

BSW Program Structure and Responsibilities

The Program refers to anyone in a position of authority within the School of Social Work, whether individual or committee, who determines policy and procedures. The program constituents may consist of a student representative, field instructor, field liaison (seminar instructor), academic advisor, field coordinator, program coordinator, and/or the director of the School of Social Work. The Program's practice committee, made up of agency, faculty, and student representatives, offers advice and counsel for matters of policy and procedure.

In return for offering a place in the agency for field education, the agency can expect ongoing support from the Program. The agency is encouraged to participate in the selection of the student worker to ensure a successful experience. The field application containing both personal and professional data regarding students will be made available to field instructors.

The roles and responsibilities of primary participants in the Program are defined in order to accomplish the overall objectives of the field educational process.

Field Coordinator

The field experience courses fall under the administrative aegis of the Field Coordinator. The Field Coordinator is administratively responsible to the coordinator of the BSW Program (referred to as the Program Coordinator) and educationally responsible to the faculty of the School of Social Work. The practice committee works with the Field Coordinator regarding policies, procedures, and the placement process. Practitioners from the community and a senior student serve on the committee in an advisory capacity. The Field Coordinator and the practice committee will make specific arrangements for students who are physically and emotionally challenged. The policies, procedures, and processes implemented in the practicum program emanate from the stated curriculum goals that are reviewed and approved by the faculty.

The Field Coordinator works with the faculty to ensure that field experiences are firmly anchored in the BSW Program's curriculum. The Field Coordinator provides leadership in the establishment and maintenance of linkages between the Program and agencies. The basic functions and decisions made by the Field Coordinator are as follows:

- Selection of agencies and instructors for the practicum program with the assistance of faculty;
- Assignment of students to agencies completed in concert with the practice committee and based on the interests and learning needs of the student, educational resources, and the needs of the agency;
- Monitoring to ensure that students are appropriately applying the necessary attitudes, values, knowledge, and skills to work with people of diverse racial, ethnic, and cultural backgrounds;
- Monitoring of the faculty liaison's activities and the progress of the student's learning in the practicum site;

- Providing information to agencies about policies, curriculum, and general program and administrative changes;
- Providing student orientations and continuous educational programs for field instructors and faculty liaisons;
- Arrangement for each student to have appropriate malpractice insurance;
- Investigation of complaints and grievances related to field experience and reporting to the BSW Program Coordinator.

Faculty Liaison and Seminar Instructor

The faculty liaison and the seminar instructor is usually the same person. Faculty liaisons work with specific field agencies to ensure ongoing supervision and evaluation of students, as well as providing consultation to field instructors. All faculty liaisons are responsible to the Field Coordinator. Their role is to provide for the coordination and management of the required field education experience culminating with the evaluation of the student's practicum performance. Their basic responsibilities are as follows:

- Visit agencies twice per semester or more to review all logs and assignments and to meet with the field instructor and student. During each site visit the student will have individual conference time with the faculty liaison. Afterwards, the student and field liaison will meet conjointly with the agency field instructor to discuss the learning experiences, supervision, and student performance. This conference may be a three-way conference between the liaison, supervisor, and student. Site visits are timed at approximately mid-semester and the end of the semester.
- Facilitate a weekly 2-hour seminar for their assigned students, following the syllabus for Seminar I and II.
- Monitor the learning experiences of the student throughout the field experience assignment;
- Intervene in situations where problems occur in field learning;
- Establish and maintain relationships as appropriate on behalf of the BSW Program with the agency administrative personnel in the field setting;
- Provide consultation and learning resources as indicated to the student and field instructor;
- Take an active role, under the leadership of the Field Coordinator, in the ongoing education of the field instructors;
- Facilitate student learning by assisting field instructors in enhancing their field teaching skills;
- Assume responsibility for assigning the final grade each semester after consultation with the field instructor and a review of all student learning and course materials;
- Evaluate the appropriateness of the field experience setting and field instructor on an annual basis.
- Turn in fall and spring semester field evaluations to the field coordinator at the end of each term.

Field Instructor

The following criteria guide the selection of a field instructor:

- A social work degree from an accredited social work program (either BSW or MSW) or who has been licensed or has accumulated experience in the field of social work and is recommended by his/her social work supervisor or employer;
- Agreement to act as a field instructor on a continuing basis during the academic year or full placement period;
- Commitment to attend orientations, program-sponsored in-service training, and seminars at least once during the school year.
- Knowledge of the agency, its policies and procedures and its relation to the community.

The Field Instructor is expected to guide the student to meet his/her educational goals while serving the agency as an intern. The field instructor will provide leadership in the following roles:

- **Educator:** Assisting the student in applying theoretical knowledge in the field agency by sharing knowledge and demonstrating evidence-based practice. Educators will share agency history, mission, goals, and theoretical bases for practice with the student.
- **Mentor:** Acting as a role model who demonstrates social work values with clients and with colleagues. Mentors will work with the awareness that students are constant observers of their professional relationship and respect for clients.
- **Consultant:** Providing consultation with other workers in the presence of the student to exhibit social work skills and respect for colleagues. Consultants will invite the student to investigate and to participate in policy decisions that impact clients.
- **Leader:** Guiding the student in leadership skills within the agency structure and in client system group activity. Leaders will allow the student to participate to the level of their ability in co-facilitating groups, agency staff meetings, and networking opportunities.
- **Evaluator:** Providing feedback to the student regarding the quality of his/her performance within the agency structure and with clients. Evaluators will complete the evaluation forms twice each semester, meet with the student weekly for one hour, and to be available for questions and guidance.
- **Learner:** Demonstrating to the student that learning is a life-long endeavor, with opportunities to meet new and changing challenges with clients. The learner will be open to improved practice models, policy analysis, and organizational changes.
- **Advocate:** Working to provide support and encouragement to the student and to identify him/her as a professional. Advocates will help the student build on strengths and reach his/her fullest potential.

Criteria for Field Placement

The BSW Program establishes field relationships with agencies that provide quality services in Arkansas. Agencies that participate in the field experience program are chosen for their

commitment to quality social work service and their willingness to provide field instruction with a social work staff that meets the criteria and standards of the BSW Program. Agencies who agree to work with students must:

1. Provide social services to individuals and/or institutions and willingly include assistance to disadvantaged populations.
2. Have standards and philosophy that are consistent with the goals of social work education and the values and ethics of the social work profession.
3. Be willing to provide opportunities to practice social work principles and to allow student exposure to concerns faced by specific target groups in areas of health, mental health, family issues and/or criminal justice, at a level appropriate for bachelor level students.
4. Be willing to allow practice evaluation as it occurs in an agency environment.
5. Provide a field instructor who meets prescribed qualifications as a social worker, preferably with supervisory experience, and will commit to:
 - a. Meeting with student one hour per week for supervision.
 - b. Attending one orientation training session for field instructors at the beginning of the fall semester and others throughout the year, if at all possible.
 - c. Meeting with the student's faculty liaison twice per semester regarding the student's responsibilities and learning goals.
 - d. Working with the student to facilitate a rewarding field experience and to provide positive, constructive feedback to students on an ongoing basis.
6. Provide necessary physical space and resources, such as a chair, desk, travel reimbursement, and other items to support student learning.

Agency and Field Instructor Responsibilities

The agency and field instructor will agree to:

- Hold philosophy compatible with the values and ethics of the social work profession and social work education.
- View students primarily as learners and not adjunct staff, with caseloads based on student learning needs and school requirements.
- Be willing to include students in appropriate meetings and in-service activities.
- Provide the proper physical environment and adequate equipment (desk, phone, adequate space, etc.) for use by the student, located, if possible, in the same building as the field instructor's office.
- Model professional social work skills, judgment, and values in action, allowing students to see and analyze professional work.
- Provide for the student's personal safety in the field experience setting.
- Reimburse, as indicated, the student for out of pocket expenses (e.g., travel) involved in rendering agency service.
- Provide a sufficient number and variety of assignments to ensure a carefully planned progression of student learning, so that students become involved in practice activities at the beginning (first two weeks) of the placement.
- Create a learning contract with the student for each semester.
- Assign a range of clients to ensure that the student will acquire the necessary attitudes, values, knowledge, and skills to work with individuals of diverse racial, ethnic, and cultural backgrounds.
- Provide a minimum of one hour of supervisory time weekly with the student to give ongoing

feedback about strengths and areas for improvement, plus help student to identify a range of strategies to accomplish goals.

- Provide opportunities to develop professional written and oral skills.
- Be available to consult with the faculty liaison.
- Provide ongoing feedback on the student's progress, a written performance evaluation on the student each semester, and a basis for recommending a grade.
- Be knowledgeable about the Program's curriculum as outlined in the field manual.
- Allowance of the desirous nature of student assessment and implementation of agency policy and opportunity to evaluate agency policy within ethical guidelines.
- Abide by the University of Arkansas at Little Rock's policies against sexual harassment and non-discrimination in any form.

Student Rights

Students placed at agencies for their field experience have the right to:

- Always be treated with dignity and respect and in a professional manner.
- Have their internship truly be a learning environment, where questions are answered, information is shared, and time is allotted for achievement of learning contract objectives.
- Have individual supervision provided in a manner that promotes insight and growth in the area of the interns' strengths and weaknesses.
- Voice concerns and to have support provided in resolving any issues.
- Engage in work experiences that relate to your educational requirements.

Student Responsibilities

Students are expected to adhere to agency practices, policies, and procedures. They are expected to adhere to a workday schedule as agreed at the beginning of each semester and to notify the field instructor when absences or tardiness are necessary. The agency is requested to allow the student to be absent during regularly scheduled school holidays unless otherwise noted on the Placement Profile or as discussed with the field coordinator. All requests for absences from the agency for any reason (e.g., NASW conference) or illness must be made up with additional work hours scheduled prior to receiving a grade and with the approval of the field instructor. If a student has not completed his/her agency obligation by the end of the semester and needs additional weeks to complete the field experience, permission must be granted by the field instructor and the field liaison. An "incomplete" may be submitted in place of a final grade, if authorized by the field liaison.

Student responsibilities include initiating their own learning. Students are provided workspaces, an agency setting, a field supervisor, a faculty liaison, and clients. They must take the responsibility to combine these parts into a cohesive and organized whole using the tool referred to as a "Learning Contract." The learning contract is a written document that provides the method by which personal and educational objectives are addressed and achieved. The Learning Contract directs all work performed by the student at the agency and must be approved by the Field Instructor at the beginning of each semester. It is signed by the student and field instructor and turned in to the faculty liaison.

The BSW Program has a history of working with disabled students to optimize their success in the field placement and as a beginning social work professional. The Program works closely with Disability Support Services to ensure every available accommodation is made available. However, it is important to acknowledge that all students are responsible for meeting social work requirements for graduation and must have or be able to have an assistant available to perform routine tasks in a field placement setting and accomplish the goals of the program. The BSW faculty and staff are available for consultation on any matters regarding a student's disability.

Academic requirements

Students will follow a syllabus for Field Experience and Field Seminar that provides detailed instructions, expectations, and methods for evaluation. This includes:

- Interaction with clients in an agency setting for 240 hours each semester.
- Portfolio
- Learning Contract.
- Attendance, punctuality and cooperation at field agency, including additional expectations of field instructors (such as process recordings, written assignments, treatment plans, etc.).
- Presentations of agency organizational structure, policies, procedures, eco map, and a student evaluation of the agency at the end of the practicum.
- Other assignments listed in the syllabi.

Personal responsibilities

Students must prepare themselves to meet personal responsibilities, such as:

- Being familiar with the Field Manual.
- Arranging their academic and personal schedules so that the field experience hours can be completed as planned.
- Maintaining their commitments to clients.
- Notifying field instructors of absences and/or tardiness in advance.
- Initiating consultation and seeking advice from field instructor, field liaison, or other professionals as appropriate.
- Living up to social work values, applying social work skills, and adhering to agency policies and procedures.
- Seeking to apply social work principles and ethics to the problems encountered on-the-job, all the while looking to improve skills.

Ethical and professional responsibility

Students will maintain a professional demeanor and uphold the Social Work Code of Ethics by:

- Treating the placement like a real job, with timely notifications to appropriate staff when absences or tardiness are necessary.
- Presenting in a professional manner by:
- Being on time and dependable (notifying supervisor of absences in advance).
- Dressing in a professional manner.
- Exercising professional and courteous communication when interacting with staff and patients.

- Avoiding dual relationships within and beyond the agency setting.
- Maintaining confidentiality at all times.
- Providing updated home phone and/or e-mail information to the field instructor and to the seminar instructor.

Student Requirements for Admission to Field Experience

The placement process for Field Experience begins during the semester prior to the placement. Students meet with their faculty advisor to assure that all coursework has been completed in preparation for Field Experience and that the standard for grades has been maintained in the social work program courses. The prerequisites for enrollment in the field practicum are as follows:

For Field Experience I:

- 1) Admission into the BSW Program
- 2) Completion of field application packet requirements
- 3) Successful completion of Field Experience prerequisites
- 4) Maintain a 2.5 or better GPA in the BSW Program
- 5) Approval by the Program Coordinator

For Field Experience II:

- 1) A grade of C or better in Field Experience I
- 2) Successful completion of Field Experience II prerequisites
- 3) Maintain a 2.5 or better GPA in the BSW Program
- 4) Approval by the Program Coordinator.

Field application packets, obtained through the Field Coordinator's office, must be completed and returned by the deadline shown on the packet to the Field Coordinator to be considered for Field Experience I. The student is to complete the application and agrees to attend an interview with the Field Coordinator, members of the practice committee, and/or with the field agency if requested to do so.

The student is asked to reveal any physical or mental disability that may interfere with travel on the job or with his/her ability to carry out social work duties for the assigned agency. Students may be asked to submit to drug testing, background checks, traffic violations, and other screening devices before being approved by an agency. Any issues in the student's history that may prevent the student from being approved by an agency should be brought to the attention of the field coordinator at the time of submitting the field application.

Students will be notified promptly if any problems exist for their acceptance into the field experience. Students who would like to change agencies before being Field Experience must notify their field liaison or the field coordinator of their interest in doing so and the reasons for it and turn in their placement preferences before the end Field Experience I. Students will be contacted with their field assignment a short time before Field Experience II begins.

Field Experience Assignments

Field experience assignments are conducted after careful review of the student's application information, past experiences, future career goals, stipend needs if requested, agency location, and the availability of transportation. The Program uses all available and relevant information as the basis for which the placements are made. In the event that a student presents a valid reason for requesting a change in the field placement, the request will be considered but cannot be guaranteed. Placements are dependent upon availability of field instructors and agency requirements. Therefore, any changes requested after the semester begins will be considered but may be a difficult endeavor. A student who refuses to accept a second placement or is asked to leave a second placement may have to wait until the next semester of Field Experience I to be re-assigned and/or may not be offered another field placement.

More information is available regarding placement difficulties under the section, "Placement Difficulties and Appeals."

Field Work: Structure

The BSW field experience consists of one placement each year with each semester requiring 240 hours of practice exposure over a 15-16 week semester. No more than 10% of the student's internship hours each semester can be satisfied with agency orientation. Students are expected to equalize time at the agency over the full 15-16 weeks unless special circumstances warrant an exception. Students should not expect to have an internship on the weekends and/or after-hours.

Although students with hardships may request special considerations in agency assignments, there are no guarantees that students will be placed within a given geographical area. Convenience to the student will be considered a secondary issue although it will be an appropriate consideration (Work site placements are covered later in this manual.) Students will initially be responsible to contact and meet their field instructor once they are provided this information.

Once assigned, the student and the field instructor work together to create a consistent, weekly schedule that is mutually beneficial and approved by the field liaison. The field schedule should plan for no less than four hours or more than ten hours at the agency at any one time. Timesheets are to be maintained by the student, signed by the field instructor, and turned in to the seminar instructor (field liaison) every other week (see syllabus for schedule.)

Students may not begin the placement assignment prior to the school semester nor can they extend the placement period beyond the semester's end unless authorized by the field liaison. Students are assigned to an agency with the expectation that the placement will run the full academic year.

Changes in field sites cannot be guaranteed; however, if learning opportunities at an established field site become limited in meeting the program goals and objectives, the student will be requested to meet with the initial field instructor to discuss learning needs that are not being met. The field coordinator will also be available to meet with the field instructor to determine how the student's learning needs can be addressed. A change of sites may be necessary under these conditions.

Field Seminar Class

The Field Seminar, offered in conjunction with the Field Experience, meets two hours each week at UALR. All students enrolled in Field Experience I are expected to enroll in Seminar I as a co-requisite. In the spring, students enrolled in Field Experience II will enroll in Seminar II.

The seminar is a small group and should be treated both as a class but also as a small, confidential group who can safely share personal feelings and difficulties in the field. Each group is led by the faculty liaison who visits the agency twice each semester.

The time in Field Seminar class cannot be included in the work time allowed for the agency Field Experience. Attendance at both is mandatory. Students are expected to turn in a majority of their written work for the Field Experience during the seminar class.

Student Screening by Agencies

Background checks, drug testing, child abuse registry checks, traffic violations, and other screening methods are often required agencies in which interns are placed, particularly those where the client population includes children. UALR does not require a background check of students. Questions should be directed to each agency regarding their specific policy regarding method of checking and to whom the information is reported.

Confidentiality of these reports is managed by the requesting agency. Information on the law can be obtained from the Arkansas Social Work Licensing Board at <http://www.arkansas.gov/swlb/>. If you have concerns or questions, please contact the BSW Field Coordinator.

Stipends

Stipends are available through the Arkansas Department of Human Services, Division of Children and Family Services (DCFS). Mid-South Educational Division, a part of the School of Social Work, manages this program. Monthly stipends are provided to senior students who sign a contract agreeing to accept employment with the agency within sixty days following graduation. If offered such a position, the student is bound by contract to work for the agency one year in return for a monthly cash allotment while in school, approximately \$400-500 monthly.

Stipends are dependent upon market conditions and agency budgets that fluctuate from year to year. Therefore, this program must be renewed annually. Additional information about this program will be presented to students during their junior year in the BSW Program.

Work Site Practicum

As a general policy, students are not placed in agencies in which they are employed. However, students who wish to explore the possibility of using their place of employment may submit a written request to the BSW Field Coordinator accompanied by a written request from the administrator of the employing agency. Information should include the field agency application plus a description of the worker's past employment responsibilities, a schedule of work hours, and the name of the current or most recent work supervisor. The student should address how the field experience will differ from the work experience already at this agency. Requests are

decided on a case-by-case basis by the BSW Field Coordinator in consultation with the BSW Program Coordinator. Approvals of requests are contingent upon the following:

- The field experience must be at a work site geographically removed from the regular place of employment.
- The agency must provide a field instructor who has not supervised the student in employment responsibilities.
- The learning objectives of the paid field experience must be different from those routinely done in the student's job assignment.
- The volume of responsibilities must be reduced to reflect the field experience as a learning experience rather than meeting the required work objectives.
- The schedule of hours designed for the field experience must be clearly delineated and separated from the work expectations.

The agreement between the Program and the student's place of employment shall be outlined in writing. Final approval of the employment setting will depend on all the criteria met and approved in writing by the student's work supervisor, proposed field instructor, other appropriate agency personnel, and the Program's faculty representative. It is the responsibility of the faculty liaison to monitor the agreed upon terms. Failure to comply with the agreement may result in termination of the field experience placement

Syllabi for Field Experience I & II

The syllabi for the courses outline the requirements in the same way that the requirements for other courses are delineated. As such, the syllabus defines the goals and objectives, scheduled assignments, and grading methods. The learning contract, described in detail in the syllabus and the field manual appendix, is the primary method in which the student partners with the field instructor to accomplish the stated objectives. It is designed to be the guide for the field experience and helps the two define what the student will learn. It provides the overall structure for the placement and the basis of evaluation. The faculty liaison reviews the completed contract to ensure its consistency with program goals and objectives. Ongoing supervisory conferences should include references to the learning contract.

Students are provided the learning contract with competencies and practice behaviors provided. If an agency cannot offer a specific level-of-practice (micro, mezzo, or macro) opportunity to complete a task, the student may satisfy this requirement on a volunteer basis through another outlet, agency, or governmental body. Students will create, design, and fulfill activities or tasks that will demonstrate achievement of the competency. For questions on any task-oriented issue, students should talk with their field liaison. In some cases, a substitute task can be exchanged for the required task.

In the spring, students will create their tasks based on guidance from the field instructor and the field liaison, except those noted in the learning contract as required. A schedule should be discussed early in the semester to accomplish the tasks in the learning contract.

Field Experience Evaluations

Evaluation of students' field performance is an ongoing process that should be a part of the weekly supervisory conference and occurs in both verbal and written formats. The Learning

Contract between the student and the field instructor and the appropriate field evaluation instrument serve as the foundation and reference point for the evaluation of a student's performance. The faculty liaison will assist in this process. Two evaluations will be conducted during each semester, one mid-semester and Final near the end of the semester.

The written report informs students of their progress and ideally is an educational tool in field supervision. Students participate fully in their evaluation and learn to take responsibility for evaluating their own performance and directing their own learning. All field evaluations become part of the student's academic file in the School of Social Work for up to three years and are available for release to potential employers with the written consent of the student. These evaluations also are used to monitor the degree to which the BSW program is meeting its goals and objectives.

Evaluation Format

Evaluation is designed for students to self-assess based on how he/she met his/her learning criteria and demonstrated achievement of the objectives of the program. At the end of each semester, the student will provide the field instructor with his/her learning contract in an evaluation format that includes rating scales for each task, per the sample in the appendix, at the end of each semester.

Field instructors and students are encouraged to review the evaluation format at the beginning of each semester in order to know the criteria by which their achievement will be based. The evaluation format provides the student with the opportunity to self-evaluate and to be evaluated by the field instructor face-to-face each semester.

Responsibility for Evaluations

Forms for mid-term evaluations are provided in the appendix. These are often quick reviews to assist the student in knowing their ongoing status as a student intern and are to be completed at each supervision meeting when the student has provided documentation for an activity completed. The field instructor also is asked to complete a general evaluation near mid-semester and at the end of the semester. These forms will be turned into the faculty liaison, once reviewed with the student, at the site visit.

Field instructors and students are both encouraged to develop a student evaluation for each activity or task in the weekly supervisory conference prior to being submitted to the portfolio. The field instructor is expected to evaluate the quality of each activity the student performs by either using the specific form provided for that activity, the generic form, or by creating one of his/her preference. It is the student's responsibility to ask for the evaluation, to produce the document that displays the evaluation rating, and obtain the field instructor's signature.

Students who do not perform successfully in the field deserve notification throughout the course with specific information on how to improve. A professional development form (PDF furnished in the appendix) is provided to further clarify the student's need for additional attention to a task or activity or for improved practice behaviors. The professional development conference can be conducted with a field liaison present to address specific behaviors that are hindrances to the student professional role.

The student must provide the field instructor with the mid-term and final learning contract evaluation forms as soon as the learning contract is written and signed. The field instructor is responsible for submitting to the field liaison a signed, formal (hard-copy) evaluation at the end of each semester with a recommended grade.

Students and field instructors are required to sign the final evaluation form to indicate that the contents have been reviewed together. Students not in agreement with the contents will indicate “non-agreement” on the form and may submit an addendum to their record with copies to their academic file, field instructor, faculty liaison, and academic advisor.

In collaboration with the field instructor, the student should anticipate their final day of placement with an agency each semester and notify the field liaison. At the end of the fall term, the student and field instructor will agree on a return date, which should be immediately following the first scheduled spring semester seminar meeting.

Student Evaluation of Agency

Field sites are evaluated by students and faculty to ensure the agency assign[s] the widest range of clients possible (within the limits of agency mission) to meet the goal of providing diverse racial, ethnic, and cultural client systems under the careful supervision of a social worker in a public or private human service agency. Agencies also are evaluated on how well they exhibit congruence in practice with official policy claims, such as nondiscrimination against any person or group of persons on the grounds of race, color, religious preference or creed, age, marital status, national origin, race, religion, sex, and sexual orientation.

At the end of the semester each student will be asked to rate the practicum experience by writing a brief narrative about the placement experience and/or completion of a standard form. Personal comments are welcome in this review. The comments will be used as a guide for future planning. Students may share their agency evaluation with the field instructor after the final grade has been submitted to the Program.

Grading Policies

The final grade for each field experience will be determined by the Field Liaison using the feedback and evaluations completed by the Field Instructor. A specific list of grade factors and weights given to those factors can be found in the course syllabus.

If the agency field instructor or faculty field liaison identifies a deficiency in performance, the Field Coordinator, in coordination with the Program Coordinator, will notify the student in writing as soon as the deficiency is noted. The student will be offered the opportunity to withdraw from the course if the timeline falls within the constraints of UALR’s policy. Re-enrollment will be subject to approval by the Faculty Practice Committee and must be done by written request to the committee. Any student who wants to challenge a grade must follow the procedures outlined by university policy.

Scholastic Standards and Requirements

Formally admitted social work majors are expected to maintain a high standard of academic performance. Students who do not meet the following program requirements will not be allowed to register for additional social work courses until they have successfully completed previous ones. The process for appealing a grade can be found in the UALR Student Handbook.

Students are encouraged to consult his or her advisor, another faculty member, or the Director of the Program if he or she is having trouble locating the policy or is confused about the process.

- Students must maintain an overall GPA of 2.5 in social work courses. Every student's GPA will be reviewed at the end of each semester
- Students must receive a grade of C or better in the following social work courses in order to proceed to the next level.
 - SOWK 4212 - Field Seminar I
 - SOWK 4213 - Field Seminar II
 - SOWK 4541 - Field Experience I
 - SOWK 4542 - Field Experience II
- Students must maintain an overall GPA of 2.5 to remain in the program and to proceed to the next level of classes. GPA's are reviewed at the end of every semester.
- Learning in a professional social work program is based, in large part, on the interaction that occurs between the instructor and the students as well as among students through collaboration and team building. Therefore, regular attendance in class is an expected professional responsibility of the student. Absences of greater than 20% of total class time can constitute grounds for grade reduction or course failure. Excessive tardiness may be considered to constitute absences.
- Students may be dismissed from the program if they violate the NASW Code of Ethics, the University's rules and regulations on academic integrity and discipline, state or federal laws, the Standards of Conduct explicated in this handbook, or fail to maintain the required grade point average. Student violating the Social Work Code of Ethics in their role as intern will be subject to a performance review and possible dismissal from the program. Students also may be immediately suspended from the program and/or their field placement, pending the appeals process, for violations of the above.

Drop Policy

Students are expected to discuss dropping the field experience course to obtain consent of their assigned faculty liaison and the Field Coordinator. When a student drops a practicum course with official consent, a decision will be made about whether the student can continue in the related practice course and seminar, and if, and under, what conditions the student will be placed in a different practicum setting at a future date. These decisions are made by the BSW Field Coordinator in consultation with the faculty liaison and the Practice Committee. Students who drop a practicum course without prior discussion with the faculty liaison and the Field Coordinator may be subject to dismissal from the Program.

Incomplete Grade

A grade of incomplete must be requested by the student. The field instructor may be asked to provide a written evaluation of the student's work to date. A grade of "I" can only be assigned to a student in good standing (i.e., has been satisfactorily performing assigned practicum tasks) with

the approval of the faculty liaison and field instructor. An “I” is given only when the student is unable to complete the practicum for events beyond the student’s control such as health, accident or family emergencies.

A field experience course that results in a grade of “I” must be completed within 90 days or the student will receive an F for the course. If the student can make up the time within the agency, a written plan will be developed for the approval of the faculty liaison which specifies the number of days to be made up and tasks to be performed in order to satisfy the incomplete grade and the date by which the work must be finished. It is important to note that Field Experience I and Seminar I must both be completed fully prior to being admitted to Field Experience II and Seminar II.

If the same agency cannot be used, the Field Coordinator will meet with the student and the field instructor to develop a similar written plan, specifying the kinds of practicum experiences needed to make up the learning deficits.

Student Performance Deficiency

When the agency field instructor identifies a deficiency in a student’s performance, the student should be made aware as quickly into the field experience as possible. The student can better understand how to overcome the problem by receiving specific information regarding when/how it is observed, with whom, how the issue can be corrected, and an expected time frame for doing so. Modeling the desired behavior will be most helpful in helping students overcome difficulties in the field.

If, after several weeks, the student is unresponsive or unsuccessful in making the desired change in performance, or if the problem is serious enough to indicate potential failure of the practicum, the professional development form (PDF, pps. 30-31) should be used to specify how to correct the deficiency. This can be utilized by the field instructor, the field liaison, and/or the field coordinator. Copies of the PDF should be distributed to the student’s seminar instructor (as the student’s field liaison) in order to coordinate support for the student.

*If the problem persists, a formal review process may be necessary. The process should begin by notifying the student in writing that the deficiency has gone beyond expected time limits and failure of the course is imminent. A copy of the notification is sent to the field liaison. The Formal Review Process and Performance Committee policies and procedures begin on page 22.

*The field instructor, the Seminar instructor, field liaison, and/or the field coordinator can identify a deficiency in performance and initiate communication with the student. The student will then be referred to the Performance Review Committee.

Termination

A student can be dismissed from a field site by the hosting agency and/or by faculty for a serious violation of ethical standards or gross negligence in performance. If the student is dismissed by the faculty member (field instructor, field liaison, or field coordinator), the student will receive a failing grade unless exceptional circumstances are presented to warrant reconsideration. A

student who disagrees with their grade and wants to appeal it should follow the procedure outlined below.

If the student is dismissed from the agency by agency personnel who are not cooperative with the Formal Review process outlined in this handbook, the field coordinator may reassign or otherwise make alternate arrangements for the student to complete the field experience for full credit, provided all other criteria are met.

Formal Reviews and Grade Appeals

The School has established two formal review processes to encourage assessment and problem solving to help students having problems with the academic or professional expectations of the School. In addition to this common purpose, the two processes share these characteristics:

- When a problem arises for a student in connection with academic or professional expectations or a course grade, the student must first attempt to resolve the matter with the professor or professors involved, such as a classroom teacher, internship instructor, or faculty liaison. Likewise, a faculty member who has concerns about a student's performance must first share those concerns with the student and seek solutions there before calling for a performance review.
- In regard to professional standards, if the problem is not resolved a formal performance review may be initiated (see policy and procedures below). If the matter in dispute involves a grade, UA Little Rock's grade appeal policy (<http://ualr.edu/policy/home/student/grade-appeals/>), must be adhered to by all parties involved. If the matter involves an academic offense, then the UA Little Rock's policies and procedures regarding academic offenses should be followed by all parties involved (<http://ualr.edu/deanofstudents/academic-offenses/>).
- The student's academic advisor can be an important supportive resource, helping the student think through options and prepare for his or her attempt to resolve the problem. If the problem is with an internship, the internship coordinator may also be a helpful resource.
- If a student so petitions, the director will render in writing a decision in response to the student's petition within two weeks of its receipt. The director shall also have the student and the faculty member complete and sign the University's grade-appeal complaint form, and give a copy to the student. The director maintains the original.
- If the student is not satisfied with the director's decision, or if the student is satisfied and the professor is unwilling to comply with the director's decision, the student may appeal at the University level, following the policy set out in the Code of Student Rights, Responsibilities, and Behavior in the UALR Student Handbook, beginning at step 3 under "Grade Appeals: Steps toward Redress for Grade Appeals."

PERFORMANCE REVIEW COMMITTEE

At the School of Social Work, we have a professional obligation and responsibility to assure that our graduates (BSW/MSW) are fully competent to enter the social work profession. In addition to abiding by University and departmental policies regarding academic expectations and standards for conduct, all social work students are expected to abide by the National Association of Social Workers Code of Ethics.

Academic performance includes meeting grade expectations, being knowledgeable of and adhering to the [UA Little Rock's Code of Student Rights, Responsibilities and Behavior](#), and adhering to professional and ethical behavior in both the classroom and field settings.

The School of Social Work encourages students, faculty, field instructors/adjuncts, faculty liaisons, and staff to work together to resolve problems that may arise. As a result, the Performance Review Committee should only be made after efforts have failed to produce a favorable outcome. In most instances, as a first step toward solving a problem, the School's *Professional Development Form* will be used to: (1) define the problem area; (2) develop clear goals and objectives; (3) and, set a timeline for follow up. If a student responds well to this process, no referral is warranted. However, if for any reason the student does not successfully resolve the problem, then a referral to the Performance Review Committee is warranted. The goal is for early problem identification, followed by efforts to remediate the problem between those closest involved to the situation.

The process described below is designed to resolve academic and/or professional behavior-related issues that are brought to the School's attention. The purpose of the review process is: identify the academic or professional performance issues that prompted the review; identify strategies to remediate the issues; create plans of action to facilitate student success; or, determine other outcomes necessary, which may include dismissal from the School of Social Work.

Referrals may be made to the Performance Review Committee for any of the following reasons:

1. Conduct that is inconsistent with the NASW Code of Ethics or state law.
2. Behavior that threatens the welfare of clients, agency personnel, faculty, or, other students.
3. Conduct that raises concerns regarding the student's suitability to practice social work.
4. Conduct that raises concerns regarding the student's intellectual or emotional capacity to perform the essential skills of social work practice.
5. Failure to demonstrate a minimal level of competence in one or more of the program's practice behaviors.
6. Conduct that raises concerns regarding how the student's behavior may be negatively impacting the learning environment for others.

7. Breaching HIPPA or related standards for handling client information.
8. Failure to follow internship site policies/procedures, including reporting.
9. Unprofessional behavior of any kind.
10. Failure to meet professional standards outlined in the UA Little Rock Student Handbook or the student's program's internship manual.

Composition of the Performance Review Committee

The committee will consist of three (3) School of Social Work faculty members who will serve two-year staggered terms. Both the BSW and MSW Field Coordinators will serve on the committee as alternates, depending upon which program the student being referred is currently enrolled. If the student being referred to the committee is a BSW student, the BSW Field Coordinator will serve on the committee. If the student being referred is an MSW student, the MSW Field Coordinator will serve. The other two active members of the committee will include those who are tenured faculty members in the School of Social Work, or, those who are at the rank of Advanced, or, Senior Instructor. In the event that a student's academic advisor is a committee member, an alternate member will be selected by the Department Chair. The committee will select a chairperson, or co-chairs, at the beginning of each academic year. Students are excluded from membership on the committee to ensure privacy regarding the referred student.

Committee Referrals

A student may be referred to the committee by any School of Social Work faculty/staff member, faculty liaison, field instructor, fellow student, or self-referred. Referrals must be first made to the committee chair, using the designated referral form.

Student Privacy and Confidentiality

All procedures and communications relating to the academic and performance review process will be kept confidential; however, depending on the nature of the performance issue and outcome, it may be necessary for the committee Chair to share information to others directly involved in the situation. Members of the committee and all persons involved in the committee proceedings are expected to observe the confidential nature of the information shared and made available to them.

Procedures

The following are general procedures when a student is referred to the Performance Review Committee:

1. The Chair of the Performance Review Committee must, as an initial step, make the determination that every effort has been made to resolve the problem between the student and person making the referral. The exception to this process may include situations that warrant immediate referral.
2. If it is determined that a referral to the Performance Review Committee is warranted, the Chair provides a referral form to the person making the referral. The form is then

completed and submitted to the committee Chair, who, within five (5) class days, notifies the student (through their UA Little Rock email account) and other committee members that a referral has been made, and provides a copy of the referral form to the student and each committee member. The chair will then schedule a committee meeting, which the student is expected to attend, within ten (10) class days of initial written notification to the student,. It is the responsibility of the student to contact the committee chair to confirm her/his intent to attend the meeting. If the student refuses to attend, the review will be conducted in the student's absence.

3. The student may elect to invite at least one supportive person to attend the meeting, providing this has been communicated to the committee chair at least 5 class days prior to the meeting. Generally, the student's academic advisor in addition to others who are deemed relevant to the situation may be invited to attend the meeting
4. Prior to the meeting with the student, the chair will gather all necessary information pertaining to the reason for the referral, and will be responsible for assuring that committee members are provided the materials regarding the student. Before the student and any possible guests enter the meeting, the committee members will first meet to orient themselves to the factors specific to the student's situation.
5. During the meeting with the student and any invited guests, the committee Chair is responsible for facilitating the process. The Chair will present the evidence provided by the person who made the referral, in addition to other relevant information obtained in regard to the student's situation. The chair will then provide the student the opportunity to respond to the evidence presented.
6. Once all the evidence regarding the situation has been presented and discussed, any invited guests will be dismissed, and the student will be asked to wait nearby until a decision is reached. During this phase, it is the goal of the committee to arrive at a consensus as whether the referral is supported by the evidence, and if so, the recommendations and plan of action. Once a decision has been made, the student will be asked to re-enter the meeting and the decision and recommendations will be shared with the student.
7. Possible outcomes include, but are not limited to:
 - a. A finding that the referral is not supported by the evidence in which event the committee recommends that the student may remain in the program and no further action required.
 - b. A finding that the referral is supported by the evidence in which event the committee recommends a plan to remediate the problems identified (using designated form and procedures, and monitored by the appropriate program coordinator).
 - c. A finding that the referral is supported by the evidence in which event the committee decides that the student is to be dismissed from the School of Social Work.
8. Following the meeting, the committee Chair will provide the student with a copy of the written recommendations no later than seven (7) class days following the performance

review meeting. A copy will also be provided to the student's advisor, program director, and Chair of the School of Social Work.

9. The committee, upon request of the program coordinators, may also meet periodically during the semester (fall/spring) to review the progress of any students who have an active remediation plan in place that is being monitored by the program coordinator. In the event that a student is not making satisfactory progress in relation to the remediation plan, the committee Chair will reconvene the committee and meet with the student to make further recommendations.

Appeal Process

Any student who appears before the Performance Review Committee may appeal the committee's decision. The first level of the appeal process is for the student to contact the Chair of the School of Social Work, outlining the reasons for the appeal. The student must submit the appeal in writing within ten (10) class days of having received the committee recommendations. The School of Social Work Chair will then review the appeal, and respond in writing to the student within ten (10) class days of having received the student's appeal request. If the student wishes to appeal the School of Social Work Chair's decision, the student may proceed to appeal, in writing and within ten (10) class days, to the Dean of the College of Education and Health Professions. The decision of the Dean of the College of Education and Health Professions is final.

General Policies

Professional Conduct

The Social Work Code of Ethics is a reminder that professional conduct not only refers to relationship with clients but also with co-workers and fellow students. Because membership in a profession implies an encompassing set of values, professional conduct is expected at all times whether on campus or off campus. Students are expected to maintain a professional role at the agency. Any act that would constitute unethical practice or a violation of law – whether it is or is not committed in college-related or field experience activities – is grounds for disciplinary action, including dismissal from the program.

Confidentiality is a special concern in areas in which a student may know the client, his/her family, or have mutual friends. It is of utmost importance that professionals respect and safeguard the right to privacy of those they serve, both in conversation and in maintaining written records. Students are expected to adhere to agency policies when working with agency records.

Agencies are requested to permit student access to files to accomplish the terms of the learning contract. If agency policy prohibits a student intern access to files, which are necessary to complete assignments planned in the learning contract, it is the field instructor's responsibility to inform the student of such policy and to assist in a substitute plan to complete the learning contract assignment.

In the field, students are representatives of the agency and are expected to be accountable to the agency, the community, and the client(s). If questions arise about a student's ability to maintain such representation in a professional manner, the Field Coordinator should be notified immediately.

Confidentiality is an issue in the classroom where situations in the field may be discussed. Although identifying clients by name is strictly prohibited, some descriptions of a client may make him/her identifiable to another person. Therefore, all topical discussions in the seminar class are expected to be considered confidential information and must not be shared with anyone outside the class. It is appropriate to discuss client behavior, ethical dilemmas, or personal feelings in class. It is not appropriate to name names or to identify personalities or, in some cases—agencies, in these discussions. Drawing appropriate boundaries with what we share among classmates is an important consideration in maintaining confidentiality and privacy. Any knowledge of confidential information that is shared among students should be reported to the field liaison or the field coordinator as soon as it becomes known.

Students are professionals and may be called upon to make decisions regarding client interaction and following agency policy. However, students are also interns and are not to act on their own without first consulting their field instructor. If a supervisor is not available, the student should contact the most available professional at the agency or someone designated by their field instructor. At no time should a student discuss agency issues with an outside person, visiting professionals, or persons not within the designated sphere of authority. If a student witnesses what appears to be child abuse at an agency and feels he/she cannot discuss the issue with the field instructor; the student should contact the field liaison immediately to discuss what procedures to take.

Dress Code

Students are expected to wear professional clothing to the agency. Professional dress varies from agency to agency and the field instructor can be consulted if a question exists. Clothing that is not considered professional includes jeans with holes, any blouse or tank top that reveals cleavage, tight-fitting jeans or pants, exposed underwear, or skirts/shorts that are mid-thigh or higher. Professional clothing in business settings may require more formal attire, such as heels and suits. However, in the social work setting, a more casual dress is often acceptable and often preferred.

Absences from the Agency

Students are required to notify the field instructor in advance if they are to be absent from their placement. Also, when carrying a caseload, students should provide a telephone number where they can be reached outside of regularly scheduled hours. Students can follow the UALR calendar for vacations and holidays if the agency agrees but must keep the agency informed with appropriate time allowed for the agency to plan for the expected absence. When the agency is closed on a religious or legal holiday or because of inclement weather, the student is not expected to report. However, this time must be made up in order to complete all hours for the field experience. The Program respects religious diversity and the observation of traditional holidays.

Students must make up all time lost due to illness, transportation difficulties, child care

problems, or other personal issues. The make-up schedule is negotiated between the student and field instructor but must comply with University policies and Program policies regarding time constraints. Exceptions may be made under extraordinary circumstances, but must have the approval of the faculty liaison.

Students may be given time away from the agency to attend conferences or other educational or agency activities. This is done only with the advance approval of the field instructor and the faculty liaison and only if the activity is relevant to the student's learning experiences. This time may be included in the 240-hour requirement for the semester but cannot exceed 10% of total hours worked. The Program encourages the field instructor to ask the student to report to the staff or make presentations to other appropriate groups to reinforce the learning experience

Student Employment

The program acknowledges that some students need to work while enrolled in a practicum. This employment may not impinge on the time students are required to spend at their practicum. Any exceptions to the agency schedule must be with the prior approval of the field instructor and faculty liaison.

Travel

Travel reimbursement for students traveling to a field placement is not available. Travel reimbursement for expenses incurred by the student on agency business may be provided by the agency; however, this is a matter that should be discussed prior to the travel within or for the agency. If the agency does not have a reimbursement policy, the student is ultimately responsible for expenses incurred. If the student objects to agency policy regarding travel reimbursement, he/she should address concerns first to the field instructor, then the faculty liaison, the Field Coordinator, and finally the Program Coordinator. If further redress is necessary, then normal grievance procedures must be initiated with the assistance of the faculty advisor.

Regarding transporting clients, the student should be aware that liability follows the vehicle. Therefore, the School neither condones nor recommends that students transport clients in their personal vehicles. If the agency requests the student to transport a client, the School expects that the normal standard of care practices be exercised by the agency. This includes providing the student with the use of an insured agency vehicle and adequate driver safety education given prior to transportation of a client. The student also needs to be aware that even though he/she is driving an agency vehicle, he/she may still be held personally responsible in the event of legal action. Students are asked to sign an informed consent (see appendix) to transport a client if they opt to transport a client in their own vehicle. This form will be maintained on file at the School.

Professional Liability Insurance

Students in field practice can be sued. Therefore, all students enrolled in field practice courses are required by the University to participate in a group plan for professional liability insurance. The cost of this insurance varies according to the charges made by the University's insurance carrier. An effort is made to obtain the most economical coverage possible; it is reasonable to expect to pay \$14.50 for the year for liability insurance coverage. This fee will be automatically added to the enrolled field practice student's UALR account prior to beginning

their internship.

Placement Difficulties and Appeals

Students may request a review of their field experience at any time, either in regard to the performance evaluation or other concerns regarding the capacity of the placement to meet their learning needs. Students must address this placement problem by first discussing with the field liaison or the field coordinator. If dissatisfaction continues, a student may seek assistance from the program coordinator through the Formal Review process order.

The Field Coordinator is available for consultation regarding field experience issues and the appeals process, and students are encouraged to make use of this avenue. Students who have reason to question their particular assignment should contact the Field Coordinator for an explanation of the placement rationale.

A student who is dissatisfied with his/her assigned field placement must first question the nature for his/her discontent by asking these questions: Is the source of my discontent based on certain attributes of the agency? Is it based on a dislike for the field instructor? Or, is the assignment not measuring up to a preconceived idea of what the placement should be? Am I having difficulty developing empathy with a particular client group? Do I feel scared about what I predict will be expected of me? These are questions that will be asked by the Field Coordinator and/or the Program Coordinator in hearing your complaint.

Since “use of self” is a major part of learning in the social work experience, negative feelings are used as a tool to discover and broaden a person’s understanding of self. A placement is analogous to a learning assignment in a course. Problems with agency personnel or other student workers are opportunities for growth. Is a student able to appeal the textbook assigned by the methods teacher? Rather than leaving a field experience in order to “fit” better elsewhere or to feel more comfortable, the social work field experience will expand the student’s ability to adapt to diverse and challenging opportunities. Comfort is not a goal of the program; learning is.

If, after thorough discussion, one feels compelled to request a transfer to a secondary placement, and that request is denied, a student may file an appeal through the Field Coordinator to the Program Coordinator for re-consideration of a placement assignment. The appeal must be in writing. Consideration for reassignment will be given to any student who provides significant information to indicate that an agency is not adhering to the School/Agency Agreement, a copy of which is contained herein (see appendix), or is in violation of social work values.

U of A at LR Policy Statements

If you should need information on clubs or organizations, or want to use university facilities or sponsor a fund-raising drive, please visit <http://ualr.edu/deanofstudents/university-rules-regulations/>. You will also find information on your student rights and responsibilities: <http://ualr.edu/deanofstudents/student-rights/>, the university’s responsibilities to you, and much more. Keep this material handy for easy reference, if you have questions or concerns regarding these or other policies, you should contact the Office of the Dean of Students, Donaghey Student Center Suite 215, 501-569-3328.

Disability Support Services

The University does not discriminate on the basis of disability in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the implementing of Federal regulations with respect to admission or access to or employment in its programs and activities. Those seeking academic or program accommodations because of a disability should contact Disability Resource Center which is located in the Donaghey Student Center, Room 103, telephone 569-3143, and on the Web at www.ualr.edu/disability.

Professional Development Form

Faculty, this form is to identify problems early and develop an action plan. Please complete and submit to Field Coordinator. When completed, this form becomes part of the student's permanent file.

Date: _____ Semester: _____
 Student/T#: _____

- 1 = No evidence of being problematic
- 2 = Somewhat problematic; further growth needed
- 3 = A significant concern

If all behaviors in a category are not of concern, highlight or circle those that do apply.

Areas of Concern	Ratings		
Demonstrates “rescuing behaviors.” Inability to form healthy and/or productive relationships with others; critical of others; discourteous; poor social skills; little or no self-awareness of impact of behavior on others	1	2	3
Personal problems and issues interfere with learning and performance	1	2	3
Frequently absent from or tardy to class or leaves class early	1	2	3
Work performance does not meet minimal requirements or expectations; work turned in incomplete or late; unprepared for class/internship	1	2	3
Not receptive to constructive criticism or I negative feedback; doesn't take ownership	1	2	3
Personal and/or religious beliefs interfere with acceptance of core social work values; unable to internalize core social work values; overly biased with viewpoints to the extent that there is no openness to professional growth; danger of imposing these beliefs in practice; ethnocentric in viewpoints.	1	2	3
Inability to work in groups; does not carry fair load in the group; lack of collaborative skills in working with others	1	2	3
Focuses on grades rather than learning; argumentative about grades received	1	2	3

Inappropriate comments in class/field; too much inappropriate personal sharing; often acts out in self-interest; egocentric; sleeps in class	1	2	3
Mental health problems interfere with acceptable performance	1	2	3
Evidence of substance abuse	1	2	3
Immaturity in behaviors; general lack of self-awareness	1	2	3
Lacks independence in completing work; overly dependent on instructions from instructor and/or other students; little responsibility for own learning.	1	2	3
In trouble with the law; particularly violence issues; evidence of volatility; lack of	1	2	3
Boundary issues	1	2	3
Poor oral or written communications skills; poor grammar; inability to articulate; poor oral or written communications skills; poor grammar; inability to articulate assignments	1	2	3
Inappropriate attire	1	2	3

Plan for Corrective Action:

Student Response:

Student signature _____ Date _____

Faculty signature _____ Date _____

Field Related Assignments

Portfolio

All student field & seminar documentation will be maintained in a portfolio divided in the following sections: 1. Learning Contract 2. Competency Behaviors 3. Activity/Supervision Logs 4. Time Sheets 5. Process Recordings 6. Assessments 7. Field Evaluations 8. Miscellaneous.

The portfolio should be organized with tabs for each CSWE core competency and their corresponding behaviors. Your field instructor and/or field seminar instructor may require additional sections to be included in your portfolio. Students should view their portfolio as their tool for showing evidence of all field tasks conducted at the agency. Always remember to exclude or redact all client identifying information.

Learning Contract

The development of a learning contract or agreement involves listing specific “field tasks” that the student will perform or demonstrate in their field placement as well as how the student will document evidence in their portfolio how that behavior was enacted. The variety of assignments within Field Seminar I/II, and the Practice courses provide ample opportunity to demonstrate over the course of the academic year the sum total of the competency behaviors. The Learning Contract should be considered a “working document” in that it can be revised in conjunction the student’s field instructor and liaison when the need arises.

Field Evaluations

Evaluation of student performance is very important in the social work field experience. Feedback of student performance and progress will come informally during Field Seminar, weekly supervision and during day in – day out activities at the agency. Formal evaluation of the student will occur during the mid-point of each semester, and at the end from the Field Instructor and Field Liaison. Student’s will be evaluated and rated on their ability to perform and document each of the CSWE core competencies as well as their overall ability to function professionally in the work place. Students will be held to the same standards of professional and ethical behavior as agency social workers. Students will conduct an evaluation of their field performance and discuss it with their field instructor during supervision. The student’s field evaluation of self is to be included in the Portfolio.

**Portfolio Grading Rubric Mid-Semester
SOWK 4541/4542 Field Experience I / II**

STUDENT: _____

FALL SEMESTER: **SPRING SEMESTER:**

	EARNED POINTS	TOTAL POINTS
LEARNING CONTRACT <ul style="list-style-type: none"> • Field task for all competency behaviors • Field tasks are appropriate • Plan for documentation is measurable & appropriate • Signed by field instructor • Submitted by due date 		20
PORTFOLIO <ul style="list-style-type: none"> • Field tasks accurately display competency behaviors • Documentation is measurable and appropriate • Easy to identify behaviors in portfolio documentation 		20
ORGANIZATION AND PRESENTATION <ul style="list-style-type: none"> • Portfolio and contents are neat and orderly • Section tabs are clearly notated • Contents organized & professional in appearance 		5
USE OF MISCELLANEOUS <ul style="list-style-type: none"> • Documentation of being creative and/or doing more than the required bare minimum. • Workshops/Trainings • Journaling of agency experience 		5
TOTAL POINTS		50

NOTES:

BSW FIELD LIAISON SIGNATURE

DATE

Portfolio Grading Rubric-Final
SOWK 4541/4542 Field Experience I/II

STUDENT: _____

FALL SEMESTER:

SPRING SEMESTER:

	EARNED POINTS	TOTAL POINTS
LEARNING CONTRACT <ul style="list-style-type: none"> • Field tasks for all practice behaviors • Field tasks are appropriate • Plan for documentation is measurable & appropriate • Signed by field instructor 		30
COMPETENCY BEHAVIORS DOCUMENTATION <ul style="list-style-type: none"> • Field tasks accurately display competency behaviors • Documentation is measurable and appropriate • Easy to identify completion of competency behaviors in portfolio documentation 		30
TIME SHEETS <ul style="list-style-type: none"> • Hours calculated correctly & signed by field instructor 		10
STUDENT FIELD EVALUATION (OF SELF) <ul style="list-style-type: none"> • Completed and submitted by due date 		10
ORGANIZATION AND PRESENTATION <ul style="list-style-type: none"> • Portfolio and contents are neat and orderly • Section tabs are clearly notated • Contents organized & professional in appearance. 		10
USE OF MISCELLANEOUS <ul style="list-style-type: none"> • Documentation of being creative and/or doing more than the required bare minimum. • Workshops/Trainings • Journaling of agency experience 		10
TOTAL POINTS		100

NOTES:

BSW FIELD LIAISON SIGNATURE

DATE

Bi-Monthly Activity and Supervision Log

Student:

Log for Weeks _____

(Your first bimonthly log will be “Week 1 thru Week 2”)

1.) Identify Competency Behaviors from your Learning Contract that you demonstrated during the past two weeks for this log, and explain the actions you engaged in that show evidence of your competency level.
2.) Explain in detail how information learned during classwork, something said during a lecture, and/or garnered from assigned readings that assisted you in fulfilling your role at the agency (Knowledge):
3.) Share an experience from your agency setting where there was a conflict between social work <u>values</u> and your personal values and/or agency policies. How was this conflict resolved? Explain what occurred if not resolved. OR If you did not experience a values conflict, describe <u>two</u> (2) situations in which you demonstrated social work values per the NASW Code of Ethics. (Values):
4.) Show evidence of how you demonstrated social work skills during an interaction with a client system at your Agency. These would include any number of Micro/Mezzo/Macro social work skills learned in Practice I, II, & III.(Skills):
5.) Write a summary of topics discussed during supervision with your Field Instructor, including newly assigned tasks and/or corrective action. (Supervision):

Hours in internship past two weeks:

MON:	TUES:	WED:	THURS:	FRI:
MON:	TUES:	WED:	THURS:	FRI:

Running Total: _____ (240 by end of semester)

Student Signature

Date

Field Instructor Signature

Date

GUIDE TO THE LEARNING CONTRACT – BSW FIELD EXPERIENCE

Student: _____ **Instructor:** _____

Liaison: _____ **Agency:** _____

Internship Period: _____

Guideline: This guide provides examples of tasks/activities that foundation year students may use in order to demonstrate specific competencies. At the beginning of each semester, the instructor and student develop a plan for specific experiences designed to help the student meet the program's competencies, outlined in the course objectives. In the second semester, it is important to build on the knowledge, values and skills from the first semester, so that each competency can be mastered by the end of the second semester. If the agency or program does not have services available to meet learning objectives, alternative sources outside the agency can be obtained. The faculty liaison is available to assist in the development and modification of the learning contract. Progress toward mastering the core competencies should be reviewed in weekly instructional meetings, updated, and used as an ongoing measure of student performance leading up to the final student evaluation of performance.

Instructions for students: From the beginning of the internship, identify in your learning contract, skills you will want to practice. Then proceed to add additional skills you will want to practice in the 2nd semester. List specific activities and/or tasks you will do in order to learn/demonstrate each competency behavior. You are required to document specific instances where each competency behavior is demonstrated. By the end of the second semester, you should have demonstrated mastery in each of the 9 core competencies. You are **required** to both **list** the **dates** when the competency behaviors were demonstrated and **evidence** of where they can be found in your portfolio.

Competency 1. Demonstrate Ethical and Professional Behavior.

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

and the ethical use of technology in social work practice

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

- Recognition of how specific parts of NASW code of ethics apply to agency setting

Tasks/activities where student could demonstrate behavior:

- Identify an ethical issue (NASW Code), resolved or unresolved, as evidenced in process recording, supervision, and/or observation.
- Identify an understanding of dual relationships as it relates to inappropriate boundary crossings. Provide specific examples in supervision and process recordings.

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

Tasks/activities where student could demonstrate behavior:

- Complete a self-assessment and/or document aspects of behavior (personal reflection/self-correction) in process recordings.
- Use two case examples (documented on supervision and activity log) where personal reflection and self-regulation are demonstrated.

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

- Dresses in a professional manner and follows agency dress code if present professional demeanor in behavior
- Acts professionally and responsibly in matters of punctuality and timeliness of assigned work
- Manages time effectively
- Follows agency attendance policies
- Works collaboratively with agency staff and professional from other disciplines professional demeanor in communication
- Communicates clearly and effectively with agency personnel and referral sources
- Speaks clearly and professionally
- Keeps accurate and up-date records
- Writes clear, concise, complete, and legible documents with proper grammar, syntax, spelling and punctuation on all written work

Tasks/activities where student could demonstrate behavior:

- Locate agency dress code policy and review
- Use appropriate language and behavior with clients as evidenced in process recordings and/or supervisory sessions.
 - Write professionally as evidenced in progress notes, agency forms/assessment, and/or UALR field assessments).

1.4 Use technology ethically and appropriately to facilitate practice outcomes.

- Uses agency-based software appropriately
- Adheres to ethical and legal requirements in regard to all work-related electronic communication
- Uses professional email in an ethical the responsible manner

1.5 Use supervision and consultation to guide professional judgment and behavior.

- Assumes the role of learner and accepts the field instructor as teacher
- Prepares for supervisory conferences ahead of time (guided questions/focus)
- Seeks and responds non-defensively to feedback about professional performance
- Identifies strengths and growth areas in knowledge, values, skills and implementation of practice behaviors with instructor
- Carries learning from supervisory sessions to work with clients
- Transfers skills from one situation to another
- Demonstrates the ability to operate independently as is appropriate to field setting

Tasks/activities where student could demonstrate behavior:

- Come to supervision with an agenda for meeting (as evidenced by supervisory feedback and supervision & activity logs).
- Use supervisory feedback as evidenced by process recordings.

Competency 2: Engage Diversity and Difference in Practice

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

2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

- Seeks out an understanding of the client's culture and identity through respectful questioning and observation

Tasks/activities where student could demonstrate behavior:

- Use culturally sensitive language and ideas as evidenced in process recordings.

2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences.

Tasks/activities where student could demonstrate behavior:

- Model oneself after other professionals who demonstrate openness to new ideas and opinions.
- develop appropriate strategies for managing biases effectively in order to practice without discrimination

2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

- Demonstrate compassion and acceptance of difference

Tasks/activities where student could demonstrate behavior:

- Provide examples (in process recordings or supervision) of situations where personal biases and values were not allowed to influence practice with a diverse group.
- Accept feedback in a situation where the instructor perceived biases influencing practice.
- Identifies differences in one's own values/cultural background, and that of client's
- Recognizes own biases and prejudices
- Is able to differentiate one's own values from those of the social work profession
- Recognizes the boundary between one's own values and that of client's

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

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

3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

- Knowledge of resources for agency population
- Demonstrate advocacy skills for clients in obtaining needed resources
- Demonstrates a commitment to societal change in the service of social & economic justice

Tasks/activities where student could demonstrate behavior:

- Research and present a case in treatment team meeting or other agency meeting involving human rights and/or social and justice issues.
- Conduct a policy review of agency to determine if changes need to be made as evidenced by supervision and activity log.
- Participate in a community event that promotes social justice.

- Attend lobby day and/or contact my legislator regarding an issue related to social justice.

3.2 Engage in practices that advance social, economic, and environmental justice.

Tasks/activities where student could demonstrate behavior:

- Prepare and deliver a one-hour educational training to agency staff (or in a meeting) as evidenced by weekly log.
- Attend a caucus at the annual NASW meeting to discuss issues within a specific client system.

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

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

4.1 Use practice experience and theory to inform scientific inquiry and research.

Tasks/activities where student could demonstrate behavior:

- Identify practice experience and research in at least two interventions as evidenced by articles in portfolio or discussion in supervision.
- Develop a referral system for clients appropriate to agency needs.
- Seek consultation from two licensed social workers on identified client system as evidenced by process recording or supervision and activity log.

4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

Tasks/activities where student could demonstrate behavior:

- Read professional journal articles that relate to practice and discuss with supervisor.
- Be able to find, read, and interpret, and share research that impacts clients, be aware of data that agency is collecting and who they are collecting it for, and be aware of evidence based practice that agency utilizes.

4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.

- Assess evidence informed approaches
- Utilize agency's assessment and evaluation tools if available
- Use research findings to improve practice, policy, and social service delivery
- Evaluate research design

Tasks/activities where student could demonstrate behavior:

- Access evidence-based approaches to working with agency population as evidenced in assessments.

- Apply an evidence-based practice model, as evidenced in UALR field assessments, and treatment plan.

Competency 5: Engage in Policy Practice

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

5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

Tasks/activities where student could demonstrate behavior:

- In supervision, identify ways clients experience oppression and discrimination when it comes to accessing resources at your agency or on a local, state, or federal level; and discuss your findings during supervision.
- Identify social welfare or economic policies that are relevant to clinical social work practice and assess the impact on individuals or families

5.2 Assess how social welfare and economic policies impact the delivery of and access to social services

Tasks/activities where student could demonstrate behavior:

- Review literature related to social, economic, and environmental justice policy and its impact on clients served by your agency and present the information in supervision or other appropriate settings.

5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Tasks/activities where student could demonstrate behavior:

- Review agency policies and procedures and assess how they impact service delivery as evidenced in organizational assessment.
- Identify the impact of problems that affect the agency and/or its client population's wellbeing as evidenced in organizational assessment.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human

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

6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

- Skills in applying theory to guide the processes of engagement, assessment and intervention

Tasks/activities where student could demonstrate behavior:

- Apply theories to client systems as evidenced in UALR field assessments.
- Develop a treatment plan, which includes problem identification and interventions, as evidenced in UALR field assessments, and agency treatment plans.
- Exemplify use of theory and practice models as evidenced in progress notes, and process recordings

6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

- Convey interest & concern
- Paraphrasing
- Partializing & prioritizing
- Active listening
- Maintain focus
- Reflecting of thoughts
- Reflection of feelings
- Reflection of meaning
- Summarizing responses
- Professional use of self
- Setting limits
- Open/closed ended questions
- Seeking concreteness

Families

- Skills in joining with each member and accommodating to family's style of interaction
- Explore meaning of presenting problem with each member
- Assess attempts family has tried to resolve problem
- Skills in establishing the frame of treatment (confidentiality, meeting times, consent, fees cancellation policy)

Tasks/activities where student could demonstrate behavior:

- Use empathy as evidenced in process recordings.
- Use four additional engagement skills as evidenced in process recordings

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

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

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

- Skills in preparing a well written group assessment (good spelling, grammar, sentence construction)

Organizations

- Knowledge of how agency's broader context influences organizational functioning
- Knowledge of agency's history, mission, goals and funding
- Knowledge of agency's position in the community related to other similar providers
- Knowledge of populations served
- Knowledge of organizational dynamics and how leadership functions in agency setting

Communities

- Knowledge of social problems that have an impact on community being served
- Knowledge of the cultural, economic, political and historical influences of the community
- Knowledge of community resources

Tasks/activities where student could demonstrate behavior:

- Conduct and formulate (in UALR format) an individual client assessment.
- Conduct and formulate (in UALR format) a family assessment.
- Conduct and formulate (in UALR format) a group assessment.
- Conduct and formulate (in UALR format) an organizational assessment.
- Conduct and formulate (in UALR format) a community assessment

7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

- Knowledge of agencies policies and procedures and how they impact service delivery
- Identifies processes involved in the agency regarding policy development
- Knowledge of how agency policies and procedures affect diverse populations eligible for services

Tasks/activities where student could demonstrate behavior:

- Apply knowledge to understand and predict human behavior through UALR field assessments, discussion in supervision, and observation.

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

Tasks/activities where student could demonstrate behavior:

- Develop a mutually agreed-on focus with client as evidenced in process recordings.
- Document (in process recordings) any changes in the on-going assessment of client.
- Assess and document client strengths and needs in all assessments, process recordings, treatment plans, supervision and activity logs. Skills in identifying and prioritizing goals.
- Formulate goals, objectives and interventions with client as evidenced in field contract, assessments, treatment plans and process recordings.

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

- Choose appropriate intervention and give rationale for choice

Tasks/activities where student could demonstrate behavior:

- Discuss interventions with field instructor during supervision as evidenced by supervision & activity log.
- Select interventions for implementation as evidenced in field contract, assessments and process recordings.
- Explore with field instructor why certain interventions were selected and their potential outcomes.

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

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

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

- Choose appropriate intervention and give rationale for choice

Tasks/activities where student could demonstrate behavior:

- Discuss interventions with field instructor during supervision as evidenced by supervision & activity log.
- Select interventions for implementation as evidenced in field contract, assessments and process recordings.
- Explore with field instructor why certain interventions were selected and their potential outcomes.
- Knowledge of practice theories/models/perspectives that inform interventions
- Skills in obtaining published research studies and selectively applying research findings to work with individual clients
- Skills in identifying, and when appropriate, implementing interventions relevant to client's situation, needs, available resources, and agency's purpose:

Individual

- Educating
- Professional use of self
- Giving advice
- Problem-solving
- Reframing
- Advocating for resources
- Confronting
- Skills in implementing solution-focused practice model:
- Setting goals
- Miracle question
- Finding exceptions
- Validating competence
- Coping questions
- Scaling questions

Family

- Knowledge of at least one family practice model that informs interventions
- Skills in obtaining published research studies and selectively applying research findings to work with family
- Skills in identifying, and when appropriate, implementing interventions relevant to family's situation, needs, available resources, and agency's purpose
- Skills in helping family access agency/community services

Group

- Skills in obtaining published research studies and selectively applying research findings to work with groups
- Skills in identifying, and when appropriate, implementing interventions relevant to groups purpose and function

Organizations

- Skills in obtaining published research studies and selectively applying research findings to work with client
- Skills in identifying, and when appropriate, implementing interventions relevant to organization's mission and purpose

Communities

- Skills in obtaining published research studies and selectively applying research findings to work with communities
- Skills in identifying, and when appropriate, implementing interventions relevant to community's demographic population, needs, available resources, and agency's purpose

Tasks/activities where student could demonstrate behavior:

- Access evidence-based approaches to population being served as evidenced in field contract and all assessments.
- Implement prevention/intervention strategies as evidenced in field contract, all assessments, treatment plans and process recordings.

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

Tasks/activities where student could demonstrate behavior:

- Implement various interventions across all levels of practice (micro, mezzo, macro) and consider the best response to meet client needs and share my findings during staff meetings and/or supervision.

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

Tasks/activities where student could demonstrate behavior:

- Interview populations affected by agency policy and document in process recording.
- Attend community meeting to present identified concerns and ideas as evidenced in activity log.

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

Tasks/activities where student could demonstrate behavior:

- Negotiate, mediate and/or advocate for client as evidenced in process recording.

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

- Provides client appropriate notice of transitions, transfers, or endings
- Skills in eliciting feelings around transitions/endings
- Skills in consolidating gains during the transition/ending phase

Tasks/activities where student could demonstrate behavior:

- Professionally terminate with client: discharge planning; aftercare plans; or the ending phase of treatment, as evidenced in process recordings.

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

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

9.1 Select and use appropriate methods for evaluation of outcomes

Tasks/activities where student could demonstrate behavior:

- Collaborate with field instructor to identify the best evaluation approach for clients and for their final service-learning project

9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

- Skills in applying theory to guide the processes of engagement, assessment and intervention

Tasks/activities where student could demonstrate behavior:

- Develop a treatment plan, which includes problem identification and interventions, as evidenced in UALR field assessments, and agency treatment plans.
- Exemplify use of theory and practice models as evidenced in progress notes, and process recordings

9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

- Knowledge of instruments and other evaluation tools relevant to client population being served
- Skills related to accessing evaluation tools appropriate to clients being served.

Tasks/activities where student could demonstrate behavior:

- Complete an evaluation of practice in UALR format
- Review and discuss treatment plans with field instructor as evidenced by supervision & activity logs.

9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Tasks/activities where student could demonstrate behavior:

- Present findings from service learning project to agency and include application of findings to practice
- Identify strengths and potential future changes with evaluation process at the agency that could lead to improved outcomes for clients and client systems.

The Learning Contract – Field Experience I & II

***List 2 planned field tasks / activities per Practice Behavior to be evaluated
in each semester**

Student Name:

Date:

Agency:

Field Instructor Signature _____

Competency #1: Demonstrate Ethical and Professional Behavior			
Competency Behavior	Field Tasks:	Documented Where	Completion Date
1.1 Make ethical decisions by apply the standards of the NASW Code of Ethics			
1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations			
1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.			
1.4 Use technology ethically and appropriately to facilitate practice outcomes.			
1.5 Use supervision and consultation to guide professional judgment and behavior.			

Competency #2: Engage Diversity and Difference in Practice			
Competency Behavior	Field Tasks:	Documented Where	Completion Date
2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.			
2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences.			
2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies..			

Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice			
Competency Behavior	Field Tasks:	Documented Where	Completion Date
3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.			
3.2 Engage in practices that advance social, economic, and environmental justice.			

Competency #4: Engage in Practice-informed Research and Research-informed Practice			
Competency Behavior	Field Tasks:	Documented Where	Completion Date
4.1 Use practice experience and theory to inform scientific inquiry and research.			
4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.			
4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery			

Competency #5: Engage in Policy Practice			
Competency Behavior	Field Tasks:	Documented Where	Completion Date
5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services			
5.2 Assess how social welfare and economic policies impact the delivery of and access to social services			
5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.			

Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities			
Competency Behavior	Field Tasks:	Documented Where	Completion Date
6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies			
6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.			

Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities			
Competency Behavior	Field Tasks:	Documented Where	Completion Date
7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;			
7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies			
7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies			
7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.			

Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities			
Competency Behavior	Field Tasks:	Documented Where	Completion Date
8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies			
8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.			
8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.			
8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.			
8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.			

Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities			
Competency Behavior	Field Tasks:	Documented Where	Completion Date
9.1 Select and use appropriate methods for evaluation of outcomes.			
9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.			

GENERIC DOCUMENTATION FOR THE PORTFOLIO

DATE: _____

THIS IS TO CERTIFY THAT (Student name): _____

FULFILLED COMPETENCY BEHAVIOR # _____ OF THE LEARNING CONTRACT

WITH THE FOLLOWING ACTIVITY: _____

THIS ACTIVITY WAS PERFORMED (where) _____

ON (date) _____.

FIELD INSTRUCTOR SIGNATURE

DATE

Process Recordings: Process and Format

Description of process recording

Process recording is the intern's verbatim recollection of the interaction. Preparation for process recording requires that interns concentrate on the client(s) verbal and nonverbal behavior throughout the encounter. Documentation leads the intern to review the sequence of events and reassess the transaction. Interns also assess their practice behaviors, skills, attitudes, and values through process recordings. Process recordings are used to develop skills in engagement, assessment, intervention, self-awareness, and use of self in the client transaction. Process recordings, like any other forms of recording, serve as a basis for discussion in supervision and in the classroom.

Purpose of recordings

- method for field instructor and faculty liaison to provide corrective feedback
- mechanism for evaluating intern's practice behavior/skill level
- mechanism for evaluating intern's professional development
- method for teaching intern to assess the client-situation and their own performance
- method for student to become aware of their emotional and cognitive responses during client interactions
- method used in combination with other learning approaches such as audio and video recordings of client transactions
- method for integrating theory with practice

Policies concerning confidentiality and ownership of recordings

All intern educational recordings are to be treated confidentially. Client names and identifying information should be disguised, preferably by assigning pseudonyms. The intern, field instructor, faculty liaison, and School of Social Work Assessment Panel are persons privy to intern recordings. Process recordings are to be placed in the student's internship portfolio and may be destroyed after the assessment process and/or at the end of the academic year with the approval of the Field Instructor and Faculty Liaison.

Outline for process recording

I. Purpose of interview/client contact

The purposes of the client(s) contacts will be concise, clear, specific to the client and the interview, and, preferably, measurable. The purpose of the contact shows the relatedness between this interview and previous interviews, when applicable. The purpose can also be personal.

- a. Professional: What are you interviewing for? Remember, an interview is a conversation with a purpose. Are you assessing, evaluation, updating, linking, negotiating, confronting, responding, etc. and for what?
- b. Personal: Why did you choose this particular interview for a process recording? Was this something you did well? Something you got stuck on? Something you wanted to practice? What do you want feedback on from your supervisor? For example, "This was a routine visit for...and I want to assess how well I did on. . ."

II. Observations

Record observations of the client's appearance, demeanor, nonverbal communications, thought process, discrepancies between verbal statements, affect, etc. Record general impressions of the physical and emotional climate of the transaction. AS EVIDENCED BY!!! Use your five senses and get behavioral about the client and the environment.

III. Content

Record (write down/type) verbatim the content of the interview/transaction. At a minimum, the content section should include the following:

1. Description of how the interview began (introductions, clarification of purposes of interaction, planning task implementation, etc.)
2. Pertinent factual information and responses of both client and intern
3. Identification of specific social work practice behaviors/skills used - list in column headed "practice behavior/skill used"
4. Description of the apparent emotional content of the interview - identify intern's emotional responses in column "your emotional reaction"
5. Description of thoughts that led to verbal response and/or assessment of that response/intervention - describe under column "your assessment"

IV. Post-interview assessment

The post interview assessment includes intern impressions based on the interactions and content of the interview. Was rapport established? Were the purposes attained? Why or why not? Was the focus maintained in the transaction? What are the barriers to change, if any? Were the client's motivations and capacities a help or hindrance to the process? Are additional resources needed? How did the client respond to you, your intervention? Themes present in the interview?

V. Social worker's practice behaviors, skills and roles

Practice behaviors under each competency are listed in your learning contract, with more in-depth descriptions of the knowledge, values and skills that makeup each competency being located in the final evaluation measure. As you list practice behaviors demonstrated, you may also specify the skill components of the competency. For example, if, in a sample process

recording, you listed practice behavior 10.1, “use of empathy and other interpersonal skills,” you could also list “use of self,” as a skill for this particular practice behavior. The intern assesses the various roles (advocate, problem solver, resource broker, case manager, etc.), interview and engagement, assessment intervention skills, self-awareness, and use of self in the transaction. If the intern could do the interview over again, what would she/he do differently? What did you notice about your thoughts/feelings and how they impacted the interview?

VI. Plan

Summarize plans and goals for the next transaction, if another will occur. Ties in with the assessment. What will you and the client do next—what, when, where, why? If you do not plan to see this client again, what would you plan if you were to see them again?

Reference sources:

Dwyer, M. & Urbanowski, M. (1966). Student Process Recording: A Plea for Structure. Social Casework. May issue.

Kagle, J.D. (1991). Social Work Records (2nd edition). Prospect Heights, IL: Waveland Press, Inc.

PROCESS RECORDING FORMAT

I. PURPOSE OF INTERVIEW/CLIENT CONTACT

II. OBSERVATIONS

III. CONTENT (SEE ATTACHED PAGE FOR FORMAT)

IV. POST-INTERVIEW ASSESSMENT

V. ASSESSMENT OF SOCIAL WORKER'S PRACTICE BEHAVIORS, SKILLS AND ROLES

VI. PLAN FOR NEXT MEETING (If there is not another meeting, what "would" your plan be?)

Student/Client Interview (How Interview began, and then verbatim recording of interview)	Practice Behaviors/ Skills Used	Feelings (Your emotional reaction)	Thoughts (Your assessment)	Supervisory Comments

Field Instructor & Liaison Mid-Semester Evaluation

Student: _____ Instructor: _____

Agency: _____

Fall Semester Spring Semester

Instructor Liaison

Total Internship Hours _____

The Field *Instructor* completes the Mid-Semester Evaluation of Student Field Performance. There has not been sufficient time at this point in the semester to evaluate the student's completion of Learning Contract objectives, so field instructors are asked to evaluate the student in 10 general areas using the 5-point scale listed below. The Field *Liaison* will use the results of this evaluation tool along with information garnered during the liaison visit that focuses the student's performance and professionalism at the Agency to issue a mid-semester grade in Field Experience I/II.

Scale	Performance Measure	Description
5	Mastered Performance	The student intern is able to demonstrate effective and innovative application of the knowledge, values, skills, cognitive and affective processes related to performance
4	Superior Performance	The student intern demonstrates superior application of knowledge, values, skills, cognitive and affective processes related to performance.
3	Competent Performance	The student intern demonstrates competent application of the knowledge, values, skills, cognitive and affective processes related to performance.
2	Inadequate Performance	The student intern demonstrates beginning application of the knowledge, values, skills, cognitive and affective processes related to the performance of the behavior.
1	Lacking Performance	The student intern does not demonstrate the knowledge, values, skills, cognitive and affective processes related to the

	performance of the behavior.	
10 Performance Areas		Rating
1. Supervision – Student comes to supervision prepared to participate actively and demonstrates an ability to receive instruction.		
2. Quantity of Work – Student has daily tasks performed according to a designated schedule and within an agreed upon timeframe.		
3. Quality of Work – Consider the quality of judgment and decision-making that is demonstrated as well as the ability to plan and organize responsibilities.		
4. Reliability – Consider how well the student accepts and follows through with assigned tasks. Consider attendance, punctuality, and adherence to policies and procedures.		
5. Adaptability – How well does the student adapt to changing conditions at the Agency. Consider the student’s ability to manage effectively multiple tasks both independently and as a team member.		
6. Initiative – Rate the ability of the student to carry out <i>new</i> tasks as well as his/her contributions in developing and carrying out new ideas at the agency.		
7. Interpersonal Relations with Staff: How well has the student established and maintained an effective working relationship with Agency staff. Consider the level of cooperation, degree of supportiveness and respect for other staff.		
8. Communication – How well has the student demonstrated professional verbal and written communication at the agency? Consider also the student’s ability to actively listen to feedback.		
9. Trust – Consider the student’s ability to accept responsibility for mistakes as well as the field instructor’s <u>confidence</u> in the student’s abilities.		
10. Problem Solving – Consider the student’s ability to utilize critical thinking skills in order to find solutions to problems in the workplace.		
Total:		/ 50

Briefly describe the student's overall adjustment to the Agency setting, including areas for professional development and/or problem areas that have been addressed.

Field Instructor Signature/Date:

Student Signature/Date:

Field Liaison Signature/Date:

Bachelors Social Work Program University of Arkansas at Little Rock

FINAL EVALUATION OF STUDENT PERFORMANCE

Student: _____ Instructor: _____

Agency: _____

- Fall Semester Spring Semester
- Instructor Student Self-Evaluation

Guidelines:

The foundation year evaluation instrument is comprised of 9 sections, which reflect each of the nine core foundational competencies and associated competency behaviors as described in the 2015 EPAS, and in the course outlines for Foundations Internship I & II. All demonstrated behaviors are applicable to individual, family, group, organizational, and community assignments.

It is intended that the instructor will provide ongoing feedback to the student about performance throughout the semester and that the liaison will be included in this process at the midterm and final visits. Before the final semester liaison visit, the student and instructor each independently complete the evaluation form. The student and instructor review their ratings prior to the liaison visit, identifying discussion points, areas for development, etc. At the final visit, the liaison shares her/his evaluation for discussion and facilitates development of goals for the next evaluation period. This should be included with the instructor's evaluation form. Scores should not be changed on the individual forms. Both original forms should then be given to the liaison for submission to the Internship Office. Copies will be maintained in the student file. Students and instructors should also keep a copy.

Core Competencies

Students in the foundation year are required to demonstrate competency in 9 core areas, they include:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities

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

The curriculum provides the knowledge, values, skills, cognitive and affective processes necessary for the development of each of its core competencies, which become operationalized in competency behaviors specific to each competency. Each core competency has a set of behaviors, comprised of knowledge, values, skills, cognitive and affective processes. The actual competency behavior (skill) is the focus of evaluation for each student.

Students are rated on a five-point Likert-scale for each competency behavior. Individual scores for each competency behavior are then averaged for each of the 9 competencies:

Evaluation Key

Scale	Performance Measure	Description
5	Mastered Performance	The student intern is able to demonstrate both effective and innovative application of the knowledge, values, skills, cognitive and affective processes related to the performance of the behavior.
4	Superior Performance	The student intern demonstrates superior application of the knowledge, values, skills, cognitive and affective processes related to the performance of the behavior.
3	Competent Performance	The student intern demonstrates competent application of the knowledge, values, skills, cognitive and affective processes related to the performance of the behavior.
2	Inadequate Performance	The student intern demonstrates beginning application of the knowledge, values, skills, cognitive and affective processes related to the performance of the behavior.
1	Lacking Performance	The student intern does not demonstrate the knowledge, values, skills, cognitive and affective processes related to the performance of the behavior.

Performance Red Flags

First Semester (Mid-Year Evaluation)

The expected performance for a second semester student is level 3 for each behavior. If a student receives a 1 or 2 on any competency behavior, or falls below an average of 3 on any of the nine competencies, the following steps should be taken:

1. The field instructor comments in the narrative section what justified ratings. Be as specific as possible as to why student received 1's or 2's.
2. The field instructor informs the faculty liaison regarding the specific areas of concern
3. The field instructor, faculty liaison and student, develop a plan to improve competencies/practice behaviors that were identified as needing improvement
4. A performance review may be initiated when deemed necessary by the faculty liaison, field instructor, or field coordinator.

Second Semester (Final Evaluation)

The expected levels of performance for a second semester student are levels 3 and 4 for each behavior and an overall average of at least a 3 for each of the 9 competencies.

The following steps should be taken in situations where the student was given ratings in the 1-2 range for any competency behavior, or, fell under an average score of 3 for **any** of the nine competencies: **It is acceptable to put "na," in the first semester evaluation, however, there should be no instances of "na," in the second semester evaluation.**

1. The field instructor comments in the narrative section what justified ratings. Be as specific as possible as to why student received 1's and 2's.
2. The field instructor informs the faculty liaison regarding the specific areas of concern
3. Performance that falls below the expected level may preclude the student from receiving credit for field. It is assumed that a performance contract would have been in place in an effort to address low performing areas.
4. A performance review may be initiated when deemed necessary by the faculty liaison, field instructor, or field coordinator.

Narrative Section

The narrative section is designed to individualize the student's evaluation, and represents a significant component of the evaluative process. It is important to clarify:

1. Specific competency behaviors (and/or specific components of competency behaviors) that need further development
2. Competency behaviors that have shown significant growth
3. Major accomplishments and areas where the students excels

Competency #1: Demonstrate Ethical and Professional Behavior						
To what extent was student able to demonstrate...?						
Interns makes ethical decisions by applying professional standards (i.e. the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethic) as appropriate to context	1	2	3	4	5	N/A
Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	1	2	3	4	5	N/A
Intern demonstrates professional demeanor in behavior.	1	2	3	4	5	N/A
Intern demonstrates professional demeanor in appearance.	1	2	3	4	5	N/A
Intern demonstrates professional demeanor in oral communication.	1	2	3	4	5	N/A
Intern demonstrates professional demeanor in written communication	1	2	3	4	5	N/A
Intern demonstrates professional demeanor in electronic communication.	1	2	3	4	5	N/A
Intern uses technology ethically and appropriately to facilitate practice outcomes.	1	2	3	4	5	N/A
Intern uses supervision and consultation to guide professional judgment and behavior.	1	2	3	4	5	N/A

Narrative:

Competency #2: Engage Diversity and Difference in Practice						
To what extent was student able to demonstrate...?						
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level.	1	2	3	4	5	N/A
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the mezzo level..	1	2	3	4	5	N/A
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the macro level.	1	2	3	4	5	N/A
Intern presents themselves as learners to clients and constituencies.	1	2	3	4	5	N/A
Intern engages clients and constituencies as experts of their own experiences.	1	2	3	4	5	N/A
Intern uses supervision and consultation to Intern apples self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	1	2	3	4	5	N/A

Narrative:

Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice						
To what extent was student able to demonstrate...?						
Intern applies their understanding of social justice to advocate for human rights at the individual and system levels.	1	2	3	4	5	N/A
Intern applies their understanding of economic justice to advocate for human rights at the individual and system levels.	1	2	3	4	5	N/A
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the macro level.	1	2	3	4	5	N/A
Intern engages in practices that advance social justice.	1	2	3	4	5	N/A
Intern engages in practices that advance economic justice.	1	2	3	4	5	N/A
Intern engages in practices that advance environmental justice.	1	2	3	4	5	N/A

Narrative:

Competency #4: Engage In Practice-informed Research and Research-informed Practice						
To what extent was student able to demonstrate...?						
Intern uses theory to inform scientific inquiry and research.	1	2	3	4	5	N/A
Intern uses practice experience to inform scientific inquiry and research.	1	2	3	4	5	N/A
Intern applies critical thinking to engage in analysis of quantitative research methods and research findings.	1	2	3	4	5	N/A
Intern applies critical thinking to engage in analysis of qualitative research methods and research findings.	1	2	3	4	5	N/A
The ability to use and translate research evidence to inform and improve practice, policy, and service delivery.	1	2	3	4	5	N/A

Narrative:

Competency #5: Engage in Policy Practice						
To what extent was student able to demonstrate...?						
Intern identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	1	2	3	4	5	N/A
Intern assesses how social welfare and economic policies impact the delivery of and access to social services.	1	2	3	4	5	N/A
Intern applies critical thinking to analyze policies that advance human rights and social, economic, and environmental justice.	1	2	3	4	5	N/A
Intern applies critical thinking to formulate policies that advance human rights and social, economic, and environmental justice.	1	2	3	4	5	N/A
Intern applies critical thinking to advocate for policies that advance human rights and social, economic, and environmental justice.	1	2	3	4	5	N/A

Narrative:

Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities						
To what extent was student able to demonstrate...?						
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	1	2	3	4	5	N/A

Intern uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1	2	3	4	5	N/A
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Narrative:

Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities						
To what extent was student able to demonstrate...?						
Intern collects and organizes data and applies critical thinking to interpret information from clients and constituencies.	1	2	3	4	5	N/A
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	1	2	3	4	5	N/A
Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	1	2	3	4	5	N/A
Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	1	2	3	4	5	N/A

Narrative:

Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities						
To what extent was student able to demonstrate...?						
Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.	1	2	3	4	5	N/A
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	1	2	3	4	5	N/A
Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1	2	3	4	5	N/A
Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.	1	2	3	4	5	N/A
Intern facilitates effective transitions and endings that advance mutually agreed-on goals.	1	2	3	4	5	N/A

Narrative:

Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities						
To what extent was student able to demonstrate...?						
Intern selects and uses appropriate methods for evaluation of outcomes	1	2	3	4	5	N/A
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	1	2	3	4	5	N/A
Intern critically analyzes, monitors, and evaluates intervention and program processes and outcomes.	1	2	3	4	5	N/A
Intern applies evaluation findings to improve practice effectiveness at the micro level.	1	2	3	4	5	N/A
Intern applies evaluation findings to improve practice effectiveness at the mezzo level.	1	2	3	4	5	N/A
Intern applies evaluation findings to improve practice effectiveness at the macro level.	1	2	3	4	5	N/A

Narrative:

Additional Narrative: ***Please use additional space if needed.***

Instructor Signature & Date

Student Signature & Date

- I agree with evaluation
- I disagree with evaluation
- I will submit an addendum

Liaison Signature & Date

Field Liaison Final Evaluation of Student Performance

Student:	Date:
Agency:	
Liaison:	
Semester:	Total Internship Hours:
Assessment (140 pts. possible):	

Performance Areas	Possible	Rating
Documentation of Competency Behaviors 31 competency behavior field tasks were documented appropriately. Student demonstrated understanding of each behavior. Student demonstrated critical thinking skills in completing and documenting field tasks.	80	
Paperwork - was consistently received in a timely manner. All paperwork for the final field visit was presented on time.	20	
Communication – student consistently demonstrated professional verbal and written communication and ability to actively listen to feedback.	20	
Use of Supervision and Consultation - student demonstrated the appropriate use of supervision and consultation including when problems arose (student asked for help/sought support)	20	
TOTAL:	140	0

Student Evaluation of Agency

Student:

Semester/Year:

Agency:

Please share your reactions to and opinions about the experiences you've had at your agency field placement this past semester. The purpose of this document is to provide ongoing assessment of the BSW Program's field instruction. Additionally, this information can be utilized during supervision to plan for and enhance learning for yourself and future students. Your feedback is greatly appreciated.

1. Did you receive agency orientation at the beginning of your internship?	Yes	No			
<i>Please utilize ratings ranging from 1-5, with 1 being the lowest score and 5 being the highest.</i>					
2. How helpful agency orientation process was for you.	1	2	3	4	5
3. How often were you able to apply classroom instruction at your field placement?	1	2	3	4	5
4. How often did you meet with your field instructor for supervision?	1	2	3	4	5
5. Evaluate the extent to which supervisory meeting were helpful	1	2	3	4	5
6. Estimate the opportunities you had this semester to work with each client system listed (with 1 being never and 5 being very frequently):					
Individuals	1	2	3	4	5
Families	1	2	3	4	5
Groups	1	2	3	4	5
Agency/Communities	1	2	3	4	5

7. Indicate the amount opportunity you had to work with the following populations (with 1 being never and 5 being very frequently):					
People who are a different race than you	1	2	3	4	5
Lesbian, gay, transgender, and/or bisexual individuals	1	2	3	4	5
People who are experiencing homelessness	1	2	3	4	5
Recipients of Public Assistance	1	2	3	4	5
<i>Please rate the following factors related to your field placement:</i>					
8. Opportunity to learn about agency policies and procedures.	1	2	3	4	5
9. Warmth of agency personnel in making you feel welcome.	1	2	3	4	5
10. Assignment of field activities according to your learning contract.	1	2	3	4	5
11. Assistance in evaluating your progress, increasing your self-awareness and assessing your professional growth.	1	2	3	4	5
12. Assistance and encouragement with identification of professional values and professional behavior consistent with those values.	1	2	3	4	5
13. Opportunity to apply communication skills in person or in written tasks.	1	2	3	4	5
14. Opportunity to observe competency skills used by agency personnel.	1	2	3	4	5
15. Working relationship between field supervisor and yourself.	1	2	3	4	5
16. Clarity and consistency about expectations of this placement.	1	2	3	4	5
17. In general, how would you rate the quality of field instruction in this placement?	1	2	3	4	5