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Preface

Statement of Purpose: How to use this Field Handbook

The purpose of this handbook is to familiarize field students and field instructors with the responsibilities, expectations, and procedures involved in the field education component of the School of Social Work at UNC Charlotte. This handbook provides a statement of the purpose of the field placement, the responsibilities of all parties involved in the placement experience, the process involved in establishing a successful placement, and the policies and procedures which regulate the field placement. This handbook also outlines the core professional values, and standards that define the Social Work Program, and other professional practice issues.

This handbook contains a general section and an appendix. The general section of the handbook covers all aspects of the field placement program at UNC Charlotte. The appendix contains pertinent reference material and copies of the learning agreement, Social Work Policies and Procedures, required forms to be used during the field education placement, evaluation tools, template used for UNC Charlotte Preceptor Letters, a link to the curriculum policy statement from the Council on Social Work Education (CSWE), and the NASW Code of Ethics.

Acknowledgement Statement
Each student must attest that they have fully reviewed this handbook by September 5th, 2021. The form can be found within the Field Canvas course.
School of Social Work

Vision Statement
To foster optimal health and well-being, equal human rights, and a just society.

Mission Statement
To prepare future social work professionals for leadership in areas of culturally-informed, community-engaged practice, policy, and research, with a particular emphasis on persistent and emerging social problems in rapidly diversifying urban areas locally, nationally, and globally

CSWE Educational Policy and Accreditation Standards (EPAS)
In order to achieve its mission and goals, the UNC Charlotte School of Social Work pursues a range of objectives congruent with CSWE educational standards. Social Work graduates are expected to demonstrate the ability to display competency in the following areas:

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:

- 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;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- 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:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
● present themselves as learners and engage clients and constituencies as experts of their own experiences; and
● 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:

● apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
● 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:

● use practice experience and theory to inform scientific inquiry and research;
● apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
● 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:

● Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
● assess how social welfare and economic policies impact the delivery of and access to social services;
● 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:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- 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 interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 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;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- 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:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- 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:

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

**UNC Charlotte School of Social Work Advanced Year Competencies**

(Advanced Year MSW ONLY)

**Competency 1:** Identify as a professional social worker using ethical and professional behavior.

**Competency 2:** Practice culturally-informed, community-engaged social work that champions diversity and difference.

**Competency 3:** Lead efforts to achieve a just society, equal human rights, and social, economic, and environmental justice.

**Competency 4:** Foster optimal health and well-being through practice-informed research and research-informed practice.

**Competency 5:** Address persistent and emerging social problems through policy practice.

**Competency 6:** Engage with individuals, families, groups, organizations, and communities in rapidly diversifying urban areas locally, nationally, and globally.

**Competency 7:** Assess individuals, families, groups, organizations, and communities in rapidly diversifying urban areas locally, nationally, and globally.

**Competency 8:** Intervene with individuals, families, groups, organizations, and communities in rapidly diversifying urban areas locally, nationally, and globally.

**Competency 9:** Evaluate Practice with individuals, families, groups, organizations, and communities in rapidly diversifying urban areas locally, nationally, and globally.

**Competency 10:** Transform our communities through advocacy practice and leadership.

**NOTE:** For other information related to the BSW Program and Policies please refer to the 2021-2022 BSW Program Student Handbook found at
https://socialwork.uncc.edu/bachelor-social-work-bsw/student-program-handbook

**NOTE:** For other information related to the MSW Program and Policies please refer to the 2021-2022 MSW Program Student Handbook found at
https://socialwork.uncc.edu/master-social-work-msw/program-and-field-manuals
**PART I: Field Placement Process**

Part I of the Field Education Handbook will define the social work field placement and outline the process for the six (6) different phases noted below:

<table>
<thead>
<tr>
<th>Phases</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Placement Phase</td>
<td>Students attend pre-field meetings.</td>
</tr>
<tr>
<td></td>
<td>The Field Office prepares for the upcoming field placement process.</td>
</tr>
<tr>
<td>Application Phase</td>
<td>Students will submit online field applications by the outlined deadline.</td>
</tr>
<tr>
<td></td>
<td>The Field Office reviews all applications.</td>
</tr>
<tr>
<td>Interview Phase</td>
<td>Students interview at a field agency after receiving approval and directions from the field office.</td>
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<tr>
<td></td>
<td>The Field Office works with students to obtain an interview.</td>
</tr>
<tr>
<td>Compliance Phase</td>
<td>Students submit outlined compliance (e.g., drug screen, immunizations, TB proof) required by the agency by the outlined deadline.</td>
</tr>
<tr>
<td></td>
<td>The Field Office provides students with compliance requirements after they have been accepted at an agency.</td>
</tr>
<tr>
<td>Clearance Phase</td>
<td>Students are cleared to start field on the date indicated by the field office. Students may also be required to attend additional orientation/training by the agency.</td>
</tr>
<tr>
<td></td>
<td>The Field Office sends official clearance by email to students.</td>
</tr>
<tr>
<td>Field Experience Phase</td>
<td>Students begin the field experience for the academic year.</td>
</tr>
<tr>
<td></td>
<td>The Field Office supports students throughout the field placement experience.</td>
</tr>
</tbody>
</table>
The Field Placement

Field Placement Requirements
The field placement is a required component and the “signature pedagogy” of a social work education. An internship integrates classroom knowledge and skills with actual practice in a human services agency. The field placement in the UNC Charlotte Social Work School is based on a concurrent model with classroom education.

It is important to note that the Social Work Program does not grant social work course credit for life experience or previous work experience.

The field placement occurs concurrently with classroom education using a concurrent field model. Students are in field placement for two (2) days per week. Students are required to complete the total minimum number of hours for each semester. If students do not complete all the required hours for each semester they will not be permitted to move to the next semester or graduate. For example, if a student does not complete the fall field hours then they cannot take the next field sequence in the spring semester.

All students scheduled to be placed in a field agency for the current academic year must have submitted a signed Field Placement Agreement, all required compliance required by the Affiliated Agency. There must be a current Affiliation Agreement with the Agency for placement. The Field Office will complete the process to generate a “Preceptor Letter” which is e-mailed to the student’s Field Instructor.

The field practicum requires a mandatory field seminar class. Please note, the student is expected to work in their agency from the first day of field placement until the last day of class for each semester, unless otherwise noted. The beginning and ending dates for field placement are determined by the Office of Field Education and will be given to the student.

Professional Standards

Introduction
This document sets out Standards for Social Work Education that applies to students enrolled in the School of Social Work at the University of North Carolina at Charlotte. Because of the nature of professional social work practice, the School of Social Work has different expectations of students than do non-professional programs. The standards are linked to students’ abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address field performance concerns. The ultimate goal of the Standards is to help students have a successful experience in the Social Work Field Program. Persons who teach and supervise students, along with program directors, will assess student performance and apply their professional judgment to determine if standards are being met during a student's field placement. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional’s own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process. All social work students are expected to read the Standards for Social Work Education and the National Association of Social Workers (NASW) Code of Ethics included in the MSW Student Handbooks.

Criteria for Evaluating Field Performance in the Social Work Program
In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the School of Social Work evaluates the performance of its students in four general areas: 1) Basic Abilities to Acquire Professional Skills; 2) Mental and Emotional Abilities; 3) Professional Performance Skills; and 4) Scholastic Performance. Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in a program. Both professional behavior and scholastic performance comprise academic standards.
Basic Abilities Necessary to Acquire Professional Skills:

Communication Skills
Demonstrates sufficient written and comprehension, and expressive skills to communicate about ideas and feelings:

a) Written: Writes clearly, uses correct grammar and spelling. Applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete all written assignments to standards specified by faculty. Note: Students may be required to attend the Writing Resource Center to enhance written communication skills.

b) Comprehension: Listens carefully to others’ emotions, thoughts, and ideas, with sensitivity to others’ right to self-determination. Accurately interprets information from clients, other agencies, peers, mentors, and instructors.

c) Expressive: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in English to complete assignments that involve self-expression and to meet the objectives of field placement experiences, as specified by faculty.

Interpersonal Skills
Demonstrates the interpersonal skills needed to relate effectively with other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of personal actions on others.

Cognitive Skills
Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in relevant social, behavioral, and biological science knowledge and research-including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

Physical Skills
Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations. (See section on Accommodations for Disabilities for clarification. The Office of Disability Services must be contacted to arrange for accommodations.)

Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice

Stress Management
Demonstrates ability to recognize and to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing appropriate supportive relationships with colleagues, peers, and others.

Emotional and Mental Capacities
Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. (Students are encouraged to utilize the Counseling Center at UNC Charlotte for treatment and/or referral.) Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health issues do any of the following:

• Compromise scholastic and other performance, or
• Interfere with professional judgment and behavior, or
• Jeopardize the best interests of those to whom the social work student has a professional responsibility as outlined in the current Code of Ethics by the National Association of Social Workers and the North Carolina State Board of Social Worker Examiners for Social Work Licensure.

**Professional Performance Skills Necessary for Work with Clients and Professional Practice**

**Professional Commitment**
Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics. Demonstrates commitment to the essential values of social work that includes the respect for the dignity and the worth of every individual and his/her right to a just share of society's resources (social justice).

**Professional Behavior**
Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in the classroom, University community, field, and community at-large. Appearance, dress, and general demeanor reflect a professional manner. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner. Works effectively with others, regardless of level of authority. Advocates for him/her in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.

**Self Awareness**
Exhibits knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

**Ethical Obligations**
Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in North Carolina, Ethical behaviors include:


• No charges and/or convictions of an offense that is contrary to professional practice.

• Systematic evaluation of clients and their situations in an unbiased, factual way. Suspension of personal biases during interactions with others.

• Comprehension of another individual's way of life and values. Empathic communication and support of the client as a basis for a productive professional relationship

• Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
• Demonstration of respect for the rights of others. Commitment to client's freedom of choice and self-determination.

• Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.

• Demonstration of honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.

• Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interests may exist.

Violations of Professional Standards

Examples of Behaviors That Are Violations of Professional Standards in Social Work

1. **Inappropriately sharing confidential information about a client**, such as discussing details about clients with friends, families, or co-workers; possessing case files during non-business hours.

2. **Failing to elicit informed consent from the client or other responsible party**, such as not telling clients your role in the agency as an intern, not telling clients about specific intervention choices available to them, not telling the client about your intention to tape an interview, or conducting research without informing clients that they are subjects.

3. **Violating a client’s right to self-determination** by pressuring the client to conform or coercing the client to make specific choices suggested by the social worker.

4. **Relating to colleagues and/or agency personnel in a disrespectful manner**, such as disregarding agency rules or policies, or being consistently late with agency assignments.

5. **Engaging in illegal behavior** such as carrying or using a concealed weapon without a permit, theft, distribution of a controlled substance, or aiding a client in illegal activities.

6. **Being under the influence of alcohol or other substances** that alter behavior or judgment during school or field activities.

7. **Developing relationships with clients, field instructors, or instructors without respecting professional boundaries**, such as developing a friendship that conflicts with professional roles; or developing a romantic and/or sexual relationship with a current or previous client, supervisor, instructor, or members of their immediate family.

8. **Treating others with disrespect** (including students, faculty, staff, clients, supervisors, and others) by not making efforts to understand and value the differences and similarities of other people.

9. **Not working to eliminate personal prejudices** based on race, ethnicity, gender, age, social class, sexual orientation, or ability level.

10. **Making judgments about others based on stereotypes and other biases** related to race, ethnicity, gender, age, social class, sexual orientation, and ability level, instead of considering them as individuals with strengths and abilities.

11. **Using derogatory or demeaning language** toward students, faculty, clients or others, particularly making negative references to race, ethnicity, gender, age, social class, sexual orientation, or ability level.

12. **Committing physically or verbally violent acts** toward students, faculty, clients, or others that are motivated by a person’s race, ethnicity, gender, age, social class, sexual orientation, or ability level. Examples include name-calling and encouraging others to use negative words or actions.

13. **Unwillingness to explore one’s own stereotypical beliefs, biases, and discriminatory actions**. For example, being unwilling to participate in class discussions with particular students or to hear constructive feedback from others; or opposing a field assignment with a particular client group because of their race, ethnicity, gender, age, social class, sexual orientation, or ability level.
14. **A hostile, resistant attitude toward learning**, as demonstrated by not participating in supervisory sessions, or being unable to accept constructive criticism or complaints from clients or agency staff.

15. **Chronic absenteeism or tardiness in the field placement** without notifying the field instructor, particularly in violation of the student’s contract.

16. **A personality unsuited for social work through the demonstration of inappropriate behaviors** toward others, including verbal or physical aggressiveness, ignoring or being indifferent to a client’s distress, or displaying other inappropriate behavior towards clients.

17. **Emotional immaturity or unusual naïveté as demonstrated by the inability to set boundaries** with the clients, which may result in unauthorized service to clients.

18. **Other behaviors that are emotionally damaging to clients**, such as not keeping appointments or following through on case plans.

19. **Emotional problems or needs that interfere with the student’s ability to work with clients**, such as over-identification with clients, which may result in inappropriate emotional reactions such as excessive crying or anger.

20. **A disregard for agency rules and policies**, such as a failure to document activities according to agency rules, lateness with agency assignments, and a lack of respect for positions of authority in the agency.

**Preparation for Social Work Practice**

The field placement is not to be confused with “paid employment.” Often students feel frustrated that they are spending a lot of time doing agency work and not “getting paid.” It is important to remember that you are not at the agency doing work as an employee, but rather building skills, knowledge, and values about social work practice and yourself. This can be a time of tremendous professional growth through personal reflection of work habits, biases, and knowledge development.
Pre-Placement Phase

The Pre-Placement is the first phase of the field process. This phase actually begins several months in advance within the Field Office and includes the recruitment, onboarding and maintenance of field agencies. The Field Office also begins educating students on the field placement process. Specific processes are underscored below.

Selection of Field Agencies

The UNC Charlotte School of Social Work Program is located within a large metropolitan community. As a result, a wide variety of placement possibilities exist within the region. Field agencies are selected that serve diverse groups and have the potential for adding to the students’ learning experience around practice in diverse settings. Field Placements for social work students will be selected to support their development of social work values, skills and knowledge at the level of generalist and advanced practice.

The Field Office is responsible for selecting field sites and discussing the requirements for an Affiliation Agreement. A student may not be placed in an Agency unless there is a fully executed Affiliation Agreement with the University. Agencies are selected based on the degree of their adherence to the following criteria:

1. Providing generalist and/or advanced social work practice opportunities.
2. Commitment to the standards of professional social work practice.
3. Ability to provide learning opportunities/evaluate all practice behaviors of the Council of Social Work 2015 Educational Policy and Accreditation Standards.
4. Capacity to provide learning opportunities with individuals, families, groups, communities, and organizations appropriate to beginning level generalist social work practice and/or advanced year practice.
5. Availability of regularly scheduled supervision with a field instructor that meet the program objectives or task supervisor & Social Worker who will reinforce a social work perspective during the practicum placement.
6. Commitment to the educational function of field placement experiences.
7. Availability of direct contact with clients and client records at various system levels that represent diverse populations.
8. Availability of adequate physical space for the student and/or access to internship specific technology.

Technology Requirement and Accessibility

In regard to field placement located outside of a 60 mile radius of the UNC Charlotte School of Social Work the agency MUST have the ability to complete virtual visits with technology or through the use of teleconference facilities. If the Agency only has the ability to complete telephone contacts, the placement will not be approved.

Selection of Field Instructors

The selection of appropriate field instructors is crucial to the learning experience. Field instructors serve as the agency-based professionals who are responsible for the day-to-day design and supervision of the field placement. They are indeed the teacher and mentor in the agency. The following criteria, based on CSWE established standards, are used to select field instructors:

Field Instructor Criteria

Education: Field instructors must hold a Bachelor of Social Work and/or Master of Social Work degree from a social work program accredited by the Council on Social Work Education.
Experience: The field instructor must have at least two (2) years post BSW practice experience to supervise a BSW student. The field instructor must have at least two (2) years post MSW practice experience to supervise a MSW student.

Personal Qualities: The agency-based field instructor must demonstrate a commitment to the mission of social work and social work education, a capacity for effective supervision, a willingness to attend field instructor training either in person or via a scheduled webinar, and a willingness to operate within the framework of responsibilities of a UNC Charlotte Field Instructor.

The Field Director and/or Field Education Coordinator are responsible for maintaining the quality of the field placement component. The Director and/or Field Education Coordinator meet with prospective field agencies and instructors to discuss the function, mission, and process of the BSW education at UNC Charlotte. Field sites and instructors who meet the criteria are carefully monitored during the initial field placements to maintain quality and resolve any problems that may develop.

On-going monitoring of placement sites and instructors is also conducted. The faculty involved in the field education component may initiate meetings with agency personnel. Student feedback is also considered when making decisions about reusing specific placement sites.

Selection of Task Supervisor and BSW/MSW to Provide Supervision
Students may be placed in an affiliated field practicum agency that does not have a Social Worker if the learning opportunities will support their professional growth and learning needs. In every placement, supervision by a qualified social worker must be in place prior to the beginning of placement, that assures that the standard of one (1) hour weekly supervision is provided by a BSW/MSW with two (2) years’ experience for students. Agencies may make arrangements for a CSWE supervisor through the use of board members, contracting with a social worker who meets the criteria, and/or requesting the University faculty/community member consider filling this role.

Task Supervisor
Preferred Education: A Task Supervisor may have an undergraduate and/or advanced degree in a closely related field or may have been grandfathered in as an LCSW by the North Carolina Certification and Licensure Board, but not have a BSW/MSW.

Preferred Experience: The task supervisor may have at least two (2) years post degree practice experience.

Personal Qualities: The agency-based task supervisor must demonstrate a willingness to support the student’s social work education, a capacity for effective supervision, a willingness to attend field instructor training either in person or via a scheduled webinar, and a willingness to operate within the framework of responsibilities of a UNC Charlotte Task Supervisor/Field Instructor.

The Director of Field Education and/or Field Education Coordinator are responsible for maintaining the quality of the field placement component. The Director and/or Field Education Coordinator meet with prospective field agencies and instructors to discuss the function, mission, and process of the BSW education at UNC Charlotte. Field sites and instructors who meet the criteria are carefully monitored during the initial field placements to maintain quality and resolve any problems that may develop.

On-going monitoring of placement sites and instructors is also conducted. The faculty involved in the field education component may initiate meetings with agency personnel.
BSW or MSW Providing CSWE Approved External Supervision

**Education:** The MSW or BSW providing supervision must hold a Master of Social Work degree or a Bachelor of Social Work Degree from a social work program accredited by the Council on Social Work Education.

**Experience:** The BSW or MSW providing supervision must have at least two (2) years post social work degree practice experience in a closely related practice area.

**Personal Qualities:** The BSW or MSW providing CSWE approved supervision must demonstrate a willingness to support the student’s social work education and professional growth, capacity for effective supervision, willingness to work with the faculty liaison, task supervisor, and provide input as a component of the process of evaluation.

**Student Field Placement Eligibility**

**BSW Field Placement Process and Procedures**
All BSW applicants for Field Placement must meet the following requirements:

- a. Admittance to the upper division in the BSW Social Work Program; and
- b. Have completed all the coursework with the exception of Practice Methods II & III, Field Placement I & II, and Social Work Research courses; and
- c. Grade work in courses that meet the standards of the School.

**MSW Field Placement Process and Procedures**
All MSW applicants for Field Placement must meet the following requirements:

- a. Be enrolled in MSW approved level social work courses.
- b. Grade work in courses that meet the standards of the School.
Application Phase

The Application Phase is the second phase of the process. The section below outlines the process for submitting field applications.

Application Process for BSW and Foundation MSW Students

1. The Field Office shall identify all social work students who are have met requirements for field placements during the fall semester of academic year prior their placement; and
2. All eligible field students will be required to attend a fall Field Placement meeting. Students will have the opportunity to schedule individual or small group meetings with the Field Coordinator/Director during the fall semester for additional guidance if needed.
   - Students will have the opportunity to attend the Field & Networking Fair and will be provided with resources on how to research potential field placements
3. Each student will complete/submit an electronic Field Application (See Appendices) and resume and return them to the Field Education Office by the deadline established. It is the responsibility of the student to keep the Field Education Office apprised of all current addresses and to complete an application that accurately reflects their goals and aspirations.
4. Each student will identify agencies of interest based on their individual research and meeting with the Field Education Coordinator/Director.
5. The Field Office will electronically submit the student’s application to a matching agency with capacity and electronically contact the student to follow up with the application within one (1) week and schedule an interview to be considered for placement.

Application Process for Incoming MSW Students

1. Each student will receive a Welcome Field Education letter via the UNC Charlotte email account with information regarding the field placement process and application.
2. Each will complete/submit an electronic Field Application (See Appendices) and resume and return them to the Field Education Office by the deadline established. It is the responsibility of the student to keep the Field Education Office apprised of all current addresses and to complete an application that accurately reflects their goals and aspirations.
3. Each student will identify agencies of interest based on their individual research and meeting with the Field Education Coordinator/Director.
4. The Field Office will electronically submit the student’s application to a matching agency with capacity and electronically contact the student to follow up with the application within one (1) week and schedule an interview to be considered for placement.

All prospective and current field students are expected to act in accordance with the UNC Charlotte School of Social Work Field Office placement process. This includes, but is not limited to adhering to deadlines, completing required documentation, following the chain of command in regard to contacting field placement agencies, etc.
Interview Phase

The third phase involves student interviews for field placement. Details are noted below.

Field Placement Interview
The purpose of the interview is to ascertain if it is a “good fit” between the prospective student, field instructor, and agency. Some field placements are competitive, and students will be accepted based on the interview.

1. Students should prepare for the interview by researching their agency, preparing for questions to ask the interviewer, and doing mock interviews through the career center. Students will only be permitted to interview with ONE prospective agency at a time.

2. The student will be offered the opportunity to interview in one agency identified as a match by the Field Office. Additional interviews will only be permitted on a case by case basis, determined by the Field Office. It is important to note that if an agency does not accept the student or has changed in their ability to work with interns, the student will be referred to a different placement match that meets the degree requirements.

3. If a student is referred for an interview with an agency and the agency declines to accept the student due to professionalism, behavioral, ethical or criminal background concerns, specific feedback will be given to the student. The student will be expected to take appropriate corrective action to prepare for a subsequent referral. This may include, but is not limited to, discussion with the Field Office about placement options that may be limited because of the specific feedback, discussion about the feedback given and corrective actions recommended, and referrals to the career center for either mock interviews or resume review.

4. If the student does not accept or is not accepted by three (3) field sites (or a combination of the above), the Office of Field Education is under no obligation to locate additional field opportunities. The Field Office will work in collaboration with the student and Program Director in scheduling a Step I review to determine field readiness and possible next steps.

5. If accepted, the student and the field instructor must complete and sign the Field Agreement (found in Appendices) and return it to the Field Office within two weeks of acceptance.
The Compliance Phase

The Compliance phase occurs after students have been successfully placed with their agency. Next steps are described below.

**Compliance Items Required for Placement**

As a student in the College of Health and Human Services (CHHS), you will complete field placements in various settings such as health care facilities, social service agencies, government agencies, nonprofits, or school systems. Most of these agencies are requiring that our students in social work have some type of compliance requirements.

It is recommended that students discuss any requirements by the agency during their interview and if there are any questions, please do not hesitate to contact the field education office.

Students shall be notified electronically about Clinical Compliance for their field placement and will submit all required compliance items as directed on their compliance sheet (CHHS Agency Requirements Form).

Once students are accepted at their agency and submit a Field Agreement, students must complete all compliance requirements for the agency by the deadline assigned to them by the Field Office. These requirements may include, but are not limited to the following:

1. **Online Bloodborne Pathogens Test** – Required for field students by the School of Social Work for the 2021-2022 academic year
2. **CHHS Agency Requirements Form** - Required for all field students
3. **Immunizations records submitted to the CHHS Advising Office designee - if required by Affiliation Agreement**
   a. Students shall submit all required immunizations as directed on their compliance sheet (CHHS Agency Requirements Form) by the deadline provided to you. It is important to note that this requirement is in addition to what the student must submit to Student Health as part of the admission process.
4. **Criminal Background Check** – if required by Affiliation Agreement
   a. The University of North Carolina at Charlotte and other UNC universities have contracted with Certiphi Screening, Inc. to conduct these criminal background checks. Once you obtain your criminal background check results from Certiphi, you are responsible for paying for Certiphi and keeping these results to prove your compliance with the agency’s policy. If a student is required to utilize Certiphi, no other forms of a criminal background check will be accepted.
5. **12 Panel Drug Screen** – if required by Affiliation Agreement
6. **Agency Application** – if required by Affiliation Agreement
7. **Agency orientation** – if required by Affiliation Agreement
8. **References** – if required by Affiliation Agreement
9. **CPR** – if required by Affiliation Agreement
10. **Fingerprints** – if required by Affiliation Agreement
    a. Students may also be asked to complete a fingerprint test by some affiliated agencies and this may be obtained from the Mecklenburg County Sheriff’s School (or another local Sheriff School).
11. Any additional requirements noted in the Affiliation Agreement
12. **TB Test** – Required by the UNCC School of Social Work annually. Some placements require a two-step TB test. This will be indicated on the CHHS Agency Requirements Form.
NOTE: If an agency rejects a student based on the results of the criminal background check or drug screen, CHHS will make one (1) attempt to find a replacement clinical site, field placement, internship or practicum. A student may be dismissed from a program because education affiliation agencies will not accept the results from the criminal background check and/or drug screen. Drug screening information is on the same website under Clinical Agency Compliance. You, as a student, will be responsible for keeping the results of the criminal background check and the drug screen to demonstrate compliance to each affiliation agency.

Please refer to the college’s website at
http://health.uncc.edu/advising-center/advising-center-information/clinical-agency-requirements

Agency Compliance Documentation
It is strongly advised that students keep copies of all items submitted for compliance because the College does not make copies of what has been submitted.

All Field Agreements, documents required by agencies that include, but are not limited to, Applications, Healthcare CPR cards, reference letters, training modules, and forms are to be submitted to the CHHS Compliance Office, as per the most current Affiliation Agreement. Students should submit required paperwork based on the deadline given to you by the Field Office and it is highly recommended that it be submitted earlier than the deadline. All compliance documentation should be submitted to a secure Dropbox. Students should submit compliance via one scanned PDF document. Once compliance documentation is submitted it may take several weeks to process. Failure to submit compliance items by the deadline may result in field start date delays which will impact your field seminar grade.

It is important to note that some agencies require copies of the student’s Criminal Background Check and/or the Drug Screen and the student must give the documentation to them. If the Agency has this requirement, the student will be advised in writing on their CHHS Agency Requirements Form.

If the requirements are part of the Agency Affiliation Agreement, the student will have the responsibility to cover the cost of all items.
Clearance Phase

The Clearance phase reflects that students have submitted all of the required compliance items and they have been reviewed and approved by the Compliance and Field Office. In the Clearance phase students are ready to begin field.

Field Placement Preceptor Letters

Once the student has submitted their compliance and it has been approved the Field Office will do the following:

1. Create a student specific Preceptor Checklist
2. Review all documents and have the final preceptor letter written, reviewed and signed by the Field Office
3. Students may not begin their field placements until the written preceptor letter has been sent to the agency and the student has been notified of their clearance by the Field Office. *(See Appendices for samples of Preceptor letters)*

Training and Orientation: The student’s agency may require additional onboarding and training. Please follow-up with the agency to inquire what other requirements are needed BEFORE your first day.

No Client Contact: Students are cleared to attend any training and orientations, however, NO client contact is prohibited BEFORE the first day of field.
Field Experience Phase

In the final phase of the process students are cleared and ready to begin their field experience! Expectations are listed below.

Field Education Program Requirements

<table>
<thead>
<tr>
<th>BSW Program</th>
<th>1-Year Advanced Standing MSW Program</th>
<th>2-Year MSW Program</th>
<th>3-Year MSW Online Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Field Hours</strong></td>
<td>16 hours per week</td>
<td>16 hours per week</td>
<td>16 hours per week</td>
</tr>
<tr>
<td>*NOTE: Due to COVID Modification ALL students will earn 208 hours per semester for 2021-2022 school year</td>
<td>224 hours fall semester</td>
<td>232 hours per semester</td>
<td>232 hours per semester</td>
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<tr>
<td></td>
<td>232 hours spring semester</td>
<td>464 hours per year</td>
<td>464 hours per year</td>
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<td></td>
<td>464 hours per year</td>
<td></td>
<td></td>
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<tr>
<td><strong>Field Days/Times</strong></td>
<td>Thursdays and Fridays (typically)</td>
<td>Mondays and Tuesdays (typically)</td>
<td>Mondays and Tuesdays (typically)</td>
</tr>
<tr>
<td></td>
<td>8am-5pm (based on agency hours)</td>
<td>8am-5pm (based on agency hours)</td>
<td>8am-5pm (based on agency hours)</td>
</tr>
<tr>
<td><strong>Supervision Requirements</strong></td>
<td>1hr/week with BSW or MSW at least 2 years of experience</td>
<td>1hr/week with BSW or MSW at least 2 years of experience</td>
<td>1hr/week with BSW or MSW at least 2 years of experience</td>
</tr>
<tr>
<td><strong>Field Seminar Courses</strong></td>
<td>Fall- SOWK 3482- Social Work Practicum I Spring- SOWK 3484- Social Work Practicum II</td>
<td>Fall- SOWK 7443- Advanced Social Work Practicum I Spring- SOWK 7444- Advanced Social Work Practicum II</td>
<td>Year 1</td>
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<td>Year 3</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Fall- SOWK 7443- Advanced</td>
</tr>
</tbody>
</table>

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The School of Social Work utilizes a concurrent field placement model. Social Work students are in field placement for two (2) days per week during the fall and spring semesters.

Social Work students have a field seminar class that meets throughout the fall and spring semester. This experience allows students to immediately utilize and integrate the knowledge, skills, and values taught in the classroom with their clientele, in community programs, and in administrative settings. This educational experience occurs in coordination with the university, the Field Education Coordinator, faculty liaison, an agency, and a field instructor. Listed below are the responsibilities of the major parties in this valuable student learning experience.

### The Field Educators’ Terms and Responsibilities

The Field Instructor shall do the following:

1. Submit an updated resume to the Director of Field Education or designee.

2. Participate in the new field instructor training program provided by the School, participate in on-going field instructor workshops, and related continuing education opportunities offered by UNC Charlotte.


4. Assist in developing a Learning Agreement with the BSW student that will outline the objectives, tasks, responsibilities, and learning opportunities as specified by the social work program and further develop competence as per the Council of Social Work 2015 Educational Policy and Accreditation Standards.

5. Meet with the student on a weekly basis for at least one (1) hour of personal supervision in order to assess the student’s progress with assignments, to explore his/her personal concerns and to evaluate the achievement of placement objectives.

6. Complete notes related to the weekly supervision meetings.
7. Obtain feedback from other colleagues who are working with the students on a regular basis and include, but are not limited to, co-facilitating groups, site visits, community presentations, projects, etc.

8. Have 2 contacts with Faculty Liaison and the student during the academic year to give ongoing feedback on the practice competencies, specifically evaluate the student’s agency experience, and discuss any areas of need.

9. Inform the Faculty Liaison immediately if the student’s level of performance is marginal or not satisfactory and work from a strength based perspective to support his/her success.

10. Prepare a mid-term evaluation with the student to review in supervision and if there are any areas of concern to bring this to the attention of the student and the faculty liaison.

11. Prepare a final evaluation of the student’s performance by no later than the last day of field in accordance with the program guidelines.

**Task Supervisor’s Responsibilities**

The task supervisor shall do the following:

1. Submit an updated resume to the Director of Field Education or designee.

2. Participate in the new field instructor training program provided by the School, participating in on-going field instructor workshops, and related continuing education opportunities provided by UNC Charlotte.


4. Assist in developing a Learning Agreement with the BSW student that will outline the objectives, tasks, responsibilities, and learning opportunities as specified by the social work program and further develop competence as per the Council of Social Work 2015 Educational Policy and Accreditation Standards. The task supervisor shall also advise the student to review the Learning Agreement with the CSWE social work supervisor.

5. Meet with the student on a weekly basis for supervision in order to assess the student’s progress with assignments, to explore his/her personal concerns, and to evaluate the achievement of placement objectives. The task supervisor will also assure that the student has time to meet with the CSWE supervisor weekly.

6. Complete supervision notes related to weekly meetings.

7. Obtain feedback from other colleagues who are working with the students on a regular basis and include, but is not limited to, co-facilitating groups, site visits, community presentations, projects, etc.

8. Have 2 contacts the Faculty Liaison and the student during the academic year to give ongoing feedback on the Practice Competencies, specifically evaluate the student and the agency experience, and discuss any areas of need.

9. Inform the Faculty Liaison immediately if the student’s level of performance is marginal or not satisfactory and work from a strength based perspective to support his/her success.

10. Prepare a mid-term evaluation with the student to review in supervision and if there are any areas of concern to bring this to the attention of the student and the faculty liaison. The task supervisor shall also ask that the evaluation should also be given to the CSWE supervisor for comments and feedback specifically related to their supervision sessions and this will be done before the task supervisor and student discuss the midterm review.
11. Prepare the final evaluation of the student’s performance which will allow the student to obtain feedback from the CSWE supervisor before the last day of field. The Evaluation with feedback from the task & CSWE supervisor shall be submitted to the faculty liaison and the task supervisor shall note a recommended grade for practicum.

**External Social Work Supervisor’s Responsibilities**

The BSW or MSW providing CSWE approved supervision shall do the following:

1. Schedule one (1) hour supervision sessions either at their office, agency site, or virtually (depending on circumstances).

2. Complete weekly supervision notes.

3. Provide input into the student Learning Agreement and Evaluations.

4. Make the field instructor and/or faculty liaison aware of any concern related to the student’s performance, professional development, and/or concerns related to the agency placement.

5. If the student is engaged in External Supervision, the CSWE Supervisor will provide feedback about the student’s performance in supervision.

**The Field Faculty Liaison’s Responsibilities**

The specific role of the faculty field liaison is as follows:

1. Maintaining a school-agency relationship and ensuring that the student receives a field placement experience consistent with student needs, standards set by the program, and the 2015 EPAS standards.

2. The faculty liaison will have contact with the student and field instructor with at least one (1) in person visit, either in the Fall or Spring. Other forms of contact can be through virtual meetings. These visits will also be supported with other phone and/or email contacts throughout the academic year. Virtual meetings using Skype or similar technology will also be utilized to increase the placement options that may be further away than sixty (60) miles or for ad hoc meetings that need to be scheduled quickly. Virtual meetings can also be considered when face-to-face contact is not possible (such as during a public health emergency).

3. It is recommended that the faculty liaison’s first visit should take place within the first month of placement. The focus of the first visit is to review the Learning Agreement, objectives of the placement, and assess the students’ progress. Typically, the second visit is done prior to the end of the first semester, when learning opportunities, integration of what is being done in the classroom and operationalized in the field site, and/or the final evaluation for the semester may be a focus of discussion. This visit will be on the phone or through a virtual platform. It can also be completed at the beginning of the Spring semester. During the second semester, the last site visit is conducted with the student and field instructor and targeted for no later than mid-semester. The subsequent visits are for the purpose of evaluation at the end of each semester.

4. Additional visits will be made based on the needs of the students and the field instructors and the visits will be scheduled at a mutually convenient time to address any concerns noted.

5. If there is a concern noted by the student related to their agency, the faculty liaison will determine if the student has addressed this directly with the field instructor. The student’s concern may be related to: lack of access to their field instructor, not being given enough work, ethical dilemmas with other staff, or other concerns which may be discussed.
6. If there is a concern noted by a field instructor, the faculty liaison will also ask if the primary supervisor has addressed this directly with the student. Dress, professional behavior, attendance are some areas of concern, but not limited to, that the primary supervisor would discuss.

7. If the student or field instructor needs support, the faculty liaison would request that a meeting be scheduled to look at the issue from a solution focused approach to resolve and support the continued placement.

8. Informing the Field Director /designee, Advisor, and the Program Director when students are having difficulty, for whatever reason, in their field setting.

9. Document all faculty liaison visits and phone calls that are related to the student’s placement.

10. Work with the student, field instructor and Field Education Coordinator if a student has a barrier to complete practicum hours by the last day of classes. Situations that may impact, but are not limited to are serious illness of the student, hospitalizations, death in the family, and/or pregnancy. The liaison & student must be knowledgeable of the University Policy for incomplete grades in reviewing the eligibility/viability of this plan as well as the deadlines to complete the field hours before the next semester.

11. The faculty instructor recommends a student’s grade, but it is the responsibility of the faculty liaison to assign the grade for the field. It is the responsibility of the faculty liaison to discuss any discrepancy in grade assigned by the Field Instructor for the evaluation and review prior to assigning the final grade for the course.

**The Field Education Director Responsibilities**

1. Is responsible to secure, develop and affiliate with practicum agency sites in sufficient numbers to support choices of area of practice and geographical locations within the region. The practicum agencies shall provide a quality field education experience and is consistent with the mission of the program and CSWE Educational Standards.

2. Assure that all practicum agencies have fully executed Affiliation Agreements and that all compliance documentation is on file with the College of Health and Human Services prior to the student’s placement.

3. Assist in the development of the field education curricula as per CSWE criteria and in certifying that the tasks, duties, and placement assignments are educationally appropriate for the student.

4. Assess admitted students’ eligibility and readiness for field placement and helping students secure practice placements.

5. Provide new field instructor orientation and ongoing training opportunities for field instructors.

6. Participates in the ongoing development and evaluation of the social work program.

7. Assures all Field Manuals, Policies and required forms are updated annually.

8. Oversees the Annual Field Agency Fair and the other Field Education events.

9. Consult with the BSW Program Director or involved faculty on an ongoing basis related to student issues.

10. Assess annual surveys for field education completed by Field Instructors and Students and review with the Field Advisory Board.
The Field Education Coordinator Responsibilities

1. Assists the Field Director to secure, develop and affiliate with practicum agency sites in sufficient numbers to support choices of area of practice and geographical locations within the region. The practicum agencies shall provide a quality field education experience and is consistent with the mission of the program and CSWE Educational Standards.

2. Assess upper division student’s eligibility and readiness for field placement and helping undergraduate students secure practicum placements.

3. Assures that all compliance requirements are submitted by BSW students prior to field placement including but not limited to, immunizations, signed field placement agreements, and preceptor agreements.

4. Assists the Field Director in providing new field instructor orientation and ongoing training opportunities for field instructors.

5. Participates in the ongoing development and evaluation of the social work program.

6. Assures all Field Manuals, Policies and required forms are updated annually. Works with the Field Director to review and update to all forms related to field education.

7. Works with the Field Education and School Directors to assess the undergraduate field program to assure that it meets program needs and criteria for continuing accreditation and make appropriate changes as needed.

8. Provide linkage to Field Instructors and the School of Social Work, College of Health and Human Services, and the University during the academic year. Assistance may include but is not limited to; supervision of students, concerns noted by students, performance concerns, the ongoing viability of the placement, and assuring a positive learning experience during the placement.

Social Work Student Responsibilities

The Student’s Responsibilities to the School of Social Work

1. Engage in the pre-field placement process including planning, submitting applications, interviewing and completing a Field Agreement and compliance documentation by the required deadline.

2. Commit themselves to the required weekly hours of field placement work, attendance at the mandatory field orientation, meeting with the field faculty liaison during site visits and/or by telephone.

3. Have transportation to their field agency that will allow the student to complete all required learning tasks.

4. Develop a Learning Agreement within the timelines established in cooperation with the field instructor and faculty liaison.

5. Function professionally in accordance with the NASW Code of Ethics and professional standards of the School of Social Work in all activities undertaken as a representative of the field instruction agency.

6. Attend and participate in the field seminar class as scheduled.

7. Complete all class and agency work as per agreed on timelines and due dates.

8. Evaluate the agency and field instructor/task supervisor at the end of the field placement experience in the Annual End of Year Field Office Survey (Optional)
9. Participate in on-going self-evaluations and defining specific strengths and weaknesses, in addition to accounting for all assigned agency responsibilities, including supervisory sessions. Preparing for supervision by creation of an agenda for the supervisory conference each week.

10. Keep the field instructor informed of all classroom assignments that relate to the agency.

11. Demonstrate professional behavior at the placement agency and in field seminar.

12. Complete an Emergency Contact Information Sheet and submit it to the field instructor (Appendix C of Field Education Handbook).

The Students’ Responsibilities to the Field Agency
The student is given the opportunity to work in the agency because the agency has entered into an Affiliation Agreement with the University to provide the student field instruction. Furthermore, the student is expected to abide by agency rules: For example:

1. Attend any required mandatory training or orientation that must be completed prior to placement. Students may earn up to twenty-four (24) hours as a result of taking the required training and use it towards their total number of hours in the field agency, but this may not be used to end the placement earlier than the last day of classes. In addition, the field instructor must agree to the use of the hours to satisfy field placement hours during the academic year. Under no circumstance shall a student have client contact prior to or without the University Insurance being in place which is effective the first day of classes for the academic year.

2. The student should appropriately adhere to the agency’s dress code, report to the agency promptly, and as scheduled.

3. The student must respect confidentiality relative to all clients and agency services, their circumstances, and their problems.

4. The student must behave professionally as a representative of the agency and as a member of a professional program at UNC Charlotte.

The Students’ Responsibilities to the Clients/Constituencies Served by the Agency
Field instruction allows the student to become directly involved with individuals, families, groups, and communities who present personal and social problems. The student’s responsibility is: to be sensitive, concerned, aware, and act in accordance with the basic assumption of the worth and dignity of each human being; to be polite and courteous; not to probe unnecessarily into an individual’s personal life; to be accepting of others whose values, standards of behavior and attitudes may differ; and to respect confidentiality.

The Students’ Responsibilities to the Field Seminar Course and University
The student must fulfill the entire requirement of the Field Placement.

Students are expected to participate in the review of their evaluations with their field instructor. This is a vital part of the learning experience and serves to promote involvement in individual learning. Students should inform a university representative of any safety concerns, acts of violence directed at them, or accidents that occur during their field placement.

The student shall adhere to the UNC Charlotte Code of Student Responsibility which may be found under the following link: https://legal.uncc.edu/policies/up-406
Field Placement Expectations

1. Keep your field instructor informed:
   a. Notify the field instructor prior to the start of work on any day that the student is unable to attend the field placement.
   b. Make sure your field instructor is aware of where you are at all times and that includes lunch breaks.
   c. Always contact your field instructor directly if you are going to be late, sick, there is inclement weather, or if there is an emergency and you are unable to come to your field placement.

2. Develop a learning agreement with the student, field instructor, and faculty liaison.

3. Work with enough clients so that the competencies in the course objectives can be met. Work with a variety of clients and problem situations.

4. Work directly with individuals, families, groups, communities, and organizations.

5. Participate in a minimum of one one-hour supervisory conference each week.

6. Integrate classroom learning with the field experience.

7. Inform field instructors of field related course assignments in a sufficient amount of time to solicit their help should their help be needed to complete the assignment.

8. Maintain student liability insurance throughout the field placement (purchased by the School of Social Work).

9. Complete an emergency contact sheet and give it to the Field Instructor (Appendix C)

10. Complete all required hours in the field placement and attend all seminar classes as scheduled.

11. Remember that you are entering a working organization that has a history, a present, and a future with and/or without you.

12. Practice professionalism always. Be punctual and arrive ready to work at the beginning of the day. You have a beginning and an ending time for work each day. Always work within the designated time frames for your field placement.

13. Dress appropriately for your agency.

14. Keep your assigned space clean and neat

15. Make sure that you understand the tasks assigned to you.

16. Complete all of your assigned work on time. If there is a problem with meeting a deadline, renegotiate the deadline with your field instructor.

17. Do not cover up your mistakes. Inform your supervisor immediately! Mistakes left unchecked grow into problems.

18. Remember you are responsible for your education/field experience.
Field Education Courses Professor Continuity

In regards to the Social Work Practicum field seminars series, social work students are required to keep the SAME Field Faculty Liaison (field professor) for the Fall and Spring semesters for continuity across field placements. It is the responsibility of the student to register for the same Field Faculty Liaison Professor during Spring Registration.

Learning Agreements

Once the semester starts, each student shall complete a Learning Agreement with input from their field instructor which will outline the knowledge skills, and values that he/she will develop during their field placement. The Learning Agreement shall outline the activities that the student will complete during the year that will allow them to incorporate what they are learning in the classroom and be able to demonstrate the competencies in the 2015 EPAS social work knowledge, skills, values, and cognitive and affective processes during their Practicum. (See Appendices). It is critical that the student review the document throughout their placement to review and adjust the Learning Agreement so that all Practice areas are an aspect of their learning.

Evaluations

Evaluation of Student Progress
The Learning Agreement is linked to the evaluation. Students will be evaluated in their seminar as determined by the faculty liaison. The original copy of the Learning Agreement should be given to the faculty on a date which is outlined in the course syllabus and should be signed by both the student and the field instructor.

Students will typically have two (2) meetings/contacts with the faculty liaison and the field instructor in the agency per academic year. The faculty liaison will also complete a written note after each site visit, telephone, virtual contact with the student and field instructor. The initial visit will focus on the learning agreement.

Each semester, the Field Instructor shall complete the Evaluation of the Student Form which will be provided by the student. The field instructor and the student should complete the student evaluation by no later than the last day of classes at the end of each semester. It is also highly recommended to review the student’s progress using the same evaluation tool mid semester since it will provide meaningful feedback to each student. Field evaluations will be placed in the student’s field file.

The grades for the field placement and field seminar class are combined using a rubric to produce the grade for field practicum. The grade is assigned by the faculty liaison in consultation with the field instructor and is based on the seminar and the Student Evaluation as outlined.

Annual Field Education Survey - Yearly
At the end of the field placement, students will complete an evaluation of their placement agency and field instructor. This feedback is important and helps the Field Office prepare for future students and future field placement sites.

Field Seminar Course Evaluation– Each Semester
At the end of each semester, students will complete an evaluation of the field seminar class and of the faculty liaison. Students will receive an invitation via email to evaluate the course. This information is crucial to the faculty of the Social Work Program to help provide quality field education.
Addressing Field Related Issues

Note: For academic policies and procedures specific to your program, please refer to the BSW or MSW Student Handbook.

Field Advisory Board

The Field Advisory Board is composed of faculty, staff, field instructors and students. Student representatives participate in the Field Advisory Board each semester. Representation is available at the BSW and MSW level. Students are encouraged to consult with their Field Advisory Board representative if they have concerns, questions and/or ideas to improve the field education program.

Multi-Step Process

In an effort to promote student success, the School of Social Work has the following multi-step process for resolving academic performance, field, and conduct concerns that are not addressed through University procedures. The multi-step Resolution Process is used when: (1) Field Liaison have a concern with a student, (2) Student has a concern with Field Liaison, (3) Field Instructor has a concern with a student, and (4) Student has a concern about the field placement and/or Field Instructor.

Procedures Governing Concerns Related to Students in Field Seminar

Step 1. Consultation with the Student – Field Liaison should work directly with the student to address academic performance and/or classroom conduct concerns using a problem-solving approach. A problem-solving approach means the field liaison identifies a specific behavior of concern, communicates constructively, and respectfully with the student about the specific concern, and, with the student’s input, devises a specific plan for resolving the concern. It is the field liaison’s responsibility to document the concern, the details about the student meeting, and the proposed plan for resolving the concern. Field Liaisons may choose to complete a Field Placement Action Plan and/or request that the students write a self-reflection document regarding the incident. Faculty members are encouraged to inform students about available campus resources. Faculty members are encouraged to inform students about the potential consequences of not resolving the concerns (i.e., failing grade on an assignment or in the course).

Step 2. Consultation with the Field Office- If the concern remains unresolved after Step 1, the instructor may forward documentation from the initial meeting with the student to the Field Office along with evidence that the concern is not resolved. The Field Office will either suggest an alternative solution to the field liaison or schedule a meeting with the student to discuss the concern. In cases where an alternative solution is proposed, the field liaison will communicate with the Field Office about the outcome and, if the suggestion did not resolve the concern, the Field Office will schedule a meeting with the student. The Field Liaison is welcome to attend the meeting between the student and the Field Education Coordinator. At Step 2, it is the Field Office’s responsibility to document the concern, the details about the student meeting, and the proposed plan for resolving the concern. The Field Office provides a copy of the written documentation to the Field Liaison and the student within a week of the meeting. The BSW or MSW Program Director will be kept apprised of the case.

Step 3. Formal Review - If the concern is still unresolved after Step 2, the concern may go to a Formal Review. In a Formal Review, the Field Office provides written documentation to the student and the School of Social Work Assistant Director about the concern, proposed resolutions, and evidence that the concern remains unresolved. The Field Office meets with the student and School of Social Work Assistant Director to formulate a formal Compliance Plan, which sets specific expectations for student conduct, deadlines for compliance with these expectations, and consequences of noncompliance, which could include a recommendation to terminate the student’s enrollment in the program. The Field Office provides a written copy of the formal Compliance Plan to all parties within five (5) business days of the meeting with the student. If the student does not adhere to
the agreed upon plan, then the consequences outlined in the plan may result. The BSW or MSW Program Director will be kept apprised of the case.

**Exceptions to the Multi-Step Resolution Process:**
As indicated above, Violations of the University-level Code of Student Responsibility-Policy 406 and The Code of Student Academic Integrity warrant immediate action and are addressed through University procedures. There may be some other student conduct issues that warrant immediate action (skipping Steps 1 and 2). It is within the purview of the Field Office to proceed to an immediate Formal Review (Step 3) in such cases.

**Procedures Governing Concerns Related to Field Liaison**

**Student Concerns about a Field Liaison:**
Students might experience concerns with their field course instructor. The student should follow a multi-step process for resolving concerns about a field course instructor.

**Step 1. Consultation with the Field Liaison** - Approach the instructor and work directly with the instructor to address the concern using a problem-solving approach. A problem-solving approach means the student has identified a specific behavior of concern, communicates constructively and respectfully with the instructor about the specific concern, and, devises a specific plan for resolving the concern. It is the student’s responsibility to document the concern, the meeting time, and the proposed plan for resolving the concern or clearing up misunderstandings. It is strongly recommended that the student communicate the outcome of the meeting via email to the instructor; this serves as an opportunity to thank the instructor for being responsive, clearing up the outcome of the meeting, and documenting that the issue was addressed.

**Step 2. Consultation with the Field Office** - If the concern remains unresolved after Step 1, the student can make an appointment to speak to the Field Office. Copies of written communication with the instructor about the student’s concern will be helpful. The Field Office will suggest an alternative solution to the concern. At Step 2, it is the Field Office’s responsibility to document the concern, the details about the student meeting, and the proposed plan for resolving the concern. The student will carry out the alternative solution. For instances when the Field Liaison is also the Field Education Coordinator, the Field Director will be consulted. The BSW or MSW Program Director will be kept apprised of the case.

**Step 3. Joint Meeting** - If the concern is still unresolved after Step 2, then the student, the field liaison, and the Field Office will meet jointly to discuss a solution. All parties will arrive at a consensus solution. It is the Field Office’s responsibility to provide written documentation of the meeting and the consensus solution. For instances when the Field Liaison is also the Field Education Coordinator, the Field Director will be consulted. The BSW or MSW Program Director will be kept apprised of the case.

**Step 4. Formal Grievance** - If Steps 1 through 3 do not resolve the issue, the student might consider a formal grievance. Information related to student grievance policies and procedures can be found at: [http://legal.uncc.edu/policies/up-411](http://legal.uncc.edu/policies/up-411). Students are free to file a grievance at any time, but following Steps 1 through 3 is a way to ensure the Dean of Students Office that the student has taken reasonable steps to resolve their concerns.

**Exception to Steps 1 through 4.**
Some instructor conduct warrants immediate attention. This includes intentional intimidation of students, harassment, disregarding student confidentiality, blatant discrimination based on student characteristics, or threats of harm to students. These behaviors should be reported immediately to the Field Education Coordinator. For instances when the Field Liaison is also the Field Education Coordinator, the Field Director will be consulted. All instances of this conduct result in an immediate Joint Meeting (Step 3). The Field Director and BSW or MSW Program Director will be kept apprised of the case.
Procedures Governing Concerns Related to Field Instructor/Placement:

Placement Concerns
It is critical that the field instructor and student work to resolve any problems that arise in a field placement using a problem-solving approach and supporting a positive learning environment. This requires being able to provide feedback to each other directly and receive critical feedback. If the field faculty and student are unable to resolve the difficulties, it is the responsibility of the faculty liaison, to mediate the concern by scheduling a joint conference as soon as possible.

Students might experience concerns with a Field Instructor. The student should follow a multi-step process for resolving concerns about a Field Instructor.

Step 1. Consultation with the Field Instructor - Approach the Field Instructor and work directly with the field instructor to resolve the concern using a problem-solving approach. A problem-solving approach means the student has identified a specific behavior of concern, communicates constructively and respectfully with the instructor about the specific concern, and devises a specific plan for resolving the concern. It is the student’s responsibility to document the concern, the meeting time, and the proposed plan for resolving the concern or clearing up misunderstandings. It is strongly recommended that the student communicate the outcome of the meeting via email to the instructor; this serves as an opportunity to thank the instructor for being responsive, clearing up the outcome of the meeting, and documenting that the issue was addressed.

Step 2. Consultation with the Field Liaison - If the concern remains unresolved after Step 1, the student can make an appointment to speak to the student’s Field Liaison. Copies of written communication with the instructor about the student’s concern will be helpful. The Field Liaison will suggest an alternative solution to the concern. At Step 2, it is Field Liaison’s responsibility to document the concern, the details about the student meeting, and the proposed plan for resolving the concern.

Step 3. Joint Meeting - If the concern is still unresolved after Step 2, then the student, the Field Instructor, and the Field Liaison will meet jointly to discuss a solution. In rare cases, inclusion of the Field Education Coordinator/Field Director may be asked to participate. All parties will arrive at a consensus solution. It is the Field Liaison’s responsibility to provide written documentation of the meeting and the consensus solution.

Step 4. Formal Review- If Steps 1 through 3 do not resolve the issue, then the student, Field Liaison, and Field Education Coordinator/Field Director will seek other ways to resolve the problem in the current placement.

Exception to Steps 1 through 4.
Some concerns related to a field instructor warrant immediate attention. These can include concerns related to intentional intimidation of students, harassment, disregarding student confidentiality, blatant discrimination based on student characteristics, or threats of harm to students. These behaviors should be reported immediately to the Field Education Coordinator. All instances of reports of this conduct result in an immediate Joint Meeting.
Procedures Governing Field Instructor Concerns about a Student:

**Step 1. Consultation with the Student** – Field Instructor should work directly with the student to address academic performance and/or classroom conduct concerns using a problem-solving approach. A problem-solving approach means the field Instructor identifies a specific behavior of concern, communicates constructively, and respectfully with the student about the specific concern, and, with the student’s input, devises a specific plan for resolving the concern. *It is the field instructor’s responsibility to document the concern, the details about the student meeting, and the proposed plan for resolving the concern.*

**Step 2. Consultation with the Field Liaison**- If the concern remains unresolved after Step 1, the field instructor may forward documentation from the initial meeting with the student to the Field Liaison along with evidence that the concern is not resolved. The Field Liaison will either suggest an alternative solution to the field instructor or schedule a meeting with the student to discuss the concern. In cases where an alternative solution is proposed, the field instructor will communicate with the Field Liaison about the outcome and, if the suggestion did not resolve the concern, the Field Liaison will schedule a meeting with the student. The Field Instructor is welcome to attend the meeting between the student and the Field Liaison. At Step 2, *it is Field Liaison’s responsibility to document the concern, the details about the student meeting, and the proposed plan for resolving the concern.* The Field Liaison provides a copy of the written documentation to the Field Liaison and the student within a week of the meeting.

**Step 3. Joint Meeting** - If the concern is still unresolved after Step 2, then the student, the Field Instructor, and the Field Liaison will meet jointly to discuss a solution. All parties will arrive at a consensus solution. In rare cases, inclusion of the Field Education Coordinator/Field Education Director may be asked to participate and a *Field Action Plan* will be executed. *It is the Field Liaison’s responsibility to provide written documentation of the meeting and the consensus solution.*

**Step 4. Formal Review** - If the concern is still unresolved after Step 3, the concern may go to a Formal Review. In a Formal Review, the Field Education Coordinator/ Field Director provides written documentation to the student and the School of Social Work Assistant Director about the concern, proposed resolutions, and evidence that the concern remains unresolved. The Field Education Coordinator/ Field Director meets with the student and School of Social Work Assistant Director to formulate a formal *Compliance Plan,* which sets specific expectations for student conduct, deadlines for compliance with these expectations, and consequences of noncompliance, which could include a recommendation to terminate the student’s enrollment in the program. The Field Education Coordinator/ Field Director provides a written copy of the formal *Compliance Plan* to all parties within five (5) business days of the meeting with the student. If the student does not adhere to the agreed upon plan, then the consequences outlined in the plan may result. The BSW or MSW Program Director will be kept apprised of the case.

**Exceptions to the Multi-Step Resolution Process:**
As indicated above, Violations of the University-level Code of Student Responsibility - Policy 406 and The Code of Student Academic Integrity warrant immediate action and are addressed through University procedures. There may be some other student conduct issues that warrant immediate action (skipping Steps 1 and 2). It is within the purview of the Field Education Coordinator and/or Director of Field Education to proceed to an immediate Formal Review (Step 4) in such cases.
Placement Transition

Reassignment of Placement
A field placement at an agency is a component of a required University course with specific hours that must be completed to receive credit for the semester. Students must demonstrate professional behavior in dealing with issues at their placement or with their field instructor and should utilize the support of their faculty liaison. The Field Office will work with students, faculty, and field agencies to navigate field concerns through the multi-step resolution process.

At times, the Field Office may opt to terminate a placement due to lack of learning opportunities, lack of supervision or other agency related concerns. If the Field Office makes the determination to terminate a placement then the Field Office will relay needed information to the agency to attempt a smooth transition. The Field Office will work to transition the student to a new placement.

If a situation cannot be resolved through the multi-step resolution process or a placement does not meet the learning needs of the student as required by the Council on Social Work Education 2015 Competencies, a student may request a change in field placement. This must be done prior to any request for a placement to be changed. Reassignment of placement will not be considered without an assessment of the multi-steps resolution process. **It is important to note that in no circumstance shall a student initiating a Request to Change Field Placement will be considered after February 1st of the spring semester.**

The following process shall be followed to be considered for requesting another placement:

1. The student will follow the multi-step resolution process. If all steps have been completed student will consult with the Field Liaison and;
2. Complete the Request to Change Field Placement Form; and
3. Submit the form to their faculty liaison for his/her input; and after it is completed and signed;
4. The faculty liaison or student may submit the completed form to the Field Education Coordinator.
5. The Request to Change Field Placement form will be reviewed by the School of Social Work Field Education Committee and if approved, the student will continue in the placement until Signed Documents a mutually agreed on termination date, which will allow for a smooth transition to a new agency.
6. The student may be requested to update his/her resume and field application as part of the referral process to the new agency and must be aware that the Field Education Coordinator will discuss the reasons for the student’s request for re-assignments of placement.
7. Students will be expected to update their Learning Agreement to reflect the new placement and may be requested to attend additional orientation for the new agency.
8. Students will be responsible for completing any required compliance items for the new agency.

Transitioning to a new placement requires coordination and planning on behalf of the Field Office and the student. Timelines for securing and finalizing a new placement for students may vary; however, it is likely that the process will take several weeks. The student may be provided with appropriate field learning opportunities to continue to earn hours.
**Termination**

Students can be terminated from a placement due to various performance concerns and behavior. If a student has been terminated from his/her field agency and leaves the placement prior to mid semester, the field instructor should provide a written summary of the student’s performance and issues related to termination. The student will be required to complete a student driven Field Placement Action Plan (found in appendices) with the Field Faculty Liaison and/or the Director of Field Education.

If the student leaves the agency after the mid semester, then the agency field instructor or task supervisor shall evaluate the student’s performance using the field education evaluation form. Each student shall assure that all required work is completed, any keys/equipment returned, and that the student has terminated with all clients successfully prior to his/her last day.

If a Field Agency immediately terminates a student due to egregious behavior which includes, but is not limited to the following, including falsification of timesheets, signatures, documentation, violation of UNC Charlotte Student Code of Conduct, professionalism, numerous unscheduled absences, and/or the use of alcohol or illegal substances then the Director of Field Office will immediately discuss this termination with the BSW or MSW Program Director. The Field Office will also request a written copy of the explanation of the reason for termination. The Field Office and the BSW or MSW Program Director will decide on whether a formal review should be scheduled to discuss whether the student should continue in the Social Work Program. If it is decided that the student is able to continue in the program after the formal review, the field office will identify an alternative placement and the student must accept the placement and remain in good standing in order to pass the field seminar course.

If a student is terminated twice based on unsatisfactory performance in field placement, a Formal Review will take place as described in the Steps process.

If a student’s placement is reassigned due to termination or transition, a new Field Agreement must be completed and any additional compliance (if applicable).

If a student remains at an agency but transitions to a new Field Instructor and/or Task Supervisor, a new Field Agreement must be completed (form available in Appendices).

During transitions when students are not in field placement, they are expected to work closely with the field office to continue earning field hours. Students will be expected to adhere to the interviewing process guidelines. It may take several weeks to identify a new placement, and students should continue to work closely with the Field Office to ensure they are earning hours.

**Transition from an Employment Based Placement**

Students in an employment-based placement may choose to leave their job and/or be dismissed from an employment. If a student chooses to leave their job, they may discuss the possibility of continuing to complete their placement at their previous employment. If a student is terminated from an employment-based field placement they will follow the termination protocol outlined in the section above. The Field Office will only consider a new employment-based placement with approval from the Field Education Committee.
PART II: Field Education Policies

NOTE: For academic policies regarding grievances, dishonestly, student termination from the program and reinstatement please refer to your respective Student Handbook (BSW or MSW).

Disability Policy for Field Placements
Students may request disability accommodations through the university. Disability accommodations are provided to the faculty field liaison via the Field Seminar course. It is the decision of the student to share disability accommodations with the agency Field Instructor and/or Task Supervisor. The faculty field liaison will not release information on behalf of the student unless documented consent is provided. The student may consult with the faculty field liaison and university disability counselor on accommodations in the field placement setting.

If there are issues that occur in field placement/seminar because of an undocumented or suspected disability, the faculty field liaison may discuss his/her observations/concerns and make the student aware of the Office of Disability Services. Information about available services may be found at https://ds.uncc.edu/

If you have questions about disability-related policy, the Office of Disability website can be found at http://ds.uncc.edu/. Their office is located at Fretwell, Office 230. The phone number is 704-687-0040.

Attendance and Field Hours Policy
Field Placement is a university course and students are expected to remain in the field placement for the entire semester of placement completing an evaluation at the end of each semester of placement. The Council of Social Work Education requires that BSW Social Work Students complete a minimum of four hundred (400) hours in field during their undergraduate program. The Council of Social Work Education requires that MSW Social Work Students complete a minimum of nine hundred (900) hours in field during their graduate program.

BSW Students
UNC Charlotte BSW students are required to complete two (2) full days in their field placement in both the fall and spring semester. The designated days are Thursday and Fridays, unless otherwise discussed with your Field Instructor and/or Task Supervisor. The minimum number of field hours required of each student during the fall semester is two hundred and twenty (224) and in the spring semester two hundred and thirty-two (232) totaling 456 hours for the academic year. The hours at the field agency are determined by the hours that the Field Agency provides services and can provide learning opportunities with supervision.

MSW Students
UNC Charlotte MSW students are required to complete two (2) full days in their field placement in both the fall and spring semester. The designated days are Mondays and Tuesdays, unless otherwise discussed with your Field Instructor and/or Task Supervisor. The minimum number of field hours required of each student during the fall semester is two hundred and thirty-two (232) and in the spring semester two hundred and thirty-two (232) totaling 464 hours for the academic year. The hours at the field agency are determined by the hours that the Field Agency provides services and can provide learning opportunities with supervision.

NOTE FOR ACADEMIC YEAR 2021-2022: The Field Office will adjust required field education hours, as permitted by the Council on Social Work Education. Adjustments will be made per semester.

Field Practicum Hours are based on the University Calendar and may fluctuate from year to year. The exact number of required hours will be announced at the beginning of each academic year.
Orientation or Required Training Prior to Academic Year
In some cases, field placement agencies require orientation or training prior to the academic year. Students may get credit on their time sheet for up to twenty-four (24) clock hours as a result of taking the required training and use it towards their total number of hours in the field agency, but this may not be used to end the placement earlier than the last day of classes. In addition, the field instructor must agree to the use of the hours to satisfy field placement hours during the academic year. **In no circumstance shall students have client contact prior to the academic year since they will not have insurance in place.**

Personal Day
Students will generally complete more than the minimum number of required hours if there are no absences from the field placement. If students are ill or need a personal/mental health day, they may have up to eight (8) hours of personal time approved by their field instructor per semester and these personal hours will be noted as hours in field. Any absences beyond the eight (8) hours must be approved by the Field Instructor and the Faculty Liaison, and the student must make up the missed time from the field placement by doing additional hours for that semester. Students are expected to work every week of the semester including the last week of each semester.

School Social Work Placements
It is important to note that students who are placed in a school social work setting will follow the host district calendar for holidays, school closings, and spring break. The Field Education student would not be able to have contact with the field instructor or students if the school was not in session. Students should review the school calendar with their field instructor to assure that they will be able to meet the required number of hours for field that academic year.

University Holidays and Closings
If the University is closed for holidays, fall and spring breaks or any other closing that does not require the student to attend class; the student is **not** required to attend the field placement agency. The student may exercise the option of attending the field placement agency for field-related work or to make up missed time in the field.

Conferences and Training Events within the Student's Placement
Students in field placement are permitted to attend conferences and/or training opportunities related to their field placement. The student's field placement is welcome to invite and/or require students to attend agency or agency partner training events and/or conferences, which should be counted towards the student's field hours for the semester.

Conferences and Training Events Outside of Placement
Students may request permission to attend social work conferences and/or training events during field hours that are **not** required by their placement. Such requests must be reviewed and approved in advance by the student's field instructor. If approved, the student can earn a **maximum** of ten conference and/or training hours per semester towards their field hours. Student participation in conferences and/or training that do not occur during field hours will not be considered under this policy. Please see the Appendices section for the approval form. **Please note: This policy does not take effect if the School of Social Work suspends all in person field placement activities.**

Outside Field Hours
Outside Field Hours are activities that supplement field education learning when a student is not on site at the field agency and/or has experienced extenuating circumstances that keep them from field placement such as verified absence through Student Support and Assistance Services (SASS), medical emergency, placement transition, public health emergency etc.
Outside Field Hours may be used if given approval by Field Instructors, Task Supervisors, and the Field Office. The Field Office will have the ultimate decision in approving these activities. These activities may include attending related webinars and/or virtual certificate training, related in person training that do not occur on field placement days, field office assignments, university approved events, and attending outside supervision groups. **Outside Field Hours should be documented via the Field Office time sheet for that month.**

**Inclement Weather**

It is the student’s responsibility to become familiar with their field agency’s policy on inclement weather and how the agency makes staff aware of if the agency is open, closed, or on a delay. Strategies may include contacting a specific telephone number, notices on television, web site announcements, and/or a telephone tree to contact staff or field instructors. It is always recommended that students verify if the University or Agency is open during inclement weather before making a choice to drive to the agency.

If there is inclement weather and the University and the field agency are open, the student should consider issues of personal safety when making a decision to travel to their field practicum. However, if the student chooses **not** to attend their field site due to inclement weather, it is important to note that the student must notify their field instructor/task supervisor directly, still meet the hourly requirement and make up the hours before the end of the semester. It is strongly recommended that the student work directly with their field instructor to discuss strategies to make up the work if required.

If the University is closed due to inclement weather, the student **is not** required to attend the field placement agency. It is the responsibility of the student to contact your field instructor directly if the agency is open and you will not be coming to the placement. This will allow your field instructor to arrange coverage for your appointments or duties for the field day.

If the University is closed, a decision will be made by the School of Social Work on whether student field hours will be adjusted due to inclement weather and students will be notified via email.

**Religious Accommodation for Students**

UNC Charlotte University Policy Statement #409 notes that “UNC Charlotte provides reasonable accommodation, including a minimum of two (2) excused absences each academic year, for religious observances required by a student’s religious practice or belief. The student must follow the process noted in the University policy if they are requesting accommodation if a religious observance is on a scheduled field day as follows:

1. Students must submit to the faculty liaison a **Request for Religious Accommodation Form** (found at https://legal.uncc.edu/policies) prior to the census date for enrollment for a given semester (typically the tenth day of instruction).
2. The Faculty member will complete the form and make a decision within five (5) business days of submission and keep a copy in the Social Work Student file
3. Students must give the fully executed copy to their field instructor and discuss with them.
4. Students will list on their time sheet the hours under religious holiday and may not be approved to receive more than sixteen (16) hours for the placement in this time sheet category.

**Resources for students**

Request for Accommodation for Religious Observance  

University Policy Statement #134 https://legal.uncc.edu/policies/up-409
Employment Based Field Placement

- An employment based field placement can be an option if the employing agency is affiliated with the University, qualifies as a field site for the School of Social Work at UNC Charlotte and the prospective student has been an employee of the agency for a minimum of ninety (90) days. CSWE guidelines relevant to employment-based field placements must be adhered to by the student and the employing agency.

- Placement of students in an employing agency is an exception and must be evaluated closely and approved by the Field Office. The field instructor must be different from the student’s day to day supervisor and the placement must be in an entirely different unit than their normal day to day employment.

- The designated field instructor must be approved by the School of Social Work. He/she must be an MSW or BSW with at least two (2) years post-MSW or post BSW experience. The field instructor cannot be the direct paid work supervisor of the student. The field instructor must attend mandatory field instructor training.

- The employing agency must be within a sixty (60) mile radius of the University of North Carolina in Charlotte or can use technology which would facilitate virtual visits by the faculty liaison.

- The Employment based request must include in detail, the proposed learning opportunities for the student. Field Placement learning experiences must be in an entirely different program or division than where the student is employed. The learning experiences assigned for the student must meet the requirements of the UNCC field education program and must differ substantially from the student’s employee role. The level of assignments will be determined by the student’s educational role, not the employee role.

- All terms of the employed based field placement agreement must be adhered to by the student and by the employing agency.

- If approved, the field placement must achieve all of the placement objectives for a BSW student. The student must engage in both micro and macro practice activities under qualified social work program approved field instructors. The objectives must be reviewed by the student, the prospective field instructor, the student’s employer, and the designated Faculty Liaison.

- The School must be assured that the employment agency supports the placement as an educational experience and is committed to providing the time and supervision to be involved in discrete learning activities with specific learning objectives that are related to the placement objectives. The employing agency is expected to help the student and the university to create and maintain an environment for learning to take place.

- Any changes to the approved Employment Based Field Placement shall be submitted to the Field Education Committee and must be approved in advance.

- If an employment-based field student has a change in employment, is terminated, or resigns, the Field Office will work with the student to identify an alternate placement that meets the course requirements. The Field Office is not required to obtain or wait for an alternate employment-based field opportunity. If a student chooses to delay moving to an alternate placement identified by the Field Office, this may impact the completion of the field course.

- In some cases social work field students will do such an excellent job in field that they are hired during the school year. If this is the case the student must receive approval from the Field Office in order to move their placement from student to employment-based.

- See Appendix H for the Employment Based Field Placement Agreement

It should not be assumed that a student’s placement will occur within the student’s employing agency just because the agency meets all field instruction and other UNC Charlotte Social Work Program standards and expectations.
External Supervision Policy for the School of Social Work Field Education Office

Policy Statement

Field Education is considered the “Signature Pedagogy” of Social Work. In the School of Social Work, the standard has been that students receive one hour of supervision per week during their field placements to ensure that they are being fully immersed in the social work discipline. Often students are placed at an agency without a BSW/MSW field instructor or the agency does not meet the standard of having a BSW or MSW degree with 2 years of experience. In order for the students to gain valuable experience at the agency, they are assigned a task supervisor who plays the role of supervising the student directly in field placement and providing the student with competency-based learning assignments.

External supervision can also be beneficial to students when there are planned or unexpected agency transitions. External supervision ensures that students continue to receive the required weekly social work field instruction, while still maintaining their field placement under the supervision of a task instructor. If an agency field instructor will be out temporarily, a student may be assigned temporarily to an external supervision group. External supervision also opens the opportunity to place students with related disciplines or within non-traditional social work settings, where students can still meet the social work competency-based learning assignments.

Expectations and Responsibilities for External Supervision

BSW/MSW Field Instructor: Field instructors must hold a Bachelor of Social Work and/or Master of Social Work degree from a social work program accredited by the Council on Social Work Education. The field instructor must have at least two (2) years post BSW practice experience. A designated BSW/MSW field instructor will facilitate the external supervision groups.

Job Description: Provide supervision to BSW or MSW graduate students. Will schedule group hour supervision sessions either at SSW office, their agency, or virtually and complete weekly supervision notes. Provide broad support related to learning agreements and evaluations. Briefly evaluate each student’s level of participation and progress at the end of each semester.

Task Supervisor: A Task Supervisor must have an undergraduate and/or advanced degree in a closely related field or may have been grandfathered in as an LCSW by the North Carolina Certification and Licensure Board, but not have an MSW. The task supervisor must have at least two (2) years post degree practice experience. The task supervisor is the field placement personnel responsible for the oversight of the field student at their field placement.

Student: The student must complete their field placement as assigned under the UNCC School of Social Work guidelines. The student is responsible for meeting all criteria for completing their field placement, which includes attending one hour of weekly supervision. In the case of external supervision, the student is required to attend these sessions as scheduled.

Field Liaison: The field liaison is a UNCC School of Social Work faculty and instructor of the student’s field practicum class. The field liaison will obtain information from the student, Field Instructor, and Task Instructor regarding the student’s progress in field placement.

Director of Field Education: The Director of Field Education will assign, schedule, and oversee external supervision groups.

Field Education Coordinator: The Field Education Coordinator will assist with assigning, scheduling, and overseeing of outside supervision groups.

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Protocol for External Supervision

● **Initial Site Visit:** When a new agency is being considered for field placements during the initial site visit, the School of Social Work will assess if qualified BSW/MSW are on-site. If no qualified BSW/MSW is currently on-site, the School of Social Work representative will explain the option for still placing students at the site with outside supervision provided by the School of Social Work.

● **Follow-up Changes:** The student(s) and/or the agency is required to inform the Field Education Department that there is no longer a qualified BSW/MSW at the agency. The School of Social Work will work with the student to assign outside supervision.

● **Hiring Process:** The School of Social Work will hire qualified BSW/MSW supervisors to provide outside supervision to BSW and MSW students. The specifics of hiring a qualified BSW/MSW person will follow the UNC Charlotte School of Social Work policy for hiring part-time employees.

● **Establishment of Groups:** Students will work with the Field Education Director, Assistant Field Education Director, and BSW/MSW Field Supervisor to provide their schedules for the establishment of groups.

● **Group Size:** The size of each supervision group will vary based on student need and academic level. Group composition can change at any time during the academic year.

● **Group Expectations:** Students must actively participate in the group discussion and complete assigned activities. Students are expected to conduct themselves in accordance with the NASW Code of Ethics.

● **Virtual Groups:** In cases where students have special circumstances (e.g., travel long distances, rigid schedules) students may be granted the ability to have supervision via Videoconferencing (e.g., Google Groups, Skype, Zoom). Virtual supervision groups are held to the same expectations as face-to-face supervision groups.

● **Supervision Hours:**
  - One hour of supervision is required weekly.
  - Supervision counts toward the student's total number of hours per week. Thus, students receiving outside supervision will only be required to complete 15 hours per week at the agency and one hour per week of supervision.
  - Attendance will be taken for each weekly outside supervision group. Students may miss one unexcused supervision meeting per semester. The missed supervision meeting must be made up within the semester. In the event that a student must miss more than one supervision, they will be asked to complete an assignment to account for the missed supervision meeting. It is the ethical responsibility of the student to attend supervision sessions as scheduled.
  - Supervisors may cancel one supervision meeting per semester. In the event that students require supervision related support for the cancelled session, the student should reach out to the Director of Field Placement or the Field Education Coordinator.
  - Student drive time to and from supervision will not count towards field placement hours.
  - Students participating in external supervision will be evaluated at the end of each semester on the *Outside Supervision Summary Evaluation*. This form will be submitted to the designated Field Faculty Liaison and incorporated into the practicum class grade.
Safety Policy for Agency Field Placements

Student interns should be mindful of personal safety in their field placement. The practice of social work is not entirely without risk. Students in field placement agencies interact with people who are often experiencing challenges and frustration due to life circumstances. Heightened frustration increases the probability of violence; therefore, students and field instructors need to be aware of risks so as to avoid potentially dangerous situations.

This policy is dedicated to helping the student to adopt the protective behaviors and thought processes that are needed in negotiating the field placement in particular. Suggestions will be focused primarily on the student’s field work experience, but are easily adaptable to the student’s personal life as well.

While the suggestions are meant to assist the student to remain safe, they are not meant to overly alarm and cause you to fear your field placement, clients, or the communities you will be visiting. Incidents are very rare. However, when working with populations that are experiencing life stressors, poverty, oppression, alienation, crisis, or other serious problems, there is a potential for impulsive, uncontrolled, or aggressive behavior in certain circumstances.

In field, personal safety of the student should be considered at all times and student’s should have a “situational awareness” which is noted by Royce, Cooper, and Rompf as knowing what is in front of you, behind you, and beside you. This will help each student be prepared in case something goes wrong. (Royce, Dooper, & Rompf, 2012, p.47)

If an incident involving student safety occurs at field placement, the following steps should be taken:

1. The student should report the incident to the Field Coordinator as soon as possible.
2. Complete the Field Incident Report within 24 hours (found in Appendix D).

The School of Social Work’s Role

The School of Social Work is very much concerned about the student’s personal safety and well-being. The Field Office has made efforts to conduct either an in person site visit or virtual site visit to affiliated field placement agencies. Students who have concerns about safety at their site should contact the Field Office. Safety issues will be assessed and addressed as needed.

During orientation to the Field Education program and in your field seminar class you will discuss pertinent safety information.

Please see the UNC Charlotte policy statement #101.17 Workplace Violence.

http://legal.uncc.edu/policies/up-101.17

The Field Placement Agency’s Role

The field instructor and the agency staff are the persons in an agency who are most directly concerned with the student’s learning and general well-being. This includes issues of personal safety. Care will be exercised in selecting clients for the student’s caseload, and in determining where the student will go during their field work. The agency should always attempt to shield you from undue exposure to personal risk.

If the agency views the nature of its client population or problems as potentially dangerous to work with, it should have an in-service training which addresses such issues as defusing a potentially dangerous situation with a client, techniques and strategies for working with difficult, violent, or criminal clients, and personal protection during interviews and home visits. It is suggested that the student inquire about an in-service training program at their agency if the client population warrants. All agency safety policies and procedures including Universal Precaution Training should be discussed with the student during the initial orientation period.
Agency Responsibilities Include:
● Responding immediately to a student concern about safety; no safety issues can be seen as insignificant
● Informing students of safety and security programs/regulations of the agency
● Advising against students working alone in the agency, especially during late evening hours
● Informing the student if an assigned client has a history of violence
● Discussing safety issues with students prior to home visits

Student Responsibilities Include:
● Arranging office furniture with personal safety in mind, for example, always having a pathway to the door
● Never work alone in a building
● Informing the field instructor or other staff of when and where clients will be seen
● Understanding agency/school policy regarding transporting clients in a personal vehicle
● Reporting any concerns or incidents related to personal safety to the field instructor
● If the student feels concerns about safety issues have not been addressed, report the concerns to your field liaison and if needed to the Director of Field Education
● Reading and understanding agency safety plans

Increase Awareness of Risk Factors
Preparedness includes learning all of the potential risk factors in relation to your field placement agency, and developing a plan to minimize them, or deal with them safely and successfully. You should:
● Take your agency’s safety training, if one is offered
● Discuss safety issues with your field instructor during orientation
● Incorporate the development of a personal safety plan into your learning contract as an objective if no plan is in place
● Develop an ongoing personal risk assessment program

Getting To and From Your Field Placement Agency
● Plan a safe route to and from your field placement
● Plan how you will leave if you have late hours
● Do not walk unaccompanied in unsafe circumstances

In Your Agency
Pay Particular Attention To:
● Time and location of client contacts
● Office arrangements (how desk is placed, who sits where, access to door)
● Access to help (location of others who can help you, especially your field instructor)
● Emergency plan (press a button, pick up a phone, shout, etc…)
● Agency Policy

In the Field
● Schedule field visits during daylight hours (if possible)
● Plan a safe route and review it with your field instructor
● Let your agency know when you are leaving, where you are going, and when you will be back. Always carry a cell phone with you.
● Ensure that your field instructor is also aware of your plan.
● Check in if there is a change in your plan
• **ALWAYS** take someone from your agency with you if you feel unsafe. This person may accompany you on your visit or may wait outside or in the car as needed. Plan ahead where the person will be during your visit.
• Do not enter a situation that could be dangerous without first consulting with others and formulating a plan to reduce risk. Do not hesitate to see the assistance of others, including other workers or the police.
• Know the Agency Policies regarding home visits and community visits.

**Driving and Transporting Clients**
Students are not permitted to transport clients in their personal vehicle or in an agency vehicle. If a placement requires that a student utilize an agency vehicle for transportation, the agency must provide proof that the student is covered under their automobile insurance policy. Proof of coverage must be submitted to the Field Office and approved by the Field Office by August 31st of the academic year. Students must not transport clients in the agency vehicle until approved by the Field Office.

**Policy Regarding Agency Related Travel**
Students may be asked to drive their personal car and/or agency car for field placement related travel. Students should not be permitted to travel more than sixty miles one way for field placement related travel. If a drive time of more than sixty miles per trip is required, the student must be accompanied by an agency staff member. The School of Social Work does not reimburse students for field placement related travel. Students and field agencies should refer to the School's policy in safety in the field.

**Emergencies**

Public Health Emergencies
During Public Health Emergencies (e.g., pandemics, outbreaks) the field office will work collaboratively with the School of Social Work unit and university to assess the impact on field education. Communication will be provided via email.

**Placement Specific Public Health Emergencies:** If there are specific concerns about an outbreak or other public health emergency at your placement the field office should be notified as soon as possible by the student and/or field agency.

Student Safety Related to Emergencies (i.e., fire, bomb threat, weather related emergency)
University/Charlotte, NC Specific Emergencies: The university uses NinerAlert to communicate about threats to campus safety or operations. The Field Office will follow NinerAlerts if it is related to field placement and communicate with students, as needed. [https://emergency.uncc.edu/communications/nineralerts](https://emergency.uncc.edu/communications/nineralerts)

Placement Specific Emergencies: If your placement experiences some type of emergency that directly impacts your field placement or field placement hours the field office should be notified as soon as possible by the student and/or field agency.
Supporting Students in Addressing Sexual Harassment in Field Placements

**For immediate or crisis assistance, please call 911 or Campus Police at 704-687-2200**

The School of Social Work (SSW) at UNC Charlotte supports social work students’ access to safe, respectful, and discrimination-free learning environments, whether in the classroom or field placements. Students are protected from sexual and interpersonal misconduct, which includes sexual harassment, by University policies (i.e., University Policy 504, University Policy 406, University Policy 502). UNC Charlotte’s response to sexual harassment is guided by federal regulations (i.e., Title IX of the Education Amendments of 1972, Title VII 1964 Civil Rights Act). Reviewing these policies and regulations can help students understand their rights and choices in situations that involve sexual harassment.

**Overview of Sexual Harassment in Field Placements**

What is Sexual Harassment?
Sexual harassment often occurs when students are the target of sexually inappropriate behaviors, including verbal, nonverbal, and physical actions in their field placements. Anyone can experience sexual harassment. However, because sexual harassment behaviors are rooted in power and control dynamics, members of marginalized groups may be more vulnerable. This includes (but is not limited to), those living in poverty, individuals with disabilities, immigrants, and racial, ethnic, sexual, and gender minorities.

For the most up to date information on university policies, please visit: https://titleix.uncc.edu/resources-university-policies/university-policies

How do individuals respond to sexual harassment?
Individuals may respond to sexual harassment in many ways, including fear, anger, self-blame, depression, anxiety, isolation, or physical symptoms. They may question their perceptions or even feel protective of the person who is sexually harassing them and worry about getting them in trouble. All are normal responses to sexual harassment experiences.

Who perpetrates sexual harassment? Anyone can experience sexual harassment, and anyone can perpetrate sexual harassment behaviors. Potential perpetrators of sexual harassment experienced within field placements could include:

1. **Employees and volunteers of the field agency.** Any person who serves in a formal paid or unpaid position (i.e., staff, volunteer, board member) on behalf of the field agency.
2. **Employees and volunteers of a partner agency.** A partner agency is a non-profit, governmental, and private business organization that conducts business in partnership or on behalf of the field agency on a formal or informal basis.
3. **Clients and associated persons.** Any person who receives formal or informal services through the field agency, including family or friends who accompany clients during agency interaction or speak on behalf of the client.
4. **Other UNC Charlotte students.** A person currently enrolled in classes at any UNC Charlotte campus on a full-time or part-time basis, including skill-based short learning programs offered through the university.
5. **Students from another university.** Persons who are placed with the field agency through another secondary, postsecondary, or vocational institution of learning for credit or non-credit service learning.

**Options for Safety and Support for Students who are Victims/Survivors of Sexual Harassment**

**In case of an emergency, contact the local law enforcement office or hospital. For more information see the Interpersonal Violence Resource Guide.**
When a student experiences sexual harassment, they may find it beneficial to seek support from another source. Below are resources that provide support, both within and outside of the university. Students who are impacted by sexual harassment are encouraged to utilize any resource they believe will be beneficial to their healing.

1. **University Resources**: Students may choose to seek resources or support from an individual or office that is affiliated with UNC Charlotte. It is important to note that, per [University Policy 504](#), all University employees are expected to report disclosures of sexual and interpersonal misconduct to the Title IX Office. If students, however, wish to speak to a confidential campus resource, they may elect to engage with Counseling and Psychological Services, the Student Health Center, and/or the Department of Athletics psychologist (for student-athletes).
   a. **Confidential resources**: Information shared to a confidential resource cannot be shared with any other source, including the Title IX Office, without the student’s permission. Confidential resources include the Center for Counseling and Psychological Services, the Department of Athletics psychologist, the Student Health Center. If a student discloses sexual harassment to an employee of one of these sources, the employee is obligated to keep that information confidential. A formal report will NOT be made to Title IX or Police and Public Safety.
   b. **Counseling and Psychological Services (Confidential Resource)** Location: Christine F. Prince Center (located behind the Student Health Center) Phone: 704-687-0311 Email: caps@uncc.edu
   c. **Student Health Center (Confidential Resource)** Location: Student Health Center Building Phone: 704-687-7400 Email: studenthealth@uncc.edu

2. **Sources of support that are not affiliated with the university**
   a. **Personal networks**: The most common source of support for students who experience sexual harassment is family and friends. People from a students’ support network have the potential to provide support and resources. On the other hand, most people lack professional training in how to respond in a supportive and affirming way. Friends and family may react negatively to a disclosure of sexual harassment, which could make the victim/survivor feel worse. Additionally, the information that is disclosed with friends and family may not be considered confidential and may be shared with other individuals or entities.
   b. **Local Off-campus Victim Assistance**: Agencies Local off-campus victim assistance agencies can be a good source of formal advocacy and support. Below are two reputable local resources for victims of sexual harassment (as well as sexual and interpersonal misconduct) that can provide support directly or connect a student to other appropriate resources. These sources are considered to be confidential, meaning that information a student shares with them cannot be shared with other sources without the student’s permission.
   c. **Safe Alliance** is the domestic violence and rape crisis center for Mecklenburg County that provides hope and healing to those impacted by domestic violence and sexual assault (which includes sexual harassment) through a variety of programs and services. They can be reached by phone toll free 24-hours a day hotline (980-771-4673).
   d. **North Carolina Victim Assistance Network** is a state agency that promotes the rights and needs of crime victims by educating citizens and public policy leaders about crime’s devastating impact on society. They can be reached by phone toll-free (800-348-5068).

**Overview of the Title IX Process**
The UNC Charlotte Title IX Office works to maintain an environment conducive to learning for all students and ensures that no one is denied access to UNC Charlotte’s educational programs or activities as a result of sexual harassment, sexual violence, gender-based harassment, or interpersonal misconduct. As a part of this mission, the Title IX Office connects students to resources, offers accommodations to support student needs, and ensures that reports of sexual and interpersonal misconduct are addressed and resolved in a timely, fair, and impartial manner.
manner. The Title IX Office does not require students to disclose any details that they are not comfortable with disclosing.

UNC Charlotte’s Title IX Office receives reports of alleged sexual and interpersonal misconduct from many sources which include the victim/survivor, the broader UNC Charlotte community of faculty, staff, students, and Campus Police & Public Safety.

**To submit an incident report, please visit the following Incident Report link or call the Title IX Office at 704-867-6130. For more information about resources and accommodations available through the Title IX Office, visit their website.**

Once a report has been received, the Title IX Office will appoint a case manager who will make two attempts to reach the victim. The hope is to schedule a meeting to provide information about available services and support. Students who choose to engage with the case manager are not required to disclose any details that they are not comfortable with disclosing. Students who elect not to engage with the Title IX Office at the time of initial outreach are welcome to still seek services from the Title IX Office at any point in the future. No statute of limitations exists regarding services offered by the Title IX Office.

Students who are seeking an environment in which they can process difficult incidents safely and confidentially will be connected with Counseling and Psychological Services (CAPS) where they may receive a one-time consultation, on-going therapy, and/or group therapy at no cost to the student. When students opt to proceed with a formal investigation, the case manager will support and remain connected to all parties associated with the investigation process and will check in periodically to ensure continued wrap-around support.

**For more information, visual aids, and videos regarding Title IX outreach, support, accommodations, and formal investigations please visit the Title IX Office's website.**

**Navigating Incidents of Sexual Harassment with the Social Work Field Office**

The School of Social Work recognizes that field instructors, clients, and other agency personnel are not employees of UNC Charlotte, and students are not employees of the agency. Regardless of University or Federal policy, the SSW Field Office is committed to protecting the safety of all parties from sexual harassment throughout the process. The SSW Field Office advises all field placement agencies to inform students of their agency policies regarding sexual harassment and thoroughly discuss procedures for reporting incidents of sexual harassment. Field Education agencies are compelled by law to address the issue of sexual harassment by seeking solutions to such work-related abuse through programs of prevention, transparent policies, and effective mediation and discipline.

The SSW Field Office at UNC Charlotte aims to support students who have experienced sexual harassment. Once the SSW Field Office becomes aware of sexual harassment experienced in a field placement, they will make a report to the Title IX Office. Students can decide whether or not to proceed with a Title IX investigation. However, the Title IX Office is limited in their ability to do an investigation with an external agency. Regardless of the student’s decision to proceed or not proceed with a Title IX investigation (and the ability of Title IX to complete an investigation), the SSW Field Office can consider the following outcomes in consultation with the student:

1. **Student May Remain at Agency**: A student who has experienced sexual harassment in a field placement may desire to continue their field education at the same agency. This could mean that the student has continued contact with the person accused of sexual harassment. If the student chooses to remain in their current placement with the possibility of having contact with the accused perpetrator, the SSW Field Office will work with the student to identify the best course of action for continuing in the current placement. A student may choose to remain at the agency, but move to a different department or
area within the agency if there is a Field Instructor or Task Instructor available. The SSW Field Office cannot guarantee this as an option but will work with the student to identify the best course of action.

2. **Student May Change Placement:** A student may desire to change their placement as a result of experiencing sexual harassment. This request will be expedited for review by the Field Education Committee. If a decision is made to change the field placement for the student, the SSW Field Office will diligently work to create a smooth transition to a new field placement. In order to help ensure a timely completion of the field course/degree requirements, the student will be matched with an alternate placement that meets the criteria/requirements for a field education experience.

As a result of learning about sexual harassment perpetrated with a field placement, the SSW Field Office will assess continued partnerships with the field agency in consultation with the best available information and the Title IX Office. If the accused perpetrator is a student from another university, the UNC Charlotte Title IX Office will work to determine the next appropriate steps.
Social Media and Technology Guidelines for Field Placements

**Social Media**

Social media has exploded in recent years, but there are a number of areas of concern related to the intersection of personal life and professional roles. Social Workers must also further develop their knowledge related to changes to practices as a result of technology including, but not limited to, assuring confidentiality through the use of technology, informed consent on the benefits and risks of the use of technology, jurisdictional considerations if providing distance counseling, and the development of social media policies and procedures.

Social Media includes, but may not be limited to Facebook, Instagram, SnapChat, Twitter, Tumblr, YouTube, blogs, texting and they are exciting ways to connect with others and share information. There can be unintended consequences and potentially damaging consequences if basic guidelines are not considered. It is also important to remember that social media sites are public domains and any and all information can be accessed by anyone.

It is the expectation of the University of North Carolina at Charlotte School of Social Work that student will adhere to the NASW Code of Ethics ([https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English](https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English)) when using social media as a communication tool in either their personal or professional sites. Students need to be aware that the Codes requirements in the following areas:

- Informed Consent (Section 1.03)
- Dual Relationships (Section 1.06)
- Privacy and Confidentiality (Section 1.07)

**Students must consider the following as they begin each field placement:**

- Does your field site have a policy on the use of social media communication tools? If so, review the policy with your field instructor. If not, what expectation does the agency have regarding the use of social media during field hours?

- What type of information is okay to share on a personal social media site?
  - It seems that it should be inappropriate for students (or employees) to refer to any fieldwork site/agency, client, or client situation, etc. on their personal social media pages (e.g. Facebook, My Space, Twitter, Blog), no matter how many security settings have been invoked.

- Should students/employees share their personal contact information including email, cell number, address, etc. with a current or former client or client group?
  - While social workers have an ethical obligation to protect the privacy of their clients, no such restrictions prevent a client from searching online for information about a student or employee. Any photos, videos, written comments, and other postings can serve to undermine a social worker’s personal safety and/or professional competence.

- Students (and employees) should be expected to exercise great care in how they represent the social work profession as a whole in any online activities. It is very easy for an outsider to misinterpret statements or images out-of-context. (See *NASW Code of Ethics Section 4.06a: Misrepresentation.*)
To help facilitate these conversations, consider the following topics for discussion with your field instructor and/or task supervisor.

1. What are the agency guidelines regarding the use of Facebook and who can you friend?
2. What are the most common ethical concerns you should be aware of when using social media as a professional social worker?
3. Does the Agency have a Social Media Page, how is content added and how was it developed

**Technology**

Due to developments and innovation in the technology, social work practice has also had tremendous changes. NASW and ASWB Standards for Technology and Social Work Practice is a resource that focuses on this area.


It is the expectation of the School of Social Work that each student become familiar with the Standards and review before placement in practicum. The use of technology includes, but is not limited to the use of internet search tools, virtual sessions with clients, use of avatars for online services, cell phones, computers, texting, and consideration related to licensure, informed consent, privacy and confidentiality.

**Students must consider the following before placement:**

1. Does your agency have written policies on the use of technology?
   - Review the policy and discuss with your field instructor
   - If your agency has access for clients using technology does it assure equal access to vulnerable populations who may not have access
   - Is your email system encrypted and secure?
   - Do you advise clients in the initial session on information related to the use of technology?
   - If virtual sessions are conducted is the platform for services secure?
   - If your practice uses Avatars is there a mechanism to confirm the client’s identity?
2. What are your skills in the area of technology, and do you have to further develop knowledge?
   - Are you skilled in the use of computer software which will allow you to track data, do presentations, circulate information?
   - Are you familiar with electronic records?
3. Regulatory Compliance
   - Are you aware of licensure requirements in other states and the support services?
   - If your agency does virtual services cross state are you aware of services for emergency support or the continuum of care in the state where the client is.

To help facilitate these conversations, consider the following topics for discussion with your field instructor and/or task supervisor.

1. Is it ethical to search the internet for client information?
2. Is it ethical to look up a client’s Facebook page?
Process for Stipends and Scholarships
Field Placement agencies are permitted to grant stipends to field students. All financial details are the responsibility of the field placement agency and student. The Field Office will not oversee or distribute funds.

Students receiving internal and/or external scholarships are to work directly with the scholarship team regarding eligibility and requirements. All financial details are the responsibility of the field placement agency and student. The Field Office will not oversee or distribute funds. If the scholarship requires an internship component the student must receive approval from the Field Office in order to count these as social work field education hours. Scholarship-based field placements must qualify as a field site for the School of Social Work at UNC Charlotte and are not always guaranteed.

Stipends and Scholarships are not the same as an employment-based field placement. For more information on employment-based options please refer to Part I of the handbook.

Liability Insurance
All students are required to carry professional liability insurance. Agencies will not allow students to be placed unless the student has liability insurance coverage. **The cost of liability insurance is covered by student fees and purchased by the college. No additional actions are needed from the student.** This liability insurance only covers you the student and your person only, not your automobile, and not any passengers that are in your automobile. The insurance is effective for the academic year only. Liability insurance covers both in-person and virtual practice.

Field Education Awards

**Nominations for “Outstanding Field Student”**
All field instructors may nominate their student for the Outstanding Field Student Award. One student will be selected at each academic level for the academic year. All nominees and winners will be recognized at the end of the spring semester. Nomination forms will be sent out to Field Instructors and/or Task Supervisors in the spring semester.

**Nominations for “Outstanding Field Instructor”**
Any student in field placement may nominate their field instructor and/or Task Supervisor for the Outstanding Field Instructor Award. One Field Instructor will be selected at each academic level for the academic year and all nominees and winners will be recognized at the end of the spring semester. Nomination forms will be sent out to students in the spring semester.
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FIELD EDUCATION HANDBOOK AY 2021-2022
SCHOOL OF SOCIAL WORK

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</table>
SAMPLE UNCC School of Social Work - Field Internal Application

Please complete your application thoroughly and thoughtfully. Once you submit your application, it will be considered final. This application is due __________ at 11:59pm. The name, username and photo associated with your Google account will be recorded when you upload files and submit this form.

* Required

Full Name: *

Your answer

UNCC Student ID (800#) *

Your answer

Home Phone *

Your answer

Cell Phone *

Your answer

Work Phone *

Your answer

Email *

Your answer

Permanent Address *

Your answer

Local Address (if different from permanent address)

Your answer

In which county do you reside during the academic year? *

Your answer

Name of Institutions Attended, Dates Enrolled and Degree Attained (if any) *

Your answer
List all Social Work Course Titles and Grade Received *
Your answer

Population Course Titles and Grade *

Your answer

All students must arrange their own transportation to field agencies. Will you have a reliable car available for transportation? *
Yes
No
If you will not have a reliable car, please explain how you will arrange for transportation:
Your answer

Do you anticipate being employed more than 10 hrs per week while completing field placement? *
Yes
No
If you will be employed more than 10 hours, write a brief description below detailing your plan to balance work, family life, coursework and field:
Your answer

Please list three specific populations or interest areas that you would like to work with and explain your reasons for choosing these populations or interest areas. *
Your answer

What are some agencies or organizations you would be interested in for completing your field experience? *
Your answer

Is there anything you would like for the field office to know and/or consider in matching you with a field placement? Please explain.
Your answer
If you are interested in a county social services placement, please upload contact information for your references. Your references should include the name of your reference, agency/position, relation to you, and contact information for the reference.

Add file

3 Letters of Recommendation (applicants for county DSS only)

Add file

Section II - Submission

Please review the information below. Once you review the information below, you will acknowledge having read this by signing your name. Once submitted, your placement application is considered final. Students will not be permitted to revise or update their application unless there are extenuating circumstances.

All students must follow the UNCC School of Social Work field placement process outlined by the Field Office. Students are not permitted to reach out to agencies regarding placements until they are cleared to schedule an interview.*

I understand that all students must follow the UNCC School of Social Work field placement process outlined by the Field Office. I understand that students are not permitted to reach out to agencies regarding placements until cleared to schedule an interview.

Many field placement agencies require immunizations and/or a flu shot. If you have personal preferences regarding these requirements, please feel free to comment here:

[Your answer]

By signing and submitting your application, you are acknowledging the following: A placement close to school or home is not guaranteed. This is a full-time day program. Students who work more than 15-20 hours during a field year may struggle. Exceptions will not be made. It is highly recommended that all non-social work courses be taken before senior year and that the student should meet with his/her advisor to plan their schedule accordingly. Typical field days are __________. This program is a full-time day program with a concurrent field model. Course days/times are not planned around student work schedules. Students are expected to come to social work class on time, participate enthusiastically, respect peers, stay for the entire course and not be engaging in unprofessional behaviors (i.e. texting or Facebook during class). You are strongly encouraged to discuss the following with your prospective agency when you go for your field placements interview:

Driving requirements – Many agencies require driving and do not reimburse for mileage. Are there evening requirements? there a summer orientation? Agency culture may vary – Tattoos, piercings, open toe shoes, high boots, long earrings, etc. are not acceptable in many agencies. Students will be required to complete compliance which includes, but is not limited to: CHHS Drug Screening and Criminal Background Acknowledgement and Agreement, results of the CHHS Online Bloodborne Pathogens test, immunizations and/or other specific tests/paperwork, which may be required by the Affiliated Agency. All UNCC School of Social Work Students entering placement must complete a TB test. A field placement agency may require a comprehensive criminal background check and drug screen. Students who have concerns regarding this should consult with the field placement coordinator as soon as possible. Students incur the costs of any related compliance items and are not reimbursed unless otherwise noted. Students are advised to inform the Field Office of any student concerns related to their Criminal Background Check and/or Drug Screen. The UNCC School of Social Work is not responsible for transportation to and from placement. Students are not reimbursed by The UNCC School of Social Work for gas and mileage. Agencies have the right to terminate placements. If the student is terminated from placement due to ethical violations, unprofessional conduct, or performance issues, another placement is not guaranteed and the student may receive a failing grade.
for the field placement course. If a student is interested in Employment Based Field Placement, they will meet with the Field Office for a review of the placement. The UNCC School of Social Work is not required to approve Employment Based Field Placement. Students may not start field placement until formally cleared by the School of Social Work.

I have read the information above. If I have questions, I will reach out to the Field Coordinator prior to signing this form.

Please type your full name *

Your answer

Date *

Submit

SAMPLE -UNC Charlotte- School of Social Work - Field External Application

Please complete your application thoroughly and thoughtfully. There is no required length for the responses to your questions. Once you submit this application, it will be considered final. This application will be shared with potential field agencies during the placement matching process. Please proofread your responses before submission. Your resume upload is a required part of this application. This application is due ______________________ at 11:59pm.

The name and photo associated with your Google account will be recorded when you upload files and submit this form.

* Required

Full Name *

Your answer

Contact Information (Please include the best way to contact you including phone number, email, address or P.O. box) *

Your answer

What are your reasons/motivation for entering social work? *

Your answer

What specific social work skills do you hope to develop during your field placement experience? *

Your answer

What knowledge do you hope to gain from your field placement experience? *

Your answer
How would you describe your learning style? (i.e., how do you learn best? What teaching methods are helpful for you?) *
Your answer

What strengths, skills and experience do you have as a student that you would like to highlight for your prospective agency? *
Your answer

What do you envision your role as a social work intern will look like? *
Your answer

Please upload a current version of your resume. *
Add file

Signature: *

Date of Submission: *
Date

Submit
Field Placement Student Time Sheet and Supervision Log
2021-2022

~This sheet is to be filled out monthly and turned in to your field faculty liaison~

Beginning Date: ________  Ending Date: _________  Sheet Number: ____

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME IN</th>
<th>TIME OUT</th>
<th>TOTAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Supervision Log Components:</td>
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<tr>
<td>-----------------------------</td>
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<tr>
<td>1. Summarize how you spent your time this month. Consider what competencies you have accomplished and which competencies need more attention.</td>
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<tr>
<td>2. What were your learning successes this month?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3. What were your learning challenges this month?</td>
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<tr>
<td>4. What is your plan to address each of the challenges listed in question #3</td>
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</tbody>
</table>

**Required Signatures**
*Note: This is a formal document reporting your hours for field education. ONLY wet or digitally signed signatures will be accepted. NO “typed” signatures will be accepted.*

<table>
<thead>
<tr>
<th>Signature of Field Instructor/Task Supervisor:</th>
<th>Date</th>
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<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature of Student:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tr>
</tbody>
</table>
Emergency Contact Information

~This form is to be completed and given to your field instructor within the first week of field~

Intern Name:
Primary Phone Number:
Email:

Personal Emergency Contact (name, email and number):

Field Faculty Liaison

Name:
Primary #:
Email:

Field Office Faculty

Field Education Director: Dr. Ticola Ross  Phone: (704)687-7932  Email: ticola.ross@uncc.edu

Field Education Coordinator: Prof. Frances Ferrante-Fusilli
Phone: (704)687-8616  Email: fferant@uncc.edu

School of Social Work Lecture: Prof. Kris Taylor Phone: (704)-687-7938  Email: tktaylo1@uncc.edu

School of Social Work Lecturer:  Prof. Jacqueline Garcia Phone: (704-687-7939)  Email: jgarci43@uncc.edu
Field Incident Report

Person submitting report: _____________________________

Date of incident: ______________

Date of report: ________________

Persons involved in the incident: _______________________________________________________________

Description of incident (what led up to the situation and what occurred during the incident)
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Nature and description of the injury, if applicable:
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Action taken:
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Student signature: _____________________________ Date: _________________

Field Instructor signature: _____________________________ Date: _________________

Field Liaison signature: _____________________________ Date: _________________

Original form goes to the Office of Field Education, UNCC within twenty-four (24) hours of incident.
Dear Field Instructor NAME,

Thank you for the opportunity to arrange for a field experience at your agency for the 2021-2022 academic year. The student is enrolled in Social Work MSW Field Education Series in the School of Social Work, College of Health and Human Services (CHHS). While at your agency, the student will work with you as the student’s designated field instructor. The student will require a minimum of 16 hours per week during the fall semester and 16 hours per week during the spring semester of the 2021-2022 academic year. The student and field office will reach out regarding the formal start date in August 2021.

You as the preceptor shall directly supervise the student and ensure that the student does not work independently as a professional. If applicable, you shall countersign any medical records/notes that the student writes and indicate that s/he/they has seen the patient/client referred to and that you agree with the student’s documentation. Professional practice skills will be stressed in the classroom and should be reinforced in the field setting. The student should be on time, prepared with paper work, and exhibit appropriate behavior towards colleagues, clients, and supervisors. Please refer to the UNC Charlotte Social Work Field Handbook that is available to instructors and students at our website:

https://socialwork.uncc.edu/field-education/students

If needed, please feel free to contact Dr. Ticola Ross at 704-687-7932 or ticola.ross@uncc.edu.

UNC Charlotte, College of Health and Human Services, currently has an existing education Affiliation Agreement with your facility. The terms of that Agreement, including liability insurance, blood borne pathogen training, tb screening and all other requirements set forth in that Agreement are applicable to this field experience.

There shall be no compensation provided to either party for engaging in the field experience unless the Agency requires payment to the student.

CHHS shall advise the student of the importance of complying with all relevant state and federal confidentiality laws, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA), to the extent
applicable, including the need to respect the confidential nature of all information that the student has access to at Agency, including but not limited to patients’/clients’ personal health information provided to them orally, contained in patient/client medical records, or maintained on Agency’s electronic information system. Agency may require the student to sign a confidentiality agreement. Agency agrees to provide the student with training regarding Agency’s policies and procedures relative to HIPAA.

CHHS and Agency acknowledge that the student may use patients’/clients’ personal information for educational purposes at Agency and at CHHS. To the extent practicable, all information used for such purposes shall be appropriately de-identified so as to remove all data that may be used to connect such information back to the patient/client to whom it relates.

Thank you again for the opportunity to participate in what should prove to be a mutually beneficial arrangement.

Sincerely,

Best Regards,

Ticola C. Ross, PhD, MSW, LCSW
Field Education Director & Clinical Assistant Professor
School of Social Work
UNC Charlotte
704-687-7932
ticola.ross@uncc.edu
FALL 2021-FIELD LEARNING AGREEMENT & EVALUATION
Rev. 7/2021

Student Name:

Agency Name:

OVERVIEW

This document encompasses the Field Learning Agreement and Evaluation. Each section of this document has designated areas for students and field instructors to complete. Students and Field Instructors/Task Supervisors are advised to make a copy of this document for their records each time it is updated throughout the semester. Students are responsible for the submission of this document as per the deadlines outlined in their syllabus.

COMPETENCY BASED FIELD INSTRUCTION

The UNC Charlotte Learning Agreement and Evaluation document outlines the competencies and practice behaviors (actions) expected of all students completing their practicum, as outlined by the Council on Social Work Education (2015):

Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

A total of nine Social Work competencies are outlined on this document, followed by specific practice behaviors for each competency. The practice behaviors outline four dimensions:

Knowledge: Student is able to incorporate their academic learning and prior field experience (if applicable) into their practice.
Values: Students are expected to demonstrate practice that is in accordance with the values outlined by the social work profession.
Skills: Student is able to demonstrate social work skills and professional behaviors.
Cognitive and Affective Processes: As per CSWE (2015), cognitive and affective processes include critical thinking, affective reactions, and exercise of judgement.
**LEARNING AGREEMENT INSTRUCTIONS**

The Field Student is responsible for completing the Learning Agreement. The Learning Agreement should be developed in collaboration with the on-site supervisor (field instructor or task supervisor), and the Department of Social Work Field Liaison. The Learning Agreement should have clear timelines noted to expose the student to each practice area and should be updated and reviewed as part of the supervisory process with objectives clearly outlined for this semester. It is essential that the student and field instructor view the document as a work in process which may be revised to meet the learning needs of the student over the course of the academic year.

The Learning Agreement must reflect the student’s knowledge of the placement agency, ability to write effectively, and note professional objectives that are a component of your graduate education. It should reflect each student’s learning needs, priorities, and identify activities/tasks that will allow the student to demonstrate and show evidence of competency as a social worker student. Tasks should be focused on the further development of the student’s knowledge, values, skills, and cognitive and affective processes as a professional social worker that were demonstrated during their placement.

**Steps to Completing the Field Learning Agreement**
1. Review each competency and practice behavior.
2. Meet with your on-site supervisor (Field Instructor or Task Supervisor) to discuss how the competency and practice behaviors will be addressed. Students should schedule a time to discuss this document with their on-site supervisor well in advance of the due date.
3. After discussion with your on-site supervisor, the student should identify a minimum of at least one activity that will demonstrate your level of performance for each behavior. Each activity must be completed by the target date within the semester. In accordance with the dimensions mentioned earlier in this document, please identify how the practice behavior will be assessed through demonstration of one or more of the following: Knowledge, Values, Skills, Cognitive and Affective Processes.
4. The Learning Agreement page must be signed by the student and on-site supervisor (Field Instructor or Task Supervisor). Students in External Supervision should obtain both the Task Supervisor and Field Instructor signature.
5. Submit the Learning Agreement to your Field Faculty Liaison on the due date outlined in your syllabus. Update your Learning Agreement as needed.

**FIELD EVALUATION INSTRUCTIONS FOR FIELD INSTRUCTOR OR TASK SUPERVISOR**

The Field Evaluation reviews the level of progress and performance achieved during the field semester. Field students are evaluated based on the competencies and practice behaviors outlined by the [Council on Social Work Education](https://www.cswe.org). The student’s on-site supervisor is required to complete this form (Field Instructor or Task Supervisor). Field Instructors/Task Supervisors must be able to observe and assess their student(s) for competency in all practice areas noted by the end of each semester. Each competency area includes several practice behaviors, for which the student identifies practice behaviors that they will demonstrate.

Students will be evaluated on this form for the final semester evaluation. Students will update their Learning Agreement each semester.

The on-site supervisor (Field Instructors or Task Supervisor) is to circle the appropriate rating for the student’s level of demonstrated competency for each activity and average the score for each competency for the final evaluation. At the end of the document, the on-site supervisor will circle the student’s overall score for the evaluation based on the rating scale. **Please fill in the average number score and corresponding letter grade in the last grading box.** Field Instructors/Task Supervisors are encouraged to add comments regarding the student’s performance in the Comment section.
Submission: All evaluations must be signed and dated by the student and the field instructor or task supervisor to be considered valid. Field instructors/Task Supervisors and students may hand write their signature and date or use a virtual signature (no typed in signatures will be accepted). The student must upload the signed evaluation to Canvas. All evaluations must be submitted by the deadline outlined in the course syllabus. A delay in the submission of this evaluation will impact the student's grade.

**Grading Rubric**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 = (A) Exceptional Competence</td>
<td></td>
</tr>
<tr>
<td>4 = (B) Competence</td>
<td></td>
</tr>
<tr>
<td>3 = (C) Emerging Competence</td>
<td></td>
</tr>
<tr>
<td>2 = (D) Limited Competence</td>
<td></td>
</tr>
<tr>
<td>1 = (F) Not Competent</td>
<td></td>
</tr>
</tbody>
</table>

This reflects that the student has exhibited performance skills of the highest quality and has practiced well above the beginning level for the social work student. Student has excelled and uses these skills consistently and effectively.

This reflects that the student has exhibited performance skills at an expected level and has practiced at the expected skill level for a beginning level social work student. Demonstrates effective use of the practice skills most of the time.

This reflects that the student is performing at a marginal level. There are some deficiencies in the student's performance nor have they performed at the expected level. The student understands the skill and offers some evidence of appropriate use for a beginning level social work student. More practice is required.

This reflects that the student is performing with limited insight and/or inconsistent in demonstrating an understanding of the skill for a beginning level social work student.

This reflects that the student is not performing at an acceptable level for a beginning level social work student. The student does not demonstrate an understanding of the skill.
<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Learning Activities/Products:</th>
<th>Dimension(s)</th>
<th>Method(s) of Evaluation</th>
<th>Target Date</th>
<th>Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern makes 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</td>
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<tr>
<td>Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
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<tr>
<td>Demonstrate professional behavior; appearance; and oral, written, and electronic communication</td>
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<td></td>
<td></td>
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<tr>
<td>Use technology ethically and appropriately to facilitate practice outcomes</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Use supervision and consultation to guide professional judgment and behavior</td>
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</tbody>
</table>

Field Instructor/Task Supervisor Comments:
## Competency 2: Engage Diversity and Difference in Practice

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Learning Activities/Products:</th>
<th>Dimension(s)</th>
<th>Method(s) of Evaluation</th>
<th>Target Date</th>
<th>Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</td>
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<tr>
<td>Intern presents themselves as learners to clients and constituencies.</td>
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</tr>
<tr>
<td>Intern engages clients and constituencies as experts of their own experiences.</td>
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<tr>
<td>Intern applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
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Field Instructor/Task Supervisor Comments:
<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Learning Activities/Products:</th>
<th>Dimension(s)</th>
<th>Method(s) of Evaluation</th>
<th>Target Date</th>
<th>Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</td>
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</tr>
<tr>
<td>Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</td>
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</tr>
<tr>
<td>Intern engages in practices that advance social, economic, and environmental justice.</td>
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</tbody>
</table>

Field Instructor/Task Supervisor Comments:
<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Learning Activities/Products:</th>
<th>Dimension(s)</th>
<th>Method(s) of Evaluation</th>
<th>Target Date</th>
<th>Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern uses theory to inform scientific inquiry and research.</td>
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</tr>
<tr>
<td>Intern uses practice experience to inform scientific inquiry and research.</td>
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<tr>
<td>Intern applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</td>
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<tr>
<td>Intern uses and translates research evidence to inform and improve practice, policy, and service delivery.</td>
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Total Average

Field Instructor/Task Supervisor Comments:
<table>
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<tr>
<th>Practice Behaviors</th>
<th>Learning Activities/Products:</th>
<th>Dimension(s)</th>
<th>Method(s) of Evaluation</th>
<th>Target Date</th>
<th>Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</td>
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<tr>
<td>Intern assesses how social welfare and economic policies impact the delivery of and access to social services.</td>
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</tr>
<tr>
<td>Intern applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
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<td></td>
</tr>
</tbody>
</table>

**Field Instructor/Task Supervisor Comments:**
<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Learning Activities/Products:</th>
<th>Dimension(s)</th>
<th>Method(s) of Evaluation</th>
<th>Target Date</th>
<th>Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intern uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Field Instructor/Task Supervisor Comments:

Total Average
## Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Learning Activities/Products:</th>
<th>Dimension(s)</th>
<th>Method(s) of Evaluation</th>
<th>Target Date</th>
<th>Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths needs, and challenges within clients and constituencies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Average

Field Instructor/Task Supervisor Comments:
## Competency 8: Intervene with Individuals, Families, Groups Organizations and Communities

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Learning Activities/Products:</th>
<th>Dimension(s)</th>
<th>Method(s) of Evaluation</th>
<th>Target Date</th>
<th>Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.</td>
<td></td>
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</tr>
<tr>
<td>Intern facilitates effective transitions and endings that advance mutually agreed on goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Field Instructor/Task Supervisor Comments:**

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<thead>
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<th>Learning Activities/Products:</th>
<th>Dimension(s)</th>
<th>Method(s) of Evaluation</th>
<th>Target Date</th>
<th>Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern selects and uses appropriate methods for evaluation of outcomes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intern critically analyzes, monitors, and evaluates intervention and program process and outcomes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intern applies evaluation findings to improved practice at the micro, mezzo, and macro level.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Field Instructor/Task Supervisor Comments:

Total Average
# Work Ethics: NOTE: Grading Rubric DIFFERENT

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<tr>
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<tbody>
<tr>
<td><strong>Attendance:</strong> Attends field; arrives/leaves on time; notifies in advance of planned absences</td>
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<td><strong>Teamwork:</strong> respects the rights of others; respects confidentiality; is a team worker, is cooperative; is assertive; displays a customer service attitude; seeks opportunities for continuous learning; demonstrates mannerly behavior</td>
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<td><strong>Character:</strong> Displays loyalty, honesty, trustworthiness, dependability, reliability, initiative, self-discipline, and self-responsibility</td>
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<td><strong>Self-Esteem:</strong> Demonstrates a positive attitude; appears self-confident; has realistic expectations of self</td>
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Learning Agreement Signature Page (Digital Signatures or Wet Signatures Acceptable - No typed in signatures will be accepted)

STUDENT NAME:

(Name)

(Signature/Date)

FIELD INSTRUCTOR:

(Name)

(Signature/Date)

TASK SUPERVISOR (if applicable):

(Name)

(Signature/Date)
**FINAL FALL EVALUATION  -  Semester Scoring Summary Worksheet**

*Field Instructors or Task Supervisors should use this summary table to find the average score total.*

<table>
<thead>
<tr>
<th>Competency</th>
<th>Final Score Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Demonstrate Ethical and Professional Behavior</td>
<td></td>
</tr>
<tr>
<td>2: Engage Diversity and Difference in Practice</td>
<td></td>
</tr>
<tr>
<td>3: Advance Human Rights and Social, Economic, and Environmental Justice</td>
<td></td>
</tr>
<tr>
<td>4: Engage in Practice-informed Research and Research-informed Practice</td>
<td></td>
</tr>
<tr>
<td>5: Engage in Policy Practice</td>
<td></td>
</tr>
<tr>
<td>6: Engage with Individuals, Families, Groups, Organizations, and Communities</td>
<td></td>
</tr>
<tr>
<td>7: Assess Individuals, Families, Groups, Organizations, and Communities</td>
<td></td>
</tr>
<tr>
<td>8: Intervene with Individuals, Families, Groups Organizations and Communities</td>
<td></td>
</tr>
<tr>
<td>9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
<td></td>
</tr>
<tr>
<td>Work Ethics</td>
<td></td>
</tr>
<tr>
<td><strong>Average Total</strong></td>
<td><strong>87</strong></td>
</tr>
</tbody>
</table>
Field Instructors/Task Supervisors - Please check ONE overall score below. Your score should be based on the average score from the semester scoring summary worksheet.

______ 5 = (A) Exceptional Competence: This grade reflects that the student has exhibited performance skills of the highest quality and has practiced well above the expected skill level for the social work student. Student has excelled and uses these skills consistently and effectively.

______ 4 = (B) Competence: This reflects that the student has exhibited performance skills at an expected level and has practiced at the expected skill level for a beginning level social work student. Demonstrates effective use of the practice skills most of the time.

______ 3 = (C) Fair Competence: This reflects that the student is performing at a marginal level. There are some deficiencies in the student’s performance, nor have they performed at the expected level. The student understands the skill and offers some evidence of appropriate use for a beginning level social work student. More practice is required.

______ 2 = (D) Limited Competence: This reflects that the student is performing with limited insight and/or inconsistent in demonstrating an understanding of the skills for a beginning level social work student.

______ 1 = (F) Not Competent: This reflects that the student is not performing at an acceptable level for a beginning level social work student. The student does not demonstrate an understanding of the skill.

Comments:

Field Instructor Signature/Date: __________________________________________

Student Signature/Date: _________________________________________________

Task Supervisor Signature/Date: __________________________________________

(Digital Signatures or Wet Signatures Acceptable - No typed in signatures will be accepted)
OVERVIEW
This document encompasses the Field Learning Agreement and Evaluation. Each section of this document has designated areas for students and field instructors to complete. Students and Field Instructors/Task Supervisors are advised to make a copy of this document for their records each time it is updated throughout the semester. Students are responsible for the submission of this document as per the deadlines outlined in their syllabus.

COMPETENCY BASED FIELD INSTRUCTION
The UNC Charlotte Learning Agreement and Evaluation document outlines the competencies and practice behaviors (actions) expected of all students completing their practicum, as outlined by the Council on Social Work Education (2015):

Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

A total of nine Social Work competencies are outlined on this document, followed by specific practice behaviors for each competency. The practice behaviors outline four dimensions:

**Knowledge**: Student is able to incorporate their academic learning and prior field experience (if applicable) into their practice.

**Values**: Students are expected to demonstrate practice that is in accordance with the values outlined by the social work profession.

**Skills**: Student is able to demonstrate social work skills and professional behaviors.

**Cognitive and Affective Processes**: As per CSWE (2015), cognitive and affective processes include critical thinking, affective reactions, and exercise of judgement.
LEARNING AGREEMENT INSTRUCTIONS

The Field Student is responsible for completing the Learning Agreement. The Learning Agreement should be developed in collaboration with the on-site supervisor (field instructor or task supervisor), and the Department of Social Work Field Liaison. The Learning Agreement should have clear timelines noted to expose the student to each practice area and should be updated and reviewed as part of the supervisory process with objectives clearly outlined for this semester. It is essential that the student and field instructor view the document as a work in process which may be revised to meet the learning needs of the student over the course of the academic year.

The Learning Agreement must reflect the student’s knowledge of the placement agency, ability to write effectively, and note professional objectives that are a component of your graduate education. It should reflect each student’s learning needs, priorities, and identify activities/tasks that will allow the student to demonstrate and show evidence of competency as a social worker student. Tasks should be focused on the further development of the student’s knowledge, values, skills, and cognitive and affective processes as a professional social worker that were demonstrated during their placement.

Steps to Completing the Field Learning Agreement

1. Review each competency and practice behavior.
2. Meet with your on-site supervisor (Field Instructor or Task Supervisor) to discuss how the competency and practice behaviors will be addressed. Students should schedule a time to discuss this document with their on-site supervisor well in advance of the due date.
3. After discussion with your on-site supervisor, the student should identify a minimum of at least one activity that will demonstrate your level of performance for each behavior. Each activity must be completed by the target date within the semester. In accordance with the dimensions mentioned earlier in this document, please identify how the practice behavior will be assessed through demonstration of one or more of the following: Knowledge, Values, Skills, Cognitive and Affective Processes.
4. The Learning Agreement page must be signed by the student and on-site supervisor (Field Instructor or Task Supervisor). Students in External Supervision should obtain both the Task Supervisor and Field Instructor signature.
5. Submit the Learning Agreement to your Field Faculty Liaison on the due date outlined in your syllabus. Update your Learning Agreement as needed.

FIELD EVALUATION INSTRUCTIONS FOR FIELD INSTRUCTOR OR TASK SUPERVISOR

The Field Evaluation reviews the level of progress and performance achieved during the field semester. Field students are evaluated based on the competencies and practice behaviors outlined by the Council on Social Work Education. The student’s on-site supervisor is required to complete this form (Field Instructor or Task Supervisor). Field Instructors/Task Supervisors must be able to observe and assess their student(s) for competency in all practice areas noted by the end of each semester. Each competency area includes several practice behaviors, for which the student identifies practice behaviors that they will demonstrate.

Students will be evaluated on this form for the final semester evaluation. Students will update their Learning Agreement each semester.

The on-site supervisor (Field Instructors or Task Supervisor) is to circle the appropriate rating for the student’s level of demonstrated competency for each activity and average the score for each competency for the final evaluation. At the end of the document, the on-site supervisor will circle the student’s overall score for the evaluation based on the rating scale. Please fill in the average number score and corresponding letter grade in the last grading box. Field Instructors/Task Supervisors are encouraged to add comments regarding the student’s performance in the Comment section.
Submission: All evaluations must be signed and dated by the student and the field instructor or task supervisor to be considered valid. Field instructors/Task Supervisors and students may hand write their signature and date or use a virtual signature (no typed in signatures will be accepted). The student must upload the signed evaluation to Canvas. All evaluations must be submitted by the deadline outlined in the course syllabus. A delay in the submission of this evaluation will impact the student’s grade.

Grading Rubric

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td><strong>(A) Exceptional Competence</strong>&lt;br&gt; This reflects that the student has exhibited performance skills of the highest quality and has practiced well above the expected skill level for the social work student. Student has excelled and uses these skills consistently and effectively.</td>
</tr>
<tr>
<td>4</td>
<td><strong>(B) Competence</strong>&lt;br&gt; This reflects that the student has exhibited performance skills at an expected level and has practiced at the expected skill level for a beginning level social work student. Demonstrates effective use of the practice skills most of the time.</td>
</tr>
<tr>
<td>3</td>
<td><strong>(C) Emerging Competence</strong>&lt;br&gt; This reflects that the student is performing at a marginal level. There are some deficiencies in the student’s performance nor have they performed at the expected level. The student understands the skill and offers some evidence of appropriate use for a beginning level social work student. More practice is required.</td>
</tr>
<tr>
<td>2</td>
<td><strong>(D) Limited Competence</strong>&lt;br&gt; This reflects that the student is performing with limited insight and/or inconsistent in demonstrating an understanding of the skill for a beginning level social work student.</td>
</tr>
<tr>
<td>1</td>
<td><strong>(F) Not Competent</strong>&lt;br&gt; This reflects that the student is not performing at an acceptable level for a beginning level social work student. The student does not demonstrate an understanding of the skill.</td>
</tr>
</tbody>
</table>
### Competency 1: Demonstrate Ethical and Professional Behavior

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Learning Activities/Products:</th>
<th>Dimension(s)</th>
<th>Method(s) of Evaluation</th>
<th>Target Date</th>
<th>Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify as a professional social worker using ethical and professional behavior.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Field Instructor/Task Supervisor Comments:

### Competency 2: Engage Diversity and Difference in Practice

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Learning Activities/Products:</th>
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<th>Target Date</th>
<th>Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice culturally-informed, community-engaged social work that champions diversity and difference.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Field Instructor/Task Supervisor Comments:
## Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

<table>
<thead>
<tr>
<th>Practice Behavior</th>
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<th>Target Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Lead efforts to achieve a just society, equal human rights, and social, economic, and environmental justice.</td>
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</tr>
</tbody>
</table>

Field Instructor/Task Supervisor Comments:

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

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Learning Activities/Products:</th>
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<th>Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster optimal health and well-being through practice-informed research and research-informed practice.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Field Instructor/Task Supervisor Comments:
## Competency 5: Engage in Policy Practice

<table>
<thead>
<tr>
<th>Practice Behavior</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Address persistent and emerging social problems through policy practice.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Field Instructor/Task Supervisor Comments:

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

<table>
<thead>
<tr>
<th>Practice Behavior</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Engage with individuals, families, groups, organizations, and communities in rapidly diversifying urban areas locally, nationally, and globally.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Field Instructor/Task Supervisor Comments:
### Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>Practice Behavior</th>
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<tbody>
<tr>
<td>Assess individuals, families, groups, organizations, and communities in rapidly diversifying urban areas locally, nationally, and globally.</td>
<td></td>
<td></td>
<td></td>
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</tr>
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Field Instructor/Task Supervisor Comments:

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

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<thead>
<tr>
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<tr>
<td>Intervene with individuals, families, groups, organizations, and communities in rapidly diversifying urban areas locally, nationally, and globally.</td>
<td></td>
<td></td>
<td></td>
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Field Instructor/Task Supervisor Comments:
### Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>Practice Behavior</th>
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<tr>
<td>Evaluate Practice with individuals, families, groups, organizations, and communities in rapidly diversifying urban areas locally, nationally, and globally.</td>
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Field Instructor/Task Supervisor Comments:

### Competency 10: Leadership

<table>
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<tr>
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<tbody>
<tr>
<td>Transform our communities through advocacy practice and leadership.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Field Instructor/Task Supervisor Comments:
### Work Ethics: NOTE: Grading Rubric DIFFERENT

5 = Exceptional 4 = Exceeds Expectations 3 = Met Expectations 2 = Needs Improvement 1 = Unacceptable

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STUDENT NAME:

__________________________________________
(Signature/Date)

FIELD INSTRUCTOR:

__________________________________________
(Signature/Date)

TASK SUPERVISOR (if applicable):

__________________________________________
(Signature/Date)
### FINAL FALL EVALUATION - Semester Scoring Summary Worksheet

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<td>3: Lead efforts to achieve a just society, equal human rights, and social, economic, and environmental justice.</td>
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<td>6: Engage with individuals, families, groups, organizations, and communities in rapidly diversifying urban areas locally, nationally, and globally.</td>
<td></td>
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<td>7: Assess individuals, families, groups, organizations, and communities in rapidly diversifying urban areas locally, nationally, and globally.</td>
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</tr>
<tr>
<td>8: Intervene with individuals, families, groups, organizations, and communities in rapidly diversifying urban areas locally, nationally, and globally.</td>
<td></td>
</tr>
<tr>
<td>9: Evaluate Practice with individuals, families, groups, organizations, and communities in rapidly diversifying urban areas locally, nationally, and globally.</td>
<td></td>
</tr>
<tr>
<td>10: Transform our communities through advocacy practice and leadership.</td>
<td></td>
</tr>
</tbody>
</table>

**Work Ethics**

**Average Total**
Field Instructors/Task Supervisors - Please check ONE overall score below. Your score should be based on the average score from the semester scoring summary worksheet.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>(A) Exceptional Competence: This grade reflects that the student has exhibited performance skills of the highest quality and has practiced <em>well above</em> the expected skill level for the social work student. The student has excelled and uses these skills consistently and effectively.</td>
</tr>
<tr>
<td>4</td>
<td>(B) Competence: This reflects that the student has exhibited performance skills at an <em>expected</em> level and has practiced at the expected skill level for a beginning level social work student. Demonstrates effective use of the practice skills most of the time.</td>
</tr>
<tr>
<td>3</td>
<td>(C) Fair Competence: This reflects that the student is performing at a <em>marginal</em> level. There are some deficiencies in the student’s performance nor have they performed at the expected level. The student understands the skill and offers some evidence of appropriate use for a beginning level social work student. More practice is required.</td>
</tr>
<tr>
<td>2</td>
<td>(D) Limited Competence: This reflects that the student is performing with <em>limited insight</em> and/or <em>inconsistent</em> in demonstrating an understanding of the skills for a beginning level social work student.</td>
</tr>
<tr>
<td>1</td>
<td>(F) Not Competent This reflects that the student is <em>not performing</em> at an acceptable level for a beginning level social work student. The student does not demonstrate an understanding of the skill.</td>
</tr>
</tbody>
</table>

Comments:

Field Instructor Signature: ________________________________________________________________

Student Signature: ________________________________________________________________

Task Supervisor Signature: ________________________________________________________________

Date: __________________________________________________________________________
(Digital Signatures or Wet Signatures Acceptable - No typed in signatures will be accepted)
APPENDIX G
SOCIAL WORK FIELD PLACEMENT AGREEMENT
School of Social Work
The University of North Carolina at Charlotte

Please review this document and complete all areas where appropriate.
The Field Office will not accept incomplete forms.

In consideration of being permitted to participate in the Social Work Field Practicum Program at UNC CHARLOTTE, I, __________________________________________(student), hereby agree:

1. To spend a minimum of 16 hours per week during the fall semester and 16 hours per week during the spring semester during the 2021-2022 academic year in a field placement at _______________________________.

(agency)

2. To be in the agency between the hours of _____ and _____ on the following days of the week in the fall 2021 semester: __________ and on the following days of the week in the spring 2022 semester: _____________________.

Field placement will begin on 9/2/2021 and end on 4/29/2022 (Please note: Field days may change between semesters, at the permission of both the student and field instructor. Field scheduling is subject to change in accordance with the university calendar. The School of Social Work will host a Field Education Orientation for students during the week of 8/26/21 and will begin on site placement the following week).

3. To arrange with my field instructor for any absences from the agency during the times specified above. I understand that I am expected to be in the agency except for illness or urgent personal business. When possible, I will arrange for absences in advance and make alternative plans for clients and/or any other duties that are pending.

4. To accept the supervision and instruction of the agency representative designated as my Field Instructor. I understand that I am responsible to my Field Instructor and that we will have regular and frequent conferences to assess my learning needs and progress. Supervision conferences will occur for a minimum of one hour each week.

5. To meet with my Field Instructor and Social Work Faculty Liaison at times that may be designated to evaluate my learning needs and progress. I understand that I am expected to evaluate myself and contribute to the evaluation conferences.
6. To follow the policies, practices, and procedures of my agency as I fulfill my responsibilities as a social work student. I will consult with my Field Instructor about policies and procedures I do not understand or find difficult to accept.

7. To arrange with my Field Instructor for use of any materials from agency records to be used in social work class assignments. I understand that I am not to tape record interviews without special permission from the client, my Field Instructor, and my Social Work Faculty Liaison.

8. To regard all information I receive concerning clients as confidential. I will not use names of clients or other identifying information about them outside the agency.

9. To be responsible for providing my own transportation to and from the agency.

10. The student is not to transport clients as part of this field practicum. Students are permitted to operate an agency vehicle; however, the agency must provide proof that the student is covered under the agency automobile insurance prior to the internship start date. I understand that if I use my personal car for agency business I will be reimbursed for travel at the rate of ______________________ per mile. Insurance premiums may be raised for the student in accordance with the policies of their own insurance company.

11. The student will be covered under professional liability insurance for the duration of their field experience. Professional liability insurance is provided to the student through the university.

12. The student is responsible for completing all compliance requirements as indicated by the Field Office and placement. Formal clearance to begin field placement will come from the Field Office via email.

13. Student will attend the required School of Social Work Field Placement orientation sessions prior to starting placement.

13. Any exceptions or additions to the provisions of this agreement, which have been agreed to by the social work student, the Field Instructor and the Social Work Field Coordinator, are to be entered below.

**Agency Information**

- Agency Name: ____________________________________________
- Address: _________________________________________________
- Phone Number: __________________________________________
- Fax Number: ____________________________________________
**Field Instructor Information**

Field instructors must hold a Bachelor of Social Work and/or Master of Social Work degree from a social work program accredited by the Council on Social Work Education. The field instructor must have at least two (2) years post BSW/MSW degree practice experience.

- Name: _____________________________________________________
- Phone Number: _____________________________________________
- Email Address: _____________________________________________

Credentials (Please check all that apply)

- [ ] BSW
- [ ] MSW

Years of practice experience: ____________

Field Instructor has attended the UNCC Field Instructor Training:

- [ ] Yes – *Provide the date of the training attended (month/year) _______
- [ ] No – Will need to attend a UNCC Field Instructor Training

**Task Instructor/Task Supervisor Information**

*Please complete this section only if a Field Instructor (see above) is not available at your placement.*

If no MSW or BSW is available to serve as the primary Field Instructor at the agency, a Task Instructor/Task Supervisor may be assigned as the primary instructor. Please complete contact information below for the person who will be serving as the task instructor/task supervisor. Task Supervisor must have an undergraduate and/or advanced degree in a closely related field or may have been grandfathered in as an LCSW by the North Carolina Certification and Licensure Board, but not have an MSW. Experience: The task supervisor must have at least two (2) years post degree practice experience.

- Name: _____________________________________________________
- Phone Number: _____________________________________________
- Email Address: _____________________________________________

Credentials: _________________________________________________

Years of Practice Experience: ____________

Task Instructor/Task Supervisor has attended the UNCC Field Instructor Training:

- [ ] Yes – *Provide the date of the training attended (month/year) _______
- [ ] No – Will need to attend a UNCC Field Instructor Training
Signature Page

Agreed this the _____ day of ___________________, 20__.

_______________________________________    __________________________________
                  Field Instructor                        Social Work Student

Task Instructor/Task Supervisor (if applicable)
FOUNDATION  
MSW Field Placement Agreement  
2021-2022  

In consideration of being permitted to participate in the Social Work Field Placement Program at UNC Charlotte, I, __________________________, hereby agree:

(Student’s Name)

1. To spend a minimum of **16** hours per week during the **2021-2022** academic year in a Field Placement at __________________________ (Agency)

2. To be in the agency between the hours of _____ and _____ on __________________________ (days of the week). Field Placement will begin on **August 30, 2021** and end at the conclusion of the spring **2022** semester.

3. To make arrangements with my Field Instructor for any absences from the agency during the times specified above. I understand that I am expected to be in the agency except for illness or urgent personal business. When possible, I will arrange for absences in advance and make alternative plans for clients and/or any other duties that are pending.

4. To accept the supervision and instruction of the agency representative designated as my Field Instructor. I understand that I am responsible to my Field Instructor while in the agency and that we will have regular and frequent conferences to assess my learning needs and progress.

5. To meet with my Field Instructor and Social Work Faculty Liaison at times that may be designated to evaluate my learning needs and progress. I understand that I am expected to evaluate myself and contribute to the evaluation conferences.

6. To follow the policies, practices, and procedures of my agency as I fulfill my responsibilities as a social work student. I will consult with my Field Instructor about policies and procedures I do not understand or find difficult to accept.

7. To arrange with my Field Instructor for use of any materials from agency records to be used in social work course assignments. I understand that I am not to tape record any client interviews without special permission from the client, my Field Instructor, and my Social Work Faculty Liaison.

8. To regard all information I receive concerning clients as confidential. I will not use names of clients or other identifying information about them outside the agency.

9. To be responsible for providing my own transportation to and from the agency.

10. The student is to assume personal and professional liability by carrying the level of liability insurance deemed appropriate by the agency. I understand that if I (the student) use my personal car for agency business, I will be reimbursed for travel at the rate of _____ per mile.
11. To discuss the use of a student's personal car to transport clients with the Field Instructor and the Director of Field Education. The University advises against the use of students to transport clients. The student will **not** be asked to transport clients in their own car as part of this practicum.

12. The student is responsible for completing all compliance requirements as indicated by the Field Office and placement. Formal clearance to begin field placement will come from the Field Office.

13. Any exceptions or additions to the provisions of this agreement which have been agreed to by the social work student, the Field Instructor and the Social Work Faculty Advisor are to be entered below.

14. Field Agency and Field Instructor/Task Supervisor contact information:

   **Field Instructor Information**
   Field instructors must hold a Master of Social Work degree from a social work program accredited by the Council on Social Work Education. The field instructor must have at least two (2) years post MSW practice experience.

   Field Instructor Name: ____________________________________________________________

   Field Instructor Credentials:
   □ BSW
   □ MSW
   □ LCSW/LCSWA
   □ Other: ___________________________

   Year(s) of Experience: ________________

   Agency Address: _________________________________________________________________

   Phone Number: ________________________________

   Fax Number: _________________________________

   Email: ________________________________

   Field Instructor has attended the UNCC Field Instructor Training:
   _____ Yes – **Provide the date of the training attended (month/year)** _____
   _____ No – Will need to attend a UNCC Field Instructor Training
Task Supervisor Information (If Applicable)

Please complete this section only if a Field Instructor (see above) is not available at your placement.

If no MSW is available to serve as the primary Field Instructor at the agency, a Task Instructor/Task Supervisor may be assigned as the primary instructor. Please complete contact information below for the person who will be serving as the task instructor/task supervisor. Task Supervisor must have an undergraduate and/or advanced degree in a closely related field or may have been grandfathered in as an LCSW by the North Carolina Certification and Licensure Board, but not have an MSW. Experience: The task supervisor must have at least two (2) years post degree practice experience.

NOTE: In some cases MSW’s with 2 years experience will serve as a co-field instructor or secondary task supervisor to the student. The contact information can be added in this section.

Task Supervisor Name: ________________________________________________________________

Task Supervisor Credentials:

☐ BSW
☐ MSW
☐ LCSW/LCSWA
☐ Other: ________________________

Year(s) of Experience: __________________

Agency Address: ______________________________________________________________________

Phone Number: ______________________________________________________________________

Fax Number: ________________________________________________________________________

Email: _____________________________________________________________________________

Field Instructor has attended the UNCC Field Instructor Training:

_____ Yes – Provide the date of the training attended (month/year) _______

_____ No – Will need to attend a UNCC Field Instructor Training

_____________________________________________
MSW Student’s Signature

_____________________________________________
Field Instructor’s Signature

_____________________________________________
Task Supervisor’s Signature (If applicable)
ADVANCED
MSW Field Placement Agreement
2021-2022

In consideration of being permitted to participate in the Social Work Field Placement Program at UNC Charlotte, I, ________________________________, hereby agree:

(Student’s Name)

1. To spend a minimum of 16 hours per week during the 2021-2022 academic year in a Field Placement at ______________________________ (agency).

2. To be in the agency between the hours of _____ and _____ on __________________________ (days of the week). Field Placement will begin on August 23, 2021 and end at the conclusion of the spring 2022 semester.

3. To make arrangements with my Field Instructor for any absences from the agency during the times specified above. I understand that I am expected to be in the agency except for illness or urgent personal business. When possible, I will arrange for absences in advance and make alternative plans for clients and/or any other duties that are pending.

4. To accept the supervision and instruction of the agency representative designated as my Field Instructor. I understand that I am responsible to my Field Instructor while in the agency and that we will have regular and frequent conferences to assess my learning needs and progress.

5. To meet with my Field Instructor and Social Work Faculty Liaison at times that may be designated to evaluate my learning needs and progress. I understand that I am expected to evaluate myself and contribute to the evaluation conferences.

6. To follow the policies, practices, and procedures of my agency as I fulfill my responsibilities as a social work student. I will consult with my Field Instructor about policies and procedures I do not understand or find difficult to accept.

7. To arrange with my Field Instructor for use of any materials from agency records to be used in social work course assignments. I understand that I am not to tape record any client interviews without special permission from the client, my Field Instructor, and my Social Work Faculty Liaison.

8. To regard all information I receive concerning clients as confidential. I will not use names of clients or other identifying information about them outside the agency.

9. To be responsible for providing my own transportation to and from the agency.

10. The student is to assume personal and professional liability by carrying the level of liability insurance deemed appropriate by the agency. I understand that if I (the student) use my personal car for agency business, I will be reimbursed for travel at the rate of ____ per mile.
11. To discuss the use of a student's personal car to transport clients with the Field Instructor and the Director of Field Education. The University advises against the use of students to transport clients. The student will **not** be asked to transport clients in their own car as part of this practicum.

12. The student is responsible for completing all compliance requirements as indicated by the Field Office and placement. Formal clearance to begin field placement will come from the Field Office.

13. Any exceptions or additions to the provisions of this agreement which have been agreed to by the social work student, the Field Instructor and the Social Work Faculty Advisor are to be entered below.

14. Field Agency and Field Instructor/Task Supervisor contact information:

**Field Instructor Information**

Field instructors must hold a Master of Social Work degree from a social work program accredited by the Council on Social Work Education. The field instructor *must have at least two (2) years post MSW practice experience.*

Field Instructor Name: ____________________________________________

Field Instructor Credentials:

- [ ] BSW
- [ ] MSW
- [ ] LCSW/LCSWA
- [ ] Other: ____________________

Year(s) of Experience: _______________

Agency Address: ________________________________

Phone Number: ________________________________

Fax Number: ________________________________

Email: ________________________________

Field Instructor has attended the UNCC Field Instructor Training:

- [ ] Yes – **Provide the date of the training attended (month/year) ______**
- [ ] No – Will need to attend a UNCC Field Instructor Training
Task Supervisor Information (If Applicable)

Please complete this section only if a Field Instructor (see above) is not available at your placement.

If no MSW is available to serve as the primary Field Instructor at the agency, a Task Instructor/Task Supervisor may be assigned as the primary instructor. Please complete contact information below for the person who will be serving as the task instructor/task supervisor. Task Supervisor must have an undergraduate and/or advanced degree in a closely related field or may have been grandfathered in as an LCSW by the North Carolina Certification and Licensure Board, but not have an MSW. Experience: The task supervisor must have at least two (2) years post degree practice experience.

NOTE: In some cases MSW’s with 2 years experience will serve as a co-field instructor or secondary task supervisor to the student. The contact information can be added in this section.

Task Supervisor Name: ________________________________________________________________

Task Supervisor Credentials:

☐ BSW
☐ MSW
☐ LCSW/LCSWA
☐ Other: __________________________

Year(s) of Experience: __________________

Agency Address: _____________________________________________________________________

Phone Number: _____________________________________________________________________

Fax Number: _____________________________________________________________________

Email: _____________________________________________________________________________

Field Instructor has attended the UNCC Field Instructor Training:

_____ Yes – Provide the date of the training attended (month/year) _______

_____ No – Will need to attend a UNCC Field Instructor Training

_____________________________________________

MSW Student’s Signature

_____________________________________________

Field Instructor’s Signature

_____________________________________________

Task Supervisor’s Signature (If applicable)
School of Social Work
EMPLOYMENT-BASED FIELD PLACEMENT AGREEMENT
COVID Modifications

This Agreement is between the University of North Carolina at Charlotte, School of Social Work (“University”) and the employing agency named below (“Employing Agency”) regarding an employment-based Field Placement for a UNC Charlotte Social Work student who is also an employee of the Employing Agency.

Employing Agency:  _________________________________________________

Agency Address:  ___________________________________________________

An employment-based Field Placement is an option that is not routinely available for UNC Charlotte Social Work students but can be an option if a student is employed in an agency that qualifies as a field site for the UNC Charlotte Social Work program. To be qualified as a field site for the UNC Charlotte Social Work program, such an agency must meet all field instruction and other UNC Charlotte Social Work program standards and expectations. The relevant current CSWE guidelines provide as follows:

Employment-based Field Placements: Deadline extended from May 31, 2021 to May 31, 2022. Although AS 2.2.11 requires that, for field placements in an organization in which the student is employed, student assignments and field education supervision may not be the same as those of the student’s employment, the Commission on Accreditation will continue to modify its interpretation of this standard through May 31, 2022. For field placements in an organization in which the student is employed, student field assignments and employment tasks may be the same and counted toward field hours as long as the tasks have clear linkages to the nine social work competencies and their concomitant behaviors as well as any competencies added by the program. From CSWE and Commission on Accreditation Statement Update October 9, 2020, Alexandria, VA

The student named below is currently an employee at the Employing Agency and will remain on employee status there during his/her Field Placement unless the employment status is terminated by the agency which will mean that the Field Placement will not remain employment based and may be terminated.

Name of Student:  ________________________________

_____ BSW Field Placement
_____ MSW Foundation Year Field Placement
_____ MSW Advanced Year Field Placement
The Employing Agency and the University agree to the following conditions as the means necessary to protect the educational integrity of the Field Placement:

1. The designated Field Instructor named below, an employee of the Employing Agency, must be approved by the UNC Charlotte School of Social Work. He/she/they must have an MSW degree with at least two years post-degree experience (for MSW students) or a BSW degree with at least two years post degree experience (for BSW students) or serve as a task supervisor.

Name current supervisor: ______________________________
Phone Number: ______________________________
Email: ______________________________

NOTE: Due to the COVID Modifications the current supervisor and Field Instructor/Task Supervisor may be the same person.

Field Instructor Information

Field instructors must hold a Master of Social Work degree from a social work program accredited by the Council on Social Work Education. The field instructor must have at least two (2) years post MSW practice experience.

Field Instructor Name:________________________________________________________

Field Instructor Credentials:
☐ BSW
☐ MSW
☐ LCSW/LCSWA
☐ Other:________________________

Year(s) of Experience: __________________

Agency Address:______________________________________________________________
Phone Number: __________________________________________________________________
Fax Number: ____________________________________________________________________
Email: _________________________________________________________________________

Field Instructor has attended the UNCC Field Instructor Training:
☐ Yes –Provide the date of the training attended (month/year) _______
☐ No – Will need to attend a UNCC Field Instructor Training
Task Supervisor Information (If Applicable)

Please complete this section only if a Field Instructor (see above) is not available at your placement.

If no MSW is available to serve as the primary Field Instructor at the agency, a Task Instructor/Task Supervisor may be assigned as the primary instructor. Please complete contact information below for the person who will be serving as the task instructor/task supervisor. Task Supervisor must have an undergraduate and/or advanced degree in a closely related field or may have been grandfathered in as an LCSW by the North Carolina Certification and Licensure Board, but not have an MSW. Experience: The task supervisor must have at least two (2) years post degree practice experience.

NOTE: In some cases MSW’s with 2 years experience will serve as a co-field instructor or secondary task supervisor to the student. The contact information can be added in this section.

Task Supervisor Name: ________________________________________________________________

Task Supervisor Credentials:

☐ BSW
☐ MSW
☐ LCSW/LCSWA
☐ Other: ______________________________

Year(s) of Experience: __________________

Agency Address: _____________________________________________________________________

Phone Number: _____________________________________________________________________

Fax Number: _____________________________________________________________________

Email: _____________________________________________________________________________

Field Instructor has attended the UNCC Field Instructor Training:

_____ Yes – Provide the date of the training attended (month/year) ______

_____ No – Will need to attend a UNCC Field Instructor Training

2. After approval of the Field Placement Plan, the Field Instructor will prepare a learning agreement to be signed by the Employing Agency and the Student that details the activities and responsibilities of the Student during the Field Placement. Such an agreement must be reviewed and approved by the University’s faculty liaison and the Director of Field Education before being signed.

3. During the months that the Student is participating in the Field Placement, the Field Instructor will meet with the Field Liaison and the Student on a regular basis for the purpose of coordinating learning plans and to review the progress of the Student.

4. The Employing Agency and the Student must develop an Employment-Based Field Placement Plan for the proposed Field Placement that details specifically how the Employing Agency will meet the conditions of this Employment Based Field Agreement. Insert below.
The Written Field Placement Plan must follow the general field education guidelines outlined in the UNC Charlotte Field Placement Manual.

**Employment-Based Field Placement Plan** should include the following:

- Current employment responsibilities:

- Proposed practicum roles and tasks: Specific information about the educational learning opportunities for the proposed placement which includes the population served, service methods available for student learning, field of service, and practicum experience

**Field Placement Start Date:**

- August 23, 2021 for Advanced Year
- August 30, 2021 for Foundation MSW

Field Placement End Date: TBD (end of spring 2022 semester)

Total number of field placement hours per week: 16

____________________________________  ____________________
Authorized Signature for Employing Agency (Current Supervisor)  Date

____________________________________  ____________________
Title

____________________________________  ____________________
Task Supervisor Signature  Date

____________________________________  ____________________
MSW/BSW Field Instructor  Date

____________________________________  ____________________
Social Work Student  Date

____________________________________  ____________________
Ticola C. Ross, PhD, MSW, LCSW  Date
Clinical Assistant Professor-Director of Field Education
School of Social Work
NASW CODE OF ETHICS

For the most updated version, please visit….
CSWE Educational Policy and Accreditation Standards

For the most updated version, please visit….
http://www.cswe.org/File.aspx?id=13780
APPENDIX K
Outside Field Hours Approval Form

Date:
Name:
Field Faculty Liaison (FFL):
Placement:
Field Instructor (FI): Task Supervisor (TS):

Purpose: The purpose of this form is for students to request to use field hours (max of 10 per semester) to attend an educational event NOT affiliated with the student’s agency. Approval is required from F.I./T.S. Hours utilized for educational events should still be noted on the student's timesheet.

Example: Attend Students for Giving Conference on Friday, February 25th, 2019 from 8am - 12pm.

Event Name:
Date:
Time of the Event:
This event will contribute to my learning by…

A total of ____ hours (max 10 hours per semester) will be applied to field hours in lieu of attending field placement, on ____________________________ (date/time).

Student Signature:
FI Signature:
TS Signature:
FFL Signature: