



**COLLEGE OF HEALTH
AND HUMAN SERVICES**
SCHOOL OF SOCIAL WORK

Field Education Handbook
Field Placements
2022-2023 Academic Year

School of Social Work
College of Health & Human Services
University of North Carolina at Charlotte



School of Social Work

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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 appendices. The general section of the handbook covers all aspects of the field placement program at UNC Charlotte. The appendices 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 and other relevant information.

Acknowledgement Statement

Each student must attest that they have fully reviewed this handbook by September 27th, 2022. 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 Specialization Year Competencies
(Specialization 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: Advocate for 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 regions

Competency 7: Assess individuals, families, groups, organizations, and communities in rapidly diversifying regions

Competency 8: Intervene with individuals, families, groups, organizations, and communities in rapidly diversifying regions

Competency 9: Evaluate Practice with individuals, families, groups, organizations, and communities in rapidly diversifying regions

NOTE: For other information related to the BSW Program and Policies please refer to the 2022-2023 BSW Program Student Handbook found at [Student Program Handbook | School of Social Work | UNC Charlotte](#)
NOTE: For other information related to the MSW Program and Policies please refer to the 2022-2023 MSW Program Student Handbook found at [Student Program Handbook | School of Social Work | UNC Charlotte](#)

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:

Field Placement Phases Overview

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

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 BSW and 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 the latest version for 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 recommended 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, the North Carolina State Board of Social Worker Examiners for Social Work Licensure, and the Association of Social Work Boards (ASWB).

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 their 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:

- Adherence to the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in North Carolina.
- 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.

Scholastic Performance

Student maintains scholastic requirements as indicated in the respective program (BSW/MSW) per student handbook.

Commitment to Diversity, Social Justice, and Human Rights Standards

Contribute to a community culture within the unit and field placement, which supports and encourages open dialogue, increases understanding and awareness, and inspires action;

- Demonstrate respect for all people;
- Promote social justice and human rights in language and behavior in consideration of individual, family, organization, and/or community context.

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 naiveté 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 specialized 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 specialized 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 specialized year practice.
5. Availability of regularly scheduled supervision with a field instructor that meets 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

Field placements located outside of a 60 mile radius of the UNC Charlotte School of Social Work the agency **MUST** have the ability to complete virtual site 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, via a scheduled webinar or recording, 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, via a scheduled webinar or recording, 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 Placement Coordinator meet with prospective field agencies and instructors to discuss the function, mission, and process of the BSW/MSW 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 Current Generalist MSW Students

1. The Field Office shall identify all social work students who 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 areas of interest.
3. Each student will complete/submit an electronic Field Application (See Appendices), Drug Screening and Criminal and Background Check Acknowledge and Agreement form, 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. Students interested in an employment-based field placement option must indicate this on their field application.
4. Each student will identify areas of interest based on their individual research and/or 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.
6. Some majors, minors, or certificate programs require field placements. If this is the case (i.e. Gerontology), please communicate this information on your application to the Field Office. In some instances, but not guaranteed there may be placements that satisfy both requirements.
7. Late applications and/or failure to submit complete applications may result in a delay in placement.

Application Process for Incoming MSW Students

1. Each student will receive a Welcome to 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), Drug Screening and Criminal and Background Check Acknowledge and Agreement form, Graduate Admissions essay (not required for incoming online generalist MSW students) 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. Students interested in an employment-based field placement option must indicate this on their field application.
3. Each student will identify agencies of interest based on their individual research and meeting with the Field Placement 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.

Speciality Programs and Placements

The Field Office supports specialty programs that may have different requirements in addition to the typical field placement. If you are interested in one of the programs below please indicate this in your field application.

Social Work & Gerontology Dual Field Experience (BSW & MSW)

Students majoring in Social Work and minoring in Gerontology have the option to complete both experiences at one field site. The site must agree to the terms of both the Social Work and Gerontology program and provide the appropriate supervision of each student. The Field Instructor/Supervisor would be responsible for completing required paperwork for both the Social Work program and the Gerontology program. Students should work with the Field Office and Gerontology advisors to plan accordingly. For more information, please visit: Social Work & [Gerontology Dual Field Experience](#) website and the [Gerontology Program](#) website.

Child Welfare Education Collaborative (CWEC) Scholars Certificate (BSW & MSW)

The CWEC is a trainee program for students interested in child welfare. Students complete pre-service training, integrate child welfare principles within the curriculum, and must complete the field placement requirements. For more information regarding the CWEC, please visit cwec.web.unc.edu.

School Social Work Licensure Plan (BSW & MSW)

Students interested in School Social Work Licensure are eligible to take the required courses and field placement in order to seek licensure after graduation. Please note that that process is set-up to support students seeking North Carolina Licensure, however, some of the courses and field placement may count toward licensure requirements for other states. The student would need to investigate other state requirements on their own. For more information, please visit [SSW School Social Work](#) page.

Employment-Based Field Placement (BSW & MSW)

Students working in eligible social work based organizations may have the option to complete their field placement at their place of employment. Please refer to the employment-based field placement policy in this handbook for more information.

Veteran Affairs (VA) Field Placement (Specialization Year MSWs Only)

For specialization year MSWs interested in working with Veterans, the VA offers an internship program with a broad spectrum of healthcare practice areas. The Field Office will host VA Information sessions in the Fall.

Integrated Behavioral Health (IBH) (Specialization Year MSWs Only)

For specialization year MSWs interested in IBH, the integrated behavioral health program offers a scholarship using evidence-based models of care in various healthcare settings. For more information visit the [IBH](#) page.

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 Steps review to determine field readiness and possible next steps.
5. If accepted, the student and the field instructor must complete and sign the Field Confirmation (found in Appendices) and return it to the Field Office within two weeks of acceptance.

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 agency requirements of the agency during their interview and if there are any questions, please do not hesitate to contact the Field Office.

Students shall be notified electronically about Clinical Compliance for their field placement and will submit all required compliance items to a secure DropBox, as directed on their compliance sheet (CHHS Agency Requirements Form). Certain placements may also require students to submit Clinical Compliance through myClinicalExchange (mCE). mCE is an online database used to track and process compliance items. If this is required for your placement, you will be contacted via email with additional information regarding accessing mCE.

Once students are accepted at their agency and submit a Field Confirmation, students must complete all compliance requirements for the agency by the deadline assigned to them by the Field Office. If the student fails to submit required compliance documentation, this could delay the start of field and require hours to be made up. Students do not receive field hours for completing compliance. These requirements may include, but are not limited to the following:

1. CHHS Agency Requirements Form - Required for all field students
2. Online Bloodborne Pathogens Test – Required for all field students by the School of Social Work for the 2022-2023 academic year.
3. TB Test – Required for all students by the UNC Charlotte School of Social Work annually. Some placements require a two-step TB test. This will be indicated on the CHHS Agency Requirements Form
4. Immunizations records submitted 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.
5. 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.
6. 12 Panel Drug Screen – *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 drug screenings. Once you obtain your drug screening 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 drug screening will be accepted.

7. Agency Application – if required by Affiliation Agreement
8. Agency orientation– if required by Affiliation Agreement
9. References – if required by Affiliation Agreement
10. CPR – if required by Affiliation Agreement
11. 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).
12. Any additional requirements noted in the Affiliation Agreement

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 clinical compliance documents required by agencies that include, but are not limited to, Applications, CPR cards, 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. 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.

It is the responsibility of the student to cover the cost of all compliance items required by the Agency Affiliation Agreement. Time spent collecting Clinical Compliance does NOT count towards field orientation or hours.

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)

Clearance Considerations

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, client contact is prohibited BEFORE the first day of field.

Employment-Based Placement: Employment based-placement students may not start earning field hours until they have been cleared by the Field Office.

Starting Placement Late: If a student is not cleared once the academic year begins due to missing field documentation including applications, Field Confirmations, and compliance the student will be responsible for making up field hours and assignments within the semester.

If a student is not cleared due to agency delays, the student should work closely with the Field Office to begin alternate field hours and assignments.

Virtual Placements: Fully virtual placements and hybrid placements have the same expectations for students as if they were fully in-person. Additionally, students are not able to work at an employer's home location (unless it's an established business). Some virtual and hybrid placements may require occasional or regular in-person meetings. In person field placement related meetings should not occur in a private residence or settings that are not appropriate for field placement related work. Students and agencies must take all necessary precautions to safeguard client information. A virtual workspace for managing projects, email, client connections, cloud software, etc. must be made available to the student by the agency. The student should not save any confidential and/or client related work on their personal or university computer, email, or drives. Regularly scheduled check-in meetings between the field instructor/task supervisor and the student are required to monitor progress and address any concerns.

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

	BSW Program	1-Year Advanced Standing MSW Program	2- Year MSW Program	3- Year MSW Online Program
Total Field Hours	16 hours per week 224 hours fall semester 232 hours spring semester 456 hours per year	16 hours per week 232 hours per semester 464 hours per year	16 hours per week 232 hours per semester 464 hours per year	16 hours per week 232 hours per semester 464 hours per year
Field Days/Times	Thursdays and Fridays (typically) 8am-5pm (based on agency hours)	Mondays and Tuesdays (typically) 8am-5pm (based on agency hours)	Mondays and Tuesdays (typically) 8am-5pm (based on agency hours)	Varies (based on agreement between the student and agency)
Supervision Requirements	1hr/week with BSW or MSW at least 2 years of experience	1hr/week with BSW or MSW at least 2 years of experience	1hr/week with BSW or MSW at least 2 years of experience	1hr/week with BSW or MSW at least 2 years of experience
Field Seminar Courses	Fall- SOWK 3482- Social Work Practicum I Spring- SOWK 3484- Social Work Practicum II	Fall- SOWK 7443- Advanced Social Work Practicum I Spring- SOWK 7444- Advanced Social Work Practicum II	Year 1 Fall- SOWK 6441- Foundation Social Work Practicum I Spring- SOWK 6442- Foundation Social Work	Year 2 Fall- SOWK 6441- Foundation Social Work Practicum I Spring- SOWK 6442- Foundation Social Work Practicum II Year 3 Fall- SOWK 7443- Advanced

			Practicum II Year 2 Fall- SOWK 7443- Advanced Social Work Practicum I Spring- SOWK 7444- Advanced Social Work Practicum II	Social Work Practicum I Spring- SOWK 7444- Advanced Social Work Practicum II
Primary Contact(s)	Frances Ferrante fferrant@uncc.edu Kris Taylor tktaylo1@uncc.edu	Ticola Ross ticola.ross@uncc.edu Frances Ferrante fferrant@uncc.edu	Ticola Ross ticola.ross@uncc.edu	Jackie Garcia jgarci43@uncc.edu Ticola Ross ticola.ross@uncc.edu

The Field Educators' Terms and Responsibilities

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 Social Work Field Instructor's Responsibilities

The Field Instructor shall do the following:

1. Submit an updated resume to the Director of Field Education or designee upon request.
2. Participate in the new field instructor training program provided by the School (once every 5 years), participate in on-going field instructor workshops, and related continuing education opportunities offered by UNC Charlotte.
3. Become familiar with the Council of Social Work 2015 Educational Policy and Accreditation Standards.
4. Assist in developing a Learning Agreement with the BSW/MSW 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 their 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 Field 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 Field Faculty Liaison immediately if the student's level of performance is marginal or not satisfactory and work from a strength based perspective to support the student's 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 upon request.
2. Participate in the new field instructor training program provided by the School (once every 5 years), participating in on-going field instructor workshops, and related continuing education opportunities provided by UNC Charlotte.
3. Become familiar with the Council of Social Work 2015 Educational Policy and Accreditation Standards.
4. Assist in developing a Learning Agreement with the BSW/MSW 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 their 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 are 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 the student's 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. This feedback will be incorporated into the participation grade for Field Seminar.

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/task supervisor with at least one visit per semester. Meetings can be in-person or virtual.
3. The focus of the visits is to review the Learning Agreement, objectives of the placement, and assess the students' progress.
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/task supervisor. 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/task supervisor, 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/task supervisor 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/task supervisor and Field Education Director or Field Placement 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 field instructor/task supervisor reports on the student's progress and it is the responsibility of the field faculty liaison to assign the grade for the field course. It is the responsibility of the field faculty liaison to discuss any discrepancy in the report submitted by the field instructor/task supervisor 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 Handbooks, 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/MSW Program Director or involved faculty on an ongoing basis related to student issues.
10. Assess annual surveys for field education completed by Field Instructors/Task Supervisors and Students and review with the Field Advisory Board.

The Field Placement 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 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.

The Field Education Specialist Responsibilities

1. Manages compliance requirements and student submission
2. Secure, develop and affiliate with practicum agency sites
3. Manage Affiliation Agreements and Compliance documentation
4. Assist with Field instructor orientation and field education orientation
5. Coordinates Field Education events

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 Confirmation 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 Agency Safety and Communication Planning Document with field instructor/task supervisor (See Appendices).

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. Students will complete Field Education Orientation during the first week of fall classes. These hours will count towards the required field hours for the semester.
2. Attend any required mandatory training or orientation that must be completed prior to placement. Students may earn up to eight (8) 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 being cleared by the School of Social Work to begin field placement.
3. The student should appropriately adhere to the agency's dress code, report to the agency promptly, and as scheduled.
4. The student must respect confidentiality relative to all clients and agency services, their circumstances, and their problems.
5. 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/task supervisor informed:
 - a. Notify the field instructor/task supervisor 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/task supervisor is aware of where you are at all times and that includes lunch breaks.
 - c. Always contact your field instructor/task supervisor 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/task supervisor, 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. Any remote or virtual work must be approved by the Field Agency and align with Learning Agreement objectives.
6. Participate in a minimum of one one-hour supervisory conference each week they are in placement.
7. Integrate classroom learning with the field experience.
8. Inform field instructors/task supervisors of field related course assignments in a sufficient amount of time to solicit their help should their help be needed to complete the assignment.
9. Maintain student liability insurance throughout the field placement (purchased by the School of Social Work).
10. Complete an Agency Safety and Communication Planning Document in collaboration with it to the field instructor/task supervisor (See Appendices).
11. Complete all required hours in the field placement and attend all seminar classes as scheduled. If student is not able to participate in field due to extenuating circumstances, student should communicate with the field instructor/task supervisor and the field liaison.
12. Remember that you are entering a working organization that has a history, a present, and a future with and/or without you.
13. 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.
14. Dress appropriately for your agency.
15. Keep your assigned space clean and neat

16. Make sure that you understand the tasks assigned to you.
17. Complete all of your assigned work on time. If there is a problem with meeting a deadline, renegotiate the deadline with your field instructor/task supervisor.
18. Do not cover up your mistakes. Inform your supervisor immediately! Mistakes left unchecked grow into problems.
19. 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/task supervisor which will outline the knowledge, skills, and values that they 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/task supervisor.

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.

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) Student has a concern with Field Liaison, (2) Field Instructor has a concern with a student, and (3) Student has a concern about the field placement and/or Field Instructor, and (4) When Field Faculty Liaison/Field Office has a concern with/about a student. Please note that depending on the concern the Procedures Governing Concerns related to Social Work Students procedure may be applied as well.

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>. *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. The student will carry out the alternative solution.

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

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 Office. 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. The Field Action Plan should highlight next steps, expectations and possible outcomes of noncompliance with the action plan. It is the Field Liaison's responsibility to provide written documentation of the meeting and the consensus solution.

Step 4. Field Education Committee Review- If Steps 1 through 3 do not resolve the issue, then the student, Field Faculty Liaison, and Field Education Coordinator/Field Director will seek other ways to resolve the problem in the current placement in consultation with the Field Education Committee. A formal review could be recommended at this stage.

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.

Multi-Step Resolution Process for Student Academic and Performance Issues

To promote student success, the School of Social Work (SSW) has the following multi-step process for resolving academic performance and conduct concerns that are not addressed through University procedures. See the Field Education Handbook for details about resolution of issues pertaining to field placement.

All students in the program are expected to maintain the following standards established by UNC Charlotte, the School of Social Work, and those held by the profession including:

- [UNC Charlotte Code of Student Responsibility](#)
- [NASW Code of Ethics](#)
- [CSWE EPAS 2015](#)
- [ASWB Technology Standards](#)
- SSW Professional Standards (below)

Policy of Student Continuation

Please refer to the BSW and MSW Educational Requirements in the Handbook for the current year.

Commitment to Non-Discrimination

The School of Social Work seeks to promote a just and respectful educational opportunity. Aligned with the University (see [University Policy 501, Nondiscrimination](#)), we prohibit unlawful discrimination and harassment on the basis of race, color, religion, age, national origin, physical or mental disability, veteran status, genetic information, sex, sexual orientation, or gender identity in academic and field programs.

Professional Standards Requirements

Due to 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 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 course and/or 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.

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 five general areas:

1. Basic Abilities to Acquire Professional Skills
2. Mental and Emotional Abilities for Performance and Professional Practice
3. Professional Performance Skills for Work with Clients, Communities, and Professional Practice
4. Scholastic/Field Performance
5. Commitment to engage in a respectful manner with diverse individuals and communities

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. The School of Social Work will provide reasonable accommodations that do not fundamentally alter the program for qualified students with disabilities when those students register with the Office of Disability Services.

Basic Abilities Necessary to Acquire Professional Skills:

Communication Skills

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

- a. **Written:** Writes clearly, uses correct grammar and spelling. Applies appropriate writing style, including the latest version for 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.

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 Counseling and Psychological Services (CAPS) 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, the North Carolina State Board of Social Worker Examiners for Social Work Licensure, and the Association of Social Work Boards (ASWB)

Professional Performance Skills Necessary for Work with Clients, Communities, 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 include the respect for the dignity and the worth of every individual and recognition of possible disparities in access to information, services, and resources among different segments of the population.

Professional Behavior

Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and federal, state, and local laws in the classroom, University community, field, and community at-large. For field, follow dress code and expectations based on agency policy. 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 oneself in a responsible manner and uses proper channels for conflict resolution according to the Step Process in the current Program and Field Handbooks. 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:
- Adherence to the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in North Carolina.
- No convictions of a criminal 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.

Scholastic/Field Performance

Student maintains scholastic requirements as indicated in the respective program (BSW/MSW/Field) per student handbook.

Commitment to engage in a respectful manner with diverse individuals and communities

Respecting the dignity and worth of every individual, including the individual's identities, experiences, background, and perspectives. Contribute to a community culture within the unit and field placement, which supports and encourages open dialogue, increases understanding and awareness, and demonstrates respect for all people in language and behavior in consideration of individual, family, organization, and/or community context.

Procedures Governing Concerns related to Social Work Students

Step 1. Consultation with the student. Instructors should work directly with the student to resolve academic performance and/or classroom conduct concerns using a problem-solving approach. A problem-solving approach means the instructor identifies a specific behavior of concern, communicates constructively and respectfully with the student about the specific concern, and, with the student's input, develops a specific plan for resolving the concern. It is the instructor's responsibility to inform the student that the meeting is considered a Step 1 meeting and document the concern using the SSW Academic and Performance Concerns form. The form will include the details about the student meeting, and the proposed plan for resolving the concern. Faculty members are encouraged to inform students about available campus resources that can help them. Faculty members are also encouraged to inform and document students about the potential consequences of not resolving the concerns (i.e., failing grade on an assignment or in the course). Academic concerns that implicate [University Policy 407, Code of Student Academic Integrity](#) or conduct concerns that implicate [University Policy 406, Code of Student Accountability](#) should be directed to and processed through Student Accountability and Conflict Resolution.

Step 2. Consultation with the BSW/MSW/Field Program Director. If the concern remains unresolved after Step 1, the instructor may forward documentation about the initial meeting with the student to the BSW/MSW Program Director. The BSW/MSW Program Director will either suggest an alternative solution to the instructor or schedule a meeting with the student to discuss the concern. In cases where an alternative solution is proposed, the instructor will communicate with the BSW/MSW/Field Program Director about the outcome and, if the suggestion did not resolve the concern, the Program Director will schedule a meeting with the student. The instructor is welcome to attend the meeting between the student and the BSW/MSW/Field Program Director. It is the BSW/MSW/Field Program Director's responsibility to document the concern and inform the student that meeting or alternative solution is considered Step 2 in the process. The details about the meeting with the student and the proposed plan for resolving the concern will be documented in the same SSW Academic and Performance Concerns form. The BSW/MSW/Field Program Director will provide a copy of the

updated form via email to the instructor and the student within five (5) business days of the meeting with the student.

Step 3. Formal Review. If the student concern is still unresolved after Step 2, the concern may be referred to the Academic and Performance Committee for Formal Review.

Academic and Performance Committee (APC)

The Academic and Performance Committee (APC) is an ad-hoc committee that will be appointed by the SSW Director as needed. The APC will review cases referred for formal review, formulate next steps and also review requests for reinstatement and readmission.

Prior to the formal review, the instructor should contact the appropriate program director and then the director will request that the SSW Director develop an ad-hoc APC.

Students may be referred for a number of reasons including, but not limited to:

- Failure to maintain the standards of UNC Charlotte, the School of Social Work, and those held by the profession
- Marginal performance towards CSWE competencies for social work practice
- Failure to meet academic requirements of UNC Charlotte, The UNC Charlotte Graduate School, and the School of Social Work
- Failure to adhere to agency policy and professional standards during field placement
- Suspension and/or termination from field placement
- Relating to students, colleagues, professors, client and/or agency personnel in a disrespectful manner
- Pattern of problematic behavior
- Request by faculty member for a review due to the student's poor coursework/field performance
- Uncertainty about the social work profession and/or
- Request for reinstatement and/or readmission

Procedures for the Academic and Performance Committee

The APC will reach out to the student to inform them about the concerns, any immediate requirements and/or referrals (e.g., Niner Cares, Student Accountability, Civil Rights and Title IX, CAPS, Wellness Promotion) and request a formal review meeting. Any relevant documentation will be collected and made available to the student at least 2 days prior to the meeting. If the student would like to submit any documentation, the documents must be submitted to the APC 2 days prior to meeting. Possible types of relevant documentation include:

1. SSW Academic and Performance Concerns form
2. Statement from the Student. Please note if the statement includes any safety concerns, harassment or discrimination claims, a referral will be made to the appropriate campus office
3. Letters of support, Material pertaining to the student's course and/or field performance and feedback from faculty, field instructors/task supervisors, advisors, and other appropriate parties such as the Division of Student Affairs that may have worked with the student.

The formal review may occur in-person or virtually at a mutually agreed upon time. The student may bring one support person and must complete a [FERPA waiver](#) form for the support person. If the student chooses to bring a support person that is also a member of the SSW, the dual roles will be considered by the APC to assess for any possible conflicts of interest.

During the meeting all parties will have an opportunity to share and request any additional information. A member of the APC will take notes. If students require accommodations, they should contact the [Office of Disability Services](#) prior to the meeting. The APC will review the materials that have been submitted and make a decision even if the student chooses not to attend the meeting.

The APC's decision will be submitted to the School of Social Work Director.

Course of Actions

Possible outcomes include the following

- a. *Continue without new conditions:* The concern(s) have been addressed and no further action is needed.
- b. *Continue with new conditions:* The concern(s) have been substantiated and a Formal Compliance Plan is established, which may include, but is not limited to, setting goals, mentorship and support, additional advising, adjustments to the students course plan, additional courses and/or field hours. Additionally, the circumstances may require documentation in the student's record and other university level sanctions. The Compliance Plan is accepted by the student.
- c. *Program Termination:* A Compliance Plan is not offered or is declined.

Appeal Process

Students have the right to appeal the decision of APC. Appeals should be made in writing/electronically to the SSW Director within 15 days after the decision. The SSW Director will review the appeal and determine next steps and/or the final decision. If the decision is related to field placement, the student will not be placed in a field placement until the appeal is resolved.

Reinstatement Procedures and Readmission

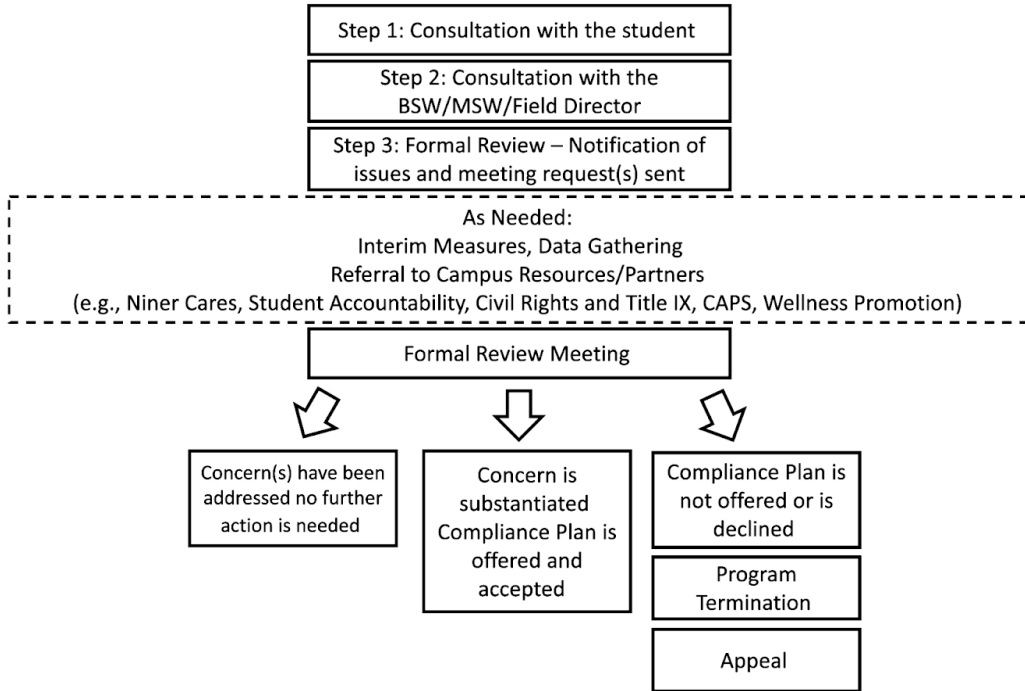
The SSW will follow the outlined Reinstatement and Readmission policies for undergraduate and graduate students in the Division of Academic Affairs and Graduate School, respectively.

Students returning to field placement after suspension, reinstatement, or readmission should refer to the policy on Returning to Field Placement in the current Field Education Handbook.

Exceptions to the Multi-Step Resolution Process

University policies and procedures take precedence over the Multi-Step Resolution process. 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. In addition, there may be some other student conduct issues that warrant immediate action (skipping Steps 1 and 2). It is within the purview of the BSW/MSW/Field Program Director to proceed to an immediate Formal Review (Step 3) in such cases.

Multi-Step Resolution Process for Student Academic and Performance Issues Process Flow



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/task supervisor 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.**

Distance Education students that require a placement change because of geographical relocation are responsible for identifying potential agencies in their new area. It is imperative that students understand a placement change can take several weeks and may result in difficulty completing required hours. Early communication regarding any relocation is essential. Please be aware that licensing requirements vary from state to state, see [licensing requirements](#).

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 (See Appendices); and
3. Submit the form to their faculty liaison for their 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 (FEC) which meets monthly (excluding winter and summer break). Requests are only considered during FEC meetings, we will not make decisions in between meetings unless there are emergency situations. If approved, the student will continue in the placement until formally approved by the Field Office.
6. The Field Office will request an evaluation of the student based on their time spent at the agency.
7. The student may be requested to update their resume and field application as part of the referral process to the new agency and must be aware that the Field Education Director/Coordinator will discuss the reasons for the student's request for re-assignments of placement.

8. 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.
9. 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. Reasons for termination will be shared by the Field Office with the student. If a student has been terminated from their 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 is terminated from the agency, 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 the student's 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.

The Field office reserves the right to pull a student from placement at any time if there is a safety concern.

If a student's placement is reassigned due to termination or transition, a new Field Confirmation 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 Confirmation 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 and follow requirements and recommendations. 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.

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.

Return after delayed Field Placement

This process is for students who, in accordance with the SSW BSW/MSW program director and/or Field Office, decided to delay field placement by one academic year. To begin the process to enter field placement the student must submit an email to the Field Office requesting to begin the process *NO LATER than 3 months before field placement is expected to start*. Requests to return to field made after the 3-month time period will not be honored. The Field Office will follow-up and ask the student to complete a field application, register for the appropriate field course, and may request a meeting, if needed. In addition, the student must meet the field education requirements and eligibility that are effective at the time the student enters for field placement. The student is expected to return all requested items by the provided deadline. Late submissions may delay the start of field placement. Field placement start dates will depend on the semester the student will be returning and will be based on the course schedule for their degree program.

Return to Field Placement after suspension/reinstatement/readmission

This process is for students returning to field from a suspension, reinstatement, or readmission status with university and School of Social Work approval. A student who wishes to return to field placement must send an email to the Field Office requesting to begin the process *NO LATER than 3 months before field placement is expected to start*. Requests to return to field made after the 3-month time period will not be honored. The Field Office will follow-up and ask the student to complete a field application, register for the appropriate field course, and may request a meeting, if needed. In addition, the student must meet the field education requirements and eligibility that are effective at the time the student re-enters for field placement. Upon approval, the student will be provided with a field placement site match based on site availability. The student is expected to return all requested items by the provided deadline. Late submissions may delay the start of field placement. Field placement start dates will depend on the semester the student will be returning and will be based on the course schedule for their degree program.

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 their 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.

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 eight (8) 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 being approved by the field office.**

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.

Outside Field Hours (e.g., Conferences and Training Events)

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/task supervisor and their field liaison. 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. **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 based on the student's field confirmation form 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

<https://legal.uncc.edu/sites/legal.uncc.edu/files/media/UP409-ReligiousAccommodationForStudents.pdf>

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 at the time of the field application submission. Additionally, all new employment-based agencies must be formally onboarded by June 1. 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 must be evaluated closely and approved by the Field Office. If students are interested in employment based field placement, they must first seek approval from their supervisor at their place of employment. Students will then complete the UNC Charlotte Field Applications where they may indicate interest in employment based placement. The Field Office will then initiate the employment-based placement process with the student.
- The designated field instructor/task supervisor must be approved by the School of Social Work. The field instructor must be an MSW or BSW with at least two (2) years post-MSW or post BSW experience. The 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 or may have at least two (2) years post degree practice experience. Students must be supervised by a supervisor this excludes, but is not limited to peers, co-workers, board members, and consultants.
- The field instructor/task supervisor must attend required 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. The student is required to complete 16 hours per week of Field. These hours must align with their learning objectives. The learning experiences assigned for the student must meet the requirements of the UNC Charlotte field education program. The level of assignments will be determined by the student's educational role, not the employee role. All changes in employment responsibilities that are being counted towards field hours must be approved by the Field Office.
- 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 social work student. The student must engage generalist or specialized generalist practice activities under qualified social work program approved field instructors/task supervisors. The objectives must be reviewed by the student, the prospective field instructor/task supervisor, and the designated Field 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 and must be approved in advance by the Field Office and/or the Field Education Committee. The Field Education Committee meets

monthly with the exception of Winter Break and Summer Break.

- 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. Students are required to communicate in a timely fashion with the Field Office following employment termination. 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 Appendices for the Employment Based Field Placement Confirmation

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. Supervisor will communicate with the Field Office if the student is not consistently attending supervision.

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. The task supervisor does not provide the weekly supervision required but will assign tasks and provide support during placement hours.

Student: The student must complete their field placement as assigned under the UNC Charlotte 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 beginning when assigned to an external supervision group and continuing weekly while in placement. In the case of external supervision, the student is required to attend these sessions as scheduled. For virtual external supervision sessions, it is required that the student is actively engaged, with camera on, and not engaging in other tasks such as driving, doing chores, etc.

Field Field Liaison: The field liaison is a UNC Charlotte 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.

Field Office: The Field Office will assign, schedule, and oversee external supervision groups.

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.
 - Students should communicate with External Field Instructor regarding any absences within 24 hours.
 - Students are allowed one excused absence per semester for external supervision. Additional absences will require communication with the Field Liaison and a make-up assignment. Multiple absences could result in a disruption of placement.
 - 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 canceled 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

External Supervision Summary Evaluation. This form will be submitted to the designated Field Faculty Liaison and incorporated into the practicum class grade.

External Supervision Responsibilities

The External Supervisor shall do the following:

- Provide one (1) hour of weekly group supervision at scheduled time.
- Facilitate discussion of various social work topics and values and their application to the Field Experience. Supervisors should maintain a record of topics that have been discussed.
- Provide input into the Student Learning Agreement and Evaluation.
- Inform the faculty liaison of any concern related to the student's performance, professional development, and/or concerns related to agency placement.
- Maintain weekly attendance. Supervisors may cancel one (1) group supervision per term if needed.
- Supervisor will complete the Outside Supervision Summary Evaluation at the end of the term.

The Student shall do the following:

- Attend weekly supervision meetings. Students may miss one supervision meeting. Additional absences will require an additional assignment. Failure to attend supervision consistently **will** impact the student's ability to complete course requirements.
- Students will be actively engaged during supervision. It is required during virtual supervision that the student is on camera and not engaging in other tasks (i.e., driving, cooking, folding laundry, etc).
- Students will discuss field experiences including tasks they have completed, challenges, successes and any ethical concerns.
- Students are expected to apply social work values and ethics to provide thoughtful feedback to peers.
- Students will request feedback from the External Supervisor on their Learning Agreement and Evaluations.

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 Faculty Liaison as soon as possible.
2. Complete the Field Incident Report within 24 hours (found in Appendices).

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:

- Complete Safety and Communication Planning Document by the designated deadline in coordination with student.
- 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:

- Complete Safety and Communication Planning Document by the designated deadline in coordination with field instructor/task supervisor.
- 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>

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 student's 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. 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, Tik Tok, 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>) 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, Tik Tok, 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.

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

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.

Students should note that stipends and scholarships may require additional requirements and tasks (e.g., training) and field hours in order to receive the funds.

Stipends and Scholarships are not the same as an employment-based field placement. For more information on employment-based options please refer to the Employment-based Field Placement section 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 the student, not their automobile, and not any passengers that are in the student's automobile. The insurance is effective for the academic year only. Liability insurance covers both in-person and virtual practice. If a student has knowledge of a pending subpoena or is subpoenaed the student should reach out to the field office as soon as possible. The internship liability insurance only covers the student while performing the actions/duties related to their for-credit internship. This policy cannot be used for activities performed for other courses.

Post Degree and Field Information Verification Requests

After graduation, students may decide to pursue another graduate/doctoral program and/or seek licensure, or work for an employer that requires field placement hours verification. Some programs, and/or licensure boards require verification of field placement, courses, and hours. It is highly recommended that students keep personal copies of their field education documentation (evaluations and timesheets) as these files may be requested by programs and/or licensure boards. The UNC Charlotte School of Social Work only keeps records for a certain amount of time in accordance with [University Policy 605.3](#). If you require a field hours verification or a copy of your final field evaluation, please contact the Field Office and complete a required FERPA release of information form. Please allow the Field Office at least 2 weeks to review paperwork and respond. The policy does not apply to recommendation and/or references, please seek out individual faculty regarding recommendations and references.

Public Records Notice

Per the Public Records Request: University Policy 605.8 note that all records pertaining to "university business" regardless of the format and physical location is subject to a public records request. Confidentiality and privacy laws apply. For more information please refer to the [University Policy 605.8](#).

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.

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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APPENDIX A

UNC Charlotte School of Social Work - BSW Field External Application 2022-2023

This application is for current UNCC BSW juniors (academic year 2021-2022). 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. You will be able review and edit your application until 1/10/2022 at 11:59pm.

This application is due 1/10/2022 at 11:59pm. After this time, the application will close.



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

* Required

Full Name: *

Your answer

Phone Number(s): *

Your answer



UNC Charlotte email address: *

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

This form and your resume will be shared with prospective field agencies. *
Please check below to acknowledge that this form and your resume will be shared with prospective field agencies.

I acknowledge that this form and my resume will be shared with prospective field agencies.

Date of Submission: *

Date

mm/dd/yyyy

A copy of your responses will be emailed to cwickert@uncc.edu.

Submit

Clear form

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Google Forms



UNC Charlotte School of Social Work - BSW Field Internal Application 2022-2023

This application is for current UNC Charlotte BSW juniors (academic year 2021-2022). Please complete your application thoroughly and thoughtfully. You will be able review and edit your application until 1/10/2022 at 11:59pm.

This application is due 1/10/2022 at 11:59pm. After this time, the application will close.



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

* Required

Full Name: *

Your answer

Permanent Address: *

Your answer

Local Address (if different from permanent address):

Your answer



In which COUNTY will you reside in during the 2022-2023 academic year? *
(Examples: Mecklenburg, Union, Cabarrus, Iredell etc.). Reminder: Placements close to home are not guaranteed.

Your answer

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

Your answer

Please upload a copy of your unofficial transcript *

 Add file

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



Your answer

Students are required to be in field placement for 16 hours per week. Field placement hours cannot interfere with classes. Typical BSW senior level class days will be Monday and Tuesday. Typical field days are Wednesday, Thursday, Friday (a combination of any two days for 16 total hours OR split over the three days OR split over several week days). What is your plan for fitting in 16 hours of field placement per week? *

Your answer

Do you anticipate being employed more than 10 hours 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. Explain your reasons for choosing these populations or interest areas. *

Your answer



What are some agencies or organizations you would be interested in being matched with for your field experience? *

Your answer

Are there any skills, certifications, bilingual or multilingual abilities, volunteer/work experience, etc. that you would like to highlight?

Your answer

Is there anything you would like for the field office to know and/or consider when matching you with a field placement?

Your answer

Many field placements require immunizations, drug screens, and a criminal background check. If you have personal preferences or foreseeable concerns (e.g., religious exemption, issues accessing records, medical concerns, pending charges), please feel free to comment here.

Examples of vaccinations: MMR, Flu, COVID19, Tetanus, Varicella, 3DPT, Hepatitis B. Note: All UNC Charlotte field students will be required to submit a TB test (done no earlier than 5/1/22) as part of their compliance.

Your answer



All students must review, sign, and submit the CHHS Criminal Background Check and Drug Screening form. This can be found here: *

<https://health.uncc.edu/sites/health.uncc.edu/files/media/CBC%20%26%20DS%20Form%202015.pdf>

 Add file

Are you interested in a placement with any county (i.e., Mecklenburg, Iredell, Rowan etc.) Department of Social Services (DSS) divisions? Division Examples: Child Welfare, Youth & Family Services, Adult Services, Economic Services. *

By selecting yes to this question, you will be directed to upload your 3 letters of recommendation and name/contact information for 3 references on the next page. If you indicate that you ARE interested in DSS and do not upload letters/references you will not be considered for this placement. Students who answer "Yes" and submit their letters of recommendations and references will also have to complete applications specific to the county where they are matched. The Field Office will guide you to the next steps to complete this once your application has been processed.

- Yes, I would like to upload recommendations/references and be considered for a placement at DSS
- No, I am not interested in a placement with DSS

Next

Clear form

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Google Forms



APPENDIX B



UNIVERSITY OF NORTH CAROLINA CHARLOTTE

2022-2023 EXTERNAL MSW Foundation Field Placement Application

This application is for foundation year MSW students (academic year 2022-2023). 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 and a copy of your resume will be shared with potential field agencies during the placement matching process. Please type your responses, proofread before submission, and make sure to complete all pages of the application. Your resume upload is a required part of this application.

3-Year Foundation MSW Students: This application is due 1/10/2022 at 5:00pm.

2-Year Foundation MSW Students: Please complete your field applications as soon as possible.

Applicant Information:

First Name:	Last Name:
Phone Number:	UNC Charlotte Email:
Overall Undergraduate GPA:	Overall Graduate GPA (if applicable):

Application Questions:

1. What are your reasons/motivations for entering social work?

2022-2023 EXTERNAL MSW Foundation Field Placement Application

2. Please describe how you have grown as a professional as a result of your undergraduate program and/or past work/education experiences:

3. What strengths and skills would you like to highlight?

4. What do you expect to learn from a foundation MSW internship?

SAMPLE

2022-2023 EXTERNAL MSW Foundation Field Placement Application

5. What do you envision your role as a social work intern will look like?

6. What's your learning style? (i.e. How do you learn best? What teaching methods are helpful for you?)

7. What do you hope to accomplish as a social worker in 5 years? 10 years?

This form and your resume will be shared with prospective field agencies. Please sign and date below to acknowledge that this form and your resume will be shared with prospective field agencies.

Signature: _____ Date: _____

APPENDIX B



UNIVERSITY OF NORTH CAROLINA

CHARLOTTE

2022-2023 EXTERNAL MSW Advanced Field Placement Application

This application is for advanced year MSW students (academic year 2022-2023). 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 and a copy of your resume will be shared with potential field agencies during the placement matching process. Please type your responses, proofread before submission, and make sure to complete all pages of the application. Your resume upload is a required part of this application.

2-year and 3-year MSW Students: This application is due 1/10/2022 at 5:00pm.

1-year Advanced Standing MSW students: Please complete your field applications as soon as possible.

Applicant Information:

First Name:	Last Name:
Phone Number:	UNC Charlotte Email:
Overall Graduate GPA:	Most Recent Field Seminar Grade (A,B,C,D):
Foundation (1st Year MSW/BSW) Placement Agency:	

Application Questions:

1. What are your reasons/motivations for entering social work?

2022-2023 EXTERNAL MSW Advanced Field Placement Application

2. Please list key tasks performed at your field placement:

3. Please describe how you have grown as a professional as a result of your foundation year placement:

4. What strengths and skills would you like to highlight?

5. What do you expect to learn from an advanced MSW internship?

SAMPLE

2022-2023 EXTERNAL MSW Advanced Field Placement Application

6. What do you envision your role as a social work intern will look like?

7. What's your learning style? (i.e. How do you learn best? What teaching methods are helpful for you?)

8. What do you hope to accomplish as a social worker in 5 years? 10 years?

This form and your resume will be shared with prospective field agencies. Please sign and date below to acknowledge that this form and your resume will be shared with prospective field agencies.

Signature: _____ Date: _____

APPENDIX B



UNIVERSITY OF NORTH CAROLINA

CHARLOTTE

2022-2023 INTERNAL MSW Foundation Field Placement Application

This application is for the following foundation year MSW students (academic year 2022-2023). 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. Please type your responses, proofread before submission, and make sure to complete all pages of the application. You must also upload the CHHS Criminal Background Check and Drug Screening Form (see Canvas) as part of your application.

This application is due ASAP!

Applicant Information:

First Name:	Last Name:
Phone Number:	UNC Charlotte Email:
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:	
In which COUNTY/Parish/Borough will you reside in during the 2022-2023 academic year? Reminder: Placements close to home are not guaranteed.	

Application Questions:

Many field placements require immunizations, drug screens, and criminal background checks. If you have personal preferences or foreseeable concerns (e.g., religious exemptions, issues accessing records, medical concerns, COVID concerns, pending charges), please feel free to comment here:

2022-2023 INTERNAL MSW Foundation Field Placement Application

Students are required to be in field placement for 16 hours per week. Field placement hours cannot interfere with classes. Field days can be negotiated with your field placement. Most MSW classes are Wednesday, Thursdays, Fridays, or Saturdays during the days and evenings depending on your schedule and program. What is your plan for fitting in 16 hours of field placement per week? Consider your plan to balance work, family life, coursework, and field:

Please check the areas in social work that you are interested in (Check all that Apply):

Military/Veteran Social Work	Child Welfare	Family Services	Substance Use
Domestic Violence/Violence	Health and Integrated Behavioral Health (IBH)	Global and International Work	Community Development and Program Development
Immigrant and Refugee Work	Corrections and Criminal Justice	School Social Work	Aging
Social Equity	Developmental Disabilities	Social Services	Homelessness and Housing
Policy Practice	Administration	LGBTQ	Mental Health

Note: Health/Integrated Behavioral Health and Mental Health placement options are limited for foundation-year students.

Are you interested in a specialty placement?

School Social Work

Child Welfare Education Collaborative (CWEC)

Employment-Based Placement (NOTE: To be eligible for this option, you must currently be employed at the agency/organization where you would like to complete your field placement)

Not interested in any of the above

2022-2023 INTERNAL MSW Foundation Field Placement Application

Is there anything you would like for the field office to know and/or consider when matching you with a field placement?

(Optional) **Ad Hoc Placement:** If you have an EXISTING prior connection to an agency that you are interested in partnering with please list : (a) name of the agency, (b) contact person, (c) contact person's email address, (d) contact person's phone number.

SAMPLE

2022-2023 INTERNAL MSW Foundation Field Placement Application

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.

Agree

Disagree (Students who choose this option will not be eligible for placement)

By signing and submitting your application, you are acknowledging the following:

- A placement close to school or home is not guaranteed.
- This is an intensive program. The MSW concurrent field model.
- Course days/times are not planned around student work schedules.
- Students are expected to come to social work field seminar 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? Is 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 and Bloodborne Pathogens 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 office 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 Education 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 need to meet with the Field Education 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 Office prior to submitting this form.

Signature: _____

Date: _____

APPENDIX B



UNIVERSITY OF NORTH CAROLINA CHARLOTTE

2022-2023 INTERNAL MSW Advanced Field Placement Application

This application is for advanced year MSW students (academic year 2022-2023): 2 Year MSW rising Advanced Year Students and 3 Year Online MSW rising Advanced Year Students. 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. Please type your responses, proofread before submission, and make sure to complete all pages of the application.

2-year and 3-year rising Advanced MSW Students: This application is due 1/10/2022 at 5:00pm.

Applicant Information:

First Name:	Last Name:		
Phone Number:	UNC Charlotte Email:		
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:			
In which COUNTY/Parish/Borough will you reside in during the 2022-2023 academic year? Reminder: Placements close to home are not guaranteed.			

Application Questions:

Many field placements require immunizations, drug screens, and criminal background checks. If you have personal preferences or foreseeable concerns (e.g., religious exemptions, issues accessing records, medical concerns, COVID concerns, pending charges), please feel free to comment here:

2022-2023 INTERNAL MSW Advanced Field Placement Application

Students are required to be in field placement for 16 hours per week. Field placement hours cannot interfere with classes. Field days can be negotiated with your field placement. Most MSW classes are Wednesday, Thursdays, Fridays, or Saturdays during the days and evenings depending on your schedule and program. What is your plan for fitting in 16 hours of field placement per week? Consider your plan to balance work, family life, coursework, and field:

Please check the areas in social work that you are interested in (Check all that Apply):

Military/Veteran Social Work	Child Welfare	Family Services	Substance Use
Domestic Violence/Violence	Health and Integrative Behavioral Health	Global and International Work	Community Development and Program Development
Immigrant and Refugee Work	Corrections and Criminal Justice	School Social Work	Aging
Social Equity	Developmental Disabilities	Social Services	Homelessness and Housing
Policy Practice	Administration	LGBTQ	Clinical Social Work

Are you interested in a specialty placement?

Veterans Affairs (VA)

Integrated Behavioral Health (IBH)

School Social Work

Child Welfare Education Collaborative (CWEC)

Employment-Based Placement (NOTE: You must already be currently employed)

Not interested in any of the above

2022-2023 INTERNAL MSW Advanced Field Placement Application

Placement Selection: Below please RANK your top THREE (3) choices for placement. Be sure to put the actual name of the agency. For example, put Charlotte-Mecklenburg Schools instead of School Social Work.

NOTE: (A) if you are specifically interested in the Integrative Behavioral Health (IBH) Scholarship or Veteran Affairs (VA), please list IBH/VA as your first choice. (B) If you are interested in "Medical/Hospital" Social Work please list the specific area/department you are interested in. (C) Although you outline your top three choices there is NO guarantee that you will be placed with this agency.

First Choice Placement:	
Second Choice Placement:	
Third Choice Placement:	

Is there anything you would like for the field office to know and/or consider when matching you with a field placement?

(Optional) **Ad Hoc Placement:** If you have an EXISTING prior connection to an agency that you are interested in partnering with please list : (a) name of the agency, (b) contact person, (c) contact person's email address, (d) contact person's phone number. NOTE: If this is your TOP choice please make sure it's listed above.

(Optional) **If you desire to be placed at your SAME placement for the 2022-2023 school year,** please provide a description for how your skill sets and responsibilities will advance and/or differ from what you are currently doing this year.

2022-2023 INTERNAL MSW Advanced Field Placement Application

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.

Agree Disagree (Students who choose this option will not be eligible for placement)

By signing and submitting your application, you are acknowledging the following:

- A placement close to school or home is not guaranteed.
- This is an intensive program. The MSW concurrent field model.
- Course days/times are not planned around student work schedules.
- Students are expected to come to social work field seminar 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? Is 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 and Bloodborne Pathogens 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 office 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 Education 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 need to meet with the Field Education 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 Office prior to submitting this form.

Signature: _____

Date: _____

APPENDIX C



BSW Field Placement Confirmation 2022-2023

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

Student Name: _____

Agency Name: _____

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 **2022-2023** academic year in a Field Placement at _____ *(Agency)*
2. To be in the agency:
 - between the hours of _____ and _____
 - on *(days of the week)* _____ and _____.
 - Field Placement will begin on **August 29, 2022 and end on April 28, 2023.**
 - ***Please note: Field days may change between semesters, at the discretion of both the student and field instructor. Field scheduling is subject to change in accordance with the university calendar.***
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 **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.
14. 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.

Field Agency And Field Instructor Contact Information

Agency Information

- Agency Name : _____
- Address : _____
- Phone Number : _____
- Fax Number : _____

Field Instructor Information

Field instructors supervising BSW students must hold a Bachelor of Social Work 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 or MSW practice experience.

Field Instructor Name: _____

Field Instructor Credentials:

BSW

MSW

LCSW/LCSWA

Other: _____

Year(s) of Experience: _____

Phone Number: _____

Email: _____

Have you attended UNC Charlotte Social Work Field Instructor Training?

NO- Will need to attend a UNC Charlotte Field Instructor Training

YES -If yes, the date of the training attended (month/year): _____

NOTE: Signatures required on next page.

Task Supervisor Information (If Applicable)

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

If no BSW/MSW with 2+ years of experience 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 BSW/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: _____

Phone Number: _____

Email: _____

Have you attended UNC Charlotte Social Work Field Instructor Training?

NO- Will need to attend a UNC Charlotte Field Instructor Training

YES -If yes, the date of the training attended (month/year): _____

Signatures

(Digital or Wet Signatures Acceptable -No typed signatures will be accepted)

BSW Student's Signature

Date

Field Instructor Signature

Date

Task Supervisor Signature (if applicable)

Date

APPENDIX C



MSW Field Placement Confirmation 2022-2023

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

Student Name: _____

Agency Name: _____

MSW Status: MSW Foundation Student MSW Advanced Year Student

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 **2022-2023** academic year in a Field Placement at _____ *(Agency)*
2. To be in the agency:
 - between the hours of _____ and _____
 - on *(days of the week)* _____ and _____.
 - Field Placement will begin on **August 29, 2022 and end on May 2, 2023.**
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 **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.
14. 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.

Field Agency And Field Instructor Contact Information

Agency Information

- Agency Name : _____
- Address : _____
- Phone Number : _____
- Fax Number : _____

Field Instructor Information

Field instructors supervising MSW students 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: _____

Phone Number: _____

Email: _____

Have you attended UNC Charlotte Social Work Field Instructor Training?

NO- Will need to attend a UNC Charlotte Field Instructor Training

YES -If yes, the date of the training attended (month/year): _____

NOTE: Signatures required on next page.

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 BSW/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: _____

Phone Number: _____

Email: _____

Have you attended UNC Charlotte Social Work Field Instructor Training?

NO- Will need to attend a UNC Charlotte Field Instructor Training

YES -If yes, the date of the training attended (month/year): _____

Signatures

(Digital or Wet Signatures Acceptable -No typed signatures will be accepted)

MSW Student's Signature

Date

Field Instructor Signature

Date

Task Supervisor Signature (if applicable)

Date

APPENDIX D



Employment-Based Field Placement Confirmation (COVID Modifications) 2022-2023

Please review this document and complete all areas where appropriate.

The Field Office will not accept incomplete forms.

Student Name: _____

Degree Status: BSW Student MSW Foundation Student MSW Advanced Year Student

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 School of Social Work. To be qualified as a field site for the UNC Charlotte School of Social Work, such an agency must meet all field instruction and other UNC Charlotte School of Social Work standards and expectations. The relevant current CSWE guidelines provide as follows:

Employment-based Field Placements:

The COA decided to codify the following interpretation under the 2015 Educational Policy and Accreditation Standards (EPAS): AFTER May 31, 2022: Student field assignments and employment tasks may be the same and counted toward required field hours if the tasks have clear links to the social work competencies, including any competencies added by the program, and their related behaviors. The field instructor and employment supervisor of a student may be the same person. In such cases, supervision time for field education learning must be separate from supervision time for employment. While these options are permissible, each program has the autonomy, authority, and discretion to develop its own policies regarding field placements in an organization in which the student is also employed. These interpretations present options, not requirements. *From CSWE and Commission on Accreditation Statement Update December 7, 2021, Alexandria, VA*

The UNC Charlotte School of Social Work supports the option from CSWE listed above. Additional information regarding employment-based field placements can be found in the Field Education Handbook.

Field Placement Expectations:

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. Although the employment-based 2022-2023 field placement will allow for the COVID modification to allow work hours to count as field hours, students are still expected to meet course and field requirements regarding 2015 EPAS competencies. For some students this may entail doing additional tasks outside of their regular work tasks/hours to meet competencies. Students must use the Learning Agreement and Evaluation document to outline how all competencies will be met.
2. The student named above is currently an employee at the Employing Agency and will remain on employee status there during his/her/their 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.
3. The designated Field Instructor/Task Supervisor named below, an employee of the Employing Agency, must be approved by the UNC Charlotte School of Social Work. He/she/they must be 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. NOTE: Due to the COVID Modifications the current supervisor and Field Instructor/Task Supervisor may be the same person.
4. After approval of the Field Placement from the Field Office, the Field Instructor/Task Supervisor and Student 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 agreements must be reviewed and approved by the University's field faculty liaison before being signed.
5. During the months that the Student is participating in the Field Placement, the Field Instructor/Task Supervisor 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.
6. 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.
7. The Employment-based Field Placement will start on **Monday, August 29, 2022 and end on May 2, 2023**. Students will complete a total of 16 hours per week.

Student Employment Information:

What type of employment-based option are you interested in?

SAME Work: Keep your current role at your job and count work hours towards 100% of field hours

DIFFERENT Work: Complete 100% of your field hours in a different department/role doing different task than your current job to earn field hours

COMBO Work: Allow some current work tasks to count as field hours and also work in a different department/role for field hours. Exact percentage will need to be noted below.

Job Title: _____

How long have you been employed at this agency? _____

Work Schedule and Hours:

Instructions: Please provide your SAME, DIFFERENT, or COMBO job/work activities that will allow you to achieve these competencies and behaviors required for your social work degree. Feel free to use a bulleted style list of activities/work; please limit the use of acronyms that may not be familiar to those outside of your agency.

If you are requesting COMBO work please provide the percentage of how much time you will be completing field hours doing SAME tasks versus DIFFERENT: _____%

Competency and Behaviors	SAME: Keep your current role at your job and count work hours toward 100% of field hours	DIFFERENT: Complete 100% of field hours in a different department/role doing different task than you current job to earn field hours	COMBO: Allow some current work tasks to count as field hours and also work in a different department/role for field hours.
<p>Demonstrate Ethical and Professional Behavior.</p> <ul style="list-style-type: none"> ● 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. ● Use supervision and consultation to guide professional judgment and behavior. 			

<p align="center">Competency and Behaviors</p>	<p>SAME: Keep your current role at your job and count work hours toward 100% of field hours</p>	<p>DIFFERENT: Complete 100% of field hours in a different department/role doing different task than you current job to earn field hours</p>	<p>COMBO: Allow some current work tasks to count as field hours and also work in a different department/role for field hours.</p>
<p>Engage Diversity and Difference in Practice</p> <ul style="list-style-type: none"> ● 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 client systems as experts of their own experiences in practice. ● Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 			
<p>Advance Human Rights and Social, Economic, and Environmental Justice</p> <ul style="list-style-type: none"> ● Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. ● Engage in practices that advance social, economic, and environmental justice. 			

SAMPLE

<p align="center">Competency and Behaviors</p>	<p>SAME: Keep your current role at your job and count work hours toward 100% of field hours</p>	<p>DIFFERENT: Complete 100% of field hours in a different department/role doing different task than you current job to earn field hours</p>	<p>COMBO: Allow some current work tasks to count as field hours and also work in a different department/role for field hours.</p>
<p>Engage in Practice-informed Research and Research-informed Practice</p> <ul style="list-style-type: none"> ● 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 find Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. ● Use and translate research evidence to inform and improve practice, policy, and service delivery. 			
<p>Engage in Policy Practice</p> <ul style="list-style-type: none"> ● 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, advocate for policies that advance human rights and social, economic, and environmental justice. 			

<p align="center">Competency and Behaviors</p>	<p>SAME: Keep your current role at your job and count work hours toward 100% of field hours</p>	<p>DIFFERENT: Complete 100% of field hours in a different department/role doing different task than you current job to earn field hours</p>	<p>COMBO: Allow some current work tasks to count as field hours and also work in a different department/role for field hours.</p>
<p>Engage with Individuals, Families, Groups, Organizations, and Communities</p> <ul style="list-style-type: none"> ● Apply knowledge of human behavior, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. ● Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 			
<p>Assess Individuals, Families, Groups, Organizations, and Communities</p> <ul style="list-style-type: none"> ● 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. ● Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 			

Competency and Behaviors	SAME: Keep your current role at your job and count work hours toward 100% of field hours	DIFFERENT: Complete 100% of field hours in a different department/role doing different task than you current job to earn field hours	COMBO: Allow some current work tasks to count as field hours and also work in a different department/role for field hours.
<p>Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <ul style="list-style-type: none"> ● 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 on behalf of diverse clients and constituencies. ● Facilitate effective transitions and endings that advance mutually agreed-on goals. 			
<p>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <ul style="list-style-type: none"> ● 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. ● Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. 			

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: _____

Phone Number: _____

Email: _____

Have you attended UNC Charlotte Social Work Field Instructor Training?

NO- Will need to attend a UNC Charlotte Field Instructor Training

YES -If yes, the date of the training attended (month/year): _____

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 BSW/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: _____

Phone Number: _____

Email: _____

Have you attended UNC Charlotte Social Work Field Instructor Training?

NO- Will need to attend a UNC Charlotte Field Instructor Training

YES -If yes, the date of the training attended (month/year): _____

Signatures

(Digital or Wet Signatures Acceptable -No typed signatures will be accepted)

Employing Agency Supervisor Signature

Date

Title of Supervisor

Field Instructor Signature

Date

Task Supervisor Signature (if applicable)

Date

Social Work Student's Signature

Date

Ticola C. Ross, PhD, MSW, LCSW
Clinical Assistant Professor-Director of Field Education
School of Social Work

Date

APPENDIX E



DATE

Re: Student Name

Agency Name: XXXX

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.

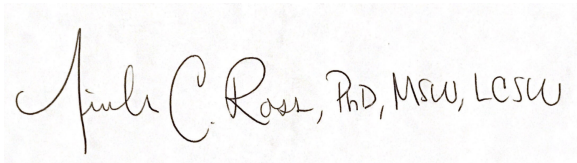
CHHS shall advise the student of the importance of complying with all relevant state and federal confidentiality laws, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA), to the extent applicable, including the need to respect the confidential nature of all information 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,

A handwritten signature in black ink that reads "Ticola C. Ross, PhD, MSW, LCSW". The signature is written in a cursive style and is centered within a light gray rectangular box.

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

Sick/Personal Time (A maximum of 8 hours may be applied once. Any additional missed hours MUST be made up)	
Total number of sick/personal hours on THIS time sheet	
Total number of sick hours for the semester	
Outside Field Hours (Outside Field Hours Approval Form MUST be submitted- See Canvas)	
Total Number of hours of outside field hours for THIS time sheet	
Total Number of hours of outside field hours for this semester	
Supervision Hours	
Total Number of hours of supervision for THIS time sheet	
Total Number of hours of supervision for this semester	
Total	
Total number of field hours worked for THIS time sheet	
Total Number of hours for this semester	____ out of 232

Supervision Log

Supervision logs are used to foster one's ability to effectively develop self-reflection and self-evaluation skills for the purpose of enhancing professional performance. Please answer the following required 4 questions.

Supervision Log Components:

1. Summarize how you spent your time this month. Consider what competencies you have accomplished and which competencies need more attention.
2. What were your learning successes this month?
3. What were your learning challenges this month?
4. What is your plan to address each of the challenges listed in question #3

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.**

Signature of Field Instructor/Task Supervisor:

_____ **Date**

Signature of Student: _____

_____ **Date**

APPENDIX G



Fall 2022-FIELD LEARNING AGREEMENT & EVALUATION
Rev. 06/2022

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**:

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

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 judgment.

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 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 the agency overview and how the competency and practice behaviors will be addressed. Review the scoring rubric for this semester in the Final Evaluation portion of this document. Students should schedule a time to discuss this document with their on-site supervisor well in advance of the Learning Agreement due date.
3. After discussion with your on-site supervisor, the students should complete the agency overview and 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*. The Final Score section should not be filled out until the Final Evaluation.
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.

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

AGENCY OVERVIEW & LEARNING AGREEMENT

1. Describe your agency's history
2. Agency mission and vision statement
3. Agency organizational structure and location(s)
4. Description of the community context where the field site is located (i.e., urban, rural, demographics of population in the area).
5. Description of services and interventions offered by the agency (overall and by the site you are placed if applicable). Provide rationale for intervention based on theory and/or research if applicable.
6. Client admission/referral criteria
7. Types of services the social work intern will be providing
8. References (such as but not limited to agency website, employee manuals, interviews)

Competency 1: Demonstrate Ethical and Professional Behavior					
Practice Behaviors	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
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					
Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations					
Demonstrate professional behavior; appearance; and oral, written, and electronic communication					
Use technology ethically and appropriately to facilitate practice outcomes					

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

Use supervision and consultation to guide professional judgment and behavior					
			Total Average		
Field Instructor/Task Supervisor Comments:					

Competency 2: Engage Diversity and Difference in Practice					
Practice Behaviors	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
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.					
Intern presents themselves as learners to clients and constituencies.					
Intern engages clients and constituencies as experts of their own experiences.					
Intern applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.					
			Total Average		
Field Instructor/Task Supervisor Comments:					

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

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Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice					
Practice Behaviors	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
Inten applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels					
Intern engages in practices that advance social, economic, and environmental justice.					
			Total Average		
Field Instructor/Task Supervisor Comments:					

Competency 4: Engage in Practice-informed Research and Research-informed Practice					
Practice Behaviors	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

Intern uses theory to inform scientific inquiry and research.					
Intern uses practice experience to inform scientific inquiry and research.					
Intern applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.					
Intern uses and translates research evidence to inform and improve practice, policy, and service delivery.					
			Total Average		
Field Instructor/Task Supervisor Comments:					

Competency 5: Engage in Policy Practice					
Practice Behaviors	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

Intern identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services					
Intern assesses how social welfare and economic policies impact the delivery of and access to social services					
Intern applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.					
			Total Average		
Field Instructor/Task Supervisor Comments:					

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities					
Practice Behaviors	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.					
Intern uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.					
			Total Average		
Field Instructor/Task Supervisor Comments:					

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities					
Practice Behaviors	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

Intern collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.					
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.					
Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths needs, and challenges within clients and constituencies.					
Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.					
			Total Average		
Field Instructor/Task Supervisor Comments:					

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

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

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

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

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

Practice Behaviors	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
Intern selects and uses appropriate methods for evaluation of outcomes.					
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.					
Intern critically analyzes, monitors, and evaluates intervention and program process and outcomes.					
Intern applies evaluation findings to improved practice at the micro, mezzo, and macro level.					
			Total Average		
Field Instructor/Task Supervisor Comments:					

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

Learning Agreement Signature Page (Digital Signatures or Wet Signatures Acceptable -No typed in signatures will be accepted)

STUDENT NAME:

(Signature/Date)

FIELD INSTRUCTOR:

(Signature/Date)

TASK SUPERVISOR (if applicable):

(Signature/Date)

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

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). On-site 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 is to provide a final score for each activity in each competency. The on-site supervisor will determine an average overall score for each competency. The on-site supervisor will also complete the Work Ethics grading table. At the end of the document, the on-site supervisor will mark the student's overall score for the evaluation based on the grading rubric. The on-site supervisor is also required to indicate the **Overall Assessment for Student's Field Experience** and add any related comments. Students and on-site supervisors are encouraged to meet to review the final evaluation prior to the submission deadline.

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). Students in External Supervision should obtain both the Task Supervisor and Field Instructor signature. 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 for Social Work Competencies

5 = Exceptional Competence

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.

4 = 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.

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

3 = Emerging Competence
This reflects that the student is performing at a <i>marginal</i> 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 = Limited Competence
This reflects that the student is performing with <i>limited insight and/or inconsistent</i> in demonstrating an understanding of the skill for a beginning level social work student.
1 = Not Competent
This reflects that the student is <i>not performing</i> at an acceptable level for a beginning level social work student. The student does not demonstrate an understanding of the skill.

Final Evaluation-Work Ethics: NOTE: Grading Rubric DIFFERENT

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

Professional Standards Behaviors (For a full description please refer to the Field Education Handbook)	Comments	Final Score
Basic Abilities to Acquire Professional Skills: <ul style="list-style-type: none"> ● Communication Skills ● Interpersonal Skills ● Cognitive Skills ● Physical Skills 		
Mental and Emotional Abilities: <ul style="list-style-type: none"> ● Stress Management ● Emotional and Mental Capabilities 		

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

<ul style="list-style-type: none"> ● Character ● Organization ● Self-esteem/Internship Self-confidence 		
Professional Performance Skills: <ul style="list-style-type: none"> ● Professional Commitment ● Professional Behavior ● Self-Awareness ● Ethical Obligations ● Attendance ● Teamwork ● Leadership 		
Scholastic (Internship) Performance: <ul style="list-style-type: none"> ● Meets internship requirements (e.g., hours, expectations) ● Productivity 		
Commitment to diversity, social justice, and human rights standards: <ul style="list-style-type: none"> ● Respect for all ● Promote/advocate for social justice 		
	Averaged Total:	

FINAL FALL EVALUATION - Semester Scoring Summary Worksheet

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

Competency	Final Score Total
1: Demonstrate Ethical and Professional Behavior	
2: Engage Diversity and Difference in Practice	

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

3: Advance Human Rights and Social, Economic, and Environmental Justice	
4: Engage in Practice-informed Research and Research-informed Practice	
5: Engage in Policy Practice	
6: Engage with Individuals, Families, Groups, Organizations, and Communities	
7: Assess Individuals, Families, Groups, Organizations, and Communities	
8: Intervene with Individuals, Families, Groups Organizations and Communities	
9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	
Work Ethics	
Average Total	
Please check <u>ONE</u> overall assessment below:	
Pass without reservation	
Pass with minor reservations (please explain below)	
Pass with major reservations (please explain below)	
Fail (please explain below)	

Notes/Comments regarding the overall assessment:

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

Overall Assessment for Student's Field Experience

Field Instructor Signature/Date: _____

Student Signature/Date: _____

Task Supervisor Signature/Date: _____

(Only Digital or Wet Signatures Accepted)

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

APPENDIX G



**FIELD LEARNING AGREEMENT & EVALUATION
MSW SPECIALIZATION YEAR
Rev. 06/2022**

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 ten advanced competencies are outlined on this document, followed by specific practice behaviors for each competency. The practice behaviors outline four **dimensions**:

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

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 judgment.

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 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 the agency overview and how the competency and practice behaviors will be addressed. Review the scoring rubric for this semester in the Final Evaluation portion of this document. Students should schedule a time to discuss this document with their on-site supervisor well in advance of the Learning Agreement due date.
3. After discussion with your on-site supervisor, the students should complete the agency overview and 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*. The Final Score section should not be filled out until the Final Evaluation.
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.

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

AGENCY OVERVIEW & LEARNING AGREEMENT

1. Describe your agency's history
2. Agency mission and vision statement
3. Agency organizational structure and location(s)
4. Description of the community context where the field site is located (i.e., urban, rural, demographics of population in the area).
5. Description of services and interventions offered by the agency (overall and by the site you are placed if applicable). Provide rationale for intervention based on theory and/or research if applicable.
6. Client admission/referral criteria
7. Types of services the social work intern will be providing
8. References (such as but not limited to agency website, employee manuals, interviews)

Competency 1: Demonstrate Ethical and Professional Behavior					
Practice Behavior	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
Identify as a professional social worker using ethical and professional behavior.					
IBH Students ONLY List corresponding IBH competency:					

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

Field Instructor/Task Supervisor Comments:

Competency 2: Engage Diversity and Difference in Practice					
Practice Behavior	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
Practice culturally-informed, community-engaged social work that champions diversity and difference.					
IBH Students ONLY List corresponding IBH competency:					
Field Instructor/Task Supervisor Comments:					

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice					
Practice Behavior	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

Advocate for a just society, equal human rights, and social, economic, and environmental justice					
IBH Students ONLY List corresponding IBH competency:					
Field Instructor/Task Supervisor Comments:					

Competency 4: Engage in Practice-informed Research and Research-informed Practice					
Practice Behavior	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
Foster optimal health and well-being through practice-informed research and research-informed practice.					
IBH Students ONLY					

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

List corresponding IBH competency:					
Field Instructor/Task Supervisor Comments:					

Competency 5: Engage in Policy Practice					
Practice Behavior	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
Address persistent and emerging social problems through policy practice.					
IBH Students ONLY List corresponding IBH competency:					
Field Instructor/Task Supervisor Comments:					

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities					
Practice Behavior	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
Engage with individuals, families, groups, organizations, and communities in rapidly diversifying regions.					
IBH Students ONLY List corresponding IBH competency:					
Field Instructor/Task Supervisor Comments:					

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities					
Practice Behavior	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
Assess individuals, families, groups, organizations, and					

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

communities in rapidly diversifying regions.					
IBH Students ONLY List corresponding IBH competency:					
Field Instructor/Task Supervisor Comments:					

Competency 8: Intervene with Individuals, Families, Groups Organizations and Communities					
Practice Behavior	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
Intervene with individuals, families, groups, organizations, and communities in rapidly diversifying regions.					
IBH Students ONLY List corresponding IBH competency:					

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

Field Instructor/Task Supervisor Comments:					

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities					
Practice Behavior	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
Evaluate Practice with individuals, families, groups, organizations, and communities in rapidly diversifying regions.					
IBH Students ONLY List corresponding IBH competency:					
Field Instructor/Task Supervisor Comments:					

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

Student Learning Agreement Signature Page (Electronic Signatures Acceptable)

STUDENT NAME:

(Signature/Date)

FIELD INSTRUCTOR:

(Signature/Date)

TASK SUPERVISOR:

(Signature/Date)

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

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

Task Supervisor). On-site 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 is to provide a final score for each activity in each competency. The on-site supervisor will determine an average overall score for each competency. The on-site supervisor will also complete the Work Ethics grading table. At the end of the document, the on-site supervisor will mark the student's overall score for the evaluation based on the grading rubric. The on-site supervisor is also required to indicate the **Overall Assessment for Student's Field Experience** and add any related comments. Students and on-site supervisors are encouraged to meet to review the final evaluation prior to the submission deadline.

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). Students in External Supervision should obtain both the Task Supervisor and Field Instructor signature. 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 for Social Work Competencies

5 = Exceptional Competence
This reflects that the student has exhibited performance skills of the highest quality and has practiced <i>well above</i> the expected skill level for the social work student. Student has excelled and uses these skills consistently and effectively.
4 = Competence
This reflects that the student has exhibited performance skills at an <i>expected</i> 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 = Emerging Competence

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

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 = Limited Competence

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.

1 = 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.

Final Evaluation-Work Ethics: NOTE: Grading Rubric DIFFERENT

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

Professional Standards Behaviors (For a full description please refer to the Field Education Handbook)	Comments	Final Score
Basic Abilities to Acquire Professional Skills: <ul style="list-style-type: none"> ● Communication Skills ● Interpersonal Skills ● Cognitive Skills ● Physical Skills 		
Mental and Emotional Abilities: <ul style="list-style-type: none"> ● Stress Management ● Emotional and Mental Capabilities ● Character ● Organization ● Self-esteem/Internship Self-confidence 		
Professional Performance Skills:		

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

<ul style="list-style-type: none"> ● Professional Commitment ● Professional Behavior ● Self-Awareness ● Ethical Obligations ● Attendance ● Teamwork ● Leadership 		
Scholastic (Internship) Performance: <ul style="list-style-type: none"> ● Meets internship requirements (e.g., hours, expectations) ● Productivity 		
Commitment to diversity, social justice, and human rights standards: <ul style="list-style-type: none"> ● Respect for all ● Promote/advocate for social justice 		

FINAL FALL EVALUATION - Semester Scoring Summary Worksheet

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

Competency	Final Score Total
1: Demonstrate Ethical and Professional Behavior	
2: Engage Diversity and Difference in Practice	
3: Advance Human Rights and Social, Economic, and Environmental Justice	
4: Engage in Practice-informed Research and Research-informed Practice	

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

5: Engage in Policy Practice	
6: Engage with Individuals, Families, Groups, Organizations, and Communities	
7: Assess Individuals, Families, Groups, Organizations, and Communities	
8: Intervene with Individuals, Families, Groups Organizations and Communities	
9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	
Work Ethics	
Average Total	
Please check <u>ONE</u> overall assessment below:	
Pass without reservation	
Pass with minor reservations (please explain below)	
Pass with major reservations (please explain below)	
Fail (please explain below)	

Notes/Comments regarding the overall assessment:

Field Instructor Signature/Date: _____

Student Signature/Date: _____

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

Task Supervisor Signature/Date: _____

(Only Digital or Wet Signatures Accepted)

Methods of Evaluation: Observation, Supervision Discussion, Staff Observation, Team Meetings, Documentation Review, Other

Grading Rubric: 5 = Exceptional Competence 4 = Competence 3 = Emerging Competence 2 = Limited Competence 1 = Not Competent

Dimensions: K = Knowledge V = Values S = Skills CAP = Cognitive and Affective Processes

APPENDIX H



**COLLEGE OF HEALTH
AND HUMAN SERVICES**
SCHOOL OF SOCIAL WORK

Agency Safety & Communication Planning Document Fall 2022

The purpose of this document is for students to process and document an intentional plan for safety during your internship experience. This document should involve input from the student's field instructor/task supervisor and should be reflective of up-to-date agency protocols.

Student Name:

Agency Name:

Agency Address:

Agency Phone Number:

Field Faculty Liaison (FFL) Name:

FFL email:

FFL number:

Field Instructor (FI)/Task Supervisor (TS) Name:

FI/TS email:

FI/TS number:

(Optional) Field Instructor/Task Supervisor Name:

FI/TS email:

FI/TS number:

General Time Management:

Days and hours in field placement:

Scheduled date and time for weekly supervision:

Key Semester Dates and Deadlines:

- Learning Agreement:
- Midterm:
- Final Evaluation:
- Timesheet and Supervisions Logs:
 - August:

- September:
- October:
- November/December:
- University Scheduled Holidays/Break:
- Others:

Student's Responsibilities:

1. Discuss the following items with your field instructor/task supervisor:
 - a. Review and discuss agency guidelines and protocols related to workplace safety.
 - b. Agency's requirements regarding COVID-19 and/or other infectious diseases such as quarantine/exposure, PPE, temperature taking etc. Feel free to attach any documentation related to the agency's requirements.
 - c. 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. Students are also expected to follow the university's procedure for exposure/quarantine.

Student's Communication and Learning Plan:

1. **Communication Plan:** Please write a plan for communication. How will the student communicate with the field instructor? Other staff? How will the student gain access to any online platforms, if applicable? What are some things that need to be considered regarding technology and confidentiality? How will the student and Field Instructor/Task Supervisor communicate with the Field Faculty Liaison.
2. **Remote Learning Plan:** In the event that the agency has to move to all remote work, please consider possible virtual learning opportunities for students. Possible examples include creating resources and materials, updating policies, telehealth work, data entry, creating voter information materials for clients.
3. **Documentation:** Please write the plan for signing documentation such timesheets and learning agreements. Include the timeline for submitting items to the field instructor/task supervisor and how these will be submitted to them. Only live/wet or electronically signed documents will be accepted. No typed signatures will be accepted.



**COLLEGE OF HEALTH
AND HUMAN SERVICES**
SCHOOL OF SOCIAL WORK

**Student and School
Emergency Contact Information**

Intern Name:

Primary Phone Number:

Email:

Personal Emergency Contact (name, email and number):

Field Office Primary Contacts

Name	Phone Number	Email
BSW Field Placement Coordinator Ms. Frances Ferrante	704-687-8616	Email: fferant@uncc.edu
MSW Field Director Dr. Ticola Ross	704-687-7932	Email: ticola.ross@uncc.edu
Field Support Staff Mrs. Cheryl Whitley	704-687-7924	Email: cwhitl31@uncc.edu
Field Support Staff Mrs. Cali Wickert	704-697-7939	Email: cwickert@uncc.edu

Intern Orientation Checklist

Field Instructors/Task Supervisors and students can use the checklist below as a guide for onboarding

	Agency Overview
	Review agency vision and mission
	Tour of agency (if applicable)
	Introductions to colleagues, staff, and administration
	Review of organizational structure
	Review the role of the agency in relation to the community and it's resources
	Agency Policies and Procedures
	Review office procedures, supplies, and provisions
	Review internal communication, department meeting scheduling
	Review Safety/Emergency Protocols (e.g., COVID, fire, lockdown, evacuation)
	Review intern schedule, lunch and breaks
	Review agency policies (e.g., harassment, discrimination, HIPAA, Confidentiality, etc.)
	Field Instructor and Student Responsibilities and Expectations
	Reviewed expectations for supervision and schedule
	Reviewed a plan for development and submission of field documentations

Student Signature:

Date:

Field Instructor:

Date:

Task Supervisor (if applicable):

Date:

Please ensure that your field instructor/task supervisor has a copy of this document for future reference.

APPENDIX I

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.

APPENDIX J



Field Placement Action Plan

Date:

Student Name:

Field Liaison:

Agency Name:

Field Instructor/Task Supervisor:

This meeting was scheduled to address:

The action plan will require:

For Field Placement _____ will:
(Student Name)

For field Seminar _____ will:
(Student Name)

Student Requests/Needs:

Any deviations from the points above will result in a grade reduction or failing grade.

By signing this I, _____, am stating that I have read and understand this action plan. I understand that I must show appropriate progress in the above areas in order to successfully move forward toward the completion of this placement/seminar.

Student

Date

Field Instructor

Date

Field Liaison

Date

Field Director/Field Education Coordinator

Date

APPENDIX K



SSW Academic Standards and Performance Concerns Form

Date:

Student Name:

Program: _____ BSW _____ MSW

Year/Cohort: _____ BSW Junior _____ BSW Senior
 _____ MSW Generalist _____ MSW Specialized _____ MSW Online Year

Faculty Member or Agency Representative:

Step: 1 _____ 2 _____ 3 (formal review) _____

SSW Social Work students must maintain the standards established by UNC Charlotte, the School of Social Work, and those held by the profession including:

- UNC Charlotte Code of Student Responsibility
- NASW Code of Ethics
- CSWE
- ASWB Technology Standards
- SSW Professional Standards
 - 1) Basic Abilities to Acquire Professional Skills
 - 2) Mental and Emotional Abilities
 - 3) Professional Performance Skills
 - 4) Scholastic Performance
 - 5) Diversity/Justice

Failure to meet the standards may result in dismissal from the program. An Academic Standards Concerns Form is completed by a faculty member or agency representative when there are concerns about a student's performance. They will discuss the concerns and review the form with the student, except under unusual circumstances. A copy of the Academic Standards Concerns Form. Signify areas of concern and provide a short narrative that further elaborates concerns. Include the class or context in which the behaviors occur.

Areas of Concern	Level of Concern 1=mild 2=moderate 3= serious	Is it resolved?
1. Basic Abilities to Acquire Professional Skills		
<u>Communication Skills</u> Demonstrates sufficient written and comprehension, and expressive skills to communicate about ideas and feelings. a) Written b) Comprehension c) Expression	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
<u>Interpersonal Skills</u> 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.	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
<u>Cognitive Skills</u> 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.	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
<u>Physical Skills</u> 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.)	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Other. Please Describe:	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
2. Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice		
<u>Stress Management</u> 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.	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
<u>Emotional and Mental Capacities</u> 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 Counseling and Psychological Services (CAPS) at UNC Charlotte for treatment and/or referral.)	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>

3. Professional Performance Skills Necessary for Work with Clients and Professional Practice		
<u>Professional Commitment</u> 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.	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
<u>Professional Behavior</u> 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.	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
<u>Self Awareness</u> 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.	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
<u>Ethical Obligations</u> 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	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Other. Please Describe:	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
4. Scholastic/Field Performance		
Student maintains scholastic requirements as indicated in the respective program (BSW/MSW) per student handbook.	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Other. Please Describe:	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
5. Commitment to Diversity, Social Justice, and Human Rights Standards		
Contribute to a community culture within the unit and field placement, which supports and encourages open dialogue, increases understanding and awareness, and inspires action; • Demonstrate respect for all people; and • Promote social justice and human rights in language and behavior in consideration of individual, family, organization, and/or community context.		
Is disrespectful in discussing sensitive issues, such as diversity; is insensitive to the feelings or needs of others	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Does not support or encourage open dialogue and increased understanding in the classroom, agency, or other contexts	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Other. Please describe:	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Competencies Exhibits difficulty in demonstrating competency(ies) as	Concern	Comments/Notes

developmentally appropriate:		
1. Demonstrate ethical and professional behavior	1	2 3
2. Engage diversity and difference in practice	1	2 3
3. Advance human rights and social, economic, and environmental justice	1	2 3
4. Engage in practice-informed research-informed practice	1	2 3
5. Engage in policy practice	1	2 3
6. Engage with individuals, families, groups, organizations, and communities	1	2 3
7. Assess individuals, families, groups, organizations, and communities	1	2 3
8. Intervene with individuals, families, groups, organizations, and communities	1	2 3
9. Evaluate practice with individuals, families, groups, organizations and communities	1	2 3

Comments: Signify areas of concern and provide a short narrative that further elaborates concerns. Include the class or context in which the behavior occur:

Student Comments (if desired):

Has student received a copy of this form?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If no, reasons not provided to date:	

Signature of Faculty Member

Date

Signature of Program Director Date

Signature of Department Chair

Date (as applicable)

Signature of the Student*

Date

*Student's signature signifies receipt of this form, but not necessarily agreement with it.

APPENDIX L



REQUEST TO CHANGE SOCIAL WORK FIELD PLACEMENT

Student Name: _____

Date of Request: _____

Name of Placement:

Name of Field Instructor:

Name of Task Supervisor:

Student Status: BSW MSW Foundation MSW Advanced

Reason for requested change:

Limited Learning Opportunities

Inappropriate Use of Student

Supervision Difficulties

Supervisor not Available

Other

Please provide details about the reason for the request and what you have done with your faculty liaison to attempt to resolve the issues:

Step One Documentation is Attached: YES NO

Step Two Documentation is Attached: YES NO

Student's Signature

Field Liaison, please provide evidence for why you are advocating for placement change:

Faculty Liaison's Signature

Approved or Denied (To be completed by Field Education Director or Field Education Coordinator): _____

Last updated: 10/12/2021

APPENDIX M



NASW CODE OF ETHICS

For the most updated version, please visit....

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

APPENDIX N

CSWE Educational Policy and Accreditation Standards

For the most updated version, please visit....

<http://www.cswe.org/File.aspx?id=13780>

APPENDIX O



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: