

UNIVERSITY of NORTH CAROLINA
PEMBROKE

Department of Social Work

BSW

Field Experience Manual

2018-2019

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* Many faculty members were responsible for making major contributions to the development of *The Field Experience Manual*. They include: Jody Thomas (2012-2018), Georgianna Mack & Ronnie Martin (2009), Georgianna Mack (2008), Debra H. Branch (2007), Debra H. Branch (2006) Sherry L. Edwards (2004), Frederick H. Stephens, (1999), Greta Hawthorne (1997, 1996; 1995); Greta Hawthorne & Stephen M. Marson (1994); Stephen M. Marson & Cheryl E. Waites (1993-91, 1987-6); Stephen M. Marson, Cheryl E. Waites & Helen Robinson (1988); Stephen M. Marson (1985-4, 1981-79 [1st edition]); Stephen M. Marson & Darral Garner (1983); Eleanor A. Blakely & Von S. Locklear (1982).

The University of North Carolina at Pembroke
BSW Social Work Program

For Additional Information Contact:

Jody Thomas
(910) 775-4342
Fax: (910) 775-4091
jthomas@uncp.edu

UNCP Social Work Department Website: www.uncp.edu/sw/

A copy of this field manual can be found on the Department's website

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History

The University of North Carolina at Pembroke (UNCP) is a constituent institution of The University of North Carolina and is a fully accredited member of the Southern Association of Colleges and Schools. The Social Work Program at UNCP has been granted full accreditation by the Council on Social Work Education (CSWE).

Maintaining accreditation by CSWE is considered a high priority by the members of the Social Work Department, the UNCP Administration, and by the General Administration of The University of North Carolina. Accreditation adds to the prestige of the Social Work Program by demonstrating that national standards are met, which provides for graduates greater employment possibilities. Some social work positions are open only to graduates of CSWE accredited programs. Most social work employers will give preference to graduates of CSWE accredited programs.

The Native Americans of Robeson County and the General Assembly of North Carolina, which appropriated \$500.00 in order to open a "normal school for Indians, first established the University of North Carolina at Pembroke in 1887." In the fall of that same year, the school opened with 15 students. The school's first name was the Croatan Normal School but soon was changed to the Indian Normal School of Robeson County. The institution has undergone many name changes, but on July 1, 1969, the General Assembly of North Carolina granted regional university status and the institution was given the name, Pembroke State University that was changed to The University of North Carolina at Pembroke (UNCP) in July 1996. Today, UNCP has a diverse population of approximately 6303 students. The University has a minority population of fifty-one percent. The population consists of 18% American Indian, 3% Asian & Pacific Islander, 27% Black, and 3% Hispanic. The University has a rich cultural history of which the faculty and students of the Social Work Program are very proud.

Mission of the University of North Carolina at Pembroke

Founded in 1887 as a school for the education of American Indians, The University of North Carolina at Pembroke serves a distinctly diverse student body and encourages inclusion and appreciation for the values of all people. UNC Pembroke exists to promote excellence in teaching and learning, at the graduate and undergraduate levels, in an environment of free inquiry, interdisciplinary collaboration, and rigorous intellectual standards.

Our diversity and our commitment to personalized teaching uniquely prepare our students for rewarding careers, postgraduate education, leadership roles, and fulfilling lives. We cultivate an international perspective, rooted in our service to and appreciation of our multi-ethnic regional society, which prepares citizens for engagement in global society. Students are encouraged to participate in activities that develop their intellectual curiosity and mold them into responsible stewards of the world.

UNCP faculty and staff are dedicated to active student learning, engaged scholarship, high academic standards, creative activity, and public service. We celebrate our heritage as we enhance the intellectual, cultural, economic, and social life of the region.

UNC Pembroke BSW Social Work Program Mission

The mission of the BSW Social Work Program at The University of North Carolina at Pembroke seeks to prepare students for professional entry-level social work practice within a generalist model and to become leaders in enhancing the quality of life. In keeping with its rural setting and needs of the region's populace, the program attempts to impart to and teach students the skills necessary for implementing solutions to rural problems. It is particularly concerned with the consequences of injustice, and thus focuses on the empowerment of populations-at-risk and the advancement of economic, political and social justice in all communities.

Introduction to the Field Practicum

The field practicum is an identified sequence in the Program's curriculum. The field placement for the student is considered to be one of the most important components of social work education. It gives the student the opportunity to integrate all his social work knowledge, values and skills learned in previous social work courses into his/her field experience. The student is supervised by a professionally trained social worker while they, in most cases, carry a caseload within the agency. The student is given the opportunity to assess all client systems from micro, mezzo and macro systems. He or she is, through the field experience, able to implement theories of practice and skills and utilize the generalist practice model. The student is also able to experience diversity perhaps never experienced before.

The Field Practicum is closely integrated with all aspects of the social work program curriculum and is an integral component of the curricula; it is consistent with the program's goals and objectives. The field experience reinforces identification with the purposes, values and ethics of the profession in a real world setting in which the student has the opportunity to actually translate classroom experiences into beginning-level professional practice. In a carefully chosen agency setting the student is able to begin the process of integrating empirical and practice-based knowledge. The student is afforded the opportunity to develop professional competence by doing, transforming his/her abilities and knowledge gained in social work courses into action. Specifically, students will develop the ability to use oral and written skills that are consistent with the language of the specific practicum setting. They will be able to evaluate agency policy within ethical guidelines. Field practicum objectives, described below, establish criteria by which students demonstrate achievement of program objectives.

Students, agency supervisors and faculty field instructors plan activities that will support the development of generalist skills as specified in individualized learning contracts. Students will be exposed to a variety of social work roles and responsibilities. The field instruction includes a seminar that meets weekly throughout the semester. The purpose of the seminar is for students to share field experiences and to relate them to real world experiences. Students will have a minimum of 400 hours in their field placement.

Social Work Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below, followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods.

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| Competency 1: Demonstrate Ethical and Professional Behavior |
| Behaviors: |
| 1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. |
| 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. |
| 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. |
| 4. Use technology ethically and appropriately to facilitate practice outcomes. |
| 5. Use supervision and consultation to guide professional judgment and behavior. |
| Competency 2: Engage Diversity and Difference in Practice |
| Behaviors: |
| 1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. |
| 2. Present themselves as learners and engage clients and constituencies as experts of their own experiences. |
| 3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. |
| Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice |
| Behaviors: |
| 1. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. |
| 2. Engage in practices that advance social, economic, and environmental justice. |
| Competency 4: Engage In Practice-informed Research and Research-informed Practice |
| Behaviors: |
| 1. Use practice experience and theory to inform scientific inquiry and research. |
| 2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. |
| 3. Use and translate research evidence to inform and improve practice, policy, and service delivery. |
| Competency 5: Engage in Policy Practice |
| Behaviors: |
| 1. Identify social policy at the local, state, and federal level that impacts well-being, service |

delivery, and access to social services.

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

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

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

Behaviors:

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

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

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

Behaviors:

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

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

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

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

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

Behaviors:

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

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

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

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

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

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

Behaviors:

1. Select and use appropriate methods for evaluation of outcomes.

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

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

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

Criteria for Selecting Field Agencies

The field experience is a cooperative relationship between local social service agencies and the Social Work Department. The local social service agencies play two vital roles. They provide meaningful educational experiences for social work students and they contribute to the social work curriculum by providing settings where the students may develop adequate practice skills as entry-level social workers.

Field agencies are selected based on educational needs of the student and agency interest and commitment to participation in the field education process. To be considered for approval as a field agency, a *Field Setting Profile Form* (Appendix F) must be completed by the agency. If the agency can provide a meaningful learning experience for students and if there is appropriate supervision, the BSW Field Director will visit the agency. When agencies are approved for student placements, the Provost of the University, the Chair of the Social Work Department and the agency administrator sign a Social Work Internships Agreement. Information about what agencies provide is made available to students to assist them in making informed choices about their placement.

After the university approves agencies they are placed in a Field Instruction Agency Database that provides information pertaining to the Agency Director and the Field Contact Person and the type of agency. Information concerning function and purpose, learning opportunities, types of programs, target group served, and demographics are also included.

The quality of the learning experience of students in placement, the continued presence of an approved supervisor and the geographic proximity to the UNCP service area are important considerations. Request for referrals and recruitment of effective field settings is a continuous process. Initial contact with agencies is made via an informal process. After an initial contact is made and the agency director, staff member, social work student or other interested party has expressed an interest in the field work component, a representative from the agency is requested to complete the *Field Setting Profile Form*. Based on the information recorded on the form, an interview is scheduled by the BSW Field Director with the agency representative in order to discuss selection criteria in order to accept or to reject the setting.

The selection criteria for field agencies are as follows:

- 1-The agency is expected to provide an educational experience within the context of the Generalist Model of social work practice.
- 2-The agency is expected to be willing and able to provide appropriate supervision and instruction.
- 3-The agency is expected to support and to represent the student by attending orientation meetings and the Symposium.
- 4-The agency is expected to offer facilities to provide effective social work practice experience consistent with generalist practice.
- 5-The agency is expected to complete evaluation forms and other documents in a timely manner.
- 6-The agency is expected to be able to schedule visits by the BSW Field Director per field work course and to consult with the BSW Field Director as necessary.
- 7-The agency is expected to provide adequate space and facilities for the student's practice

experience.

8-The agency is expected to provide a field instructor with appropriate educational background and experience.

The *Social Work Internship Agreement* is then signed between the Agency and the University. The Memorandum clarified and defines the roles and responsibilities of the University and the Agency in regards to the field placement. An alphabetical listing of these agencies can be found in the Intern Placement Tracking (IPT) system.

Intern Placement Tracking (IPT) system

The Intern Placement Tracking (IPT) was developed by Orem, Utah-based Alcea Software. The social work department uses (IPT) as a means to track all current field agencies with agreements with the social work department. The social work department implemented IPT in order to track field placement agencies while providing the field program a valuable tool to research and store information on current and/or prospective field agencies. The field program can access up to date information on field agencies through the (IPT) system. Through IPT, the field program can view agency profiles and contact information.

Student's Selection of Field Placement Agency

The Social Work Department's field placement selection process is designed to permit students to select the placements they would like to complete their field work by ranking their particular areas of social work interest. Students select three (3) agencies that they are interested in and give this information to the BSW Field Director. The BSW Field Director then contacts each agency to determine if they are interested in student placement. Once an agency has confirmed they are interested, the BSW Field Director contacts the student and informs them of the outcome. Students are then able to contact the agencies and arrange an interview prior to making the final decision. If the agency has never been used as a field site, the BSW Field Director will meet with agency personnel to determine if the agency meets the Social Work Department's criteria. A *Field Setting Profile* is then completed and the field placement site's information is entered into the Intern Placement Tracking (IPT) system.

The Social Work Department adheres to the NASW Code of Ethics. Section 3.01 (c) discourages dual or multiple relationships between supervisors and supervisees. Students will not be placed in an agency or under the supervision of a field instructor that would constitute a dual relationship.

Out of Region Placement

Students are only placed in agencies no more than 60 miles from of UNCP campus. Placements in agencies outside Bladen, Columbus, Cumberland, Hoke, Moore, Richmond, Robeson and Scotland counties will require special consideration by the Social Work Department. Students may submit a written request to the BSW Field Director for consideration.

The Interview Process

The interview process serves the following functions:

1. To assist the student in learning the functions and expectations of the field setting.
2. To give agency personnel the opportunity to meet and to assess the student's suitability.
3. To allow both the student and the agency to begin to formulate goals for the coming semester and;
4. To allow the student and the field instructor time to prepare for the placement process.

As a result, the student and/or representative of the field placement setting can reject the tentative placement and/or the student after the interview. Neither the field setting nor the student is required to offer a rationale for the rejection. The BSW Field Director reviews the *Student Profile Form* and evaluates other alternatives. The student's first choice is usually honored.

Finalization of Placement

After placements have been finalized, field instructors and students receive information from the BSW Field Director confirming the field placement assignment and the date for the Field Work Orientation meeting. The *Social Work Internship Agreement* is to be signed before placement can begin or forwarded to the BSW Field Director during the first week of the field placement. Field work instructors are expected to retain a copy for agency records. The field work setting and the student are under no obligations to accept the placement until the *Social Work Internship Agreement* is signed

Employment Based Field Placements

The policy of the Social Work Department is that an employment setting may be used as a field placement if all the regular requirements of agencies and field instructor are met in the setting. This placement must be clearly delineated as a learning experience and not a work experience, and therefore will require close supervision. Not all employment situations will be approved for field placement. Approval depends on how clearly the student and setting can describe the learning opportunity, how it differs from the student's regular employment, and how the field experience is supervised different from the students' employment.

Students who are requesting field placement in their current employment setting must complete the *employment base field placement application*:

- Reason(s) for request
- Supervision: Name and qualifications of educational supervisor
 - Must be an BSW, MSW or approved substitute
 - Not the employment supervisor
 - The agency must review the requirements required and agree to all of the learning experiences
 - Description of planned learning experiences and student's regular work assignments

The field BSW Field Director will review the material and make a recommendation to the BSW Program Director making sure that role confusion will not occur between the student and employee role.

Field Instructors

The field instructor is an integral part of the Social Work Program and provides a valuable service to the community and the profession. Field instructors are selected by the agency and approved by the BSW Field Director. Field instructors must have a BSW or MSW degree from a CSWE accredited program.

The following criteria must be met by the field instructors:

1. Demonstrate effective practice and communication skills
2. Committed to social work education, values, and ethics
3. Committed to working with students

If, due to extenuating circumstances, the agency does not have a field instructor with an accredited social work degree, the program will accept individuals with an undergraduate degree and one-year post-graduate experience in social work. The Program will, however, provide a social work perspective for the student. The BSW Field Director for Field Instruction will meet with the student once weekly on campus to provide field supervision for the student. A preceptor may also be used. The preceptor will have either a BSW or MSW degree from a CSWE accredited social work program and will meet once weekly with the student for supervision.

Potential field work instructors must express an interest in a teaching role with students. A formal interview is conducted with the potential field work instructor in which he/she receives a copy of *The Field Experience Manual*. The interview is used as a screening process.

Orientation for Field Instructors

Training and support of field instructors occurs on an ongoing basis, and is critical to the attainment of program objectives. In order for the Social Work Program at UNCP to conform to standards set by the Council on Social Work Education (CSWE) regarding field work agencies, it is mandatory that all new field instructors and new field agencies attend the Orientation for Field Instructors. This orientation is held the first week of the semester in the fall and spring Semesters.

Field instructors are provided a copy of the Field Experience Handbook; it has all of the information regarding field instruction of the social work program. The BSW Field Director facilitates this orientation and reviews the goals and objectives of the program with each participant.

In the spring of each year the Social Work Program holds an annual symposium. This symposium provides an opportunity for regional human services personnel to interact with each other. We also offer opportunities for them to earn CEU's for state certifications and licenses; they also share their experiences with other field instructors. The symposium also provides field instructors formal and informal opportunities to ask and answer any questions regarding student evaluation.

Field Instructor Responsibilities

1. Provide an educational experience within the context of the Generalist Model.

2. Provide appropriate supervision and instruction.
3. Attend the Field Instructor Orientation meetings.
4. Offer facilities to provide experience consistent with generalist practice.
5. Complete evaluation forms and contracts in a timely manner.
6. Be willing to have visits by the BSW Field Director during the semester.
7. Be able to provide adequate space and facilities for the student's experience.
8. Be able to provide scheduled supervisory meetings with student each week.
9. Complete the Agency Evaluation of Field Program Form.
10. The sharing of practical experience, knowledge and agency resources.
11. The development of a professional identity as an entry-level social worker.
12. The teaching of agency specific knowledge and the encouragement of skill development.
13. The evaluation of the student with feedback to facilitate professional growth on an ongoing basis.
14. Weekly scheduling of supervisory conferences to successfully complete the above tasks.

Methods of Supervision/Field Instruction

Students come to The University of North Carolina at Pembroke from a variety of backgrounds, experiences and interests. As a result, no two students are alike. This uniqueness is more evident in field work than at any other time during the student's academic career. It is expected that our students will be sincere, motivated, tolerant, empathetic and discreet. The field instructors can also expect that the student will work efficiently, show flexibility and a readiness to perform the necessary tasks related to the learning experiences. It is important to recognize that the Social Work Curriculum is preparing students for generalist social work practice at the entry level.

It is essential that the roles of the Field Instructor and the student are clearly defined if the transition from student to social work professional is to be a smooth one. Students typically show signs of ambivalence through this transition. As a result, planned supervisory meetings between student and Field Instructor are required. The Social Work Department and the Council on Social Work Education require such conferences.

Individual, one to one, supervision is by far the most common form of supervision used by the agencies working with the BSW Program. Regular supervisory conferences are required in order to provide the students with ongoing support, increased learning and skill development through regular periodic assessment. "Periodic" is usually interpreted as one meeting for every 30 hours of supervised field work, or approximately one meeting every week. The Supervisor can use this time to offer a continuing oral assessment of the student's skills, attributes and progress.

The field instructor should prepare for such meetings with the student, clarifying at the beginning the responsibilities he/she will have in the field setting. One of the functions of these meetings is to provide an on-going assessment of the student's performance. The student should be given an opportunity to be informed of the instructor's impressions. Ongoing constructive feedback contributes to a quality learning experience for the student, provides an opportunity for stimulation, and enables both the instructor and the student to develop a productive professional relationship. In summary, there should be ongoing communication of the strengths and needs of the student and, these needs should be addressed.

Awards for Field Instructors

The Social Work Department has an excellent working relationship with local field work agencies. Field instructors are awarded in a variety of different manners at the annual Symposium. They are as follows:

- A continuing education activity is offered in the Spring and contact hours are available to participants.
- At the annual symposium, fieldwork instructors are recognized and awarded a Certificate of Appreciation.
- An individual is selected as fieldwork instructor of the year. Below is more information.

The Program offers a special award for fieldwork instructors who go beyond the normal expectations. Recipients are recognized as the *Field Instructor of the Year* and presented with a plaque at the Annual Social Work Symposium. The Award is offered annually to a field work instructor who meets the following criteria:

- The instructor has offered his/her services to the Social Work Program for three (3) consecutive academic years.
- The instructor has consistently received above average ratings on student evaluations.
- The instructor or the agency has made a significant contribution to the Social Work Department or the local community.

BSW Field Director Responsibilities

The Field BSW Field Director is the representative of the Social Work Program to the local field agencies. The BSW Field Director is responsible for coordinating all field activities. However, no change in field placements may occur without the knowledge of the BSW Program Director who is the direct supervisor of the BSW Field Director. The major duties of the BSW Field Director include, but are not limited to the following:

1. Personally visits every field placement agency at least two times per semester.
2. Edits the *Field Experience Manual* to reflect current standards.
3. Organizes two on-campus meetings for fieldwork instructors. One is orientation and training at the beginning of each semester and the other is the annual social work symposium in the spring.
4. Meets with fieldwork students at least once per week in a seminar fashion to discuss relevant issues.
5. Reports any difficulties or potential difficulties to the BSW Program Director.
6. Reads and comments on the students' journals.
7. Provides a final and mid-term grade for students based on the evaluations completed by the Field Instructor.
8. Meets with the BSW Program Director to outline the progress of students.
9. Explains and represents the Social Work Program to the network of field placement agencies.
10. Coordinates the activities of the Field Advisory Board on an as needed basis.
11. Meets with fieldwork students who are having field issues on an individual basis.
12. Provides special supervision for students who have not been placed in a traditional social work setting or has a field instructor who does not have either a BSW or MSW degree.
13. Seeks out and evaluates social service settings to be considered as part of the fieldwork component.

14. Evaluates and reevaluates current field placement agencies to be included or excluded from future contracts.

The BSW Field Director is also responsible for making available to instructors materials or experiences that would be helpful to them. These materials include but are not limited to:

1. Visits to campus, the library and other resources
1. *The University of North Carolina at Pembroke Catalog*
2. *Field Experience Manual*
3. *The Social Work Student Handbook*

The Social Work Program is committed to providing ongoing consultation to local agencies in the community. Any agency that offers its resources as a field placement can request in-service training (at no cost) from the Program's social work faculty. The offer is limited to the fields of expertise of each faculty member.

Student Responsibilities

The student, as the field instructor and BSW Field Director has responsibilities to the placement agency and the Program. These responsibilities are discussed below.

Issues or Concerns of Placement

Field work settings freely commit themselves to the education of social work students. They volunteer their facilities and the time of the staff. These agencies have established policies and procedures that the students are expected to follow. If a student is unclear or questions agency policies, it is the responsibility of the student to discuss the matter with the Field Instructor and the BSW Field Director.

Time Requirements

Students are contractually committed to complete a minimum of 400 clock hours of field work. These hours require students to work in the field 4 full days (32 hours) a week. However Child Welfare Education Collaborative scholars and School social work licensure requires 480 clock hours. SWK 4900 Field Work is a 9-hour course and students are not allowed to end the internship once 400 hours are acquired. Students are required to continue in the internship until the last day of class.

All students are required to attend the field work seminar on a weekly basis. The seminar is of the utmost importance for the professional growth and development of the student. It also supports the transition of the student to entry-level professional, and serves to integrate the classroom knowledge with the field experience. According to the Social Work Department's Attendance Policy, missing two seminar classes (excused or unexcused) will constitute an "F" for the course. The student will be required to retake SWK 4900 Field Work.

The field work instructor and the BSW Field Director must be informed of all absences in advance when possible. *The Field Absence Form* must be completed for all absences that do not involve continuing education. Time missed must be made up to meet the requirements of the field setting, the Social Work Department, and the University. Students, however, are

encouraged to attend special events (workshops and seminars related to their field work placements). In order to attend such events, students must obtain permission from the field instructor. The BSW Field Director is to be informed in advance. Students are required to document the event in their Field Work Journal and to complete the *Activity Absence Application*. The journal is submitted for review each week during SWK 4910 Integrative Field Seminar.

Criminal Background Checks

It is the policy of the social work department that students must complete a criminal background check before their placements can begin. This background check will be processed using a Web-based report management system, myCertiphi.com. This is a private; secure extranet site offers a convenient, single-source portal for managing background checks. Reports and account information are accessible 24/7/365. There is a charge for the background check and it will be the responsibility of the student to cover these cost via credit card. Each student will receive and email at the end of the semester before field begins with a link to mycertiphi.com and steps to complete the background check.

Students should be aware that some Fieldwork agencies may require a health screening, drug testing, criminal background check and/or fingerprinting, and that these results may then be shared with the Field Director. It is the student's responsibility to inform the Field Director of any information that would be reasonably understood to have a direct impact on field placement recommendations; for example, a felony conviction. Depending on the student's area of interest for field placement, other types of information that would potentially be relevant may include, for example, personal experience with domestic violence or sexual assault, a history of substance abuse and/or mental illness. If the student, or a close family member, received services from any local agencies that might be recommended as a field placement based on the interests the student has indicated, that information should be provided as well. Students are encouraged to make an appointment with the Field Director to discuss any concerns about current issues or past experiences that may impact field placement. This information may be disclosed to the BSW Program Director, a potential Field Instructor and/or the BSW Field Seminar Director-Professor/Field Liaison if it is relevant to the student's field placement. Students who have concerns about the release of any specific information should discuss this directly with the BSW Field Director. More information can be accessed from the following link:

http://www.uncp.edu/sa/pol_pub/admission_safety_review_policy.pdf

Recommended Degree Pathway for Social Work

Please visit the recommended degree pathway website for an outline to obtaining a BSW degree. The recommended degree path outlines a sample course plan towards graduating in four years. The path suggests taking courses in specific semesters, but there may be semesters when a course is not offered. Consult your advisor for your official degree planning. More information can be accessed from the following link:

<http://www.uncp.edu/degreepath/sw/index.html>

Requirements for the Field Placement

Admission into Field Education

The prerequisites for SWK 4900 Field Work and SWK 4910 Integrative Seminar include:

- SWK 2000 Introduction to Social Work
- SWK 2450 Human Diversity & Populations at Risk
- SWK 3450 Human Behavior & Social Environment I
- SWK 3480 Social Welfare Policies & Social Justice
- SWK 3600 Social Statistics
- SWK 3710 Writing for the Social Sciences
- SWK 3800 Social Work Practice I
- SWK 3850 Social Work Practice II
- SWK 3910 Understanding Social Research
- SWK 4450 Human Behavior & Social Environment II
- SWK 4600 Social Justice and Practice Ethics
- SWK 4800 Social Work Practice III

Denial of Admission into Field Education

Students may be denied admission to SWK4900/4910 (Field Work and Seminar) under the following circumstances:

1. Failure to maintain a minimum of a 2.5 GPA overall and a 2.5 in the Social Work Program
2. Failure to make a “C” or above in ENG 1050, and ENG 1060
3. Failure to have completed course prerequisites
4. Violation of UNCP Honor Code
5. Violation of Academic and Non-academic standards as outlined in the current Student Handbook

Student Evaluation of Field Work

In the interest of maintaining consistently high standards of quality in our field placement settings, the Social Work BSW Program at The University of North Carolina at Pembroke recognizes the value of providing students with the opportunity to report their perception of the field work experience. The students are required to provide a copy of the *Student Evaluation of Field Placement* to the Field BSW Field Director. The information provided is also used to help decide who will receive the Supervisor of the Year Award.

Field Instructor’s Evaluation of the Student and the BSW Program

One important element of supervision is evaluation. This is accomplished informally and formally during each semester:

1. Field work visit
2. Conference calls
3. Midterm evaluation

4. Final Evaluation

Student Evaluation Forms

The Student Evaluation Forms are the basis on which the grade for field work is determined, and the BSW Field Director is prohibited from giving a passing grade without having a completed evaluation. There are two Student Evaluation Forms used for SWK 4900. The first is the *Mid-Semester Student Evaluation Form*. The second is *Final Student Evaluation Form*. If the "final" form is not returned to the BSW Field Director in a timely manner, the student will not receive a grade or be permitted to graduate. ***Students are responsible for informing Field Instructors as to due dates set for these evaluations.***

The student has the opportunity to link the academic world with the real practice of social work, to develop his/her professional identity and to learn a specific area of social work. The most difficult task of the instructor is to evaluate the student's experience. Since the spring of 1985, the social work program has used the Pass/Fail grading system. The P/F grading system requires that the instructor offer an evaluation that is descriptive of the student's strengths and needs that may not appear otherwise using the *Final Student Evaluation Form*.

It will be necessary for the field instructor to give verbal feedback on a regular basis. Students must know where they stand prior to a written evaluation. Specifically, the *NASW Code of Ethics* states: "*The social worker who has the responsibility for evaluating the performance of employees, instructors, or students should share evaluations with them.*" Methods for dealing with student's evaluations are discussed during orientation meetings held for field work instructors in the Fall and Spring of each academic year. During this time, these issues are discussed in greater detail.

Agency Evaluation of Field Program

At the end of each academic year, the field instructor is asked to complete the *Annual Field Work Questionnaire* and mail the form to the BSW Chair of the Social Work Department.

The Questionnaire is short, but extremely important for the field work component. Supervisors are given the opportunity to evaluate four aspects of the Social Work Program and its liberal arts foundation:

1. Field Work Materials
2. The BSW Field Director
3. The Curriculum
 - a. Liberals Arts Foundation
 - b. Professional SWK Content
4. Services to the Supervisor

Grade Assignment

The course grade assigned for SWK 4900 is pass/fail. In order to receive a passing grade in SWK 4900, the field work instructor must render a minimum overall assessment of no less than a "C". In various sections of the *Handbook*, grading policies are addressed. Having received a

"C-" or below as a summary assessment on the final semester student evaluation will give a student an "F." (**This intern unsuccessfully completed the semester**).

Field Work Journal

For successful completion of SWK 4900 and 4910, students are required to maintain a daily journal that documents activities and charts professional development. These entries should process the learning experience by discussing growth in one or more of the following areas: personal knowledge (self-awareness), professional growth, social work skills/practice, and/or ethics. The journal should also include any difficulties encountered in the field placement. Entries *will not* include the name of any client or other identifying information. These journals are to be treated as confidential documents and will be read by the BSW Field Director on a weekly basis. The journals allow ongoing communication between the student and the BSW Field Director and should enhance the development of self-awareness, reflection, professional attitudes, and expertise. These daily journals will be submitted via Blackboard weekly.

Professional Integrity and Social Work Values

The Program recognizes that preparation for professional practice requires more than scholastic achievement. The Program expects students to exhibit behavior that is consistent with professional performance. Such behavior is expected not only in the classroom but throughout the University and larger community.

Professional performance encompasses a commitment to social work mission and values as found in the NASW Code of Ethics. Signs of such professional performance include: productive work with others; acceptance of supervision and criticism; respect for colleagues, supervisors, instructors and clients; advocacy for oneself in a responsible and respectful manner; and behaviors in accordance with Program and University policies and the laws of society.

The field of social work has a professional value base that provides an ethical foundation for competent practice. The best guide for professional integrity is the *Social Work Code of Ethics* approved by the National Association of Social Workers. All students are required to read this document and demonstrate their understanding during Seminar.

At The University of North Carolina at Pembroke, the faculty recognizes that the social work value base provides students with the foundation for ethical social work practice. Professional values provide parameters that enable social workers to provide services to diverse client systems without imposing ones personal values. Adherence to professional values increases one's competence and effectiveness as a professional.

There are seven basic values that the Social Work Department has identified as crucial to ethical practice. They are as follows:

1. *Individualization*--respecting the dignity and uniqueness of the individual. Do not generalize.
2. *Nonjudgmental attitude*--not being the client's parent or judge.

3. *Acceptance*--approval of the worth and dignity of the individual. Accept him/her as a human being even though you may not be able to accept some of his/her behavior.
4. *Controlled emotional involvement*--the client needs a professional response to a problem or need. The student social worker is not a friend of the client. Do not over react.
5. *Confidentiality*--treat all information with respect.
6. *Clients right to self-determination*--the client has the right to make choices that may not be congruent with the student's values system. Clients also have the right to make decisions that may result in poor outcomes.
7. *Advocacy and social action*--for the powerless, oppressed and the service eligible.

The BSW Curriculum is designed to assist each student in the making of a conscious effort to incorporate these values into their practice of social work.

Grievance and Student Dismissal Procedures

There may be, during the course of the field placement, problems or concerns that may necessitate a grievance or student dismissal from the field placement. The grievance procedure is designed to mediate problems and concerns of either the student or field instructor. The student, field agency or social work program can initiate grievances.

The *Grievance Procedure* has a specific chain-of-command:

1. Field Instructor/Student
2. BSW Field Director
3. BSW Program Director
4. Field Advisory Board

Grievance procedures are as follows:

- 1- The student and field instructor are encouraged to attempt to resolve issues between themselves first. If this fails then the BSW Field Director will be contacted.
- 2-The BSW Field Director will be contacted by the student or field instructor at which time a meeting will be established to discuss the grievance with all parties involved. The BSW Field Director will document the grievance or grievances The BSW Program Director will be notified of this grievance or grievances prior to the meeting.
- 3-The BSW Field Director will meet with the field instructor and student to discuss any issues and see if the grievance or grievances can be resolved. The BSW Program Director will be notified of the decision that results from the meeting.
- 4- The student may appeal the decision of the meeting between the student, field instructor and BSW Field Director by writing a letter requesting appeal to the BSW Field Director within three (3) working days of the decision. Within three (3) working days of the receipt of the appeal request, the BSW Field Director will schedule a formal meeting with the BSW Program Director.
- 5-The student may appeal the decision of the BSW Program Director to the Field Advisory Board.
- 6-The student, if still not satisfied with the decisions made by the above process, may pursue a

grievance outlined in the Student Grievance Policy found in the *University of North Carolina at Pembroke Student Handbook*.

Student Dismissal Procedure

If the field setting finds that a particular student's behavior is inappropriate, the field instructor should:

1. Inform the student of the existing difficulties and the possibility of dismissal. If there is no satisfactory improvement:
2. The Field Instructor should contact the BSW Field Director to discuss the problem in detail. The BSW Field Director, the field instructor and the student will cooperate in the drafting of a plan of action for strengthening the area(s) to be improved. If the problem is not resolved:
3. The Field Instructor will write a letter to the student and to the BSW Field Director stating the provisions of the *Social Work Internship Agreement* that have been violated and the effective date of termination of the Agreement. The final evaluation will accompany this letter. Termination of the student's placement will be effective on the date that the Agreement is terminated.
4. The Director of the BSW Social Work Program will receive a letter from the BSW Field Director documenting the problem situation with an attached, completed *Final Student Evaluation Form*. The student will receive a copy and the original will be retained in the student's permanent file in the Social Work Department.

The student has three (3) options:

1. Request a new field placement.
2. Receive an "F" as a grade for Field Work.
3. Accept expulsion from the Social Work Program.

Field Advisory Board

The Bachelor of Social Work Program at The University of North Carolina at Pembroke formed a Field Advisory Board in the Fall of 2004. The Field Education Advisory Board is composed of field agency representatives (to include program alumni), field program faculty, and a student representative. The BSW Field Director serves as the coordinator of the committee. The committee is ad hoc and meets on an as needed basis to review and recommend a course of action when a student has a grievance that cannot be resolved by the BSW Field Director or BSW Program Director in accordance with the student field grievance procedure.

Academic Credit for Life and Work Experience

The Social Work Program has a written policy that states that it does not grant social work course credit for life experience nor for previous work experience. It does not grant credit for life experience or previous work experience in lieu of the Field Education or courses in the professional foundation areas. This policy appears in the *UNC-Pembroke Social Work Program Student Handbook*, and the *UNC-Pembroke Social Work Program Field Experience Manual*.

The policy for Academic Life and Work Experience declares that the field work experience is of central importance for the educational development of the social work major. However, life and work experience in and of itself is not considered "field experience". The process by which the experience is gained is considered the hallmark of social work education. The key element of the field work experience is the integration of course work, qualified supervision, and freedom to address concerns in a nurturing but academic environment. As a result, the social work program will not accept academic credit for past life work experience.

Transporting of Clients

Students should not be asked or allowed by the placement agency to transport clients while in field placement.

School Social Work License in North Carolina (and Lateral Entry School Social Work)

The North Carolina Department of Public Instruction (NCDPI) has established two prerequisites for a BSW school social work license:

1. The NCDPI specifies a series of instructional objectives or competencies. A student can partially achieve these requirements by successfully completing SWK 3540 *School Social Work*.
2. The NCDPI requires that students complete a minimum of 480 clock hours of field experience under the supervision of a *School Social Worker with a State License*.

These prerequisites are based on generalist social work practice responsibilities that are outlined by NCDPI and are found by (see Attachment XIII, H). Students interested in this type of state license are required to give notice in May of their Junior Year.

The Social Work Department adheres to the NASW Code of Ethics; Section 3.01 (c), discourages dual or multiple relationships between supervisors and supervisees. Students will not be placed in an agency or under the supervision of a field instructor that would constitute a dual relationship. As feasible, students are placed within close proximity of their county of residence. Placements in agencies outside Bladen, Columbus, Cumberland, Hoke, Moore, Richmond, Robeson and Scotland counties will require special consideration by the Social Work Department. Students should direct written request to the BSW Field Director.

Two Students at One Placement

As the BSW Field Director matches the interests of students with opportunities available in field agencies, sometimes more than one student requests the same placement. Since a primary objective is to maximize the satisfaction of both students and field agencies, occasionally two students will be placed in the same agency. This situation can create some special conditions, some positive and some negative.

Having more than one student in the same agency can produce certain benefits:

1. Students can car pool together, if feasible.
2. Students can support one another during the field work process.
3. Students can learn from one another as they share their ongoing experiences.
4. Multiple students tend to increase each student's productivity in the agency.

There are also potential pitfalls in having more than one student in the same agency:

1. Field instructors may report difficulty in individualizing the student- their abilities, interests, strengths, and needs.
2. A student who is unsure about his/her abilities as a beginning social work practitioner may attempt to make himself / herself look good at the expense of the other.
3. A student may attempt to lose his/her identity by becoming dependent on the other student.

The BSW Field Director and the field instructor are encouraged to become aware of particular warning signs:

1. Field instructors may report difficulty in individualizing the student--their abilities, interest, strengths, and needs.
2. One or both students are hypercritical of the other.
3. One student frequently seems to be the voice for both students.
4. A student may attempt to lose his/her identity by becoming dependent upon the other student.
5. Tension is present in their relationships with each other.

If the field instructor or the BSW Field Director identifies problems, he/she should communicate these concerns to one another. It is also important for the Director of the Social Work Program to be informed of such concerns. The Social Work Program embraces a philosophy of open communication and commitment to working through problems in a respectful and mutually beneficial way.

Liability Protection

Field placements are an essential part of students' education. Their involvement may also place them in situations in which they are vulnerable to legal action. Lawsuits are unpleasant. They're also expensive. **Students must obtain professional liability coverage for duties performed as part of their social work placement.** Proof of liability insurance is required prior to a student's first day in the field agency. Liability insurance is acquired through The University System of the State of North Carolina and billed to the students' account. Students can purchase liability insurance through UNC Pembroke. Student membership in NASW is encouraged. The association offers students a special reduced membership dues rate. See NASW for application and information. All students are required to sign a *Waiver of Liability*.

Federal Family Educational Rights and Privacy Act (FERPA)

Certain personally identifiable information about students (“education records”) may be maintained at The University of North Carolina General Administration, which serves the Board of Governors of the University system. This student information may be the same as, or derivative of, information maintained by a constituent institution of the University; or it may be additional information.

Whatever their origins, education records maintained at General Administration are subject to the Federal Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA provides that a student may inspect his or her education records. If the student finds the records to be inaccurate, misleading, or otherwise in violation of the student’s privacy rights, the student may request amendment to the record. FERPA also provides that a student’s personally identifiable information may not be released to someone else unless (1) the student has given a proper consent for disclosure or (2) provisions of FERPA or federal regulations issued pursuant to FERPA permit the information to be released without the student’s consent. A student may file with the U.S. Department of Education a complaint concerning failure of General Administration or an institution to comply with FERPA.

Faculty members who have any questions about records, documents, or procedures that may be covered under FERPA should contact the University Registrar or the Legal Assistant to the Chancellor for clarification (UNCP Faculty Handbook).

all cases, the Field Work Committee will be the final arbitrator and final appeal.

Privacy of Student Academic Information (FERPA)

The University of North Carolina at Pembroke complies with all provisions of the Family Educational Rights and Privacy Act of 1974. The full statement of the University’s policy is available in the Office of the Registrar located in Lumbee Hall. With some exceptions, students have the right to inspect and to challenge the contents of their education records. Access to academic records is coordinated through the Registrar’s Office. Students wishing to inspect their records should contact the Registrar in Lumbee Hall between the hours of 8:00 a.m. and 5:00 p.m. Monday - Friday, while the University is in session.

The University routinely releases to the public so-called Directory Information, as follows: the student’s name, address, telephone listing, major field of study, participation in officially recognized activities and sports, weight and height of athletic teams, dates of attendance, degrees and awards received, and previous educational agency or institution attended by the student. Any student who wishes to have the above Directory Information withheld must complete and sign a request in the Registrar’s Office. This request must be renewed at the beginning of each semester (UNCP Faculty Handbook, 6-5.C.1).

Sexual Harassment Policy

Sexual harassment is any unwelcome physical or verbal conduct of a sexual nature which interferes with another’s ability to receive an education or work. Harassment on the basis of sex is a violation of Section 703 of Title VII of the Civil Rights Act of 1964 (amended in 1972). It is further interpreted to be a form of sex discrimination prohibited by North Carolina General Statute 126-16 and Title IX of the Education Amendments of 1972. Title VII is enforced by the U.S. Equal Employment Commission, and Title IX is enforced by the Office for Civil Rights in

the U.S. Department of Education. Consequently, The University of North Carolina at Pembroke will not tolerate sexual harassment of its students, faculty, or employees.

Sexual harassment at UNCP will be grounds for disciplinary action, up to and including termination of employment or student status.

The following actions may be considered sexually harassing behavior: 1) unwanted sexual advances, propositions, or questions; 2) unwelcome touching of a person's body or clothing; 3) public displays of sexually demeaning objects, photographs, posters, or cartoons in a manner that is intended to interfere with work or education; 4) implied or overt threats, or punitive action as the result of rejection of sexual advances or rejection of romantic involvement; and 5) sexual assault.

Victims of sexual harassment should either contact Campus Police or present the information in writing to the Director of Student Conduct. Complaints against UNCP students will be governed by the procedures stated in the Student Judicial Process, STUDENT HANDBOOK, Volume III, in the Student Constitution. Student Complaints against UNCP faculty or staff will be governed by the procedures stated in the Student Grievance Policy. Members of the University community are prohibited from acts of reprisal against individuals who bring complaints or are involved as witnesses in any action connected with this policy.

A sexual harassment brochure is available in the Student Affairs Office; this brochure explains what to do if sexual harassment is experienced.

Summary Statement

The Field Experience Manual is designed to guide field work instructors, social work interns and the BSW Field Director in the execution and documentation of the fieldwork experience for the Social Work Program of The University of North Carolina at Pembroke. If there are questions or other concerns, please contact the BSW Field Director at (910) 775-4342; Fax: (910) 775-4091, or email: jthomas@uncp.edu

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Appendix
Learning Contract

Appendix
Midterm Evaluation

Appendix
Final Evaluation

Appendix
Student Evaluation of Field Placement

Appendix
Agency Evaluation of Field Program

Appendix
Field Application

Appendix
Employment Based Field Application