

UNIVERSITY *of* NORTH CAROLINA
P E M B R O K E

**Department of Social Work
Master of Social Work Program
Field Practicum Manual
2019-2020**

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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), which is the only organization that provides accreditation for Social Work Programs and is recognized by the United States Office of Education and Council on Postsecondary Accreditation. During the academic year 1993-4, the Council on Postsecondary Accreditation replaced the Council on Recognition of Postsecondary Accreditation.

Maintaining accreditation by CSWE is considered a high priority by the members of the Department of Social Work, 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.

UNCP was first established in 1887 by 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." 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.

The practice of combining Sociology and Social Work is common throughout the nation, especially on smaller campuses. At UNCP, this practice was particularly appropriate because of the historical development of social work offerings by the Sociology Department since 1969. The department changed its name in the fall of 1983 from the Department of Sociology in order to raise the visibility of the Social Work Program on campus. Thus, the Program was housed within the Department of Sociology, Social Work and Criminal Justice. During 2004, growth in the Social Work Program warranted the additional positions of an Administrative Assistant and an additional full-time faculty member. The Social Work Program officially became the Department of Social Work on July 1, 2005. The MSW program began in fall 2008 and received full accreditation status in fall 2011. The MSW program is staffed with seven full-time faculty members, which include a Field Director and an MSW Program Director and a slate of social work practitioners that serve as adjunct faculty.

Mission of The University of North Carolina at Pembroke

The University encourages the pursuit of education as a lifelong experience so that its graduates will be equipped to meet the challenges of the twenty-first century. Drawing strength from its heritage, The University of North Carolina at Pembroke continues to expand its leadership role in enriching the intellectual, economic, social, and cultural life of the region and beyond.

Department of Social Work Mission

The mission of the Social Work Program at The University of North Carolina at Pembroke seeks to prepare students to become leaders in enhancing the quality of life and seeking 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. Additionally, the mission of the Master of Social Work (MSW) program at the University of North Carolina at Pembroke is to prepare students for professional social work practice within an advanced generalist model. Social workers prepared using a generalist model has the capacity to practice in varied settings with diverse client populations. They are equipped to utilize resources available in rural areas and prepared for challenges faced when working with indigenous communities. They have an awareness of both historical and contemporary social issues that are embedded in a framework of a larger, more global reality. There are few social work programs in Rural and Native American communities that prepare students in this manner. The MSW program builds on the Core Values of the University as articulated above.

The MSW program is designed to (1) help meet the immediate and growing need in public, private and social service agencies in North Carolina for advanced generalist social work professionals, and (2) to offer an advanced generalist program that emphasizes work with Rural and Native American indigenous populations.

Building on the BSW program, the MSW program at UNCP both continues and enhances the current mission, emphasizing fieldwork as a mechanism for integration of knowledge and experience. The program provides students opportunities to apply the advanced social work generalist model under the supervision of a practicing social worker. Implementation of these goals is characterized by the following:

Regional Rural Focus. Requiring our students to become knowledgeable about the regional landscape in which they live and understand the unique circumstances of practicing in culturally diverse rural areas. This addresses the University's goal of improving the quality of life for a culturally diverse society.

Community Development and Leadership. Requiring our students to take leadership roles in public and private social service agencies in such areas as mental health, anti-poverty work, rural community development, and child welfare, while encouraging responsible participatory citizenship. This is in keeping with the University's mission of preparing knowledgeable professionals for future community development.

Life Long Learning and Professional Development. The MSW program seeks to develop professional working relationships based on collaboration, and mutual learning dedicated to social justice, equity, and cultural competence.

Social and Economic Justice. The MSW program seeks to develop understanding of the multi-level relationships among economic, political, and social systems that contribute to the perpetuance of poverty and oppression.

International Exchange. The MSW program, following the University's mission, will continue to support faculty/student exchanges, preparing students with global perspectives.

Technology. Graduates from the MSW program will gain a working knowledge of emerging information technology that meets the needs of the communities and contexts in which they will be practicing.

The MSW Program emphasizes field work, which leads to a realistic appreciation of social work practice and provides the student with opportunities to apply the social work generalist theory under the supervision of a practicing social worker. These activities enhance social work employment opportunities.

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 organization setting the student is able 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 organization policy within ethical guidelines. The field practicum core competencies, and practice behaviors are described below, and establish criteria by which students demonstrate achievement of the MSW Program areas.

UNCP MSW Conceptual Framework

Advanced Generalist Practice: Autonomous Multi-Perspective Practice

Lifelong Learning: Continuous engagement in acquiring and applying knowledge and skills in the context of authentic, self-directed problems

Social Work Advanced Generalist Curriculum: Multi-Perspective Practice, Theory Building, Empirical Research, Enhanced Skills, Enhanced Techniques, and Field

Social Work Foundation Curriculum: HBSE, SW Research, SW Practice, Policy, Values and Ethics, Diversity, and Populations at Risk and Field

Liberal Arts: At least 18 hours of humanities, social and behavioral sciences, physical sciences (human biology) and mathematics

Rural and Indigenous Environment: Lumbee Community/Rural Community

MSW Program Competencies and Practice Behaviors

All social work students will be expected to demonstrate their mastery of the cluster of practice behaviors that operationalize each of the nine core competencies. The expectation is that competency-based education will better prepare social work students for professional practice.

Generalist Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior
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
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
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
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
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
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
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
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
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.

Advanced Generalist Practice Behaviors

AGPB	Advanced Generalist Practice Behavior (AGPB)
1	Develop training and educational opportunities for career-long learning
2	Design opportunities for supervision and consultation

3	Negotiate professional roles and boundaries in a rural environment
4	Justify practice decisions based on professional social work values and ethics and relevant laws
5	Use multiple perspectives to analyze client's strengths and challenges
6	Assess needs, values and strengths in applying appropriate interventions for diverse client systems
7	Appraise practice delivery and policies to promote social and economic justice and human rights at all levels of practice
8	Use empirical evidence to create strategies for systems change
9	Synthesize and select human behavior and social environment theories to match-client system needs
10	Develop and recommend program and/or policy changes based on evaluation of programs that advance social welfare and enhance service delivery of all levels of practice
11	Employ micro and mezzo practice by monitoring and responding to a changing context
12	Integrate theory-based relational skills in all areas of client engagement
13	Design and conduct assessments at all levels of practice
14	Critically apply interventions to facilitate best practice with all client systems
15	Continuously scan the environment, forecast, and adapt macro practice based on the acquired knowledge

Expectations of Students throughout Field Practicum

The field practicum design consists of four field experiences that enable students to apply master's level coursework in a generalist/advanced practice setting. Students, field supervisors and faculty field seminar 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. Graduate field instruction includes a seminar that will meet regularly throughout each semester. The purpose of the seminar will be for students to share field experiences and to relate them to the competencies and practice behaviors. Students will complete a minimum of 930 hours in these four field experiences. The first year, called the foundation year, requires a minimum of 430 hours. The second year, called the concentration year, requires a minimum of 500 hours.

The MSW Program has the following expectations of students in the Field Practicum:

1. Confidentiality must be strictly maintained so students must not use actual client names or any specific identifying information in any written assignments or class discussions.
2. The student must complete a minimum of 930 hours of supervised work in the field practicum.

3. The student must follow the National Association of Social Worker's Code of Ethics.
4. The student must attend all scheduled seminars.
5. The student must attend all required organization meetings and workshops.
6. The student must attend all scheduled supervision sessions with the field supervisor.
7. The student must develop and successfully fulfill the activities described in the learning contract
8. The student must maintain liability insurance throughout their practicum.

The field practicum is closely integrated with all aspects of the social work program curriculum and is an integral component of the curricula. The field experience reinforces identification with the purposes, values and ethics of the profession in a real-world setting in which the student can translate classroom experiences into beginning-level professional practice. In a carefully chosen organization setting the student can 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.

Student Advising

The faculty at UNCP sees the value of both formal and informal advising. The formal advising consists of explaining policy and routine guidance, "how to get things done at the University". Students are assigned an advisor at the time of acceptance into the program. Students are expected to meet with his/her academic advisor each semester to review his/her plan of study and receive the pin that is required for registration. Advisors should be made aware of academic concerns that may negatively impact the student. Any changes to a student's course of study must be approved by the Advisor.

Only full-time faculty who teach in the graduate program will be assigned to advise graduate students. Factors that are taken into consideration in the assignment of advisors include faculty workload, number of current advisees, and student's request. Students can request a change in advisor anytime by submitting a request to the Chair or the MSW Program Director.

Graduate level social work students are advised by the MSW Program's full-time faculty. Students potentially interested in admittance to the MSW program are strongly encouraged to consult with faculty as early as possible in their academic career.

The informal advising consists of issues related to, long-term career and, personal goals, and issues relating to the social work profession. You may want to talk to a professor who shares an interest area with you. We encourage you to take full advantage of all social work faculty in helping you through the process. We would ask that for issues related to the university to first see your assigned advisor or in their absence the MSW Program Director.

Fundamental Guidelines of the Field Practicum Experience

Only those students who have met the program's specified criteria for field education are admitted to the Field Practicum. Students must be admitted to the MSW program. Students must complete all prerequisite requirements before entering field.

How Field Settings and Students are Selected

The Department of Social Work's field placement selection process is designed to permit students to select their own placements by ranking their areas of interest. Students complete the MSW field practicum application, which allows them to select three agencies that they are interested in and give this information to the Field Director. The Field Director then contacts each organization to determine if they are interested in student placement. Once an organization has confirmed they are interested, the 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 organization has never been used as a field site, the Field Director will meet with organization personnel to determine if the organization meets the Department of Social Work's criteria.

Getting "Field Ready"

Students become ready for field through the application of social work content in the learning environment. Content consists of the professional foundation areas of social work:

- Social Work Values and Ethics
- Diversity
- Social and Economic Justice and Populations-at-Risk
- Human Behavior and the Social Environment
- Social Welfare Policy and Services
- Advanced Generalist Social Work Practice
- Research
- Assessment
- Field Practicum

Content in the first three foundation areas can be found throughout all required courses in the foundation social work curriculum, while content in the many of the foundation areas are found in specific courses. Integration of professional foundation content is achieved using curriculum sequencing and prerequisites. All students follow their designated curriculum track. Students are guided in their choice of courses each semester by their faculty advisors, who assist them in making sure that all needed courses are taken at the appropriate times. Please note that students cannot transfer field hours from another MSW program.

The Field Selection Protocol

Throughout the curriculum and prior to field placements, students are encouraged to review their field placement options by contacting the Field Director.

Students attend field seminars during each semester they are in field. The field seminar provides opportunities for students to integrate knowledge from theoretical developments to actual experience in the field. The seminar provides a forum for the comparison of practice similarities and differences among diverse rural organization settings, diverse client systems, and a variety of organizational funding sources.

The Department of Social Work adheres to the NASW Code of Ethics. The Code discourages dual or multiple relationships between supervisors and supervisees. Students will not be placed in an organization or under the supervision of a field supervisor that would constitute a dual relationship. As feasible, students are placed within 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 Department of Social Work.

Criteria for Selecting Field Agencies

Field sites are selected based on educational needs of the student and organization interest and commitment to participation in the field education process. To be considered for approval as a field organization, a field organization profile form must be completed by the organization. If the organization can provide a meaningful learning experience for students and if there is appropriate supervision, the organization will be visited by the Field Director. When agencies are approved for student placements, the Provost of the University, the Chair of the Department of Social Work and the organization administrator sign an internship agreement form. Information about what agencies provide is made available to students to assist them in making informed choices about their placement.

Request for referrals and recruitment of effective field settings is a continuous process. After an initial contact is made and the organization director, staff member, social work student or other interested party has expressed an interest in the field work component, a representative from the setting is requested to complete the field setting profile form. Based on the information recorded on the form, an interview is scheduled by the Field Director with the setting 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 organization is expected to provide an educational experience within the context of the Advanced Generalist Model of social work practice.
2. The organization is expected to be willing and able to provide appropriate supervision and instruction.
3. The organization is expected to support and to represent the student by attending the orientation meetings and the annual social work symposium.
4. The organization is expected to offer facilities to provide effective social work practice experience consistent with advanced generalist practice.
5. The organization is expected to complete evaluation forms and other documents in a timely manner.
6. The organization is expected to be able to schedule at least one visit by the field liaison per field work course and to consult with the Field Director as necessary.
7. The organization is expected to provide adequate space and facilities for the student's practice experience.
8. The organization is expected to provide adequate space and facilities for the student's practice experience.
9. The organization is expected to provide the Field Director with appropriate educational background and experience.

Criteria for Selecting Field Practicum Supervisors

Organization field supervisors for MSW students will hold a CSWE-accredited master's social work degree and 2 years of post-MSW experience in the field. They must also have a commitment to the purposes of social work education, and to teaching and working with students. The field practicum site will be responsible for reinforcing social work perspectives. If the field site does not hold the required degree the Department of Social Work will by make arrangements to meet this educational requirement by providing external MSW supervision for students.

All students will receive at least 10 hours of formal supervision with a MSW-credentialed supervisor per semester.

Organization field supervisors who do not hold the MSW credentials with at least two years post experience are referred to ask task instructors. Organization employees, who are highly experienced in the area of human services and to the program, may be assigned as a task instructor for the student. These should be used in only unusual circumstances in field.

A formal interview is conducted with the potential organization field supervisor in which he/she receives a copy of the field practicum manual and other materials. The interview is used as a screening process. In addition, the organization field supervisor is expected to:

1. Provide an educational experience within the context of the Advanced Generalist Model.
2. Provide appropriate supervision and instruction.
3. Attend the 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 meet for a field site visit and conference calls with their field liaison for each semester the student is in placement.
7. Be able to provide adequate space and facilities for the student's experience.
8. Be able to provide scheduled formal supervisory meetings with students at least 10 hours during the semester.
9. 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.

Upon approval of the organization, the Memorandum of Agreement is signed between the Organization and the University. The Memorandum clarifies and defines the roles and responsibilities of the University and the organization in regard to the field placement. The Memorandum of Agreement is placed on file with the Department of Social Work and remains on file unless a request by the signing parties has been made to lift the agreement.

After the university approves sites, they are placed in database that provides information pertaining to the function and purpose, learning opportunities, types of programs, and target group served.

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 organization personnel the opportunity to meet and to assess the student's suitability.
3. To allow both the student and the organization to begin to formulate goals for the coming semester.
4. To allow the student and organization time to prepare for the placement process.

Some agencies may have prepared reading lists which will help the student prepare for the placement. Use of such a list is strongly encouraged by the faculty.

As a result, the student and/or representative of the field 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 Field Director reviews alternatives. The student's first choice is usually honored. After placements have been finalized, field supervisors and students receive information from the Field Director confirming the field placement. The field practicum agreement and waiver of liability is to be signed and forwarded to the Field Director during the first week of the field practicum. Field supervisors are expected to retain a copy for organization records.

Two Students at One Placement

As the Field Director matches the interests of students with opportunities available in field sites, 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 organization. This situation can create some special conditions-some positive and some negative.

Having more than one student in the same organization 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 organization.

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

1. Organization field supervisors may report difficulty with individualizing for 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 tend to lose his/her identity by becoming dependent on the other student.

The Field Director and the organization are encouraged to become aware of warning signs:

1. Organization field supervisors 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. Tension is present in their relationships with each other.

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

Employment-Based Field Practicums

The policy of the Department of Social Work is that an employment setting may be used as a field placement if all the regular requirements of agencies and organization instructors 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 differently from the students' employment.

Students who are requesting field placement in their field setting must submit an employment-based field application and agreement that includes:

- Name and qualifications of field supervisor (must be an MSW or approved substitute and not the employment supervisor)
- The organization must review the requirements of the MSW program and agree to all the learning experiences
- Description of planned learning experiences and student's regular work assignments
- Description of designated employment hours and internship hours

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

New employment that begins no earlier than 3 months prior to the start of the semester student is enrolling in field may be considered as a field practicum.

Basic Principles of the Field Practicum

The field supervisor is an integral part of the MSW program and provides a valuable service to the community and the profession. Supervisors are encouraged to be familiar with classroom content and other learning input (i.e., The Campus Association of Social Workers) to which the student is exposed. Field supervisors are recognized as training resources for the Department of Social Work. The Field Director is responsible for making materials available that would be helpful to them.

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

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 supervisors 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 advanced generalist social work practice at the entry level. It is extremely important that social work students understand organization policy prior to becoming deeply involved in direct service. This is stressed for two obvious reasons:

1. For students to contribute to the organization, they must grasp the basic philosophy of the organization as well as the procedural requirements. Students can make significant contributions if they are informed of organization policies and procedures.
2. Having practical experience in understanding and analyzing organization policy is considered a part of the students' learning experience.

It is essential that the roles of the organization field supervisor 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. There is a desire for independence; however, there is also some anxiety. Underlying this anxiety is, most frequently, a sense of insecurity and lack of confidence. In order to increase self-confidence and competence, the field supervisor needs to give considerable support as well as encouragement to the student. As a result, *planned supervisory meetings* between student and field supervisor are required. Such conferences are required by the Department of Social Work and the Council on Social Work Education.

The organization field supervisor 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. One way of assessing the quality of feedback is the student's reaction. Thus, if a student is surprised by the written evaluation, the quality of the on-going oral feedback must be questioned.

Faculty Monitoring of Students and Field Practicum Sites

A representative from the Department of Social Work (field seminar instructor or Field Director) visits field placement sites in order to assess and evaluate the field activities of each student. The preferred plan is to make one face-to-face visit per semester, however, video conferencing may be used.

Comprehensive evaluations take place to ensure that students are applying their knowledge, values and skills. These evaluations include the student mid-semester evaluation and the final evaluation. The field seminar encourages discussion of student's experiences in field and the application of advanced generalist concepts.

Priority is placed on early visits to agencies that are being utilized for field placements for the first time. The faculty meets with both the student and the organization field supervisor at the organization. The faculty also communicates with organization field supervisors as needed throughout the semester by telephone. Additional meetings are arranged, if necessary, to address problems or special needs.

Orientation for Field Supervisors

Training and support of organization field supervisors occurs on an ongoing basis and is critical to the attainment of program objectives. We hold an orientation at the beginning of each fall semester for the field student and the organization field supervisor. Organization field supervisors are provided a copy of the MSW field practicum manual including all the information regarding field instruction. The Field Director facilitates this orientation and reviews the goals and objectives of the program with each participant. This training may also be provided online.

In the Spring of each year the Department of Social Work 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 Continuing Education for state certifications and licenses; they also share their experiences with other organization field supervisors. The symposium also provides organization field supervisors formal and informal opportunities to ask and answer any questions regarding student evaluation.

Tasks of Supervision

There are six primary tasks for student supervision:

1. Competition field supervisor orientation.
2. The sharing of practical experience, knowledge and organization resources.
3. The development of a professional identity as a professional social worker.
4. The teaching of organization specific knowledge and the encouragement of skill development.
5. The evaluation of the student with feedback to facilitate professional growth on an ongoing basis.
6. Scheduling of regular supervisory sessions (a minimum of 10 hours per semester).

The student can 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 organization field supervisor is to evaluate the student's experience. Since the spring of 1985, the Social Work Program has used the pass/fail grading system (see "Grading" below). The P/F

grading system requires that the supervisor offer an evaluation that is descriptive of the student's strengths and needs which may not appear otherwise.

Students are to be evaluated by the highest standards. The faculty respects the field supervisor's evaluation. A passing grade will be indicated by the instructor's selection of "meeting expectations" on the final evaluation form.

Organization Field Supervisor's Evaluation of the MSW Program

At the end of each academic year, the field supervisor is asked to complete an evaluation of the field education program. This information is used to inform the MSW curriculum and the field education aspect of the program.

Methods of Supervision/Field Instruction

During the field practicum experience, students are beginning to integrate skills, values, and knowledge. Following are some techniques that can be used to enhance student development and effectiveness as a practitioner.

1. Use the information from the field supervisor orientation as a basis for all interaction with the student.
2. Create a supportive learning environment for each social work student.
3. Provide each student with an orientation period which provides structure and learning about the organization, its purpose, goals and the social work roles.
4. Encourage continued professional growth through client contact, group work, community involvement, participation in the organization's organizational environment, evaluation of service delivery systems, social welfare policy implementation, professional documentation, social history writing, grant writing, workshop attendance, research and professional reading.
5. Encourage continued self-awareness and personal growth through the understanding of personal values versus professional values, ethics and human diversity.
6. Encourage students to integrate social work and liberal arts skills, values, knowledge, ethics, and self-awareness which will eventually translate to more effective social work practice skills.
7. Set aside time for weekly supervisory conferences and use that time to obtain feedback regarding the student's feelings and learning style. Give support, suggestions, and encouragement as deemed appropriate.
8. Use the Field Director as a resource and maintain ongoing contact.
9. Be willing to share your practice wisdom and serve as a mentor to your student; but recognize that you can also learn from your student.

Individual, one to one, supervision is by far the most common form of supervision used by the agencies working with the MSW 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 determined as a minimum of 10 hours over the course

of the semester. The supervisor can use this time to offer a continuing oral assessment of the student's skills, attributes, and progress.

One important element of supervision is evaluation. This is accomplished informally and formally at least six times during the academic year:

1. Oral evaluation with field liaison during each site visit (informal evaluation).
2. Written evaluation at mid-term.
3. Written evaluation at the end of the semester

Student performance evaluation forms are the basis on which the grade for field is determined, and the Field Director is prohibited from giving a passing grade without having a completed evaluation. There are two student performance evaluations which are used to evaluate the field experience, the mid-term evaluation and the final evaluation. Students are responsible for informing field supervisors as to due dates set for these evaluations.

It will be necessary for the organization field supervisor 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 for field supervisors.

Awards for Organization Field Supervisors

The Department of Social Work has an excellent working relationship with local field work agencies. Field supervisors are awarded in a variety of different manners:

1. A continuing education activity is offered each spring through the annual social work symposium and contact hours are available to participants.
2. An individual is selected as field supervisor of the year. Below is more information.

The MSW Program offers a special award for field supervisors or agencies who go beyond the normal expectations. Recipients are recognized as the *field supervisor of the year* and presented with a plaque at the annual social work symposium. The award is offered annually to a field supervisor or organization who meets the following criteria:

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

Criminal Background Checks

Students should be aware that most organizations 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 MSW Program Director, a potential field supervisor and/or the MSW field seminar instructor and/or 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 Field Director.

Responsibilities of Student to the Field Work Setting

Liability Protection

Field practicums 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 are also expensive. Students must obtain professional liability coverage for duties performed as part of their social work practicum. Proof of liability insurance is required prior to a student's first day of their field practicum. Students can purchase liability insurance through the National Association of Social Workers (NASW) Risk Retention Group, INC. Student membership in NASW is encouraged and the association offers students a special reduced membership dues rate and reduced liability insurance rates. Students are required to carry \$1,000,000 per occurrence/\$5,000,000 aggregate in professional liability coverage. Rates are \$15 for one year of coverage for NASW members and \$25 for non-members. Students should call 1-888-278-0038 to obtain coverage and provide a certificate of insurance coverage to the Field Director by the due date provided. Students who do not obtain coverage by the start of the semester will not be able to start their field practicum.

Field 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 which the students are expected to follow. If a student is unclear or questions organization policies, it is the responsibility of the student to discuss the matter with the organization field supervisor, and the Field Director.

Time Requirements

Students will have a minimum of 930 hours in the four field experiences. The first year (Foundation Year) of field education requires that student be in placement two days a week. Students must complete at least 430 clock hours in the organization. Students in their second

year (Concentration Year) are expected to be in the field three days a week and must complete no less than 500 clock hours in the organization.

Students will document their field hours and submit to the organization field supervisor for signature to monitor the required hours in field. The student must submit their field hours on a routine basis as scheduled by the field seminar instructor.

The organization field supervisor and the field seminar instructor must be informed of all absences in advance when possible. Time missed must be made up to meet the requirements of the field setting, the Department of Social Work, and the University.

Students are encouraged to attend educational activities outside of their normal field setting (workshops and seminars related to their field work placements). In order to attend such events, students must obtain permission from the organization field supervisor in writing prior to the event.

All students are required to attend the field seminar as scheduled. 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. Students are expected to attend all seminar classes.

Grading

The grading for field is pass/fail. In various sections of this manual, grading policies are addressed. Following are guidelines to assess the proper grade. These criteria are discussed throughout this manual in greater detail, but are summarized here:

1. A Pass (P) means that the student has met or exceeded standards and expectations.
2. A Fail (F) means that the student has neglected to meet standards and expectations.

Capstone Project

Students will complete a final project, specifically the area of their field practicum interest. The information gathered is evaluated and assessed. The integrative project provides a culminating MSW educational experience, in which students integrate and synthesize program material in relation to the core competencies and practice behaviors in their area of interest.

Professional Integrity and Social Work Values

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. Pincus and Minahan (1973) have defined values as *beliefs, preferences of assumptions about what is desirable or good for humankind*. Felix Biestek (1957) identified seven practice principals that reflect what we call social work values. Two of his principles include (a) *the need for self-awareness* and (b)

purposeful planned intervention when working with any client system. Maria McMahon (1990) states that *the values of social work practice are rooted in the belief that every human being has dignity and worth.*

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 one's personal values. Adherence to professional values increases one's competence and effectiveness as a professional.

There are seven basic values that the Department of Social Work 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 condone 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 or under react.
5. *Confidentiality*--treat all information with respect and privacy.
6. *Clients right to self-determination*--the client has the right to make choices which 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 MSW curriculum is designed to assist each student in the making of a conscious effort to incorporate these values into their practice of social work.

Student Evaluation of Field

In the interest of maintaining consistent high standards of quality in our field practicum settings, the Department of Social Work at The University of North Carolina at Pembroke recognizes the value of providing students with the opportunity to report their perception of the field experience. The students are asked to complete a student evaluation of the field experience questionnaire. The information provided is also used to help decide who will receive the supervisor of the year award.

Grievance and Student Dismissal Procedures

If problems occur between the student and the field practicum, the practicum can be voided by the grievance procedure or the organization's dismissal of the student.

Grievance Procedure

If a student finds that the field setting is problematic, the following procedure is to be followed:

1. The student is expected to discuss the problem with their organization field supervisor and request assistance in resolving the problem. If the problem is not resolved,
2. The student is required to write a letter/email to the Field Director stating the problem and requesting a conference with the contracting parties. A plan of action will be created. If the problem is not resolved,
3. The MSW Program Director must be notified of the decision of the parties and the student may appeal the decision of the parties by writing a letter/email requesting appeal to the MSW Program Director within three (3) working days of the decision. Within three (3) working days of the receipt of the appeal request, the MSW Program Director will schedule a formal meeting with all relevant parties. Field site staff, the student, social work faculty, witnesses and attorneys may be invited to attend. The MSW Program Director will make a decision/plan to resolve the issue. All decisions made at this meeting are final.

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

1. Organization Field Supervisor
2. Field Director
3. MSW Program Director

The rationale for strictly adhering to the chain-of-command is associated with issues of organization confidentiality, division of labor, and policy.

Student Dismissal Procedure

If the field supervisor/setting finds that a student is inappropriate, the organization field supervisor should:

1. Inform the student of the existing difficulties and the possibility of dismissal. If there is no satisfactory improvement,
2. The organization field supervisor should contact the Field Director to discuss the problem in detail. The Field Director, the organization field supervisor 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 organization field supervisor will write a letter/email to the student and to the Field Director stating the provisions of the internship agreement/field manual that have been violated and the effective date of termination of the practicum. The final evaluation will accompany this letter. Termination of the student's placement will be effective on the date that the agreement is terminated. A plan for remediation may be developed in collaboration with the Field Director, student and the MSW Program Director. The plan of remediation must be completed prior to reenrolling in a section of field.
4. The MSW Program Director will receive documentation from the Field Director indicating the problem situation with an attached, completed student evaluation form (if available) and remediation plan (if applicable). The student will receive a copy and the original will be retained electronically by the Department of Social Work.

The student has three options:

1. Withdraw from field if dismissal occurs prior to the graduate school's withdrawal deadline.
2. Receive an "I" as a grade for field.

3. Receive an "F" as a grade for field and accept expulsion from the MSW Program.

Summary Statement

The MSW Field Practicum Manual is designed to guide field supervisors, MSW students and the Field Director in the execution and documentation of the fieldwork experience for the Department of Social Work of The University of North Carolina at Pembroke. If there are questions or other concerns, please contact the Field Director.