BSW Field Education Manual

S. Megan Berthold, PhD, LCSW
Director of Field Education
(959) 200-3656
megan.berthold@uconn.edu

Cheryl Jackson-Morris, MSW
Associate Director of Field Education
and
BSW Field Coordinator
(959) 200-3609
cheryl.jackson-morris@uconn.edu

Field Education Department
38 Prospect Street
Hartford, CT 06103
Tel: (959) 200-3636
Fax: (860) 244-2240
Table of Contents

Chapter 1 – Introduction to BSW Field Education: Framework and Overview ............................................. 4
  Introduction: BSW Program Mission and Goals...................................................................................... 4
  Definition of Generalist Practice........................................................................................................... 5
  The EPAS Competencies ....................................................................................................................... 6
  Purpose of Field Instruction.................................................................................................................. 7
  BSW Curriculum and BSW Field Curriculum ....................................................................................... 8

Chapter 2 – BSW Field Practicum Organizational Structure and Roles ...................................................... 11
  Introduction ....................................................................................................................................... 11
  Coordinator of BSW Field Education ................................................................................................. 11
  Field Education Office Role and Responsibilities ............................................................................... 11

Chapter 3 – Selection of Field Agencies, Criteria, and Field Instructors ..................................................... 14
  Criteria for the Selection of Field Settings ........................................................................................... 14
  Safety and Security Procedures .......................................................................................................... 14
  Criteria for Selection of Field Instructors ............................................................................................ 17
  Recommended Student Orientation to the Field Placement .............................................................. 19

Chapter 4 – Policies and Procedures ....................................................................................................... 21
  Application to the Field ....................................................................................................................... 21
  Field Placement Process & Procedures .............................................................................................. 21
  Field Unit Agency/Organization Assignment Process ........................................................................ 22
  Background Checks, Drug Screening, and Immunizations ................................................................. 22
  Student Self Disclosure ....................................................................................................................... 24
  Freedom of Information ....................................................................................................................... 24
  Professional Liability Insurance .......................................................................................................... 24
  Grading ................................................................................................................................................. 24
  Learning Contracts .............................................................................................................................. 26
  Field Evaluations ................................................................................................................................. 27
  Faculty Field Advisor .......................................................................................................................... 27
  Faculty Advisor ................................................................................................................................... 29
  Problems in the Field ........................................................................................................................... 29
  Schedule and Internship Hours .......................................................................................................... 30
Appendix A—BSW READINESS FOR FIELD PLACEMENT ................................................................. 31
Appendix B—PUBLIC ACT No. 78-54 .......................................................................................... 32
Appendix C—Field Learning Contract ....................................................................................... 33
Appendix D—Fall Mid-term Evaluation ...................................................................................... 37
Appendix E—Spring Mid-term Evaluation .................................................................................. 39
Appendix F—Fall BSW Field Evaluation 3700/3701 ................................................................. 41
Appendix G—Spring BSW Field Evaluation 3700/3701 ............................................................ 45
Appendix G—Performance Improvement Contract ................................................................. 49
Appendix H—Student Evaluation of Field Instructor and Agency ............................................. 50
Appendix I—Fall Student Self-Rating Evaluation ..................................................................... 53
Appendix J—Spring Student Self-Rating Evaluation ................................................................. 57
Appendix K - Field Education Placement Form for Students Entering Senior Year Field 2020-2021 ......... 61
Chapter 1 – Introduction to BSW Field Education: Framework and Overview

Field education is one of the most vital learning experiences you will have in your BSW program. You will have the opportunity to spend your senior year in one of several professionally supervised settings. These might include: a school, community center, public library, homeless shelter, children’s protective services, or health setting. There, under the supervision of social work professionals, you will gain valuable professional experience and have the opportunity to apply your classroom knowledge, skills and values to real life situations. This experience will prepare you for both entry level employment as a social worker and for application to an MSW program.

The BSW Field Education Coordinator along with our faculty and advisors and our agency partners will work closely with you to develop your social work skills and experience.

Introduction: BSW Program Mission and Goals
The Bachelor’s Program in Social Work at the University of Connecticut prepares students for both entry level professional practice and graduate social work programs. Rooted in social justice and human rights, the curriculum has a generalist orientation which pays equal attention to micro, mezzo and macro practice. The program is committed to providing opportunities for students to develop ethical approaches to practice with underserved populations and communities through coursework, urban field placement student units and research opportunities. Graduates are prepared to contribute to individual and community well-being through the valuing of human diversity, the prevention and alleviation of structural inequities, and through advocacy for improved social policies and services.

Through the combination of classroom coursework and the senior year field internship, students will achieve mastery of the goals of the BSW generalist program. These include the following program goals which align with the core competencies, as mandated by the Council on Social Work Education:

1. Preparation of social workers who demonstrate ethical and professional behavior
2. Preparation for practice and advocacy with underserved and diverse populations and communities through coursework, urban field placement student units, and research opportunities
3. Understand and advance human rights and social, economic and environmental justice, locally and globally
4. Engage in practice-informed research and research informed practice
5. Engage in policy practice and political advocacy
6. Engage, assess, intervene, and evaluate practice with individuals, families, groups, organizations and communities
POLICY AGAINST DISCRIMINATION, HARASSMENT AND RELATED INTERPERSONAL VIOLENCE

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at equity.uconn.edu and titleix.uconn.edu.

SEXUAL ASSAULT REPORTING POLICY

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at http://sexualviolence.uconn.edu/.

Definition of Generalist Practice

The BSW program’s mission statement speaks to the commitment to preparing generalist social work practitioners. The BSW Program defines generalist practice as follows:

Generalist social work practice focuses on improving the well-being of individuals, families, groups, organizations, communities and society by creating social change both within and among these social systems in a global context. Grounded in the liberal arts, generalist social work practice utilizes research informed knowledge, professional social work values and ethics, and a core set of competencies transferable across a variety of social service practice settings. Generalist practitioners are educated to think critically as they engage, assess, intervene, evaluate practice outcomes, and engage in practice informed research. Generalist social work practice
workers respond to a variety of context and strive to protect human rights, promote social and economic justice, and provide culturally competent services.

The EPAS Competencies

The BSW Program’s Educational Outcomes come from the Council on Social Work Education’s (CSWE) competencies. These are articulated in the Educational Policy and Accreditation Standards (EPAS) document (CSWE, 2015). Field education provides a key opportunity to develop the nine EPAS core competencies of social work practice listed below.

The BSW Program students are evaluated based upon their demonstrating, at the point of graduation, the ability to:

1. Demonstrate Ethical and Professional Behavior.
2. Engage in Diversity and Difference in Practice.
4. Engage in Practice-informed Research and Research-informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess with Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate with Individuals, Families, Groups, Organizations, and Communities.

VALUES AND ETHICS

UConn School of Social Work upholds the ethical standards of the social work profession, as expressed in the Code of Ethics of the National Association of Social Workers (NASW) (https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English). It upholds the University’s standards on ethical behavior in all aspects of the program, including activities in the School building as well as in classes and field.

The Code of Ethics supports policies of non-discrimination against members of diverse groups and the University specifically directs every member of the community to refrain from actions that intimidate, violate, humiliate, or demean persons or groups; or that undermines or threatens other’s security or self-esteem. All social workers and students need to become familiar with the values expressed in the Code and consider areas where personal beliefs might come into conflict with professional values and ethical precepts. Resolving such conflicts is essential to providing ethical professional practice with diverse clients and communities.

FIRST AMENDMENT RIGHTS

Students who believe that they are placed in a setting that potentially violates their First Amendment rights, should notify their faculty advisor for advice and possible replacement. The First Amendment
states “Congress shall make no law respecting an establishment of religion, or prohibiting the free
eexercise thereof; or abridging the freedom of speech, or of the press; or the right of the people
peaceably to assemble, and to petition the Government for a redress of grievances.”

AGENCY-BASED VOTER REGISTRATION

One of the important objectives of social work is the empowerment of clients. An important form of
empowerment is the power each citizen has at the ballot box. UConn School of Social Work, through
the Nancy A. Humphreys Institute for Political Social Work (NAHIPSW), annually conducts an agency-
based voter registration initiative in all field work placements.

Students are asked to organize a voter registration project as they begin their field work using materials
provided to them by the Institute. With a very few exceptions, it is completely legal for social workers to
register agency clients. If students encounter concerns at their field agency about the appropriateness
of doing voter registration, the packet provided to students by NAHIPSW contains contact information
for the Political Institute.

Purpose of Field Instruction

According to CSWE, “Signature pedagogies are elements of instruction and of socialization that
 teach future practitioners the fundamental dimensions of professional work in their discipline—
to think, to perform, and to act ethically and with integrity. Field education is the signature
pedagogy for social work. The intent of field education is to integrate the theoretical and
conceptual contribution of the classroom with the practical world of the practice setting. It is a
basic precept of social work education that the two interrelated components of curriculum—
classroom and field—are of equal importance within the curriculum, and each contributes to
the development of the requisite competencies of professional practice. Field education is
systematically designed, supervised, coordinated, and evaluated based on criteria by which
students demonstrate the Social Work Competencies. Field education may integrate forms of
technology as a component of the program.”

https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-
EPAS/2015EPAS_Web_FINAL.pdf.aspx

The UConn BSW program has developed innovative field placement units that facilitate
excellent professional preparation for our students.

CURRICULUM REQUIREMENTS

Consonant with this mission, the School's comprehensive, 54 credit bachelor’s program is designed to
prepare graduates for entry level work with individuals, families, communities, groups and organization
to improve their well-being. The students will be able to competently work in a range of social work
settings, with diverse population groups with varying needs and problems, and who are able to employ
change both within and among various social systems.
For detailed information about the BSW curriculum, see the UConn SSW BSW Student Handbook on our UConn SSW website:

The curriculum includes the following **field education components**:

- two 400-hour field placements (2 semester-long field placement courses equaling 12 credits); and
- two 3 credit semester long field seminars that meet twice per week

The curriculum and its intended outcomes are consonant with the School's mission and goals as well as the standards for Undergraduate education in social work as set forth by the Council on Social Work Education which grants accreditation status to schools of social work.

**BSW Curriculum and BSW Field Curriculum**

The BSW curriculum is sequenced to provide an opportunity for integrated development between the micro, mezzo, and macro levels. It fosters a cumulative learning process that allows students to apply knowledge attained in their junior year studies about human behavior in the social environment, human oppression, research-informed practice, and social welfare policy to their practice-based educational experience in their senior year. In addition, in their junior year, students have an opportunity to volunteer in an agency for 25 hours and participate in a collective policy advocacy project for another 15 hours. These activities will help to prepare students to enter the field in their senior year. In their senior year they participate in 200 hours per semester (400 hours total) of supervised field work in predefined field units. Given the cohort model structure of the BSW program, there is ample opportunity for reflection, processing learning, and team-building amongst students, field instructors, social workers, and faculty. The additional 30 hours a semester field seminar provides an organizing structure for processing field experiences. Taken together with three practice courses (micro, mezzo, and macro levels) that they complete in their senior year, students will have a robust opportunity to integrate knowledge gained in social work classes with their field experience. The total number of required field hours is 490.

The field curriculum is contextualized within a social justice and human rights framework through the following principles:

- Understanding that individuals, families and larger systems are experiencing systematic oppression and other social injustices
- Using anti-oppression discourse transcends curricula and strengthens “real-life” application of theory
- Integrating a focus on understanding the mechanisms that create, maintain and perpetuate social inequality and structural violence, while developing capacity to engage in promotion of social justice and human rights.

The courses are sequenced to build upon one another and help students integrate theory and practice content in a holistic way (see Sequence Chart below).
There are several structures and mechanisms for connecting the conceptual contribution of the classroom with each practice setting, thus fostering the implementation of evidence-informed practice. In the following ways, competencies central to the program’s curriculum are taught and reinforced in both educational arenas.

**How field students demonstrate competencies in field**

Students in the BSW program engage in field work that is informed by the core competencies as specified by EPAS – the ability to engage in practice informed by the profession’s values and ethics (Competency 1) including the commitment to serve and advocate for diverse and at risk populations (Competencies 2, 3, and 5), think critically (Competency 4), apply theory and research (Competencies 4, 6, 7, 8, and 9), and practice engagement, assessment, intervention and evaluation (Competencies 6, 7, 8, and 9), while being aware and responsive to context (Competencies 3, 5, 6, 7, 8, and 9).

The cohort model of BSW education being followed by the UConn SSW means that students take their courses together and participate in one of several field units throughout their senior year. Each unit is comprised of a small group of students and a field instructor, and these individuals work closely with the faculty advisor. Field unit sites are chosen based on their ability to provide different opportunities to demonstrate the competencies. For example, in a school setting students will typically meet individually and in groups with students and will have contact with their families. They will also work with interdisciplinary teams to understand and implement school policies within municipal and state law contexts. The urban Hartford community has a high proportion of persons of color, non-native speakers of English, and lower socio-economic status. Thus, students will have the opportunity to examine structural inequalities. Given the School’s proximity to the Connecticut State capital, students will have the unique opportunity to engage in legislative advocacy.

**Assignment of field hours**

Students take part in 490 hours of field and field-like experiences over the junior and senior year of the major.

In the junior year students complete 25 hours of volunteer work in SOWK 3101 Human Behavior in the Social Work Environment II and 15 hours of policy advocacy related experiential learning in SOWK 3201 Advocacy for Social Policy Change for a total of 40 hours.

| Juniors | SOWK 3000 Intro (3)  
SOWK 3100 HBSE I (3)  
SOWK 3200 Social Welfare Policy (3)  
SOWK 3250 Social Justice/Dialogue (4) | 13 credits | SOWK 3101 HBSE II (3)  
SOWK 3201 Policy Advocacy (3)  
SOWK 3350 Research (4)  
Elective (3) | 13 credits |
|---|---|---|---|
| Seniors | SOWK 3501 Micro Practice (3)  
SOWK 3502 Mezzo Practice (3)  
SOWK 3700 Field Practicum I (3)  
SOWK 3800 Field Seminar I (3)  
Elective (3) | 15 credits | SOWK 3503 Macro Practice (3)  
SOWK 4100W Senior Seminar (4)  
SOWK 3701 Field Practicum II (3)  
SOWK 3801 Field Seminar II (3) | 13 credits |
In the senior year students participate in an educationally supervised practicum of 200 hours per semester (approximately 14-15 hours a week) and 30 hours per semester of field experience through participation in a concurrent Field Seminar (meets weekly for two hours) for a total of 460 hours.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 3101 Volunteer work</td>
<td>25 hours</td>
</tr>
<tr>
<td>SOWK 3201 Policy Advocacy</td>
<td>15 hours</td>
</tr>
<tr>
<td>SOWK 3800 Field Seminar</td>
<td>30 hours</td>
</tr>
<tr>
<td>SOWK 3700 Field Practicum</td>
<td>200 hours</td>
</tr>
<tr>
<td>SOWK 3801 Field Seminar</td>
<td>30 hours</td>
</tr>
<tr>
<td>SOWK 3701 Field Practicum</td>
<td>200 hours</td>
</tr>
</tbody>
</table>

Criteria for admission into the field includes successful completion of all coursework for the junior year as well as an assessment of behavioral and social attributes, including the following:

- Willingness to work with and show respect for diverse populations;
- Potential for reflection and self-awareness;
- Ability to synthesize past experience with diversity with current understanding of social work;
- Ability to articulate the various qualities and skills gained through their life experience;
- Ability to meet field and class requirements in a timely manner with reasonable accommodation if needed.

By mid-spring semester of the junior year, the student’s faculty advisor will meet to assess readiness for the field. Following the meeting, the faculty advisor will send a recommendation to the Field Office (completing the Field Education Readiness Form) so that a placement can be made.
Chapter 2 – BSW Field Practicum Organizational Structure and Roles

Introduction
Successful field placement learning requires a high degree of coordination among the BSW Field Education Coordinator; the BSW Program Director; faculty field advisor; the field instructor and agency; the faculty advisor and the student.

Coordinator of BSW Field Education
The BSW Field Education Coordinator, under the direction of the Director of Field Education, is responsible for:

1. Identifying suitable BSW field placement units, doing onsite visits and ensuring the capacity of the agency to provide appropriate learning opportunities for students;
2. Placing and overseeing the placing of BSW students in the field;
3. Working with relevant university offices to develop and maintain Affiliation Agreements between the School of Social Work and partner agencies for BSW placements;
4. Confirming BSW student background checks and placements with agencies;
5. Working with students to “match” with field placements and supervisors;
6. Ensuring that field instructors have completed or will complete the Seminar in Field Instruction Course;
7. Working with the Field Education Director to develop and deliver in-service training for field instructors; and
8. Referring problematic field related situations to the appropriate review committee for consultation and disposition.

Field Education Office Role and Responsibilities
Administrative staff in the Field Education Office will be responsible for:

1. Maintaining all records, including but not limited to Affiliation Agreements, Readiness for Field Forms, Agency and Field Instructor Evaluation Forms;
2. At the direction of the Field Education Director, maintaining communications with field agency staff;
3. Developing and maintaining files on all placement agencies in planning future placements;
4. Monitoring receipt of student field evaluations; and
5. Monitoring receipt of evaluations of field placement experience

The BSW Field Education Coordinator and the BSW Program Director, along with Faculty Field Advisors are responsible for:

1. Monitoring the quality of each student’s field education experience
2. Seeking solutions to any problem that limits the student’s ability to be successful in the field.

The Faculty Field Advisor is responsible for:

1. Assisting students with the field education experience (e.g., use of field instruction, recording, learning pattern and practice issues, clarifying practice criteria and expectations, job and time management issues, assignment development, professional identification, planning for future placements);

2. Serving as an educational resource to the field instructor (e.g., assignment development, teaching methods and learning styles, connections between agency practice and classroom teaching, student progress, content and process of student evaluation);

3. Ensuring that the School’s standards for field education are met by field instructor and student (e.g., monitor quality of teaching, learning and practice, participate with the student in the evaluation of the placement and build in feedback loop);

4. Mediating, as necessary between agency, field instructor, school and student (e.g., deal with structures, relationships, communication patterns and processes of administrators and policies);

5. Taking leadership and serving as a trouble-shooter in dealing with problematic field placement situations, in consultation with the BSW field coordinator needed (e.g., performance problems, insufficient assignments, inattentive field instructor, and school structures);

6. Serving as a consultant to student on ethical issues and ensuring that ethical and professional standards in field education are met (e.g., informed consent in practice and research, professional boundaries, confidentiality, and distributive justice);

7. Making contact with the field instructor during the first two weeks of field placement; making a field agency visit with the field instructor and student prior to mid-semester of the fall semester and again prior to midterm in the spring semester; more if deemed necessary.

8. Maintaining regular contact, as needed with both the student and agency, as needed;

9. Collaborates, as needed, with classroom teachers and field office personnel;

10. Ensures that ethical and academic standards are upheld;

11. Assists in career and professional development and overall school performance;

12. Makes a referral to the Performance Review Committee (PRC) when an advisee is having serious problems in the field or in their coursework; and

13. Writes reference letters for scholarships, special honors, and potential employment when requested.

The student is responsible for:

1. Being responsive to all requests and communications, using UConn email from the field education office;

2. Conducting oneself professionally, in accordance with the NASW Code of Ethics;

3. Being responsible for attending field education placement hours as scheduled and being prepared for supervision;

4. Carrying out all assigned tasks in the field placement;
5. Discussing with field instructor, professors and/or faculty advisor and BSW Field Coordinator (as appropriate) any issues that arise in the field placement experience;
6. Demonstrating willingness and ability to be self-reflective in the field placement experience; and
7. Completing all required SSW and field agency paperwork completely and promptly.
Chapter 3 – Selection of Field Agencies, Criteria, and Field Instructors

Criteria for the Selection of Field Settings
The following are the criteria used in the selection of field placement agencies:

- the agency philosophy must be compatible with the values and ethics of the social work profession;
- the administrator and staff must have knowledge and appreciation of the social work professional education process and goals, and be willing to undertake, both individually and collectively, the various responsibilities that a field education program entails;
- the agency's administrator and staff must be committed to a field education program as a significant function and responsibility of the agency;
- the agency must have good standing in the community and in the profession. It must qualify for membership or be moving toward membership in those standard-setting bodies, national and local, appropriate to its field of service;
- the social service department or unit operating in a non-social work host setting, such as a hospital, court, school, or institution should be fully integrated into the philosophy and structure of the organization;
- the agency's staff must be of such size as to maintain and develop the basic program of the agency without reliance on students;
- the hosting agency must be prepared to give the graduate level student appropriate assignments and must provide students access to the following materials and documentations for their learning: budgets, annual reports, organizational charts as well as agency policies and procedures;
- the size and flow of the program of the agency should be such as to offer students a wide range of experiences; the selection of learning experiences for students must be based on their educational needs rather than upon the needs of the agency;
- the agency must be able to provide suitable space, telephones, and computers;
- the agency must free the field instructor to prepare for and provide one and a half hours per week for individual supervision of 20 hours a week students, one hour for 15 hours per week and two hours for students in the 35 hour per week summer block program;
- the agency must be willing to free the field instructor to attend the required Seminar in Field Instruction (SIFI) for first time field instructors and other School sponsored field education meetings; and
- the agency must provide adequate support, precautionary information and resources to ensure personal safety in the field.

Safety and Security Procedures
UConn, School of Social Work is concerned for the safety of all students during their field placement experiences. While serious threats to students’ safety is rare, there is a growing need for care and vigilance when carrying out social work responsibilities in agencies and in communities, taking seriously the potential risks. Social work interns cannot be completely insulated from the realities of professional life. However, students may lack the experience and skills that help more seasoned practitioners assess danger and take appropriate precautions. It is not possible to eliminate risk but there are specific strategies one can utilize to reduce threats to personal safety.
Basic Principles of Personal Safety Risk Management Strategies for Social Work Interns:

1. Assessing and managing personal safety risks are essential social work skills (essential life skills). These include: becoming aware of the indicators of risk and developing a purposeful and thoughtful strategy to reduce or avoid the risk.

2. Remember you are ultimately responsible for your own personal safety. Pay attention to your instincts. They can be an important guide to danger.

3. Field Educators should provide an orientation for interns to personal safety procedures in their field education Practicum agencies. If students have not received this information, they should request it.

4. Policies and procedures will vary in different agency settings. Policies may include: requiring home visits to be done in pairs; requiring interview rooms to remain open during sessions; or a specific set of procedures which should be followed if a staff member finds them in a potentially dangerous situation.

5. Develop a safety plan with supervisor for possible situations where you may feel threatened. This may involve such strategies as selecting a code word or other tactics to alert staff if you ever feel threatened to elicit staff support and response.

6. Interns should always inform their field educator and faculty liaison of incidents where their personal safety is threatened.

7. Social workers frequently work with clients who have histories of violence, aggression, mental illness and substance abuse.

8. When interacting with clients, interns should practice core social work skills including demonstrating positive regard and respect for client’s right to self-determination of their goals, using clear communication patterns, using observational skills to assess cues from the client and to be aware of their environment at all times.

9. Be alert to all parties in your immediate environment.

10. When faced with a verbal confrontation, keep your voice calm. Do not engage in an argument.

11. Carry yourself in a confident manner. Be purposeful in your actions.

12. Be friendly, however do not disclose a great deal of information about yourself or family.

13. If you are threatened with violence, disengage immediately until you can get assistance from your supervisor or local police.

14. Dress in a manner conducive to your professional Practicum activities. Wear clothes that will allow you to move quickly or run if necessary. Do not wear jewelry that draws attention.

15. At all times consider safety. Use your observational skills to practice safely. Ask a client if they would like some "time out" to compose themselves or cool down; offer to reschedule the appointment in a calm and "blame-free" manner.

16. Know when to terminate a session. Do not become so focused on the task that you ignore warning signs of a potentially dangerous situation. Ask to reschedule the appointment.

17. Your supervisor or someone in the agency should know where you are. Before going on home visits, give specific information about your destination and approximate time of arrival and departure. If you are concerned about seeing a particular client, ask for assistance or take another worker with you.

Home Visit Policy: The field agency should provide safety orientation to students engaging in home visits. Students should only be asked to make home visits to residences known to have a low-risk to personal safety.
safety. If there is any question or concern about safety, the student should only be asked to visit the home with another person qualified to handle any difficult situation that could arise.

**Field Related Expenses:** Students are responsible for their own transportation costs to and from the agency and may be required to pay for parking. Agencies are expected to reimburse students for travel expenses incurred through field assignments. All students are required to have background checks, drug screening, and immunizations. The UConn School of Social Work does not pay for these. Students are required to pay for the cost of the background checks, drug screening, and immunizations. Agencies are expected to pay for any approved expenses related to client services (e.g. program expenses, client transportation).

**Use of Student’s Own Cars for Transporting Clients:** UConn School of Social Work cannot offer any financial or other protection to students who use their own cars to transport clients as part of their field education assignment. Students should learn what coverage is available through the agency and contact their own insurance companies or agents to learn what coverage their own insurance offers for such circumstances.

The School discourages students from agreeing to use their own cars to transport clients as part of their field assignment.

**Disclosure of Student Status:** The NASW Code of Ethics states: “Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.”

In accordance with our profession’s ethical stance, UConn School of Social Work requires that social work students identify their student status to clients/constituents either verbally or through the use of name tags. Students’ status should be clearly designated in signing notes in records. The School further recommends disclosure of the length of student availability.

**Liabilities:** Liability coverage is provided by the State of Connecticut under Section 10-235 of the General Statutes entitled: “Indemnification of teachers, board members and employees in damage suits; expenses of litigation.”

**Student Malpractice Policy:** The University arranges for professional liability insurance for all matriculated students. This covers our students in the performance of duties as a student intern. This blanket coverage includes the $1,000,000/$3,000,000 limits required by most agencies. Faculty and professional staff are also covered by this policy. The coverage is arranged by the State Insurance & Risk Management Board in Hartford. Students are only covered by this professional liability insurance for semesters that they are registered and thus matriculated students. Students who are not registered for field placement, field seminar, and the required concurrent classes for a given semester are not permitted by the University to engage in field education during that semester until such time as they are fully registered and matriculated.

Students who are not employees of the agency are not entitled to any Workers' Compensation benefits for any illness, accident or injury arising out of this placement. Coverage for these medical issues is provided through the individual student's health insurance policy. Agencies may deem it prudent to provide additional coverage for students. Any such arrangements are between agencies and students, and do not involve the School.
Accommodations: UConn is committed to providing students with disabilities equal access to educational opportunities. To accomplish this, UConn grants to students with documented disabilities reasonable and appropriate accommodations, which are academic adjustments or modifications made to elements of a student’s postsecondary program. The Center for Students with Disabilities (CSD) is vested by the University with the authority to engage in an interactive process with each student and determine appropriate accommodations on an individualized, case-by-case, class-by-class basis. This practice is in accordance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) as amended (2008), which provides that no qualified person will be denied access to, participation in, or the benefits of, any program or activity operated by the University because of a disability.

Students seeking an accommodation must register online with the CSD via MyAccess and provide appropriate documentation that establishes the need for an accommodation. Students should refer to the Documentation Guidelines for further information regarding appropriate documentation. Information regarding accommodations is also available through the CSD website at csd.uconn.edu or individuals may contact the CSD at 860-486-2020 or csd@uconn.edu for further information or assistance. The UConn Hartford campus disability services office is located in the Hartford Times Building in Room 139 or you may contact the office at 959-200-0387 or ghcdisabilityservices@uconn.edu

Confidentiality of Student Information: In accordance with the Family Educational Rights and Privacy Act (FERPA) and with University policy, school officials with a legitimate educational interest in a student may share information with each other to further educational goals of the student or program. Information shared will be limited to the minimum needed to support the student’s educational needs. School officials include, but are not limited to faculty, adjunct faculty, adjunct advisors, staff, and field educators.

Confidentiality of Patient Information and Agency Records: The University and each student shall comply with all applicable state, federal, and local laws regarding the confidentiality of patient information and medical records.

Criteria for Selection of Field Instructors
In those few instances in which a student is placed in an agency that can offer excellent practice opportunities, but does not employ a BSW and/or MSW to serve as a field instructor, the student may be assigned an onsite task supervisor, and receive formal BSW and/or MSW supervision from a person hired by the School for this purpose.

Field instructors must have an MSW from a CSWE-accredited program and have had the opportunity to develop professional competence through two or more years of professional practice beyond the MSW degree. All field instructors must document their credentials by submitting a CV to the Director of Field Education.

Field instructors are expected to demonstrate:

- sound identification with the social work profession and its mission;
• commitment to their own continuing professional development as a practitioner and field educator;
• positive orientation to the need for innovation and change within a developing profession;
• basic understanding and respect for the knowledge base of social work;
• ability to learn and teach conceptually, reflecting an attitude of scientific inquiry;
• mature personality with knowledge about and sensitivity to the emotional components of the professional education process;
• respect for and understanding of the individualized learning patterns of students;
• ability to integrate the goals of professional practice and professional education and use good judgment in addressing the balance between the needs of the client, the agency, and the educational needs of the student; and
• commitment to participate in school sponsored educational activities for beginning and experienced instructors.

Non-MSW Field Instructors: While it is generally required by the Council on Social Work Education (CSWE) that field instructors have an MSW, there are certain unique learning situations where CSWE may grant a waiver to this requirement. All such field instructors will:

• have an equivalent graduate degree in an associated field and practice experience relevant to student’s education;
• demonstrate knowledge about the social work profession;
• attend School sponsored meetings and participate in the required Seminar in Field Instruction for field instructors who have never before supervised an BSW or MSW student.
• Receive a waiver from the Council on Social Work Education (CSWE) granting them authorization to serve as a Field Instructor.

Shared Task Supervisor/BSW Field Instruction: There are instances in which a particular setting can offer valuable educational experiences for a student, but which does not have an MSW field instructor who can provide an hour of weekly field instruction. In those instances, the student may be assigned both a qualified task supervisor for general oversight of field assignments, and a BSW field instructor who can provide supervision focused on the competencies and practice behaviors taught in the School’s curriculum. Task supervisors generally will have a graduate degree. They are expected to have work experiences that prepare them to supervise social work students in their setting. They should have been employed by that setting for at least one year prior to the student’s arrival.

Respective responsibilities of the task and BSW field instructors:

Following are guidelines for the areas to be addressed by each party in their collaborative educational efforts. The exact balance of the responsibilities described could be modified when the special skills and responsibilities of each party are taken into account. Students are expected to receive a combined total of 1 hour of supervision each week. The amount of supervisory time offered by the task supervisor and BSW field instructor in each placement will be developed by the School and field setting during the placement process.

Shared responsibilities of the task supervisor and the field instructor:
• Develop the educational contract with the student – identifying the educational objectives, the planned assignments, and the respective roles and responsibilities of the student, the supervisor and the field instructor.
• Maintain on-going communication to share perceptions of the student’s progress and to update and refine educational objectives as the year progresses.
• Discuss the student’s progress and future educational objectives with each other when preparing the formal end of semester field evaluations. The task supervisor should contribute a brief narrative, but the BSW field instructor has final responsibility for the evaluation.
• Meet jointly with the faculty field advisor and student during an advisor site visit.

Responsibilities of the task supervisor:
• Encouraged to attend the Seminar in Field Instruction (SIFI), but required to attend SIFI Orientation.
• Provide supervision around service delivery and areas identified below.
• Oversee the administrative aspects of the student’s performance, e.g., orientation to the agency, attendance, time management, required agency record keeping, and usual reports for supervision required by the agency.
• Select specific assignments related to educational objectives (cases, groups, projects) throughout the year.
• Help the student develop a focused agenda for the meeting with the BSW field instructor. This agenda could include a review of materials produced especially for educational purposes and a focus on social work competencies and practice behaviors that the student needs to strengthen.

Responsibilities of the BSW field instructor:
• maintain major responsibility for approval of the learning contract, and sign it before the student submits it to their faculty field advisor;
• maintain ongoing awareness and approval of the student’s assignments;
• review materials written for educational purposes, e.g., process recording, logs, grant proposals;
• provide weekly supervision to the student intern (1 hour of supervision per week )
• focus supervision on social work competencies and practice behaviors;
• help student link social work values, research and theory to practice; and
• maintain final responsibility for the student’s field evaluation each semester and to complete and submit the evaluations when due.

Recommended Student Orientation to the Field Placement
The following topics are recommended to be covered within the student’s first day/week of field placement.

Provide student with the agency’s:
• Mission statement
• Organizational chart
• Annual report & budget
• Agency programs and services
• Staff directory

Inform student about policies and procedures regarding:
• lunch (not counted toward placement hours)
• holidays, snow days, and emergency closings
• use of phone, copier, fax machine, other technology and social media, etc.
• use of personal cell phone and other technology
• mileage reimbursement – policy & forms
• dress code
• schedule of trainings & meetings
• expense reimbursement forms
• parking
• safety issues (see Safety and Security Procedures)
• physical restraints (students are not normally expected to participate in situations requiring physical restraints)
• emergency procedures
• policies on keys, IDs, pagers, books (The School assumes no responsibility for purchasing or replacing such items)
• mandated reporting
• confidentiality
• developing effective, professional relations with clients and staff
Chapter 4 – Policies and Procedures

Application to the Field

Criteria for admission into the field includes successful completion of all coursework for the junior year as well as an assessment of behavioral and social attributes, including the following:

- Willingness to work with and show respect for diverse populations;
- Potential for reflection and self-awareness;
- Ability to synthesize past experience with diversity with current understanding of social work;
- Ability to articulate the qualities and skills gained through their life experience;
- Ability to meet field and class requirements in a timely manner with reasonable accommodation if needed.

By mid-spring semester of the junior year, the student’s faculty advisor will meet to assess readiness for the field. Following the meeting, the faculty advisor will send a recommendation to the Field Office (completing the Field Education Readiness Form in Appendix A) so that a placement can be made. This checklist signals to the field education staff through the field advisor’s assessment that the student is academically and professionally prepared to receive a field placement assignment for the fall of their senior year.

Field Placement Process & Procedures

The Field Education Department (FED) is responsible for placing students in agencies that can provide the experiences and field instruction required by the School. Under no circumstances should arrangements for a field placement be negotiated or made without the involvement of the field education staff. The placement process is described below.

The Placement Process

The following are procedures for placing students. Reasonable accommodations will be made for students who are registered with Disability Support Services.

The following criteria must be met:

1. The student has completed all junior year fall social work course requirements with a minimum of 2.0 GPA in all courses.
2. The student has demonstrated willingness to work with and show respect for diverse populations.
3. The student demonstrates potential for reflection and self-awareness.
4. The student has the ability to synthesize past experiences with diversity with current understanding of social work.
5. The student has the ability to articulate the quality and skills gained through their life experience.
6. The student has the ability to meet field and class requirements in a timely manner with approved accommodation if needed.
Application to Field

- The student’s faculty advisor will fill out the Field Readiness Form if it is filled out by the student’s faculty advisor to confirm whether or not these criteria have been met by the student. The Faculty Advisor and student should schedule a meeting to discuss educational objectives and interests and approve the student’s readiness for field; they may also indicate any special circumstances (e.g., medical, public transportation, time constraints), which the School should consider in making field placement plans.
- Faculty field advisors, BSW Program Director, and the BSW Field Coordinator will meet to discuss student interests, capacities, and learning needs and make decisions about placement in the field unit;
- Based on these materials, the field staff will contact the appropriate agencies and notify students once the placement decision has been made; and
- If for some reason it is determined it is that the placement is not suitable, an alternate field unit site will be explored as necessary.

Field Unit Agency/Organization Assignment Process

After receiving the student’s Field Readiness Form and Application to the Field, the BSW field education coordinator works to match the student with an approved field agencies and field instructor in accordance to his/her learning needs, interests, other relevant information, and fit with other students assigned to the same field unit. As the model is to place students in field units, the objective is to have a supportive learning environment while meeting the social work learning needs of the students. Students do not seek out their own placements or field instructors.

Before the beginning of their fall semester senior year, the field office will send out a letter notifying the student of their placement and contact information for their field instructor. Specific weekly schedules for the practicum hours are arranged between the agencies and the students.

Other than preference, if for some reason after meeting, the student or the field instructor feel that the placement is not a good fit, the BSW field education coordinator and the BSW program director will meet to discuss options with the student. If it is determined that the student could be placed in another field unit, the BSW field education coordinator will locate another placement. The same initial meeting will be repeated. If the second placement offer is not considered viable, an Educational Performance review will be held.

Background Checks, Drug Screening, and Immunizations

All UConn SSW students are required to successfully complete field education in order to graduate with an BSW degree. As part of the process of field education, students are required to complete at least one background check and immunization tracking and have the results available before they start their first field placement. Additional background checks, screenings, and immunizations may be needed during a student’s BSW program depending on the specific requirements of the particular agency or agencies where a student is placed to do their internship(s). Students have some choices. For example, they can wait to find out where they are placed and what that agency’s requirements are (knowing that this may delay their ability to start their field placement on time and may extend how long it takes them to obtain
their BSW degree) or they can initiate getting their background checks and immunizations taken care of in advance (understanding that they may still be asked to do additional background checks and/or immunizations or screenings by an agency where they hope to be placed).

When applying to the University, students provide proof of vaccinations/immunizations. Many field education placement sites require additional proof of immunity. Placement agencies such as hospitals, senior centers, school systems and other agencies that serve children, and some other agencies need to be sure that students placed with them cannot infect the populations that they work with or that they themselves are not exposed to one or more ill individuals. Immunity means students must provide blood titers for each disease: Varicella, MMR, and Hepatitis B. They must provide proof of a PPD within the past 12 months and Tdap within the past 10 years. Some agencies will allow students to waive the Hep B requirement. Many agencies will also require a seasonal flu shot or they may allow a waiver. These are just a few of the requirements of placement agencies.

Students, for example, may be required by their field agency to provide proof of background checks, drug screening, DMV checks as well as proof of immunizations and blood titers to demonstrate immunity as part of the field placement process. Some placement agencies will facilitate a background check through a company they use. Other agencies inform students that they need to arrange for their own background check. Students can arrange to complete the background checks by using the University of Connecticut’s contracted vendor, American Data Bank (ADB), administered by Complio. ADB can complete the necessary background checks and immunization tracking. Students are responsible for the cost of the background checks. Please consult with the UConn SSW Field Education Department for more information and instructions.

Internship Requirements (As per University of Connecticut policy – sent to all accepted and returning MSW students)

As a student in the UConn School of Social Work (SSW) program (“Program”), you must complete all required internship experiences. If you are unable to complete all required internship experiences you will not graduate from the Program.

All external internship experiences must be completed at a Program approved facility. The Program will assist you in finding such internship placements. Each facility has its own requirements that must be met before accepting a student for an internship placement. You are responsible for meeting the facility’s requirements. The Program is not responsible for securing internship placements for students who are unable to meet an internship facility’s placement requirements.

Common internship facility requirements may include, but are not limited to the following:

1. Successfully completing a background screening. Background screenings may include checking state and federal criminal records and sex offender registries. If your background screening shows that you have a criminal record or are listed as a sex offender, you may not be able to secure an internship placement.

2. Successfully passing drug screenings. Drug screenings may occur at one or more times during the program. If you test positive for drug use, you may not be able to secure an internship placement.
or may be removed from an internship placement. This includes, but is not limited to, prescribed medical marijuana or opiates.

3. **Demonstrating that you are current with immunizations** (i.e., tuberculosis, measles, varicella & influenza). A record of previous immunizations is not sufficient to fulfill these requirements. If you are unable to demonstrate, through written documentation, that you are current with your immunizations, you may not be able to secure an internship placement. It has been UConn’s experience that internship facilities will not accept a religious exemption form in lieu of proof of immunization and will deny internship placements to any student who fails to provide such proof. Evidence of immunity and costs associated with testing are your responsibility. Titers may be done through either your family doctor or the University’s student health service.

If you are not able to meet these requirements, you will most likely not be able to complete the program’s internship experience requirements. The financial costs of meeting these requirements are generally your responsibility. If you have any questions regarding passing a background check or drug screening you can contact the UConn’s Clinical Case Manager at clinicalcasemanager@uconn.edu. For all other inquiries regarding these requirements please contact Cheryl Jackson-Morris, UConn SSW Associate Director of Field Education, at cheryl.jackson-morris@uconn.edu.

**Student Self Disclosure**
Consistent with the NASW code of ethics, students are expected to use technology in an ethical and responsible way. This pertains, not only to proper use and storage of agency and client information but also to the student’s self-disclosure on social media sites. The student is expected to be aware that they have a responsibility to represent themselves and the agency where they are placed in a professional manner.

**Freedom of Information**
Any information about the student provided by the field instructor is subject to federal guidelines according to the Family Education Rights and Privacy Act (FERPA). Students have the right to view any evaluations or documentation that concerns them (see Appendix K).

**Professional Liability Insurance**
The University arranges for professional liability insurance for all matriculated students registered for classes and field. This covers our students in the performance of duties as a student intern. This blanket coverage includes the $1,000,000/$3,000,000 limits required by most agencies. Faculty and professional staff are also covered by this policy. The coverage is arranged by the State Insurance & Risk Management Board in Hartford.

**Grading**
The School is committed to providing an environment that supports students in their development to become competent professionals as well as maintaining standards that assures the University, the social work profession and the community that the BSW degree is awarded to only those that meet these standards. The University offers some support services and programs to assist students in meeting these standards.
Grades, Grade Points, Credits, and Skills

Faculty Field Advisors will assign a grade for field based on the following letter and point system. These grades are used to calculate students’ Grade Point Averages.

<table>
<thead>
<tr>
<th>Explanation</th>
<th>Grade</th>
<th>Points</th>
<th>Credits</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A</td>
<td>4</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>3.7</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Very Good</td>
<td>B+</td>
<td>3.3</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Good</td>
<td>B</td>
<td>3</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>2.7</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td></td>
<td>C+</td>
<td>2.3</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Average</td>
<td>C</td>
<td>2</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Fair</td>
<td>C-</td>
<td>1.7</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Poor</td>
<td>D+</td>
<td>1.3</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>1</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Merely Passing</td>
<td>D-</td>
<td>0.7</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>0</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>Pass/Fail Pass</td>
<td>P@</td>
<td>N/A</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Pass/Fail Failure</td>
<td>F@</td>
<td>N/A</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>S</td>
<td>N/A</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>U</td>
<td>N/A</td>
<td>no</td>
<td>no</td>
</tr>
</tbody>
</table>
### Grade Point Formulas

Grade points for courses graded “A”-“F” are the product of the course credits and the points per credit for the grade earned. For example, given a “B-” for a 3-credit course, points earned for the course are 8.1 (2.7 x 3). For any period, the total grade points for the courses graded “A”-“F” divided by the total credits give the grade point average. The term GPA includes all courses graded “A”-“F” in a semester or summer session. The cumulative GPA averages all courses graded “A”-“F”.

If a student repeats a course that may not be repeated for credit, the Registrar records the grades for both attempts. If the repeat occurred prior to Summer Session 2002, both attempts are included in the GPA calculations. If the repeat occurred after Spring 2002, only the second attempt is included in the GPA calculations although both grades appear on the transcript. The student should note that when a lower grade is earned on the second attempt, the lower grade is the one that is used in the calculations.

Students withdrawing from a full-year course at the close of the first semester will, if they have passed the first part of the course, receive credit for the work of the first semester, unless the course description states otherwise.

The student is expected to maintain a course performance of at least a “C” (2.0) cumulative grade point average. Whenever a student’s cumulative average falls below 2.0, that student’s program shall be brought before the Performance Review Committee in order to determine whether or not the student shall be permitted to continue graduate study.

### Learning Contracts

The purpose of the Learning Contract is to clarify roles and responsibilities regarding the student’s field work experience and to allow all participants (including the student) to develop educational goals for the student. The student and field instructor develop this portion of the contract together. The contract includes explicit educational goals, student assignments, and the responsibilities of the agency and faculty field advisor.

The **Learning Contract (turned into their faculty field advisor in their field seminar)** should identify student assignments and activities that will help the student gain the competencies and practice behaviors identified. **Sample assignments and activities are offered as suggestions that could foster the development of these practice behaviors.** Field instructors, in collaboration with their student interns, may develop their own assignments and activities. There are a variety of approaches used to complete the Educational Contract. One popular strategy is to brainstorm a list of internship assignments and then
insert them under the relevant competencies. Some assignments fulfill multiple competencies. The learning contract will be utilized in the field seminar as a learning tool.

Students are expected to provide their Field Instructors with copies of each of their syllabi and the classroom assignments that relate to their field practicum each semester. This will be valuable in helping to ensure that their field practicum activities and tasks provide the student with an opportunity to complete required classroom assignments.

Learning contracts are to be submitted to the student’s faculty field advisor in mid-October (students and their field instructor will be notified each year of the specific due date) for review and suggestions. Please hand in the learning contract to your Faculty Field Advisor (not to Field Education Office).

If changes in the Learning Contract are necessary, they will be agreed to by all parties involved. It is recognized that during the course of the year specific content may change in response to both student and agency needs. This contract, which is signed by the student, the field instructor and the advisor, provides the basis for evaluating progress in the field placement.

Field Evaluations
Evaluations of student performances by field instructors are to be completed and submitted online at the end of each semester. Students will be evaluated on the educational objectives identified and agreed upon in the field Educational Contract. The evaluation link and directions will be emailed to field instructors a few weeks before they are due.

Students should be aware of the following:

- the criteria on which they are being evaluated;
- the evaluation should be jointly completed by the field instructor and student;
- student comments indicate that student has read the document;
- the student has a right to submit an addendum if they disagree with their evaluation; and
- evaluations are to be submitted on-line using the link that was emailed to the field instructor.

A mid-term narrative evaluation will be completed in the middle of each semester.

Faculty Field Advisor
The purpose of faculty advising is to help students make maximum use of their educational experience. Students are assigned faculty advisors by the BSW Program Director. The faculty field advisor is expected to be familiar with the student's class and field performance and overall professional development.

The following section identifies the faculty field advisors’ responsibilities, tasks and activities as they relate to the field and academic components of the students' program.

**The Field Component of Faculty Advising Responsibilities includes:**

- serving as their instructor for their field seminar course
- assisting student with the field education experience (e.g., use of field instruction, recording, learning pattern and practice issues, clarifying practice criteria and expectations, job and time management issues, assignment development, professional identification, planning for future placements);
• serving as an educational resource to the field instructor (e.g., assignment development, teaching methods and learning styles, connections between agency practice and classroom teaching, student progress, content and process of student evaluation);
• ensuring that the School’s standards for field education are met by field instructor and student (e.g., quality of field instruction, ensuring internship is focused on student learning and practice, participate with the student in the evaluation of the placement and build in feedback loop);
• mediating, as necessary between agency, field instructor, school and student (e.g., deal with structures, relationships, communication patterns and processes);
• taking leadership and serving as a trouble-shooter in dealing with problematic field placement situations, in consultation with the field department as needed (e.g., performance problems, insufficient assignments, inattentive field instructor, and school structures); and
• serving as a consultant on ethical issues and ensuring that ethical and professional standards in field education are met (e.g., informed consent in practice and research, professional boundaries, confidentiality, and distributive justice).

Tasks and Activities:

• **With students:**
  o instructs the Field Seminar course which meets 2x a week;
  o strongly encouraged to initiate at least one individual meeting per semester with each advisee (either face-to-face, by phone, or by Skype) –
  o reviews written materials relevant to the placement (e.g., process recordings and monthly activity reports as applicable to the student’s concentration);
  o reviews learning contract;
  o discusses student learning, informal and formal evaluations; and

• **With field instructors and field agencies:**
  o contacts each advisee’s Field Instructor within the first week of field to introduce themselves (Note: the Field Education Department will provide you with a sample introductory email);
  o makes at least two site visits per academic year, one in the first semester one in the second semester, (more as needed);
  o ensures adherence to concentration expectations re: student supervision, assignments, use of written materials, etc.; and
  o discusses student learning, informal and formal evaluations.

• **In relation to the profession’s and the School’s standards and ethics:**
  o prepares reports for Performance Review Committee (PRC) as necessary;
  o attends school and/or agency meetings (as necessary, such as the adjunct faculty advisor meetings with the BSW Field Coordinator when held);
  o reviews end of semester and end of year formal student evaluations submitted by field instructor;
  o assigns grades and inputs grades into the PeopleSoft system at the end of each semester by the grade submission deadline for: (1) field practicum; and (2) field seminar;
  o evaluates agency setting and field instruction with student; and
  o evaluates agency setting and field instruction with field instructor.
Faculty Advisor

Faculty advisors assist with the overall academic component of Faculty Advising.

Responsibilities are as follows:

- assists students with course planning, sequencing, and registration;
- identifies potential academic problems;
- monitors academic and program progress;
- ensures that ethical and academic standards are upheld; and
- assists in career and professional development and overall school performance.

Tasks and Activities:

- at least two individual contacts with each advisee is strongly encouraged per semester to discuss academic plans and progress, identify potential problems, and consult as deemed appropriate on professional and career development
- consult as deemed appropriate with colleagues regarding students’ progress including classroom teachers, the Office of Student and Academic Services, and the BSW Program Director;
- if the student gives their consent, make referrals to support services as needed by students (e.g., disability support, writing clinic);
- review transcripts and plans of study provided by the student;
- consult with OSAS and/or the BSW Program Director if a student requests a policy exception;
- consult with your field staff mentor and/or the BSW Program Director when considering making a referral to the Educational Review Committee (PRC) when one of your advisees is having serious problems in the field and/or in their coursework;
- accompany advisee to the Performance Review Committee if they are referred to the PRC to provide a summary report of the situation and act as the advisee’s advocate; and
- write reference letters for scholarships, special honors, and potential employment when requested.

Problems in the Field

Problem situations that occur in the field with students and agencies can be significant and may require replacing a student. Thus, it is important that when problems arise with students and/or within the student’s agency placement that faculty advisors are aware of a problem-solving process that will help attend to the situation and guide their review. See the BSW Student Handbook for more information about the problem-solving process and the Performance Review process.

Field Replacements:
One solution to the field difficulties could be field replacement. The process to follow is:

- The faculty field advisor, faculty advisor, student and BSW field education coordinator will determine the best plan for notifying the agency that the placement will be terminated.
- The faculty advisor and student, in consultation with the field instructor, will determine the appropriate ways for the student to terminate with the agency, clients, and field instructor.
- The faculty field advisor will work with the student and any other parties involved to identify educational objectives to be addressed in the new placement. These will be shared with the faculty advisor and the new field instructor.

**Appeal Procedures:**

- Grade disputes/appeals: Please refer to the UConn BSW Student Handbook for details.

**Schedule and Internship Hours**

Student internship will be in the same agency for both semesters. Students are expected to complete 14-15 hours per week (400 hours total) in their field placement during the time when there is the maximum opportunity to interact with clients and professional staff. The student’s schedule will be created in consultation with the field education department, the field instructor, and the student. If a student is in need of time off they must receive the field instructor’s approval, consultation with the Faculty Field Advisor and BSW Program Director to make sure it is not disruptive to the agency and its clients.
BSW READINESS FOR FIELD PLACEMENT

NOTE: Faculty Advisors should complete this form for your junior year BSW advisees and submit to the Field Education Office no later than February 15th. This checklist signals to the field education staff your assessment that your student is academically and professionally prepared to receive a field placement assignment for the fall of their senior year.

Name of Faculty Advisor _________________________________________________________

Name of Student _________________________________________________________________

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The student has completed all junior year fall social work course requirements with a minimum of 2.0 GPA in all courses.</td>
</tr>
<tr>
<td>2.</td>
<td>The student has demonstrated willingness to work with and show respect for diverse populations.</td>
</tr>
<tr>
<td>3.</td>
<td>The student demonstrates potential for reflection and self-awareness.</td>
</tr>
<tr>
<td>4.</td>
<td>The student has the ability to synthesize past experiences with diversity with current understanding of social work.</td>
</tr>
<tr>
<td>5.</td>
<td>The student has the ability to articulate the quality and skills gained through their life experience.</td>
</tr>
<tr>
<td>6.</td>
<td>The student has the ability to meet field and class requirements in a timely manner with approved accommodation if needed.</td>
</tr>
</tbody>
</table>

Please add anything else you think the field should consider when placing this student.

______________________________________________________________________________________________________
______________________________________________________________________________________________________
______________________________________________________________________________________________________
______________________________________________________________________________________________________

Field Advisor Signature ___________________________ Date ______________
Appendix B—PUBLIC ACT No. 78-54
AN ACT CONCERNING LIABILITY FOR STUDENTS IN FIELD PLACEMENT PROGRAMS

Subsection (a) of section 10-235 of the general statutes as amended by section 24 of public act 77-573, is repealed and the following is substituted in lieu thereof:

(a) Each board of education shall protect and save harmless any member of such board or any teacher or other employee thereof or any member of its supervisory or administrative staff, and the state board of education, the board of higher education, the board of trustees of each state institution and each state agency which employs any teacher, and the managing board of any public school, as defined in section 10-161, shall protect and save harmless any member of such (board) BOARDS, or any teacher or other employee thereof or any member of its supervisory or administrative staff employed by it from financial loss and expense, including legal fees and costs, if any, arising out of any claim demand, suit or judgment by reason of alleged negligence or other act resulting on accidental bodily injury to or death of any person, or in accidental damage to or destruction of property, within or without the school building, or any other acts including but not limited to infringement of any person’s civil rights, resulting in any injury, which acts are not wanton, reckless or malicious, provided such teacher, member or employee, at the time of the acts resulting in such injury, damage or destruction, was acting in the discharge of his department or managing board. For the purpose of this section, the terms “teacher” and “other employee” shall include any student teacher doing practice teaching under the direction of a teacher employed by a town board of education or by the state board of education or board of higher education, any volunteer approved by a board of education to carry out a duty prescribed by said board and under the direction of a certificated staff member (and) any member of the faculty or staff or any student employed by The UConn Health Center or health services AND ANY STUDENT ENROLLED IN A CONSTITUENT UNIT OF THE STATE SYSTEM OF HIGHER EDUCATION WHO IS ENGAGED IN A SUPERVISED PROGRAM OF FIELD WORK OR CLINICAL PRACTICE WHICH PROVIDED SUCH COURSE OF INSTRUCTION IS PART OF THE CURRICULUM OF A CONSTITUENT UNIT, AND PROVIDED FURTHER SUCH COURSE (1) IS A REQUIREMENT FOR AN ACADEMIC DEGREE OR PROFESSIONAL LICENSURE OR (2) IS OFFERED BY THE CONSTITUENT UNIT IN PARTIAL FULFILLMENT OF ITS ACCREDITATION OBLIGATIONS.
Appendix C—Field Learning Contract

BSW FIELD EDUCATION LEARNING CONTRACT
SOWK 3700/3701

Student __________________________________________ Date ______________________
Student email _______________________________________
Field Instructor ______________________________________
Field Instructor email _________________________________
Faculty Field Advisor ________________________________
Faculty Field Advisor email __________________________

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1: Demonstrate Ethical and Professional Behavior</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
</tr>
<tr>
<td></td>
<td>3. Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication</td>
</tr>
<tr>
<td></td>
<td>4. Use technology ethically and appropriately to facilitate practice outcomes</td>
</tr>
<tr>
<td></td>
<td>5. Use supervision and consultation to guide professional judgment and behavior</td>
</tr>
</tbody>
</table>

Tasks/Activities demonstrating practice behaviors

Methods of Evaluation and Outcomes
<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behavior</th>
<th>Tasks/Activities demonstrating practice behaviors</th>
<th>Methods of Evaluation and Outcomes</th>
</tr>
</thead>
</table>
| 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 findings to inform and improve practice, policy, and service delivery |                                                                                                      |                                    |
<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behavior</th>
<th>Tasks/Activities demonstrating practice behaviors</th>
<th>Methods of Evaluation and Outcomes</th>
</tr>
</thead>
</table>
| **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 the analysis of assessment data from 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 | | |

35
<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behavior</th>
<th>Tasks/Activities demonstrating practice behaviors</th>
<th>Methods of Evaluation and Outcomes</th>
</tr>
</thead>
</table>
| 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 | | |

Student Signature ______________________________________________________ Date _______________________

Field Instructor Signature _____________________________________________ Date _______________________

Faculty Field Advisor Signature ________________________________________ Date _______________________

36
Appendix D—Fall Mid-term Evaluation

FALL BSW FIELD EDUCATION MID-TERM EVALUATION

Student

Field Instructor

1. Is the student exhibiting professional behavior (attendance, focus, demeanor, tolerance of differences, attitude, interpersonal appropriateness, etc.)? Do you have any concerns?

2. Is the student prepared and available for supervision with questions and the ability to accept constructive feedback?

3. How is the student interacting with clients and client groups?

4. How well is the intern relating to clients and able to demonstrate some professional interviewing skills?

5. How well is the intern relating to other professionals and staff at the agency?
6. Comment on any other concerns that you consider necessary.

7. What strengths do you see that the intern brings to the internship?

Field Instructor Signature ___________________________ Date ________________

I am in agreement with the above comments.

I disagree with the comments and request another meeting among myself, my field instructor, and my faculty liaison

Intern Signature ___________________________ Date ________________
1. Is the student exhibiting professional behavior (attendance, focus, demeanor, tolerance of differences, attitude, interpersonal appropriateness, etc.)? Do you have any concerns?

2. Is the student prepared and available for supervision with questions and the ability to accept constructive feedback?

3. How is the student interacting with clients and client groups?

4. How well is the intern relating to clients and able to demonstrate some professional interviewing skills?

5. How well is the intern relating to other professionals and staff at the agency?
6. Comment on any other concerns that you consider necessary.

7. What strengths do you see that the intern brings to the internship?

Field Instructor Signature ________________________________ Date ________________

_____ I am in agreement with the above comments.

_____ I disagree with the comments and request another meeting among myself, my field instructor, and my faculty liaison

Intern Signature ___________________________________________ Date ________________
BSW Field Evaluation SOWK 3700/3701

Fall Field Instructor Evaluation of Student

Name of Student _____________________________ Date ______________________

Student Email ____________________________________________________________________________

Name of Field Instructor __________________________ Agency _____________________________

Field Instructor Email _______________________________________________________________________

Name of Faculty Advisor________________________________________________________________________

Faculty Advisor Email__________________________________________________________________________

Instructions for Field Instructor Evaluation

Practice competencies are evaluated in nine areas. Each competency comprises a combination of four dimensions: knowledge, values, skills, cognitive and affective processes. Each area must be evaluated through student performance. Please circle the appropriate number (only one) to the right of each behavior that corresponds with the student’s performance. Below is the scale with the ratings that correspond to the performance level.

Please return this form to the field office. DATE remove return

The purpose of this field evaluation is to offer feedback about a student’s performance. The intention is for students to reflect on their performance and overall learning in their field placement. The student is expected to utilize this evaluation to reflect upon their semester’s performance and learning in the field. The faculty advisor will utilize the field instructor’s ratings to help assess the overall performance of the student. The faculty field advisor has the ultimate responsibility of assigning the grade for the field practicum.

1 = Exhibits Very Low Level of Competence
2 = Exhibits Low Level of Competence
3 = Exhibits Adequate Level of Competence
4 = Exhibits High Level of Competence
5 = Exhibits Very High Level of Competence
NA = Not applicable; no opportunity to demonstrate competence through behaviors
### Competency 1: Demonstrate Ethical and Professional Behavior

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>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</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>B</td>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>C</td>
<td>Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>D</td>
<td>Use technology ethically and appropriately to facilitate practice outcomes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>E</td>
<td>Use supervision and consultation to guide professional judgment and behavior</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

Comments:

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

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>B</td>
<td>Present themselves as learners and engage clients and constituencies as experts of their own experiences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>C</td>
<td>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

Comments:

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

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>B</td>
<td>Engage in practices that advance social, economic, and environmental justice</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

Comments:

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

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Use practice experience and theory to inform scientific inquiry and research</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>B</td>
<td>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>C</td>
<td>Use and translate research evidence to inform and improve practice, policy, and service delivery</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>
### Competency 5: Engage in Policy Practice

<table>
<thead>
<tr>
<th></th>
<th>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Assess how social welfare and economic policies impact the delivery of and access to social services</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>C</td>
<td>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>C</td>
<td>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>D</td>
<td>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>----</td>
</tr>
<tr>
<td>D</td>
<td>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>E</td>
<td>Facilitate effective transitions and endings that advance mutually agreed-on goals</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

Comments:

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

<table>
<thead>
<tr>
<th></th>
<th>Select and use appropriate methods for evaluation of outcomes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>C</td>
<td>Critically analyze, monitor, and evaluate intervention and program processes and outcomes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>D</td>
<td>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

Comments:

**Summary Comments:**

Field Instructor Signature _____________________________ Date ____________________

I have read and discussed this evaluation with my field instructor and faculty advisor.

Student Signature _________________________________ Date ________________
BSW Field Evaluation SOWK 3700/3701

Spring Field Instructor Evaluation of Student

Name of Student ____________________________ Date ______________________

Student Email __________________________________________________________

Name of Field Instructor ______________________ Agency ___________________

Field Instructor Email ____________________________________________________

Name of Faculty Advisor _________________________________________________

Faculty Advisor Email ____________________________________________________

Instructions for Field Instructor Evaluation

Practice competencies are evaluated in nine areas. Each competency comprises a combination of four dimensions: knowledge, values, skills, cognitive and affective processes. Each area must be evaluated through student performance. Please circle the appropriate number (only one) to the right of each behavior that corresponds with the student’s performance. Below is the scale with the ratings that correspond to the performance level.

Please return this form to the field office. DATE remove return

The purpose of this field evaluation is to offer feedback about a student’s performance. The intention is for students to reflect on their performance and overall learning in their field placement. The student is expected to utilize this evaluation to reflect upon their semester’s performance and learning in the field. The faculty advisor will utilize the field instructor’s ratings to help assess the overall performance of the student. The faculty field advisor has the ultimate responsibility of assigning the grade for the field practicum.

1 = Exhibits Very Low Level of Competence
2 = Exhibits Low Level of Competence
3 = Exhibits Adequate Level of Competence
4 = Exhibits High Level of Competence
5 = Exhibits Very High Level of Competence
NA = Not applicable; no opportunity to demonstrate competence through behaviors
### Competency 1: Demonstrate Ethical and Professional Behavior

| A | Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context | 1 2 3 4 5 NA |
| B | Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations | 1 2 3 4 5 NA |
| C | Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication | 1 2 3 4 5 NA |
| D | Use technology ethically and appropriately to facilitate practice outcomes | 1 2 3 4 5 NA |
| E | Use supervision and consultation to guide professional judgment and behavior | 1 2 3 4 5 NA |

**Comments:**

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

| A | Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels | 1 2 3 4 5 NA |
| B | Present themselves as learners and engage clients and constituencies as experts of their own experiences | 1 2 3 4 5 NA |
| C | Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies | 1 2 3 4 5 NA |

**Comments:**

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

| A | Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels | 1 2 3 4 5 NA |
| B | Engage in practices that advance social, economic, and environmental justice | 1 2 3 4 5 NA |

**Comments:**

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

| A | Use practice experience and theory to inform scientific inquiry and research | 1 2 3 4 5 NA |
| B | Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings | 1 2 3 4 5 NA |
| C | Use and translate research evidence to inform and improve practice, policy, and service delivery | 1 2 3 4 5 NA |
### Competency 5: Engage in Policy Practice

<table>
<thead>
<tr>
<th></th>
<th>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Assess how social welfare and economic policies impact the delivery of and access to social services</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

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

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

Comments:

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

Select and use appropriate methods for evaluation of outcomes

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

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

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

Summary Comments:

I have read and discussed this evaluation with my field instructor and faculty advisor.

Field Instructor Signature _______________________________ Date ________________

Student Signature _______________________________ Date ________________
The student’s failure to correct these problems within the set timeframe may result in termination from this field placement with a failing grade.

Signature of Student ___________________________ Signature of Field Instructor ___________________________ Date ____________________

Signature of Faculty Advisor ___________________________ Signature BSW Program Director ___________________________ Date ____________________
BSW STUDENT EVALUATION OF THEIR FIELD INSTRUCTOR AND PLACEMENT AGENCY

This evaluation instrument was developed to assist faculty, students and field instructors in assessing selected aspects of the student’s field experiences. Specific information regarding agencies and instructors will be kept confidential in the Field Education Office. Evaluations will not be sent to the individual field instructors.

Instructions: Please evaluate your experiences in your placement agency by marking an X in the appropriate box and by answering the narratives with candor. Thank you.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Faculty Advisor</th>
<th>Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Placement Site</td>
<td>Field Instructor</td>
<td></td>
</tr>
</tbody>
</table>

**THE FIELD INSTRUCTOR**

*Please rate the degree to which your field instructor:*

<table>
<thead>
<tr>
<th></th>
<th>1 Not at All</th>
<th>2 Infrequently</th>
<th>3 Sometimes</th>
<th>4 Often</th>
<th>5 Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Was interested in your professional growth and development.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Facilitated a process with which you could make effective use of supervision.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Was helpful in facilitating your awareness of your own values.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Was helpful in facilitating your awareness of professional social work values.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Was helpful in facilitating awareness of your own values in relationship to professional social work values.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Helped you to identify some personal biases in your work with diverse clients.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Helped you to apply knowledge and skills specific to working with client diversity.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Was helpful in facilitating your commitment to social and economic justice.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Was clear with you about what s/he expected of you in your role as a social work intern.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Was helpful in facilitating your ability to apply critical self-reflection.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
### The Field Instructor Continued…

<table>
<thead>
<tr>
<th></th>
<th>1 Not at All</th>
<th>2 Infrequently</th>
<th>3 Sometimes</th>
<th>4 Often</th>
<th>5 Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Helped you to make conscious use of yourself in the professional environment.</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Assisted you in determining how best to respond to the changing environmental and social domains in your clients’ lives.</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Helped you to think critically about agency mission, policy, and goals.</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Helped you to see how to think, be and act like a social worker.</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### THE AGENCY

**Please rate the degree to which your internship agency provided:**

<table>
<thead>
<tr>
<th></th>
<th>1 Not at All</th>
<th>2 Infrequently</th>
<th>3 Sometimes</th>
<th>4 Often</th>
<th>5 Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Orientation to the agency and roles.</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Conduciveness of atmosphere for learning.</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Receptivity to students.</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Availability of a variety of learning experiences.</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Accessibility of resources.</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Adaptability to your learning needs.</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Openness to allowing the student to express opinions, questions, or concerns.</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Effectiveness of professionals, other than field instructor, with whom you work.</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Please respond to the following:

1. Please describe what you saw as important professional social work attributes in your field instructor, or in other agency social workers, which you then used as a model to formulate your own development as a generalist social worker.

__________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________
2. Please describe in what ways your field instructor did or did not provide a level of support in the supervisory relationship that matched the level of their expectations.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

3. Please note several ways in which your field education experiences directly contributed to how you’ve formed your professional social work identity.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

4. a) Would you recommend this field instructor to another social work student? _____ Yes _____ No Why or why not?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

b) Would you recommend this placement agency? _____ Yes _____ No Why or why not?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Appendix I—Fall Student Self-Rating Evaluation

BSW FIELD EDUCATION

Student Self-Rating Scale for Evaluation of Achieving Competencies End of Fall Semester

Name of Student ___________________________________________________ Date __________________________

Instructions for Self-Rating

The nine holistic competencies specified in this evaluation form are those established by our national accrediting organization, the Council on Social Work Education. Under each competency statement, the behaviors, demonstrated in one or all of the four dimensions, (knowledge, values, skills, cognitive and affective processes) that define the BSW Field Education Curriculum are listed. Please rate your ability to perform each practice behavior according to the scale below. A rating of 3 is equivalent to adequate competency for a beginning BSW practitioner. Please return this completed form to your faculty liaison.

1 = Exhibits Very Low Level of Competence
2 = Exhibits Low Level of Competence
3 = Exhibits Adequate Level of Competence
4 = Exhibits High Level of Competence
5 = Exhibits Very High Level of Competence
NA = Not applicable; no opportunity to demonstrate competence through behaviors

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>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</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Use technology ethically and appropriately to facilitate practice outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Use supervision and consultation to guide professional judgment and behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
### Engage Diversity and Difference in Practice

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</td>
<td>Present themselves as learners and engage clients and constituencies as experts of their own experiences</td>
<td>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</td>
</tr>
</tbody>
</table>

**Comments:**

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

### Advance Human Rights and Social, Economic, and Environmental Justice

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td>Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</td>
<td>Engage in practices that advance social, economic, and environmental justice</td>
</tr>
</tbody>
</table>

**Comments:**

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

### Engage in Practice-informed Research and Research-informed Practice

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td>Use practice experience and theory to inform scientific inquiry and research</td>
<td>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</td>
<td>Use and translate research evidence to inform and improve practice, policy, and service delivery</td>
</tr>
</tbody>
</table>

**Comments:**

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
### Engage in Policy Practice

<table>
<thead>
<tr>
<th></th>
<th>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Assess how social welfare and economic policies impact the delivery of and access to social services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
- 
- 
- 
- 
- 

### Engage with Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th></th>
<th>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
- 
- 
- 
- 
- 

### Assess Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th></th>
<th>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
- 
- 
- 
- 
- 

55
### Intervene with Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Facilitate effective transitions and endings that advance mutually agreed-on goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

---

### Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Select and use appropriate methods for evaluation of outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Critically analyze, monitor, and evaluate intervention and program processes and outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
BSW FIELD EDUCATION

Student Self-Rating Scale for Evaluation of Achieving Competencies End of Spring Semester

Name of Student ___________________________________________ Date __________________________

Instructions for Self-Rating

The nine holistic competencies specified in this evaluation form are those established by our national accrediting organization, the Council on Social Work Education. Under each competency statement, the behaviors, demonstrated in one or all of the four dimensions, (knowledge, values, skills, cognitive and affective processes) that define the BSW Field Education Curriculum are listed. Please rate your ability to perform each practice behavior according to the scale below. A rating of 3 is equivalent to adequate competency for a beginning BSW practitioner. Please return this completed for to your faculty liaison.

1 = Exhibits Very Low Level of Competence
2 = Exhibits Low Level of Competence
3 = Exhibits Adequate Level of Competence
4 = Exhibits High Level of Competence
5 = Exhibits Very High Level of Competence
NA = Not applicable; no opportunity to demonstrate competence through behaviors

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>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</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Use technology ethically and appropriately to facilitate practice outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Use supervision and consultation to guide professional judgment and behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
## Engage Diversity and Difference in Practice

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</td>
<td>Present themselves as learners and engage clients and constituencies as experts of their own experiences</td>
<td>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</td>
</tr>
</tbody>
</table>

**Comments:**

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
____________________________________________________________________________________________

## Advance Human Rights and Social, Economic, and Environmental Justice

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</td>
<td>Engage in practices that advance social, economic, and environmental justice</td>
</tr>
</tbody>
</table>

**Comments:**

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
____________________________________________________________________________________________

## Engage in Practice-informed Research and Research-informed Practice

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Use practice experience and theory to inform scientific inquiry and research</td>
<td>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</td>
<td>Use and translate research evidence to inform and improve practice, policy, and service delivery</td>
</tr>
</tbody>
</table>

**Comments:**

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
____________________________________________________________________________________________
### Engage in Policy Practice

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Assess how social welfare and economic policies impact the delivery of and access to social services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

### Engage with Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

### Assess Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
### Intervene with Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Apply knowledge of human behavior and the social environment, person-in- environment and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Facilitate effective transitions and endings that advance mutually agreed-on goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

---

### Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Select and use appropriate methods for evaluation of outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Critically analyze, monitor, and evaluate intervention and program processes and outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
BSW FIELD EDUCATION PLACEMENT FORM
For Students Entering Senior Year Field

STUDENT INFORMATION
(Email RESUME to sswfielded@uconn.edu)

Name__________________________________________________________
Street/P.O.Box______________________City/Town________________State___Zip Code____________
Cell: (____) _______________________
UConn email: ____________________________________________________

Emergency Contact Name: __________________________ Phone: (____) ________________________

What town or city will you be living in for the upcoming academic year? __________________________

Fluency in Language(s) other than English __________________________________________________

Only those students doing a field placement are to complete the following sections.

FIELD EDUCATION INFORMATION

Senior year field placement

Placement Structure check one:

___14-15 Hours for 14 weeks total of 400 hours (Sept. – April)

Indicate any special circumstances (e.g., medical, reliance on public transportation, time constraints, family responsibilities, and/or geographic preference(s), which the School should consider in making field placement plans:

__________________________________________________________________________________

__________________________________________________________________________________

Age Group Preference (rank at least 2 preferences below):

___Children ___ Adolescents ___ Adults ___ Senior Adults ___ No Preference

We will do our best but we cannot guarantee that we can meet your expressed preference(s).
If you have any specific placement interests and contacts, please indicate those here:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Advisor Notes: Please provide the Field Education Department with information that will help find a field placement to meet your advisee’s educational needs:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Faculty Advisor Signature_______________________________________Date_______________

RELEASE OF INFORMATION

ACKNOWLEDGMENT OF THE SCHOOL OF SOCIAL WORK PRACTICUM POLICY

I hereby authorize the Uconn School of Social Work to share information contained in my field placement information forms and documents with appropriate representatives of agencies in which I might be placed for field education. I understand that my placement agency may require a criminal background check and have other screening and immunization requirements.

Student’s Signature_________________________________Date____________________________
Placement Contract

between student and the Field Education Department

This Contract must be signed and returned with the Field Education Placement Form and updated resume in order for the field placement process to begin.

I understand and agree to the following terms of Field Education:

- I am responsible for reading the BSW field education manual and adhering to its policies and procedures.
- I am responsible for maintaining communication with the Field Education Department in order to secure a field placement. If I do not hear from the Field Education Department by April 10, it is my responsibility to contact the Field Education Department at sswfielded@uconn.edu.
- I must check my UConn email address at least weekly.
- I will complete 400 hours of field placement this academic year.
- I must be in my field placement at the agency at least 8 daytime hours (between 9 am to 5 pm, Monday – Friday) during the time the field instructor and/or task supervisor is present.
- I must have a plan in place to permit me to complete my field placement hours as stated above (e.g., using flex time, educational leave, vacation time).
- An agency may require a criminal background check & health documentation to be completed. I will have to cover the cost for these checks/documents if they are not covered by the agency.
- I may need to travel up to an hour for an appropriate field placement.
- I must attend field during my regularly scheduled time as set up with my field instructor and I must notify my field instructor in a timely manner if I cannot make it to field placement.
- I must be available by UConn email or phone during the placement process. If I plan to be on vacation or out of the country I must contact the field education staff in advance and ensure that I am able to be reached by them during my absence. As an interview process with prospective field agencies is required during the summer, I understand that the SSW may not be able to place me in an internship if I am not available.

By signing this contract, I acknowledge that I have it read and I agree to all the requirements.

____________________________          _____________________ __________________
Student Name (print)         Signature                               Date

Please submit the Field Education Placement Form & this contract to the Field Education office (SSWB 112) & email your resume to sswfielded@uconn.edu

DEADLINE: January 24, 2020

Your forms will only be accepted with your faculty advisor’s signature.