



TWU-UNT Joint Master of Social Work Program

**SOCIAL WORK FIELD EDUCATION
MANUAL**

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Welcome to the Field

Social work is a multifaceted profession and requires students to develop a knowledge, skill, and value base that can support a complex array of activities across diverse settings. The field internship has historically been one of the key elements in social work education, providing an opportunity for the student to build, integrate, and apply knowledge in work with a client population within an agency setting. It also provides students with an opportunity to build a repertoire of skills and enhance their sense of identification with the profession. Field serves as an educational experience for the student as well as a transition to the professional work world. For all of these reasons, students often report that field is one of the most important and challenging parts of the curriculum.

This manual is intended to provide information to both the student and the field instructor to ensure a successful field experience. It may be revised at any time by the faculty of the TWU-UNT Joint Master of Social Work (JMSW) Program. Although intended to be comprehensive, it may not answer all questions or provide information about all situations that can arise during the field internship. Students and field instructors should feel free to contact the JMSW Field Director at any time for additional information or questions regarding information in the manual.

The TWU-UNT Joint MSW Program

The TWU-UNT Joint Master of Social Work Program (JMSW), located in Denton, Texas, is a collaborative Advanced Generalist MSW program between Texas Woman's University and the University of North Texas. The Bachelor of Social Work degree programs at both TWU and UNT have been continuously accredited by the Council on Social Work Education (CSWE) since 1974 and 1975, respectively.

The CSWE is the national accrediting body for social work education programs and is responsible for monitoring and evaluating the operation and curricula of undergraduate and graduate social work degree programs. To be accredited, these programs must meet standards that are designed to ensure quality social work education and rigorous professional preparation. Graduates of programs that are accredited by the Council on Social Work Education receive educational experiences consistent with those of social work students across the nation and relevant to the major currents within the profession of social work. CSWE accreditation standards guide all aspects of the JMSW Program.

Program Accreditation Status

The JMSW Program is currently in its third year of Candidacy and is in good standing with the Council on Social Work Education.

Candidacy for a Baccalaureate or Master of Social Work program by the Council on Social Work Education's Commission on Accreditation indicates progress toward meeting criteria for program quality; this is evaluated through a peer review process. A program that has attained Candidacy has demonstrated a commitment to meeting the compliance standards set by the Educational Policy and Accreditation Standards, but has not yet demonstrated full compliance.

Students who enter programs that attain Candidacy in or before the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-

accredited program once the program attains Initial Accreditation. Candidacy applies to all program sites and delivery methods for an accredited program.

Candidacy is typically a three-year process and attaining Candidacy does not guarantee that a program will eventually attain Initial Accreditation. Attaining accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

In Texas, the Texas State Board of Social Work Examiners allows graduates of MSW programs that are in Candidacy for Accreditation with CSWE to take the exam for licensure at the level of Licensed Master Social Worker (LMSW).

JMSW Program Mission Statement

The mission statement of the TWU-UNT JMSW Program is to prepare effective advanced generalist social workers for ethical practice and leadership across settings and to promote human and community well-being in rapidly changing environments. The program is dedicated to preparing graduates to apply evidence-informed knowledge, skills and values as they address complex issues and problems, while promoting social and economic justice with those who are vulnerable and oppressed. With a global perspective of our interdependent world, graduates will practice and promote respect for human diversity and the advancement of human rights to benefit the quality of life for individuals, groups, families, organizations and communities.

JMSW Program Goals

The goals of the JMSW Program are the following:

1. To prepare professional social workers who competently practice with a solid ethical base founded upon the values and principles of the profession.
2. To prepare professional social workers to apply advanced knowledge and skills in complex practice environments.
3. To prepare professional social workers to effectively incorporate a global perspective and dimensions of diversity in practice.
4. To prepare professional social workers to act as agents of positive social change by understanding and analyzing injustice and implementing social, economic, and environmental justice strategies.

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Purpose of Field Education and Seminar Courses

Supervised field instruction is the critical culminating activity towards a Social Work degree. The field internship provides both Generalist year and Advanced year JMSW students with opportunities for practice experience in a social service agency, under the supervision and direction of a trained social worker referred to as a field instructor. The field internship is a critically important element of any social work education program, in fact, the CSWE has declared field the “Signature Pedagogy” of the profession.

The purpose of the field experience is to continue and complete the social work education curriculum in a practical setting and to demonstrate social work competencies in an experiential way. The internship and corresponding seminar course allow students to apply theories and concepts learned in the classroom to practical situations in agencies. Field education socializes the student to the internship site, practice, and the profession. Students develop skills in direct and indirect services, including policy, planning, and administration. Through their participation in the internship, students gain experience working with individuals, families, groups, and communities and demonstrate competence in all areas of social work practice.

On-site supervision is provided by a field instructor. All field instructors are licensed and have a Master of Social Work degree. Supervision will be an interactive process where students will assume responsibility for their professional growth and practice decisions.

While in field placement, the student is expected to meet specific learning objectives related to the effective practice of advanced social work. In the JMSW Program each student is evaluated

for mastery of the nine core competencies using two measures: 1) the Final Field Evaluation completed by the field instructor, and 2) the completion of a Comprehensive Exam in the final semester.

Throughout the JMSW Field Education Program, Generalist (foundation) year students will complete four semesters and a total of 900 hours in field internships (400 in the Generalist year and 500 in the Advanced year). Advanced year students will complete two semesters and a total of 500 hours.

Upon completion of Field Education, the student should be able to:

1. Demonstrate the knowledge, values, and skills of advanced generalist social work practice in alignment with the Social Work code of ethics and application in a field instruction setting.
2. Integrate theory and practice in the provision of social services across system learning and exchange.
3. Demonstrate professional work habits including time management and planning.
4. Demonstrate knowledge of human diversity, social and economic justice, discrimination and oppression, which include strategies for the amelioration of injustice.
5. Demonstrate effective use of supervision and constructive criticism as tools for learning.

Field Seminar

All internships are accompanied by a field seminar. The field seminar courses provide students with the opportunity to process learning in their internship with an emphasis on the application of social work theory, knowledge, ethical principles, and skills to practice. Field seminar courses are taught by JMSW faculty who serve as “faculty liaisons” who help oversee the progression of each students’ field education experience.

Objectives for Field Internships

The Council on Social Work Education has delineated nine core competencies which any MSW level graduate should demonstrate as they enter the profession. While in their field internship placement, students are asked to demonstrate each of these competencies in several ways, so that by the end of the internship experience they are confident that they enter the profession at a level of competence identified as crucial by the JMSW social work faculty.

Individual internship experiences are designed so that students have an opportunity to engage in a range of helping roles and processes. Students are encouraged to see how Advanced Generalist skills developed in one setting may be transferred to other settings and are helped to gain more autonomy at the practice setting as their competencies expand.

Students are expected to demonstrate competency in the following CSWE Core Competencies while in field:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice

3. Advance Human Rights and Social, Economic and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

In order to demonstrate proficiency in these nine core competency areas, students will engage in and be evaluated on their ability to effectively engage in 31 related behaviors, again as recognized by the Council on Social Work Education (See 2015 CSWE EPAS Document in Appendices).

ROLES AND RESPONSIBILITIES

Role of the Director of Field Education

The Director of Field Education, or “field director” is responsible for the development of the field education program including planning, implementing, monitoring, and evaluating the program, in collaboration with the JMSW Program Director and faculty. The field director is the person with primary responsibility for field placement assignments. The decision where to place students may be made in consultation with other social work faculty and with student needs in mind. The field director is a full-time faculty member who maintains communication with the field sites and the field instructors.

The essential functions of the JMSW Field Director are to:

1. Serve as the initial contact between the student(s), the agency, and the two universities.
2. Maintain a viable “agency bank” for student placements. The field director will recruit potential internship agencies and meet with the administrators to clarify the expectations of both the field setting and the university and to reach agreements on how the agency and school will work together. This includes executing Agency Affiliation Agreements between the agency and both Texas Woman’s University and the University of North Texas.
3. Oversee field application process/procedures and review student applications for field placement and, with the field office staff, select appropriate field placements, considering each student’s needs, career goals, and available sites.
4. Identify appropriate agencies and connect students to potential field instructors for interviews.
5. Assist agency administrator to identify and assign MSW field supervisors or a qualified faculty liaison for social work student learners; and when necessary, identify and assign a faculty liaison to the agency/setting.
6. Provide orientation and/or training to students, field instructors, and the faculty liaisons about the purposes, objectives, and desired educational outcomes of field instruction.

7. Maintain contact with the student, faculty liaison, and field instructor regarding student performance.
8. Assist in organizing and facilitating the JMSW Advisory Board committee as well as the field instructors' trainings and meetings.
9. Establish and monitor field education policies/procedures and participate in continuous evaluation processes.
10. Serve as a gatekeeper for the profession.

Role of the Field Liaison

Faculty field liaisons are faculty members from both universities whose primary responsibility is to ensure that each student's internship experiences meet their educational needs and students have the opportunity to develop and demonstrate competency in social work practice. They serve as links between the JMSW Program and the field internship site and must maintain regular contact with students and field instructors in order to assess field performance and provide supportive services and resources as needed. Faculty field liaisons may serve as advisers, monitors, consultants, teachers, mediators, and advocates. They typically teach field seminar courses. The essential functions of field liaisons are to:

1. Visit assigned students in their field internship sites and conferring with students and field instructors regarding students' performance. A minimum of one contact per semester is required; more visits/contacts may take place if needed.
2. Assist students and field instructors in identifying and implementing educational opportunities and tasks that will allow students to develop and demonstrate competence.
3. Interpret the JMSW program's policies, procedures, and expectations of field internship sites.
4. Participate in the resolution of student/internship problems.
5. Participate in the student's performance evaluation process.
6. Participate in the ongoing evaluation of the field instruction program.
7. Assist the field director in identifying potential internship sites.
8. Serve as a gatekeeper of the profession.

Role of the Field Instructor

The agency field instructor should have a commitment to social work education and the development of new professionals and be prepared to coordinate, direct, and supervise the student's fieldwork. Field instructors are never to view their role only as "signing off" on student activities but rather as an "educator in the field" wherein they provide valuable and necessary critical feedback on student performance including strengths and areas for growth.

The responsibilities of agency field instructors are to:

1. Successfully complete new field instructor training prior to placement of students or as soon as the training is offered following placement of a student.
2. Conduct a comprehensive orientation for the student to the placement and agency at the start of the field placement. Suggested content includes:
 - A written orientation schedule outlining dates and times of agency orientation, in addition to the content that will be covered
 - Written expectations regarding dress code, leave time and holidays, and attendance
 - Specific agency information concerning administrative structure with names and titles of administrative staff, financial structure, pertinent policies and procedure, etc.
 - Information regarding insurance requirements by agency and insurance coverage provided (i.e., automobile insurance covering the student if clients are to be transported by student)
 - Specific agency reporting requirements (Provide copies of forms in addition to outlines for intakes, psychosocial assessments, social history and other such reports.)
 - Written information as to how the student is to identify self in 1) written client or agency records, 2) written reports, 3) correspondence, 4) oral contacts with clients, families and outside professionals.
 - The agency policy on confidentiality (Provide written information on informed consent and privileged communication as it applies.)
 - Outline procedures for client emergencies (i.e., suicidal or homicidal threats, issue of duty to warn, etc.)
 - A written copy of personnel policies as they relate to student
 - Description of agency security and safety precautions and procedures
 - Expectations regarding supervision of student and supervision of client activities
3. Supervise students in their fieldwork, overseeing the entire range of field experiences, and keeping notes of supervisory contacts.
4. Ensure student's activities are meeting field education objectives.
5. Within the first two to three weeks of the internship, develop and sign the student's Learning Contract and make ongoing revisions as necessary. Ensure that the student Learning Contract is based on the generalist method; provide the necessary experiences to meet the educational goals, such as selecting appropriate cases or groups for instructional purpose and to select other meaningful learning experiences, such as participation in staff meetings, conferences, visits to other agencies, assigned readings, etc.
6. Maintain regular contact with the student and other agency supervisors (task supervisors) involved in supervision of the student.
7. Formally meet with the student at least one hour a week for direct supervision. Regular supervisory conferences may be supplemented with additional brief supervisory contacts, teleconferencing, and/or telephones contacts, depending on the student's needs. The formal meeting may entail:

- Requiring the student to prepare an agenda for the meeting including work with clients, practice and policy issues, ethical dilemmas, etc.
 - Giving the student feedback on their performance in a variety of ways
 - Focusing on the student's skill development
 - Keeping notes of observations, interactions, and supervision with the student
 - Case reviews
 - Analysis of programs or policies
 - The impact of gender or ethnicity on practice and policy
 - The NASW Code of Ethics
 - Theoretical analysis of social work interventions
 - Evaluation of field instructor's own supervisory practices
 - Evaluating the intern's strengths and weaknesses
 - Issues such as assertiveness, use of humor, rescuing, handling aggressive clients, coping with stress, etc.
8. Completion of the student's midterm and final evaluation. The student should be provided a signed copy which will be submitted to their field seminar instructor/faculty liaison by posted deadline dates found in the syllabus.
 9. Meeting with the JMSW Field Director or designated faculty liaison, in person or virtually, at least once during the semester during the intern's placement.

Role of the Task Supervisor

Some agencies may prefer to use other human service providers or administrators to be a student's task supervisor. Task supervisors are agency staff who may or may not be licensed social workers but oversee the activities of students while in their placement. **In such cases, students are still required to participate in a formal supervision meeting with their approved field instructor** at least one hour per week to discuss the student's progress and performance in the agency and to ensure the student understands the social work aspects of the placement by integrating classroom theory and learning with practice experience.

Task supervisors may provide specific, time-limited tasks or supervise the student on a daily basis, directing day-to-day activities, teaching and guiding the student in their assignments, and giving them feedback on their performance.

Basic expectations of all task supervisors include:

- Participate in planning the student's activities during the internship
- Review the student's Learning Contract and suggesting revisions as needed
- Provide primary, direct supervision of the student's daily activities
- Assign cases and projects congruent with student's educational goals
- Orient students to the agency and their assignments
- Give on-the-spot positive and constructive feedback to students regarding their performance
- Focus on the student's skill development and professional demeanor
- Keeping notes of supervisory contact
- Consulting with the JMSW Field Director or faculty liaison related to the student's skill areas that need extra attention

- Along with the field instructor, prepare or assist in the preparation of the midterm and final evaluation of the student's performance
- Being familiar with the JMSW Social Work Field Education Manual
- Meeting with the field director and/or faculty liaison at least once each semester of the student's practicum, to address student progress being made
- Notifying the field director and/or the field faculty liaisons when problems arise

Role of the Student

Students are the most important part of the field instruction process and are regarded as adult learners who must take a great deal of responsibility for their education in their internships. Their responsibilities include:

1. Functioning professionally in accordance with the NASW Code of Ethics.
2. Becoming familiar with the agency's structure, functions, policies, resources, and procedures. Students have the right to expect an agency orientation that addresses safety issues and to have a placement free from discrimination or harassment.
3. Complying with all internship site policies and procedures, including but not limited to: confidentiality, punctuality, dress code, and meeting required internship hours.
4. Committing to the required hours of internship per week and being present at the internship during designated times.
5. Developing a learning contract in cooperation with your field instructor that includes specific learning tasks that will provide students with the opportunity to develop and demonstrate social work competencies and practice behaviors appropriate to the generalist or advanced internship.
6. Actively participating in field seminar and completing all field seminar assignments, including maintaining an accurate field log that includes hours spent in the internship.
7. Displaying appropriate initiative and taking responsibility for one's individual learning experience.
8. Participating actively in weekly supervisory conferences with field instructor and taking responsibility, along with the field instructor, for identifying issues to be addressed in supervision.
9. Participating in ongoing self-evaluation and identification of strengths and weaknesses. Students should read through their midterm and final evaluations and provide additional comment, if desired.
10. Evaluating field instructor, internship site, and field education program.
11. Immediately contacting the field instructor and the faculty liaison if serious problems or difficulties arise in the agency.

Role of the JMSW Advisory Council

The JMSW Field Advisory Council is comprised of social work practitioners and administrators from various human service agencies, including internship sites; JMSW faculty; JMSW alumni; and students currently enrolled in the JMSW program. This committee serves a supportive function and assists with ongoing evaluation of the JMSW Field Education Program. Its responsibilities include:

1. Maintaining awareness of the changing social work environment and its implications for staffing needs and educational preparation.
2. Meeting at designated times to assess, plan, and evaluate the JMSW Program and JMSW Field Education Program.
3. Recommending changes in the JMSW Program and JMSW Field Education Program content with the knowledge that final decisions are made by the JMSW Field Director in consultation with the JMSW faculty.

Required Qualifications for Agency Field Settings

The Field Partnership

Success of the field internship requires forming and supporting a partnership between the agency, field instructor, field liaison, the field director and the student. This partnership begins during the placement process and is sustained throughout the field internship. Without the commitment and the dedication of each in the action system, the internship will not fulfill its ultimate goal: to assist in the preparation of a social work practitioner who has a strong professional identity and is capable of knowledge and value-guided practice.

The Agency

In the field partnership, the TWU and UNT Departments of Social Work assume central responsibility and leadership for the educational focus of the student's learning experience. However, agencies are a critical resource in a field program and carry significant responsibility for the education of students. The TWU-UNT JMSW Program's selection of agency settings and field instructors is a crucial part of insuring the educational focus of field and the overall success of the field program.

Fortunately, the DFW region has a sufficient number of human service agencies representing diverse functions, sizes, and structures, and serving a variety of client populations to meet the program's needs for field placements. The universities are affiliated with a broad spectrum of agencies which enables the program to be selective in the choice of appropriate settings. Available agencies may differ from semester to semester due to changes in staffing or ability to work with students. A variety of agencies are utilized in areas of service such as mental health, health, schools, and child welfare, that serve a diversity of client populations including the elderly, children and adolescents, communities and families.

The field director makes decisions about the suitability of an agency setting for internship placement of social work students in field instruction. Discussion may be initiated by an agency or by the TWU-UNT JMSW Program to consider whether an agency is appropriate for field

instruction. Contact is typically made with agency by telephone or email. The agency is provided an Agency Field Application and a Field Instructor Application to obtain additional information about the field site as well as the potential field instructor(s). A face-to-face visit to learn more about the agency and to inform agency personnel about the social work program including its curriculum requirements for field instruction may also take place. The program director, field director, and/or assigned faculty liaison may contact an agency to discuss student placement opportunities.

Criteria for selection of an agency as a setting for student placement include the following:

1. The internship site must be able to provide structured learning experiences deemed appropriate for graduate level social work students and which meet JMSW Program expectations and allow students opportunities to develop and demonstrate CSWE designated competencies and practice behaviors.
2. The willingness of the agency executive and staff to support the educational goals of the JMSW Program. The internship site and field instructor must be willing to allow the student to have early hands-on experience with clientele.
3. The internship site must have appropriately educated and trained personnel to supervise student(s). This includes persons with an MSW from an accredited program with at least two years post-MSW practice experience. An agency may be considered if it provides a unique opportunity for services but must arrange for appropriate social work supervision for a student as approved by the TWU-UNT JMSW Program. In some circumstances, students may be temporarily supervised by JMSW faculty.
4. The site should be located within a geographic area currently used by the JMSW Program, generally within the DFW Metroplex region. Sites more than 150 miles from the campuses will require special evaluation.
5. A primary purpose of the organization, or the identified program or department within an organization, must be to address human needs. This can include the areas of social policy formulation, administration, evaluation, research, direct service delivery, etc.
6. The agency/organization cannot engage in discriminatory practices in either the hiring of personnel, the acceptance of students or clientele. The personnel at the site should demonstrate commitment to diversity and social justice through hiring and populations served, including gender, race, ethnicity, social class, religion, disability, national origin and sexual orientation.
7. The agency/organization must support the placement and allow sufficient release time for the field instructor to provide educational supervision to the student as well as allow time for field instructors to receive JMSW Program training for field supervision.
8. The agency/organization must have necessary administrative capacity to sustain student activities (space, phones, privacy when needed, administrative support, etc.).
9. The agency/organization must provide necessary measures to protect students' safety. This may minimally include training in: policies and procedures for conducting home visits;

interacting with potentially difficult clients; and handling emergencies, as well as appropriate screening of student assignments by field instructor(s).

10. The agency/organization must have a system of community accountability. This is demonstrated by a representative board of directors; fiscal accountability via the budget review process; or in the case of private-for-profit direct service organizations, be subject to periodic review by an accrediting agency.
11. The agency must communicate changes in supervision to the field director as soon as possible in order to make the necessary arrangements for student supervision.
12. Complete the required Field Agency Application and be willing to have a site visit as deemed appropriate and conducted by the JMSW Field Director or other assigned social work faculty member.
13. Social Workers serving as field instructors must complete and submit a Field Instructor Application and résumé to the JMSW Field Director.
14. Communicate as needed with the JMSW Field Director or other faculty liaisons to ensure optimal student outcomes either in person, by e-mail or phone.
15. Agree to field visits by the field director or field liaison as requested, typically one per semester.
16. Agree to submit all practicum related paperwork and student evaluations in a timely manner.

These criteria represent the basic elements for safeguarding the educational nature of the field experience. Graduate field placements are chosen with the following goals:

1. The placement will support the advanced generalist model of social work.
2. The agency will be able to provide the student with these basic requirements: individual cases, intake/assessment opportunities, a group experience and an administration and/or planning experience. These basic requirements serve as a means to implement and demonstrate the 9 competencies throughout the placement experience and ensure students get experiences at all system levels.
3. The student will be in a practice setting which will expand, enhance and/or introduce new elements into his/her previous work and educational experiences.
4. The setting will provide a “learning” or “educational” experience for the student, rather than a “work” or “observation” experience.

Agency Affiliation Agreements

Agencies wishing to affiliate with the JMSW Program to provide practicum opportunities should complete and submit the “Agency Affiliation Agreement” to the field director prior to the start of a student’s internship. The field director will send out an Agency Affiliation Agreement to the agency as required to establish a formal contracted relationship between the agency and both universities with regard to student placements. The agency will return the signed Agreement to the field director who will forward the Agreement to the appropriate signatory authorities at both universities. If revisions are required, the field director will forward the Agreement to the Office of

General Counsel at both UNT and TWU for final approval before signatures are obtained. A final, signed copy of the Agreement will be provided to the agency by the JMSW Field Office.

Signed Agreements begin upon execution by the parties and will continue for two years. The Agreement may be renewed for an additional one-year term upon written agreement by the parties. The Agreement may be terminated at any time and for any reason by any Party upon not less than 90 days prior written notice to the other parties.

JMSW FIELD EDUCATION POLICIES

The field director is responsible for locating and contracting with agencies and identifying field instructors that meet specific criteria for field education, along with the screening, assigning and overseeing of students who apply for the field placement. It is imperative that students become familiar with and adhere to the following policies and procedures to prepare for field internship. All field instructors and students receive a copy of the JMSW Field Education Manual as a guide to the internship. It is expected that field instructors and students will read through the manual and contact the field director with any questions, comments or concerns as soon as possible.

Pre-Field Planning and Orientation Meeting

Students **MUST** attend all scheduled meetings that apply to the semester they will be in their internships, including a **mandatory field orientation** meeting held during the semester prior to the student entering field. Scheduled meetings will address all the necessary information in the field planning process and serves as the student's orientation to field. Dates of scheduled field orientations may be obtained from the field director. It is the student's responsibility to obtain the orientation dates by contacting the field director or referring to the field calendar posted on the TWU-UNT JMSW Program website. Students desiring a placement in the Title IV-E program are also required to attend at least one or two additional meetings due to the specialized nature of that placement. Dates for these meetings may be obtained by contacting the IV-E Program Coordinator at your home university or referring to the field calendar posted on the TWU-UNT JMSW Program website.

The following information will be addressed in the orientation:

- Field application process and due dates
- Field eligibility requirements
- Field meeting schedules
- Roles of the field director, field instructor, task supervisors, and the field liaisons
- Hours required; leave time; holidays
- Agency requirements
- Evaluations and grading in field
- Dealing with problems in field
- Corrective Action Plans and termination from the Field Education Program and/or the Social Work Program
- Expectations of the field seminar
- Other field policies and procedures

Applying to the Field

The field internship is available by application only. The field admissions process takes place

during the semester immediately preceding the field placement. Student eligibility for placement requires:

- Successful completion of all required prerequisite social work coursework. For Advanced students the prerequisite for field is successful completion of a BSW field experience as an undergraduate student and concurrent enrollment in courses in the JMSW Program. For Generalist students seeking to apply for the first internship, prerequisite coursework includes: SOWK 5103, 5203, 5213, 5303, 5403 (Generalist Fall 1)
- Attendance at the scheduled pre-field orientation meeting
- Application for the internship to the field director by the designated deadline (forms are distributed at the orientation meeting) or may be obtained from the field director.
- Evidence in the application that the student has earned a grade of “C” or higher in all practice courses or field practicum seminar, and if not, the course must be retaken. If a grade of “D” or “F” is earned in any JMSW course, a review of student performance will be undertaken in order to determine if the student should continue in the program.
- Advising meeting with the field director and/or other field office staff to determine readiness for field, potential placement options and concerns/limitations of the student (i.e. transportation issues, personal issues, accommodation needs, etc.).

Eligibility Requirements

Grade and course checks are verified on all students prior to the start of the field placement. Students entering practicum must complete **ALL** required courses and earned satisfactory grades in each. Generalist students who have not successfully completed all of the required academic coursework will not be permitted to begin their internships.

The Field Placement Process

The placement process is a collaborative endeavor between the field director, the student and the approved field agency. **However, under no circumstances can a student make arrangements for their own internship, which includes contacting any agency without the permission of the field director.** The field director works to provide quality internships with agencies that contract with both Texas Woman's University and the University of North Texas. Any student who pursues their own internship without coordination with the field director will not be allowed to enter an internship for the semester requested or will be delayed starting by one semester.

Students are also restricted from interning in any agency where a dual relationship exists between the student and supervisor and/or individual in a position of authority within the agency (i.e., agencies where a relative, friend, spouse, etc., is in a position of authority).

Students will be provided necessary information for contacting internship sites and scheduling an interview by the field office staff.

The Initial Meeting with the Field Director

After the field application has been submitted, students meet with the field office staff to explore learning and career goals, as well as potential internship sites. During this meeting information is obtained that will lead to a “match” between the student, the agency, and the field instructor.

Prior to the meeting, the field director/field office staff has read the application and considered internship options. Students are encouraged to come prepared with any suggestions for placements and to be ready to discuss these during the meeting.

The field director is familiar with all agencies and field instructors and is responsible for determining which agency the student will be sent to for an interview. Several potential agencies will be discussed with the student in a collaborative manner taking into consideration what the placement may offer students and the desires and educational needs of the student.

The field director will review the student's qualifications and recommend that the student either be placed in the field or that student's acceptance be denied or deferred. Deferment allows the student one semester to take remedial steps towards preparation for field, and to reapply to the field internship when such preparation is complete. Under rare circumstances, the field director may recommend that a student not be accepted into field and not be eligible for reapplication. Students may appeal any decision to the JMSW program director and then to their Department Chair by letter. Upon receipt of the appeal letter the faculty or student may request and schedule a formal meeting to discuss the field director's recommendation.

Field Agency Interview and Approval Process

Agency Interview:

Once an agency has been identified, the field director will contact the agency to determine if placement is a possibility. If the agency agrees to proceed, the student is provided contact information for the potential field instructor and is directed to set up an appointment for an interview. Only one referral is given at a time. After meeting with the agency, if the student and/or the agency do not feel that the internship is appropriate, the student will request a meeting with the field director to discuss other potential options.

Confirmation of Placement:

The confirmation of the internship is not finalized until the student, field instructor, and field director mutually agree upon the placement arrangement. Students are given a **confirmation form** to take to the agency interview. The internship is not secured until the field instructor has signed this form and it is returned to the field director by the student prior to the deadline date. The student may have to return to the placement site to retrieve the signed form if the decision to allow placement is not made during the time of the interview. **Field instructors should not return the form to the field director** as the student is instructed to take responsibility for turning in the form when the placement is finalized.

No student is allowed to report to an agency and begin an internship until the confirmation form has been appropriately signed by the field instructor and submitted to the field director. Should a student fail to follow this procedure, s/he will not receive credit for hours earned until the confirmation form has been properly submitted.

Drug Testing and Background Checks:

Some sites may require students to have a background check, immunizations, and/or drug testing and submit the results before the internship begins. Some internship sites cover these costs, however others do not. If not, JMSW students are responsible for paying for these fees. Students should be aware that some sites may require ongoing random drug testing throughout the internship. Agencies reserve the right to remove students at any time for a positive drug screen.

Denial of Placement in a Field Agency

The field director will try to place all students who meet the academic requirements for placement. Generally, the field director will make three attempts to find an agency suitable for a student's field placement. Students cannot be guaranteed a placement as the university is not responsible for decisions made by community agencies. If an agency is not willing to accept a student for placement following an interview or based on their own criteria, and a student cannot be matched for placement, the student will meet with the field director and if needed, other JMSW faculty to discuss further options for the student regarding their degree plan. This could be particularly true if the student has a history or background of criminal or other disqualifying behavior (i.e. Adult or Child Protective Services referrals) that would exclude them from being accepted by an agency. Agencies often use similar criteria for volunteers, interns, and employees regarding disqualifying history or behavior. It is ultimately an agency's decision to accept a student for placement or to allow them to continue in a placement.

The field director makes every effort to ensure appropriate matches between student interests and internship sites. Sometimes, during the process of assigning students to internships either the student or the internship site may question the match. Should this occur, either, or both parties may request consultation with the field director to reconsider placement in another agency. If a student is denied placement by an agency the following steps may be taken:

First Interview-

- If the student is denied placement because the agency cannot accommodate additional students, the field director will work to find the student another placement.
- If the student is denied placement due to inappropriate or problematic behavior on the part of the student as identified by the field director or the field instructor during the pre-field screening and/or agency interview process, the student will be asked to meet with the field director. The behavior will be addressed to determine a Corrective Action Plan before a second placement is pursued. The student may be denied placement for the current semester if the behavior cannot be corrected in time for the placement process to proceed.

Second Interview-

- If the student is allowed to proceed but is denied placement a second time due to inappropriate or problematic behavior on the part of the student as identified by the field director or the field instructor, the social work faculty will review the student's suitability for placement and continuation in the JMSW Program. A student may be denied placement for that semester, dismissed from the program, or may be placed on a behavior/academic Corrective Action Plan to correct the behavior.

Third Interview-

- If the student is denied placement a third time due to inappropriate or problematic behavior on the part of the student as identified by the field director or the field instructor, the JMSW program director (and faculty) will be informed of the problem and the student will be dismissed from the program because there is no ability to continue in the program without an approved field placement.

Out-of-Area Placements

Because the TWU-UNT JMSW program does not have faculty available outside of the DFW area, students are generally not allowed to complete their internship outside of the metroplex community. Students may ask for placements that are close to their home within the DFW area and efforts will be made to accommodate this. However, the academic needs of the students and the guidelines required by CSWE will take precedent in placing students. Sites more than 150 miles from the campuses will require special evaluation.

Employment-Based Internships

Field instruction is an educational experience and not an employment experience. In certain cases, students may be allowed to complete their field education in the same agency in which they are presently employed. In order for students to be assigned to their place of employment for internships, the placement must be a new learning experience with a change in location/responsibilities with a present employer. The student's internship assignment must involve working with a different client population than their typical job. This is only allowed if it seems to be in the best interest of the student's education; that is, the student will continue to learn based on the stated goals of the JMSW Program. In such cases, the field director, the student, and the field instructor work collaboratively to ensure that the practicum activities are new to the student, meet the requirements for successful completion of all learning objectives, and are unrelated to previous work activities.

On occasion a student may be offered an employment position within the agency while still completing their internship. In such cases, the student and field instructor should contact the field director to discuss the feasibility and risks of the student accepting the job offer. Potential risks include the possibility of students being terminated from the new employment and then subsequently being terminated from their internship before all requirements of the placement are met. Such employment-based internships will be considered on a case-by-case basis and must be approved of in advance by the field director. The main consideration in accepting such a proposal shall be the educational needs of the student.

Outside Employment

During the semesters in which students are enrolled in field instruction, it is recommended that they do not engage in any outside employment in order to make optimum use of the field instruction experience. When employment is essential, work schedules must not conflict with field instruction assignments or the field seminar.

Life/Work Experience

No credit, including course work or field internship hours, is granted for life experience or work experience. Students must complete all requirements in order to graduate from the program.

Changing Placements

Placement changes are strongly discouraged. The student must advise the field director if he/she has concerns about the internship and/or the field instructor as soon as possible. The student will also advise the field director and/or assigned faculty field liaison if there are concerns about performance issues raised from feedback received from the agency field instructor. If the student or field instructor feels that a change is necessary, either one of them may discuss this with the field director. If the field director determines that a change is appropriate, every effort will be made to facilitate one. Students and field instructors should note however that **changes in placement cannot occur after the fifth week of the semester.** Students who are asked to leave a placement or who choose to leave a placement after the fifth week must withdraw from field related classes and may only be allowed to re-apply for admission to field the following semester with the approval of the field director and JMSW Program Director. Depending on the reason for a request for change, a Corrective Action Plan may be put in place in order to support and preserve the placement. If a decision is made to transfer the student to a different placement, the field instructor must complete an evaluation of the student's progress covering the period of time prior to the transfer.

A request for a change in the field placement assignment will be assessed by the field director who will render a decision. Examples of conditions that may warrant a change in field placement assignments include the following:

1. A change in the employment status of the field instructor.
2. The student or field instructor identifies a problem of such serious magnitude with the field placement assignment that it interferes with the student's performance in the internship.
3. An agency's termination of a student due to the student's unethical behavior and/or undesirable attitudes that may jeopardize agency client's welfare.
4. A student's request for a change from the agency due to substantiated risk of safety and/or well-being of the student.

Expectations for Students Related to Field Internships

The primary responsibility of the student in field is to meet the educational objectives of field as an active adult learner in the practice setting and in the field seminar. Since students are providing services to clients who are often vulnerable and in need of assistance in problem solving, it is important that students make a commitment to actively pursue the knowledge base and skills necessary to accomplish this. Students are not expected to already possess this knowledge base and skills, but instead, to take on the responsibility to involve themselves in the learning process. This includes remaining open to and acting on feedback from the field instructor and agency staff, coming prepared to meetings and supervision, being willing to reflect on their strengths and weaknesses and sharing this with the faculty liaison and field instructor.

Due to the nature of professional social work practice, the TWU and UNT Departments of Social Work have different expectations of students than do non-professional programs. These standards highlight key criteria for admissions and continuance that are linked to students' abilities

to be effective social work professionals. All CSWE competencies and behaviors are considered academic standards.

Students with Accommodation and Accessibility Needs

Students who require accommodations can access services at both institutions. See the following websites for more information:

TWU Disability Services for Students (<https://www.twu.edu/disability-services/>)

UNT's Office of Disability Access (<https://disability.unt.edu/>).

Students will need to make an appointment to establish services at each University. It is the student's responsibility during the initial agency interview to discuss with the potential field instructor any needs the student has for access or accommodation while at the agency. If the student's needs cannot be met at the agency, the student should contact the field director as soon as possible to discuss other options.

Professional Ethics and Conduct

Students are, at all times, expected to engage in behavior consistent with the NASW Code of Ethics, the Texas Code of Conduct for licensed social workers and the Texas General Standards of Practice found in the Texas Administrative Code. All may be found here:

NASW Code of Ethics: <http://www.socialworkers.org/pubs/code/default.asp>

Texas Code of Conduct: http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm

Texas General Standards of Practice: [https://www.dshs.state.tx.us/socialwork/sw_rules08\(2\).doc](https://www.dshs.state.tx.us/socialwork/sw_rules08(2).doc)

Unethical conduct on the part of the student should be reported immediately to the field director.

All JMSW students will be provided with and expected to read the JMSW Social Work Program Handbook, the NASW Codes of Ethics and the Texas State Board of Social Work Examiners Code of Conduct and will be asked to sign an acknowledgment that they have read and will abide by the documents. The acknowledgment form will be kept in the students' files.

Reporting to the Field Agency

All students are to report to the agency on the date agreed upon with the agency field instructor (usually during the first week of the semester). Students may not begin their internship before the first day of the semester for which they have registered unless prior permission has been granted by the field director (this includes orientation to an agency). This is to ensure that all students are covered by the professional liability insurance provided by the Universities. Once at the agency students will adhere to regular agency hours or as established and agreed to by the field instructor. Students are responsible for immediately notifying the field instructor any time they will be late in reporting to the agency or absent for any reason.

Hours Required

Students are advised that there is a time requirement of 400 hours (200 per semester) in the Generalist field internship placement (SOWK 5803 & 5813) and 500 hours (250 per semester) in the Advanced field internship placement (SOWK 5833 & 5843). These are *minimum* requirements

for the successful completion of field internship. Failure to complete the hours may result in the student receiving an incomplete (“I”) for the course or a failing grade (“F”). Falsification of work records could result in receiving an “F” in the course, and/or expulsion from the JMSW Program, and/or disciplinary action from their respective university.

Students must remain in their placement the entire semester and may NOT complete the semester early. This may not be waived. Placements are designed to afford the student the opportunity to experience an agency over a period of months as agency workloads and activities ebb and flow during this time period. The entire placement period must also coincide with the field seminar (Generalist: SOWK 5803 & 5813; Advanced: SOWK 5833 & 5843) required in the semester. All hours must be completed by semester’s end (end of finals week) so that the student’s academic performance may be measured.

Field agencies are for the most part open to negotiating students’ daily schedule in field at both the convenience of the student and the needs of the agency and its clients. There are some general guidelines:

- a. Student’s hours should overlap the field instructor’s schedules the majority of the time;
- b. Students must be willing to have some flexibility in their schedules if this is needed in the agency;
- c. Students should not consistently stay beyond the estimated hours. Commitments beyond this may indicate that the educational contract needs to be renegotiated or that time management techniques need to be reviewed;
- d. Students should monitor their hours and keep track of their progress toward completing the requisite number of hours. If extensions are needed for grading purposes, notice should be given in advance to the field instructor, field liaison, and field director;
- e. Students may take credit for the extra time spent on agency assignments. This may include longer hours spent in conferences, workshops, working late on projects, etc., if approved by the field instructor;
- f. Students must not be left alone in the agency. This includes coverage for staff meetings or retreats or other agency “emergencies.” If this happens, students should notify their field instructor and the field director immediately.

All student internship hours will be logged and submitted to the student’s faculty liaison/field seminar instructor. Students will document total hours spent in their placement each week or as required by the faculty liaison/field seminar instructor.

There may be exceptional cases of illness where a physician has documented a reason for hours missed or cases where there were other extenuating circumstances that inhibited the student from completing all required hours at the internship. In these cases, the student should contact the field director to discuss options the student has to make up hours.

Continuing Education Opportunities

With the permission of the field instructor and as part of the Learning Contract, students may attend conferences, workshops, and engage in cross training opportunities in other agencies as part of the practicum. However, students should not expend more than 5% (about 20 hours) of the field placement in such activities.

Leave Time/Illness/Emergency

Students are expected to act responsibly in their internships. Any compensatory time accumulated (which should be minimal) can be taken only with permission and pre-approval of the agency field instructor. If a student is ill or has an emergency they must communicate directly with their field instructor and as soon as possible prior to taking time off, just as one would do in a real employment situation. The student should also inform the field instructor, faculty liaison and field director if they are needing an extended period off (will miss one week or longer of field practicum). Arrangements must be made with the field instructor to make up time and the field director must be notified by the student. The field director and/or assigned faculty field liaison, in collaboration with the field instructor, will determine how prolonged absences due to illness, death in the family, etc., will need to be made up. A physician's note will be required for absences that extend beyond 3 consecutive days for illness.

Excessive Absences

Students reported for excessive absences in the internship may receive a failing grade for the internship and seminar courses (Generalist year: SOWK 5803 & 5813; Advanced year: SOWK 5833 & 5843). If time is needed for illness, death in the family, etc., as aforementioned, this must be coordinated with the agency field instructor and the field director. Students must notify their field instructor directly, following agency protocol, whenever they will be absent due to illness, weather conditions or a university holiday.

Inclement Weather/Snow Days

Students are expected to be in their internship placements on the designated days and at the designated times outlined in their Learning Contract. Any absence must be immediately reported to the field instructor. **Absences due to inclement weather must be made up.** In cases of extreme weather events, the Field Education Office will follow University guidelines and procedures regarding the specific weather event. Students will be informed by the field director and/or the assigned faculty field liaison about the expectations for making up the required time.

Internship Site Holidays/University Holidays/Other Closings

Students observe the same holidays and vacations as the University and are not required to be in the agency when the University is not holding classes. However, they may elect to work at the agency during these times if they so desire and if the agency agrees. If students need to take a religious holiday off and this date is not observed by the field site or University, then students must notify their field instructor in advance and make appropriate arrangements to make up any hours missed.

Incompletes

A student may be assigned an "Incomplete" for their field placement/seminar course only in extraordinary circumstances. If granted, the student would not need to re-register for the course. The decision to grant an Incomplete is considered on a case-by-case basis and on the reasons for the termination of the placement which generally might include problems that are beyond the student's control. Policies for granting this exception to a student will be based on graduate policies on Incompletes at the student's home institution.

TWU: <https://twu.edu/registrar/grades>

UNT: <https://catalog.unt.edu/content.php?catoid=19&navoi=2020>

Field Seminar

The concurrent field seminar (Generalist year: SOWK 5803 & 5813; Advanced year: SOWK 5833 & 5843) is a critical part of the learning experience and helps support students in integrating the curriculum and the field experience. It is in this weekly seminar, taught by the field director or faculty liaison, that students discuss and explore their attempts in field to make use of the knowledge that they have acquired throughout the curriculum. The overall goals of the seminar are to assist the student with the field experience and strengthen the relationship between the classroom content and the field. Another contribution of the field seminar is to help socialize the student into the profession by discussion of common social work issues and sharing insights and experiences. The seminar assists students in problem solving around field issues by helping to identify and clarify broad practice issues such as client progress and worker responsibility, client self-determination and worker's influence, etc. Students are expected to attend **ALL** scheduled field seminar meetings. Students will be expected to fully participate in all field seminar assignments as found in the class syllabus.

Transportation & Travel

Access to dependable, reliable transportation is critical. It is the responsibility of students to arrange transportation to and from the agency and to provide their own transportation when travel is required in the course of their internship activities. Students using their automobiles are required to have basic automobile insurance and the student's vehicle must be fully legal to operate. The Universities do not provide auto liability insurance for students during their internship and obtaining or maintaining such insurance is solely the responsibility of the student. Students should possess a valid driver's license with appropriate automobile insurance coverage. Travel expenses are the responsibility of the student, except in those instances where the student can be reimbursed by the agency. Travel to and from the agency at the beginning and end of the day, time spent traveling to and from the field seminar, or spent on campus does not count toward the minimum number of field hours needed to complete the internship. Some agencies may reimburse for mileage but are not required to do so.

Please note:

- Students are not permitted to transport clients or patients in their personal vehicles during the internship.
- Students may only transport clients/patients in an agency vehicle only if the student is covered as an authorized driver on the agency's insurance and all required safety trainings have been completed.
- Students may do "ride-alongs" with the agency employees to perform regular duties, however the employee must be compliant with all agency transportation authorizations (trainings, insurance coverage, etc.)

Professional Liability Insurance

Texas Woman's University, the University of North Texas, and field agencies require that all social work students be covered by a professional malpractice liability insurance policy to protect both the agency and the individual against malpractice liability claims. Professional liability insurance is provided for each student in field placement by the their home university through the institution's

liability insurance program. The limits of liability under this policy are \$1,000,000 each claim/\$3,000,000 aggregate and coverage is only while the student is in field. Coverage begins on the first day of each semester and ends on the last day; therefore, students are not covered by liability insurance if they begin their placements early or end them after the semester is over. This insurance coverage is solely for professional liability and will not in any way cover an accident should it occur while the student is in their personal vehicle during the internship or if a student is conducting client business using their vehicle. This insurance is also not a substitute for student health insurance coverage and will not cover a medical claim by the student should they be injured during the field placement. It is recommended that all students obtain appropriate auto and health care insurance.

Adherence to Agency Policies and Procedures

Students must adhere at all times to all federal, state, and local laws, agency policies and procedures as well as all policies of their respective TWU and UNT home campuses, including TWU-UNT JMSW program policies and the NASW Code of Ethics. Violation of any law, agency policy and procedures, or violation of the University and/or program policies may result in the student being removed from the agency and failing the course. Students may be removed from internship if they are charged with a crime while in field, until the disposition of the charge is known.

Students with Criminal History

Students who choose to accept admission to the TWU-UNT JMSW Program who have a criminal history/record should be made aware that they may have difficulty being accepted into a field internship placement. Without being accepted into and satisfactorily completing the required internship placement(s), students will not be able to earn a degree in social work. While there may be agencies that accept students who have an arrest record and/or criminal history/record for placement, it is the student's responsibility to check with the Texas State Board of Social Worker Examiners (or other similar licensing agency in the state in which they wish to practice) to determine if their criminal history/record would render them ineligible for social work licensure.

Professional Behavior & Demeanor

In addition to demonstrating effective social work practice skills, students are also expected to demonstrate an acceptable level of professional behavior. As with any work environment, students will be evaluated along several dimensions of professional behavior. Some examples of these include, but are not limited to: ethical behavior; writing ability; interaction with co-workers; interaction with supervisors; interaction with professors; interaction with other students; teamwork; willingness to participate in remedial work (e.g. working with the writing lab); assertiveness; attitude; ability to accept supervision; attire and professional appearance; cooperation; proper notification if work or a meeting will be missed; behavior in meetings such as falling asleep or improper cell phone use; timeliness in submitting reports and other material; demonstrated respect for supervisors, clients, and colleagues; how one handles adversity; punctuality; neatness in material presented; taking responsibility for one's own behavior; motivation; emotional maturity; originality; effective communication skills, and so on.

Field instructors and the faculty may use various sources of information concerning professional behavior. This includes, but is not limited to: observations of formal and informal interactions with field instructors, professors, co-workers, clients, other students; written work; e-mail communications; telephone conversations; information provided on forms; behavior in classes;

behavior in meetings; body language; tone of voice; oral presentations; and so on. Students should assume that every aspect of their practice and professional presentation of self is being evaluated, as is the case for all job applicants, graduate school applicants, and employees in the “real world”.

Field instructors and social work professors have decades of social work practice experience, supervisory experience, employee and/or student evaluative experience, and social work education experience with which to guide our assessments. A student’s professional behavior will be assessed using this experience along with feedback from the student and agency. A main purpose of evaluating a student’s professional behavior is to help ensure students are employable and are able to remain employed.

Failure to maintain professional standards of conduct could result in a failing grade and removal from the program. All students are expected to adhere to the policies found in the TWU-UNT JMSW Social Work Student Handbook, the NASW Code of Ethics and the Texas State Board of Social Worker Examiners Code of Conduct.

Sexual Harassment

It is the policy of both TWU and UNT that no member of the university community may sexually harass another. Any employee or student will be subject to disciplinary action for violation of this policy. Sexual harassment is illegal under Title VII of the Civil Rights Acts of 1964 and Title IX of the Educational Amendments Act of 1972. In some cases, sexual harassment may subject one to prosecution under the criminal sexual conduct law.

Statement of Civility

Students should maintain civility at all times with faculty and other students, both inside and outside the classroom, as well as with agency staff. A referral may be made to the Division of Student Life (TWU) or the Division of Student Affairs Dean of Students (UNT) for student who engage in uncivil, inappropriate, overly distracting, or threatening behaviors and a failing grade may be issued for the course.

Academic Dishonesty

JMSW students are expected to comply with all portions of the Student Codes of Conduct of their respective home institution, including academic dishonesty.

Those codes of conduct are available using these links:

TWU: <https://servicecenter.twu.edu/TDCClient/KB/?CategoryID=4608>

UNT: <https://policy.unt.edu/policy/07-012>

Academic dishonesty includes cheating, plagiarism, collusion, fabrication, falsification, falsifying academic records, and other acts intentionally designed to provide unfair advantage to the student, and/or the attempt to commit such acts.

Cheating includes, but is not limited to, intentionally giving or receiving unauthorized aid or notes on examinations, papers, or class assignments intended to be individually completed. Cheating also includes the unauthorized copying of tests or any other deceit or fraud related to the student’s

academic conduct. Dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s) also constitutes cheating.

Plagiarism occurs when a student obtains portions or elements of someone else's work, including materials prepared by another person or agency, and presents those ideas or words as her or his own academic work. The intentional or unintentional use by paraphrase or direct quotation of the published work of another person without full and clear acknowledgement shall constitute plagiarism. Students are responsible for following the guidelines of the citation style manual that is appropriate for the course or discipline (for example, APA for Social Work).

Collusion occurs when a student collaborates with another person without authorization when preparing an assignment. Fabrication occurs when a student makes up data or results and records or reports them.

Falsification occurs when a student manipulates research materials, equipment or methods, or changes or omits results such that the research is not accurately reflected in the research record.

Falsifying academic records includes, but is not limited to, altering grades or other academic records. Dishonesty also includes altering or assisting in the altering of any official record of the University, and/or submitting false information or omitting requested information that is required for or related to any academic record of the University. Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. Forgery allegations, such as forging a signature on add/drop forms, may be separate from academic dishonesty and subject to further sanctions.

In the event of alleged academic dishonesty, the faculty member who discovers evidence or receives reports of academic dishonesty will refer the matter to the JMSW Program Director and the Office of Student Life or Student Affairs at the appropriate institution. Students who commit student code of conduct violations will be reported to and investigated by their home institution.

The sanctions for academic dishonesty may include the following:

- Written reprimand
- Assignment of a 0 on an assignment
- Assignment of a lower grade on the test/paper/project in question, with an explanation from the instructor
- Assignment of a grade of F in the course
- Removal from the course with the assignment of a failing grade
- Disciplinary probation
- Suspension from the University
- Expulsion from the University
- Withholding of a degree
- Revocation of a degree
- Academic dishonesty is grounds for termination from the TWU-UNT JMSW Social Work Program or denial of admission

The Learning Contract

Students are required, with input from his/her field instructor, to complete and adhere to a Learning Contract throughout their internship placement(s). This important document is negotiated between the student and the agency field instructor and is meant to outline how practice opportunities are provided for students to demonstrate the identified core competencies and practice behaviors of their Generalist or Advanced year that are mandated by the CSWE. The contract highlights the partnership between the student, the field instructor, and the agency and must be thoroughly discussed prior to execution. This contract sets forth the context of the field experience, its parameters, and the expectations of both the student and the field instructor. The Learning Contract is negotiated between the student, field instructor and the agency and should contain information about the structure (work hours, total hours, duration, supervision time, etc.), goals and objectives for the internship. The objectives should be concrete, measurable, and attainable. The Learning Contract should be signed by both the student and the field instructor and turned in to the student's faculty liaison for review and final approval as stated in the field seminar syllabus. If, during the internship, the student's responsibilities or assignments change significantly, or if it becomes clear that the goals and objectives cannot be met, the Learning Contract must be renegotiated and resubmitted to the faculty liaison. The student's field evaluation and final grade will be based, in part, on adherence to the Learning Contract and successful completion of the goals that correspond to the 9 core competencies and 31 behaviors outlined by the CSWE (See Appendix for example Learning Contract).

Evaluation of Student Performance in the Internship

Evaluation is an on-going process between the agency field instructor, the student, the field liaison, and the JMSW Field Director. Evaluation extends over the entire two semesters of the field placement experience. It is a process of objectively appraising professional development, particularly in relation to the stated core competencies and behaviors for each field course. Evaluations should be viewed as a valuable and growth-producing component of social work education.

It is important that in the beginning of the semester both the student and their supervisor review the evaluation form (See Appendix) with which the student's progress in field will be documented. Formal, written evaluations of the field experience occur at the mid-point (end of the first semester: SOWK 5803 & SOWK 5833) and at the end of the field internship placement (end of the second semester: SOWK 5813 & SOWK 5843). The evaluation instrument seeks to measure the degree to which core competencies and behaviors for the semester have been met.

Familiarity with this document will assist with the development of the student's Learning Contract. It may also serve as a guide to planning field activities during the semester, thus ensuring the successful completion of the field goals.

Grading

Grades are assigned by the JMSW faculty liaison and/or JMSW Field Director, not by the agency-based field instructor. However, input is obtained from the field instructor in the agency during the field agency visits and via midterm and final evaluations. Students receive one grade for the field internship and seminar. Students must perform at a "C" level or better in order to obtain credit for the internship and seminar class. Students who earn a "C" or below in SOWK 5803, SOWK 5813,

SOWK 5833 or SOWK 5843 will be required to retake the course and the internship in their entirety.

Grades in field internship range from “A” through “F”. A grade of “B” is considered to be the normative grade, reflecting good solid professional social work performance at the beginning level. A grade of “A” reflects superior, exceptional performance in all areas of practicum performance; a grade of “C” or below is considered marginal performance. A grade of “D” or “F” reflect that the student has not mastered the content through the field experience. If a grade below a “C” is earned in field internship or seminar, the course must be retaken. If a grade of “D” or “F” is earned in field internship or seminar, a review of student performance will be undertaken in order to determine if the student should continue in the program or be terminated.

Safety Issues and Guidelines

The TWU-UNT JMSW Program wants to make our students aware that there are certain inherent risks in any situation requiring contact with the public. The program takes seriously and prioritizes student safety when in the field. It is expected that students, field instructors and agencies will collaborate to enhance safety and minimize risk in the field setting. Each agency and field instructor is responsible for providing students with a comprehensive orientation to the agencies safety policies and procedures. This orientation should include, but not be limited to, discussion of safety issues within the agency (during evening and weekend hours, client office visits, etc.), in the community, (i.e.- during home visits), and with particular clients such as outlining procedures for client emergencies (i.e., suicidal or homicidal threats, issues with duty to warn, etc.). Agencies will provide guidance on procedures for students to follow in the event of a safety or security problem. The agency should make the same accommodations to ensure students’ safety as they make for staff. Students should not be forced to engage in any activities in which they feel at risk. If a student feels unsafe, they should immediately contact their field instructor and their faculty field liaison to discuss their concerns.

While fulfilling the internship requirements, students must also be attentive of the need for personal safety and act accordingly to minimize these risks. During the internship, students should discuss safety issues along with other issues of infection control, personal injury, and risk assessment with their field instructor. Students with any safety concerns or questions should contact the field director to discuss these issues and seek guidance. Below are some guidelines for personal safety.

Guidelines for Personal Safety

It is very difficult to predict when dangerous behavior will occur. The factors most often considered as predictors are history of violent and aggressive behaviors, and abuse of drugs and/or alcohol. Aggressive behavior may be caused by such things as fear, anger, stress, chemical alteration, paranoia or need for attention or power. The important variable is the intent or perceived intent of the individual who appears to be dangerous. It is important to determine whether the behavior is a personal characteristic or if it is reactive to a particular or current situation. However, the best protection in threatening situations or actual assault is to err on the side of protecting your personal safety.

The following problem-solving skills can be useful in risky situations:

- Gather data
- Evaluate the information

- Decide on a course of action based on the evaluation
- Implementation
- Evaluate the outcome, and adjust accordingly

This process may occur in an instant or over a longer period. The goals of risk prevention and management strategies should be to:

- Protect the safety of the client, staff, yourself and others in the environment
- Help the individual gain control with the least amount of pain and guilt
- Help the individual focus on the source of anger, fear, frustration, etc.
- Assist the individual to express these feelings verbally rather than in actions

General Personal Risk-Reduction Guidelines

- Walk with a sense of purpose and be aware of body language
- Be alert to people around you. Beware of strangers who approach and speak to you. Keep at a safe distance and keep moving.
- Be alert to nonverbal cues while conveying confidence in your actions. Look aware and unafraid. Have a strong, independent image, and a clear sense of purpose.
- Do not walk on streets where people are loitering. Walk on the outside of the sidewalk, away from possible hiding places.
- Be aware of places such as a store, library, school and community center that can be used for refuge.
- Do not carry a purse, bag, heavy notebooks, or briefcases. If you must carry these items, conceal them or use a shoulder bag or backpack to allow free use of hands.
- Wear sensible appropriate clothing, low-heeled shoes, and minimal jewelry that cannot be snatched off or wrapped around your neck.
- Do not give money to people who ask for it.
- Practice caution with persons who might be:
 - Under the influence of chemicals
 - Engaging in illegal activities
 - Feeling threatened by your presence
 - Feeling threatened by the possibility of your reporting their behaviors to legal authorities
- Prior to entering a building assess safety: sounds of violence (e.g., out-of control behavior), location of other people and their ability to respond to a call for help, possible escape routes
- Assess multi-story buildings for safety. If you take the elevator, observe the elevator interior before entering. If the elevator appears unsafe, wait for the next elevator or consider taking the stairs; be aware of who is in the stairwell and how far apart the exits are. If a suspicious person enters the elevator after you have entered it exit before the door closes. Stand next to the control panel. If accosted, press all buttons.

What to do if Attacked or Seriously Threatened at an Internship Placement

- Follow agency procedures to manage the immediate situation and to report the incident.
- Get any needed medical care. Notify and debrief with your field instructor.
- Notify the School (the seminar instructor or the field director) as soon as possible.
- Recognize that a physical attack or threatening behavior is frightening and that you may later respond emotionally to the stress. Seek professional help to address these feelings.

- Conduct a comprehensive post-incident evaluation with staff, outlining a plan to increase safety, if indicated.

Remediation and Termination from an Agency

Remediation Efforts

Performance problems that result in termination from an internship vary greatly. In general, they reflect noncompliance with established policies and procedures, ethical/work performance issues, or a violation of the expectations mentioned earlier. The following guidelines apply when a student is not progressing at a satisfactory rate:

1. At any time during the internship, if a single event or persistent problems occur, the field instructor will contact the field director and/or the assigned faculty field liaison for consultation as soon as a problem arises.
2. The field director and/or assigned faculty field liaison will offer guidance to the student and/or agency field instructor by telephone or in person. If a visit to the agency is needed, this meeting may include separate time with the student and with the agency field instructor. Past academic and performance information may be shared if relevant.
3. The student, field instructor, and field director are involved in an analysis of the problem.
4. The student is given formal notification that the performance is substandard.
5. Performance problems will be clearly identified (orally or in writing) by the agency field instructor, field director, and/or the assigned faculty field liaison. Guidelines, expectations, and consequences are given to the student in writing via a Corrective Action Plan for the student to follow in raising the standard of performance. Specific examples of the problem area(s) and recommendations for improvement will be made (if applicable), and consequences of failure to meet expectations will be communicated to the student in a timely manner.
6. Poor performance or a single event, which place clients at risk, including unprofessional or unethical behavior, may result in a termination at any time from the internship. The agency field instructor and the field director will attempt to make this decision jointly, when possible; however, as agencies supervise students voluntarily, it is the right of any agency to terminate an internship with no prior notice if they feel they can no longer work with the student. Such termination will result in a failing grade for the internship and seminar if the reason for termination is related to student conduct and/or performance issues.

Examples of conduct that could result in being “terminated” from an agency include but are not limited to:

1. Excessive absences
2. Chronic lateness
3. Inability to accomplish objectives
4. Repeated exhibition of poor practice skills
5. Inappropriate relationships with clients or staff
6. Insubordination

7. Failure to take direction
8. Alcohol or drug use
9. Failure to attend supervision
10. Inability to get along with co-workers
11. Ethical violations
12. Legal violations
13. Agency policy violations

Concerns are addressed according to two categories:

Low Level Concerns are categorized according to the following behavior, although they are not limited to them:

- No evidence of harm or risk of harm to self or others, agency or university
- A specific identifiable problem area
- Demonstrated student awareness, initiative, and ability to resolve the issue
- Evidence that the impact is limited to the student directly involved in the issue

High Level Concerns include, but are not limited to, behaviors in which there is:

- Evidence of harm or risk of harm to self, others, agency or university
- Direct violation of the student's respective home institution's Student Code of Conduct, NASW Code of Ethics, agency policies or standards, other relevant policies governing social work practice
- Failure to demonstrate minimal level of competency on one or more of the CSWE and/or Advanced Generalist Practice identified behaviors
- Diffuse concerns that affect multiple aspects of the learning environment
- Concern regarding how the student's behavior negatively impacts the learning environment for others
- Concern because the student is already on remediation status for a low-level concern and s/he failed to successfully remediate according to the Corrective Action Plan
- Additional performance concerns while the student is already on remediation status

Unsuccessful Remediation Efforts

If the student's performance still does not meet minimum expectations as indicated on the Corrective Action Plan or by the due date of the final evaluation, the agency field instructor will complete the narrative portion of the evaluation form specifying the reasons for the student's failure to meet expectations. The quantitative and qualitative portions of the evaluation should clearly indicate the inadequate or unsatisfactory areas of performance. If the student does not meet the required minimum expectations of performance within the timeframes specified, a failing grade is earned.

Termination from a Field Placement and Grade Appeals

In some cases, the field director may determine it is not appropriate for the student to remain in the placement due to student behavior, performance, or other factors. If a student is released from an agency due to a student's documented unprofessional or unethical behavior, or substandard performance issues, the student will receive a failing grade. The student's grade and

subsequent termination from the placement is based on the student's behavior or performance, which has violated policies of the agency, the University, the TWU or UNT Departments of Social Work, and/or any standards set by the NASW Code of Ethics and the Texas State Board of Social Worker Examiners Code of Conduct. The field director and other JMSW faculty may determine if the student can be offered a second field placement after the completion of a Corrective Action Plan. Students are reminded that both TWU and UNT Departments of Social Work consider all components of the CSWE EPAS 2015 as academic standards.

Appeal Process for Denial of Admission to Field Instruction or Termination from Field Instruction

Students have the right to appeal decisions that result in denial or termination from field placements. Additionally, students have the right to request exceptions to field policies.

The formal appeals/exceptions process for field is as follows:

- 1) The student shall submit a written appeal to the field director. The appeal should explain why the student is requesting the appeal or exception to policy, and then detail exactly what the student would like to see as an outcome.
- 2) If the appeal/request for exception is not resolved favorably, then the student may submit a written appeal to the JMSW Program Director. The appeal should explain why the student is requesting the appeal or exception to policy, and then detail exactly what the student would like to see as an outcome.
- 3) The JMSW Program Director will assemble a committee to review the appeal and make a final determination of the outcome.

Requests for Reinstatement

Any adverse action short of discontinuation from the program must be followed by a written plan of remediation (Corrective Action Plan) that is jointly developed by the student, the field director, the JMSW Program Director and other social work faculty as appropriate. Specific remedial action, specific time-frames and specific responsibilities must be delineated in the plan. When a problem presents itself, it is the intent of the social work faculty to find a fair and equitable resolution which protects student rights, upholds the standards of professional conduct and protects the welfare of future clients. Termination from the JMSW Program is a likely outcome of termination from a field placement.

In situations when a student is dismissed from their internship and wishes to be reinstated into the JMSW field program, she/he must complete a type-written request for reinstatement to field and another placement, stating their reasons and responsibility for failure in the prior internship, along with how they plan to resolve the problem area (i.e., attend a workshop on confidentiality, personal counseling, etc.). This request is submitted to the field director within 30 days following the date of the termination. The field director reviews the letter and all pertinent information jointly with the JMSW Program Director. Students eligible for reinstatement must demonstrate an ability and willingness to function at a professional level of conduct, complete any recommended Corrective Action Plan for remediation within stated timeframes, and otherwise be judged ready for readmission by the social work faculty. Some forms of gross misconduct may render the student ineligible for readmission to the field program and could result in the student's dismissal from the JMSW Program. If it is decided that the student will be offered another internship

placement **the entire internship MUST be repeated**, with no credit given for previous hours earned in another internship placement. The student must re-register for the full credit hours of the appropriate corresponding seminar course during the identified semester.

A second agency placement is contingent on the student's demonstrated remediation of issues that resulted in the original termination from the first placement. Disclosure of any performance problems and a copy of the last field evaluation form (if available) may be provided to the new potential field instructor if a second placement is sought. The decision whether a student is allowed to enter a second placement in another semester is contingent on a number of factors and will be at the professional discretion of the social work faculty. In general, a student will not be allowed to enter a second placement during the same semester they were terminated from the original placement since all hours will still need to be re-earned and there will be insufficient time to do so.

Denial of Additional Placement Opportunities

The TWU-UNT Social Work Program reserves the right to not offer a second placement based on student behavior, performance issues, and/or the student's refusal to allow University representatives to share information about the termination with the new agency. The student will need to meet with the social work faculty to discuss future plans and appropriateness of continuation versus termination in the JMSW Program. The JMSW Program **WILL NOT** offer a third internship.

Termination from the Social Work Program

Students whose academic performance is consistently problematic or marginal, and/or student who are unable or unwilling to function at the level of an advanced social work practitioner may be terminated from the program. Examples of unacceptable performance that could lead to termination include:

- The student's JMSW GPA falls below 3.0
- The student received a grade lower than a "C" in a Practice Course, Integrative Seminar or Field Internship, regardless of overall or Social Work GPA
- If a student demonstrates an inability or unwillingness to acquire and integrate professional standards into professional behavior, and/or has an inability or unwillingness in acquiring professional skills and reaching an acceptable level of competency, and/or has an inability or unwillingness in controlling stress, emotional dysfunction, or behavioral reactions that may affect professional functioning, the student will be terminated from the JMSW Social Work Program.

In short, students must function at the level of a professional at all times or face termination from the program.

Student Rights and Responsibilities/Grievance and Appeal Procedures

Students who wish to appeal an adverse decision by the faculty or who wish to file a grievance against the program or any employee or representative of the program may do so by first submitting a written summary of the grievance or appeal to the JMSW Program Director within 10 days of the action which prompted the grievance or appeal. The student should outline grounds for grievance/appeal and provide supporting documentation. The JMSW Program Director must respond to the student in writing within 10 days, indicating the course of action to be pursued,

including time frames, opportunities for the formal presentation of the grievance or appeal and the names of individuals who will participate in the grievance process which may include other faculty. If the appeal is denied, the student may then submit a written summary of the grievance or appeal to the chair of the TWU or UNT Departments of Social Work (determined by the student's home campus) within 10 days following notice of denial by the JMSW Program Director. Again, the student should outline grounds for grievance/appeal and provide supporting documentation. The respective chair must respond to the student in writing within 10 days, indicating the course of action to be pursued as previously mentioned. If the grievance or appeal is not resolved at this level, it becomes subject to the respective formal university-wide grievance and appeal procedures.

Students are in many ways considered partners in the educational process. Their input is valued and necessary. Both TWU and UNT have statements regarding student rights at each institution and those are available at:

UNT: <https://deanofstudents.unt.edu/conduct/rights-of-students>

TWU: <https://twu.edu/student-life-office/student-code-of-conduct.asp>

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Council on Social Work Education
Educational Policy and Accreditation Standards (EPAS-2015)

The nine Social Work Competencies are listed below. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors. (CSWE)

Competency & Description	Practice Behaviors
<p>1. Demonstrate Ethical and Professional Behavior</p> <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>	<ol style="list-style-type: none"> 1. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; 2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; 3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; 4. use technology ethically and appropriately to facilitate practice outcomes; and 5. use supervision and consultation to guide professional judgment and behavior.
<p>2. Engage Diversity and Difference in Practice</p>	<ol style="list-style-type: none"> 6. apply and communicate understanding of the importance of diversity and difference in shaping

Competency & Description	Practice Behaviors
<p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>life experiences in practice at the micro, mezzo, and macro levels;</p> <ol style="list-style-type: none"> 7. present themselves as learners and engage clients and constituencies as experts of their own experiences; and 8. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
<p>3. Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand</p>	<ol style="list-style-type: none"> 9. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and 10. engage in practices that advance social, economic, and environmental justice.

Competency & Description	Practice Behaviors
<p>strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</p>	
<p>4. Engage in Practice-Informed Research and Research-Informed Practice</p> <p>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.</p>	<p>11. use practice experience and theory to inform scientific inquiry and research;</p> <p>12. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</p> <p>13. use and translate research evidence to inform and improve practice, policy, and service delivery.</p>
<p>5. Engage in Policy Practice</p> <p>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery,</p>	<p>14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</p> <p>15. assess how social welfare and economic policies impact the delivery of and access to social services;</p> <p>16. apply critical thinking to analyze, formulate, and advocate for policies</p>

Competency & Description	Practice Behaviors
<p>and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.</p>	<p>that advance human rights and social, economic, and environmental justice.</p>
<p>6. Engage Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients,</p>	<p>17. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</p> <p>18. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>

Competency & Description	Practice Behaviors
<p>constituencies, and other professionals as appropriate.</p>	
<p>7. Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	<p>19. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</p> <p>20. 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;</p> <p>21. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</p> <p>22. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>
<p>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals,</p>	<p>23. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</p> <p>24. apply knowledge of human behavior and the social environment, person-</p>

Competency & Description	Practice Behaviors
<p>families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.</p>	<p>in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</p> <p>25. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</p> <p>26. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</p> <p>27. facilitate effective transitions and endings that advance mutually agreed-on goals.</p>
<p>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</p>	<p>28. select and use appropriate methods for evaluation of outcomes;</p> <p>29. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</p> <p>30. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</p> <p>31. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>



TWU-UNT Joint Masters of Social Work Application for Field Placement

NOTE: This document will be reviewed by the JMSW Director of Field Education in determining readiness for field placement. You should complete it in a thorough and professional manner. The JMSW Program does not grant field credit for previous work or life experiences.

Name: _____ Date: _____

Expected Month/Year of Graduation: _____ DOB: _____

Local Address: _____

Permanent Address (if different): _____

Home Phone: _____ Work Phone: _____ Cell Phone: _____

E-mail address: _____ Driver's License #: _____

List any languages, other than English, in which you are conversant: _____

Undergraduate Degree: _____ University Obtained: _____

Emergency Contact Name: _____ Relationship: _____

Emergency Contact Phone: (1) _____ (2) _____

Please note any particular restrictions or considerations that should be taken into account in arranging field placement?

Social Work Courses Completed

Course #	Course Name	Where Taken/Date?	Grade	Enrolled now?	When scheduled?
Generalist					
SOWK 5103	Human Behavior I				
SOWK 5203	Social Work Practice I				
SOWK 5213	Social Work Practice II				
SOWK 5303	Social Work Policy				
SOWK 5403	Social Work Research				
SOWK 5113	Human Behavior II				
SOWK 5223	Social Work Practice III				
SOWK 5313	Social Work Policy Practice				
Advanced					
SOWK 5233	Advanced Practice I				
SOWK 5243	Human Diversity				
SOWK 5323	Administration and Management				
SOWK 5413	Program Evaluation				
SOWK 5973	Integrative Seminar				
SOWK 5253	Advanced Practice II				
SOWK 5333	Advanced Policy Analysis				
SOWK 5553	Social Work Elective				
Field (Generalist)					
SOWK 5803	Social Work Seminar & Field Practicum I				
SOWK 5813	Social Work Seminar & Field Practicum II				

VOLUNTEER EXPREIENCE RELATED TO SOCIAL WORK (including field experience)

Briefly describe any experiences you have had as a volunteer in any type of human service organization.

Briefly describe and give dates for your paid work experience.

What skills / interests / hobbies / experience do you have which might be helpful in the field?

Briefly discuss your special interests in regard to field placement in terms of age group, special populations, service settings, etc.

Are there any placements or populations that would be problematic for you?

While a criminal history does not necessarily eliminate you from participation in field placement, there are certain settings in which a criminal history check is required. Some agencies have internal rules that would preclude placement of students with a criminal history. Have you ever been found guilty of a crime or pled anything other than not guilty to a criminal charge, or do you have any criminal charges pending?

YES or NO (please circle)

If yes, please explain:

Possible Social Work Settings

The following are brief descriptions of several different practice settings with which professional social workers are involved.

Child Welfare/Advocacy/Adoptions

Typical agencies include Children's Protective Service, Big Brothers & Big Sisters, child advocacy centers, and adoption agencies. Primarily involved in protecting children from abuse and neglect, placing children, and providing supportive services.

Mental Health

Serves a variety of clients with issues of mental illness and/or mental retardation. Agencies might include places like MHMR, State Schools, residential centers, and some private psychiatric hospitals.

Criminal Justice

Involves working with offenders and victims engaged in the criminal justice system. Could include advocacy work with the courts, police departments, and the District Attorney's office, as well as working with offenders in adult or juvenile probation.

Medical Social Work

Typically involves work in hospitals, hospice agencies, community health clinics, rehabilitation centers, or organizations that serve specialized populations such as Health Services of North Texas.

Social Work in School Settings

Both Communities in Schools programs (CIS) and local independent school districts employ social workers to provide direct services to students and their families.

Aging

Social workers provide direct care and family services to older Americans in a variety of settings.

Note: Hot career path for social workers!!!

Domestic Violence

Work could include case management in a shelter or outreach center, advocacy in the courts or prosecutor's office, or work with children from violent families.

The final decision regarding field placement is made by the social work faculty, taking into consideration the preferences of the student, the student's educational needs, availability of sites, the quality of field instruction, and the acceptance of the student by the field instructor and agency. Your input is requested in order to appropriately match student interests, needs, and abilities with agency practice opportunities. If you have a particular agency you would like the faculty to consider, please identify it below under "Additional Comments". Again, please remember that faculty makes the final placement decision.

Please indicate your priorities in field settings. Pick three and rank order them by preference.

- ___ Child Welfare/Advocacy
- ___ Mental Health
- ___ Criminal Justice
- ___ Medical Social Work
- ___ Substance Abuse
- ___ Social Work in School settings
- ___ Aging
- ___ Domestic Violence
- ___ General assistance with adults

Geographical Preference

Note: Not all settings are available in all areas. Let us know if geographical location is your primary concern.

- ___ Dallas Area
- ___ Tarrant County
- ___ Denton Area
- ___ Collin County
- ___ Other (Specify: _____)

Do you have any special needs or accommodations as outlined by ADA?

Additional Comments: On the back of this page, please provide any additional information that will be helpful in assigning you to a practicum site.

**OFFICIAL AGREEMENT
FOR SOCIAL WORK STUDENTS ENTERING FIELD PLACEMENT**

I, _____, understand that participation in the field as a graduate practicum student requires adherence to certain professional standards. If accepted into the field practicum, I agree to:

1. Attend the required field orientation meeting conducted by the program, complete my application, and meet all deadlines required for interviewing and completing paperwork for the field placement in a timely manner.
2. Read, understand, and adhere to the Codes of Conduct/Ethics of the Texas State Board of Social Work Examiners and the National Association of Social Workers, the TWU-UNT field manual, and the Student Code of Conduct.
3. Follow all laws of the State of Texas and all other jurisdictions in which I might practice.
4. Review all agency policies and procedures within two weeks of beginning the practicum and to comply with agency policies and procedures while in the field.
5. Come fully prepared and participate actively in all scheduled meetings with the agency Field Instructor. I agree to meet at least weekly with the Field Instructor for supervision and notify the Field Instructor if I miss any supervision sessions. I understand that it is my responsibility to arrange supervision meetings with the Field Instructor.
6. Come fully prepared and participate actively in all practicum seminar classes. I understand that missing more than two classes in a 15-week semester or in the summer block may result in my failing the practicum.
7. Provide proof of insurance if using my vehicle for agency business.
8. Conduct myself in a professional manner at all times. This includes being punctual, reliable, and responsible in all field practicum assignments, as well as interacting in a professional manner with all clients and co-workers.
9. Negotiate a learning contract with my Field Instructor and submit it in writing to the practicum instructor by the third seminar meeting.
10. Attend all meetings and turn in all assignments related to the practicum and the seminar class as specified in the syllabus.
11. Inform the program and the field agency of current address, phone number, and e-mail at all times so that I may be reached.

I understand that failure to comply with this agreement might result in a failing grade for the practicum and that substantial violation of this agreement could result in dismissal from the program.

Signature: _____ Date: _____

TWU-UNT JMSW Learning Contract

Student's Name: _____ Email address: _____

Field Instructor: _____ Email address: _____

Agency: _____ Agency Phone: _____

Specify the dates and hours each week student will be in field placement. (Must total 400 hours/Generalist Year & 500 hours/Advanced Year)

Date Placement Begins: _____ Anticipated Ending Date: _____ Days and Hours Per Week: _____

Importance of the Learning Contract

Purpose of the Learning Contract: The learning contract is designed to ensure students are mindful about the learning expectations in their field placement. It was developed to help students and supervisors/instructors plan a well-rounded experience that will help students meet the learning objectives.

Learning Objectives: The Council on Social Work Education (CSWE) requires students gain competency in nine areas of social work practice. These areas of practice are defined as *core competencies* of the profession. Each *core competency* requires particular behaviors students should be able to engage and gain competency in. Students should provide examples of activities in the agency they can participate in to help them meet the learning objectives. Some examples of activities are provided. This is not an exhaustive list, so others can be added. **Students must have an opportunity to complete tasks in all nine areas of competency.**

Connection to the Student Evaluation: Not only is the learning contract a helpful tool to plan the learning goals for the term, but it connects directly to the evaluation points in the student evaluation. Field Instructors/supervisors will be asked to complete student

evaluations. Each student is evaluated on the nine core competencies of social work. Having a solid learning agreement aligns the learning goals with the student's evaluation, so no areas are missed.

Instructions

Negotiating the Agreement: The learning contract should be completed by **week 3** at the agency. This is a collaborative process, where the field instructor/supervisor and student meet to establish goals for the term. Once agreed upon, all parties will sign the contract. The student will then submit the agreement to the Faculty Liaison. During the evaluation session, toward the end of the semester the student and instructor/supervisor should meet to discuss progress and challenges with the plan and develop ways to adjust the learning for the remainder of the placement and the next semester.

Form Layout:

Each grid is devoted to one of the nine *Social Work Core Competencies*. **Students must have experience in all nine competencies.**

Section Descriptions:

Expected Behaviors – The expected behaviors are those that are identified by the Council on Social Work Education (CSWE). These behaviors should be demonstrated by students during the term of the field placement/internship.

Agency Activities-These are examples of particular activities that students can do at the agency to demonstrate the expected behaviors. Most of these are general to all settings. ***The student is NOT required to create all new agency activities.*** However, if they don't quite match, feel free to ***add/change these to fit with the context of your agency.*** Check all activities that apply.

Method of Evaluation- In this area, you and your supervisor will identify methods for evaluating the agency activities. Examples of method of evaluation could include: self-evaluation, feedback from supervisor, feedback from field instructor, observation, observation by supervisor, etc.

Agency Expectations: Discuss the expectations regarding illness, holidays, personal time, make-up for lost time, notification and coverage during absences, etc. Student should be provided an orientation or policies & procedures to read. Please indicate that a discussion was completed (both initial): _____/_____

Behaviors and Activities

By the end of the internship, the student will have demonstrated competency in each of the following arenas of performance as a beginning generalist social worker:

Core Competency	Expected Behaviors: Students will be evaluated on these at the end of the semester	Agency Activities to help you achieve the expected behaviors. Check all that apply.	Method of Evaluation	Due Date
Demonstrate Ethical and Professional Behavior (Professional)	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;	<input type="checkbox"/> Familiarize self with clients' rights and respect these at all times and adhere to the <i>NASW Code of Ethics</i> .	Self-evaluation	
(Professional)	2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	<input type="checkbox"/> Advocate for those who are incapacitated, incompetent and those who cannot represent their own best interests. <input type="checkbox"/> Discuss personal values in supervision when they conflict with the values of the profession.	Observation by supervisor Feedback from supervisor	
(Professional)	3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	<input type="checkbox"/> Dress professionally, use appropriate, professional language and behavior.	Self-evaluation Feedback from supervisor	

		__Read agency policies and uphold those policies throughout the entire time of internship.		
(Professional)	4. use technology ethically and appropriately to facilitate practice outcomes; and	__Adhere to agency polices about technology and record keeping.	Feedback from supervisor Self-evaluation	
(Professional)	5. use supervision and consultation to guide professional judgment and behavior.	__ Seek guidance when you experience and ethical dilemma. (Debrief w/ supervisor). __Discuss case scenarios with my supervisor and faculty liaison that require ethical reasoning.	Feedback from supervisor Feedback from field instructor & supervisor	
(Professional)		Add other activities here (if necessary):		
Engage Diversity and Difference in Practice (Diversity)	6. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	__Interact with those who are different from you based on age, SES, color, culture, disability, ethnicity, gender, religion, sexual orientation, etc.	Self-evaluation	
(Diversity)	7. present themselves as learners and engage clients and constituencies as experts of their own experiences; and	__Discuss in supervision and in class the strengths of engaging diversity and the challenges you have when engaging difference.	Feedback from supervisor	

(Diversity)	8. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	__Engage in self-reflection about personal biases related to client population and discuss with supervisor.	Self-evaluation & feedback from supervisor	
(Diversity)		Add other activities here (if necessary):		
Advance Human Rights and Social, Economic, and Environmental Justice (Human Rights)	9. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and	__Identify barriers clients face when accessing services at my agency or at other agencies and discuss during supervision. __Discuss with supervisor about how social, economic, and environmental factors affect client outcomes.	Self-evaluation & feedback from supervisor Feedback from supervisor	
(Human Rights)	10. engage in practices that advance social, economic, and environmental justice.	__Become familiar with a local or national organization that advocates for your population. __Work with instructor/supervisor to engage advocacy for needs and services for clients.	Self-evaluation Advocate & feedback from supervisor	
(Human Rights)		Add other activities here (if necessary):		
Engage in Practice-Informed Research and Research-Informed Practice (Research)	11. use practice experience and theory to inform scientific inquiry and research;	__Research the context and treatment models used by the agency.	Self-evaluation	

(Research)	12. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	__Read current research/literature on best practices with the population you serve. Discuss those articles with your supervisor.	Self-evaluation & feedback from supervisor	
(Research)	13. use and translate research evidence to inform and improve practice, policy, and service delivery.	__Work with your supervisor to create a brief-interview questionnaire that could be used during an intake process with your population.	Collaborate w/& get feedback from supervisor	
(Research)		Add other activities here (if necessary):		
Engage in Policy Practice (Policy)	14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	__Become familiar with local, state, federal and agency policies that affect the client population and discuss them in supervision and in class.	Self-evaluation & feedback from supervisor & instructor	
(Policy)	15. assess how social welfare and economic policies impact the delivery of and access to social services;	__Explore how the service delivery in the agency is affected by social welfare policies.	Feedback from supervisor	
(Policy)	16. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	__Find opportunities at the agency or in advocacy organizations to work with others to advocate to advance human rights and justice.	Self-evaluation Feedback from supervisor	
(Policy)		Add other activities here (if necessary):		

<p>Engage with Individuals, Families, Groups, Organizations, and Communities (Engagement)</p>	<p>17. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</p>	<p>Individuals __Identify how knowledge of HBSE impacts engagement with clients.</p> <p>Families __Initiate professional relationships with families to support client needs. __Identify how knowledge of HBSE addresses familial relationships with clients.</p> <p>Groups __Identify how knowledge of HBSE impacts the interaction of group members.</p> <p>Organizations __Consult with organizations to assist with client needs.</p> <p>Communities __Identify the communities' role in impacting client success.</p>	<p>Feedback from supervisor</p> <p>Self-evaluation & feedback from supervisor</p> <p>Observation & feedback from supervisor</p> <p>Self-evaluation</p> <p>Self-evaluation & feedback from supervisor</p>	
<p>(Engagement)</p>	<p>18. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<p>Individuals __Show care, empathy, and genuineness with clients to initiate professional relationships with clients.</p>		

		<p>Families</p> <p>__ Reflect on interactions with a family and with what went well and what could have been improved (and how).</p> <p>Groups</p> <p>__ Remain calm and collected when engaging in group activities with clients.</p> <p>Communities</p> <p>__ Connect with community organizations that provide services related to the clients you serve.</p>		
(Engagement)		Add other engagement activities (individual, family, groups, organizations, or communities):		
Assess Individuals, Families, Groups, Organizations, and Communities (Assessment)	19. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	Individuals __ Utilize agency appropriate intake forms, tools, and processes to assess clients' needs, strengths, and limitations to inform appropriate intervention strategies.	Self-evaluation	
(Assessment)	20. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of	Families __ Assess family dynamics and develop intervention goals and	Observation & feedback from supervisor	

(Assessment)		Add other assessment activities (individual, family, groups, organizations, or communities):		
<p>Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>(Intervene)</p>	<p>23. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</p>	<p>Individuals</p> <p>__Use agency-appropriate processes to help clients set goals.</p> <p>__Discuss with supervisor relevant prevention strategies with clients served.</p>		
<p>(Intervene)</p>	<p>24. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</p>	<p>__Assist clients by negotiating, mediating, and advocating for needed services.</p> <p>__Talk with supervisor about planning for termination with clients.</p>		
<p>(Intervene)</p>	<p>25. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</p>	<p>__Work with clients to transition services when they transition from your services.</p>		
<p>(Intervene)</p>	<p>26. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</p>	<p>Families</p> <p>__Work with supervisor on advocating for families.</p>		
<p>(Intervene)</p>	<p>27. facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<p>Groups</p> <p>__Participate in interdisciplinary team meetings.</p>		

		<p>__ Discuss with supervisor a group that could better be improved and how.</p> <p>Organizations</p> <p>__ Determine organizations that could further assist your clients' needs.</p> <p>Communities</p> <p>__ Promote good interactions between the client and their social systems by being knowledgeable of various available resources.</p>		
(Intervene)		Add other intervention activities (individual, family, groups, organizations, or communities):		
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (Evaluate)	28. select and use appropriate methods for evaluation of outcomes;	<p>Individuals</p> <p>__ Explore how the agency assesses outcomes for its clients and discuss with supervisor.</p> <p>__ Meet with clients to assess the progress of their goals and make changes in treatment plans as necessary.</p> <p>__ Review client progress and analyze their success.</p> <p>Families</p>		
(Evaluate)	29. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;			

(Evaluate)	30. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	<p>__Use family sessions to better evaluate the true condition of your client.</p> <p>Groups</p> <p>__Follow up w/ patients participating in group therapy, and educational groups to observe change in demeanor and behavior.</p>		
(Evaluate)	31. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	<p>Organizations</p> <p>__Evaluate how support resources support clients' needs.</p> <p>Communities</p> <p>__Explore if funding sources at the agency require certain outcomes and discuss with supervisor.</p> <p>__Evaluate effectiveness at the micro, mezzo, and macro levels.</p>		
(Evaluate)		Add other evaluation activities (individual, family, groups, organizations, or communities):		

SIGNATURES

Student: _____ Date: _____

Field Instructor: _____ Date: _____

TWU-UNT Joint MSW Program

Field Instructor Evaluation of Student Performance

Student Name:	Date:
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GENERALIST YEAR

ADVANCED YEAR

MIDTERM

FINAL

Rating Scale for Evaluation of Field Placement Performance	
<i>Directions - Circle the appropriate response to the student's performance on each identified practice behavior utilizing the following key:</i>	
Rating	Description
4	Complete mastery of key behavior; <i>excellent with little room for improvement</i>
3	Fully demonstrated mastery of key behavior; <i>above average with some room for improvement</i>
2	Adequate mastery of key behavior; <i>good but with room for improvement</i>
1	Nearing mastery of key behavior; <i>average with considerable room for improvement</i>
0	Failed to demonstrate mastery of key behavior; <i>below average with significant room for improvement</i>

Please provide comments under any competency statement that is scored at the highest or lowest levels, and otherwise as desired. Your critical feedback is invaluable to students as they learn to assess their own progress as a practitioner, as well as learn to use feedback from supervision. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. This evaluation is intended to give the intern feedback about her or his performance.

The field instructor's rating of these items will be considered when calculating the grade that is given to the intern; however, the faculty liaison has the responsibility of assigning the grade for the course. Course grades will be based on the faculty liaison's overall evaluation of the student's performance in placement in conjunction with the field instructor's evaluation; intern logs; seminar participation; and other assignments throughout the semester.

The following scale may be helpful when determining will be used:

- 4 is equivalent to 100 (excellent with little room for improvement)**
- 3 is equivalent to a 95 (above average with some room for improvement)**
- 2 is equivalent to 85 (good but with room for improvement)**
- 1 is equivalent to 75 (average with considerable room for improvement)**
- 0 is equivalent to 60 (below average with significant room for improvement)**

I. COMPETENCY AREAS:

Please refer to the learning contract and evaluate the completion and quality of specific tasks performed in each of the following areas. Please rate both mastery of the overall competence area and individual practice behaviors.

Competency I: Demonstrate Ethical and Professional Behavior		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
1.	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	0	1	2	3	4
2.	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	0	1	2	3	4
3.	Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication	0	1	2	3	4
4.	Use technology ethically and appropriately to facilitate practice outcomes	0	1	2	3	4
5.	Use supervision and consultation to guide professional judgment and behavior	0	1	2	3	4

Comments:

Competency II: Engage Diversity and Difference in Practice		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
6.	Apply and communicate understanding of the importance of diversity and difference in shaping the experiences in practice at the micro, mezzo, and macro levels	0	1	2	3	4
7.	Present themselves as learners and engage clients and constituencies as experts of their own experiences	0	1	2	3	4
8.	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	0	1	2	3	4

Comments:

Competency III: Advance Human Rights and Social, Economic, and Environmental Justice		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
9.	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	0	1	2	3	4

10.	Engage in practices that advance social, economic, and environmental justice	0	1	2	3	4
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Comments:

Competency IV: Engage in Practice-Informed Research and Research-Informed Practice		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
11.	Use practice experience and theory to inform scientific inquiry and research	0	1	2	3	4
12.	Apply critical thinking to engage in analysis of qualitative and quantitative research methods and research findings	0	1	2	3	4
13.	Use and translate research evidence to inform and improve practice, policy, and service delivery	0	1	2	3	4

Comments:

Competency V: Engage in Policy Practice		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4

Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
14.	Identify social policy at the local, state and federal level that impacts well-being, service delivery, and access to social services	0	1	2	3	4
15.	Assess how social welfare and economic policies impact the delivery of and access to social services	0	1	2	3	4
16.	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	0	1	2	3	4

Comments:

Competency VI: Engage with Individuals, Families, Groups, Organizations and Communities		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
17.	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	0	1	2	3	4
18.	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	0	1	2	3	4

Comments:

Competency VII: Assess Individuals, Families, Groups, Organizations and Communities		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
19.	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	0	1	2	3	4
20.	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data clients and constituencies	0	1	2	3	4
21.	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	0	1	2	3	4
22.	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	0	1	2	3	4

Comments:

Competency VIII: Intervene with Individuals, Families, Groups, Organizations and Communities		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4

Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
23.	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	0	1	2	3	4
24.	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	0	1	2	3	4
25.	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	0	1	2	3	4
26.	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	0	1	2	3	4
27.	Facilitate effective transitions and endings that advance mutually agreed-on goals	0	1	2	3	4

Comments:

Competency IX: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
28.	Select and use appropriate methods for evaluation of outcomes	0	1	2	3	4
29.	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	0	1	2	3	4

30.	Critically analyze, monitor, and evaluate intervention and program processes and outcomes	0	1	2	3	4
31.	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	0	1	2	3	4

Comments:

II. PROFESSIONAL BEHAVIOR (no written explanations necessary for this section)

KEY: 0 = Poor

1 = Needs Improvement

2 = Adequate

3 = Good

4 = Excellent

Punctuality	0	1	2	3	4
Dependability	0	1	2	3	4
Appropriate appearance and attire	0	1	2	3	4
Adherence to agency policies and procedures	0	1	2	3	4
Writing ability	0	1	2	3	4
Interaction with co-workers, supervisors and (if appropriate) other students	0	1	2	3	4
Willingness to be a team player and cooperate with others	0	1	2	3	4
Assertiveness	0	1	2	3	4
Attitude	0	1	2	3	4
Ability to accept supervision	0	1	2	3	4
Gives proper notification if work or a meeting will be missed	0	1	2	3	4
Timeliness in submitting reports and other material	0	1	2	3	4

Demonstrates appropriate respect for supervisors	0	1	2	3	4
Handles adversity appropriately	0	1	2	3	4
Neatness in presented and written material	0	1	2	3	4
Takes responsibility for his or her own behavior	0	1	2	3	4
Motivation	0	1	2	3	4
Emotional maturity	0	1	2	3	4
Originality	0	1	2	3	4
Overall, his or her presentation is professional	0	1	2	3	4

Brief Summary Statement regarding student progress toward learning objectives and suitability for practice as a beginning generalist social worker:

_____ Date _____

Field Instructor's Signature

_____ Date _____

Student's Signature

**APPENDIX B:
SAMPLE LEARNING CONTRACT**

**APPENDIX C:
FIELD EVALUATION FORM**

