



DEPARTMENT OF  
SOCIAL WORK  
College of Health  
& Public Service

# MSW FIELD EDUCATION MANUAL

University of North Texas  
Department of Social Work  
P.O. Box 305370  
Denton, Texas 76203  
(940) 369-3437

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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 practicum 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. The field education component of the program 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 education experience. It may be revised at any time by the faculty at the University of North Texas and although intended to be comprehensive, it may not answer all questions or provide information about all situations that can arise during the semester in the field practicum. Students and field instructors should feel free to contact the field director at any time for additional information or questions regarding information in the manual.

Students are strongly encouraged to take their field placement seriously and to gain the most they can from the experience. Field education is required to fulfill the MSW degree requirement but also provides the opportunity for you to sharpen your skills and be socialized to the profession, both necessary to become an outstanding and ethically practicing social worker. Fully engage in the experience. Ask questions and challenge yourself to stretch beyond what you think is possible for yourself. Seek to become an integral part of the team you will be working with at your agency. Be self-responsible and an active participant in this learning opportunity. All will greatly enhance your ability to integrate material and graduate ready to be an advanced practitioner.

## **The Mission of the UNT Social Work Program**

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.

The overall aim of the MSW program is to prepare advanced generalist social workers for practice in the public, private not-for-profit, and for-profit agencies serving the needs of a diverse population. Therefore, the goals for the program are:

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 and economic justice strategies.

## **Expected Outcomes for Field Practicum**

Field practicum is where social work education comes together. Students have the chance to put the knowledge, skills and values that they have learned in the classroom to work in an agency setting. Under the guidance of Field instructors, they "try their wings," taking on greater and greater levels of responsibility as they mature professionally.

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

Individual practicum experiences are designed so that students have an opportunity to engage in a range of helping roles and processes. They 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.

### **Expected Outcomes - Students are expected to demonstrate competency in the following areas while in field:**

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, economic and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess 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

## **Roles and Responsibilities in Field Education**

Field education consists of six primary roles: The MSW Field Director, Field Liaison, Field Instructor, Task Supervisor, the agency and the student. These roles synergistically collaborate to guide and direct student learning. The classroom knowledge, field placement, and integrative seminar prepares students with knowledge, professional values and core skills required to become effective advanced social work practitioners.

### **The Role of the MSW Field Director**

The field director is administratively responsible for the configuration, management, implementation and evaluation of field education and has the 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 field director will:

1. Establish university-community partnerships for agency field placements
2. Ensure field agency supervisors are trained about their role and responsibilities
3. Determine that students are prepared to enter field and are strategically matched with a field agency
4. Execute field education policies and procedures established by the MSW program
5. Obtain feedback and collect data to ensure the field program is in compliance with CSWE educational policy and standards.

The MSW field director's responsibilities include but are not limited to:

- Recruiting potential practicum settings and communicating with agency 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
- Providing training and orientation for new field instructors
- Maintaining a viable "agency bank" for student placements
- Reviewing applications for field placement from the students, selecting appropriate field placements for students, taking into account each student's needs, career goals, and available sites.
- Coordinating student placement planning, agency interviews, and confirm placement locations
- Keeping field instructors informed about the UNT Social Work Programs, providing them with copies of the MSW Field Education Manual and other pertinent materials.
- Ensuring continuity and congruence between MSW curriculum, CSWE accreditation

standards, and the field education program.

### **The Role of the Field Faculty Liaison**

The field liaison is an experienced faculty member and/or representative that functions as a resource to the student and the field placement agency. The overall responsibility of the field liaison is to confirm that field agency supervisors and students are meeting the field learning contract expectations and fulfilling CSWE core competencies and practice behaviors. The field liaison must monitor their assigned field student and field agency supervisor by the following forms of communication:

1. Periodic phone contact
2. Video conferencing
3. Emails
4. A minimum of one agency site visit with the agency field supervisors and student each semester
5. Additional meetings are scheduled if there is an identified need

The field faculty liaison is a strategic link between the classroom and the field. Their responsibilities includes but are not limited to:

- Serving as a bridge between the MSW program, the field director, the agency and the student
- Providing support in the connection of classroom theory and practice knowledge to the agency supervisors and students
- Ensuring field education policies, procedures, and expectations are being executed
- Providing recommendations to the student and field agency supervisors regarding learning activities
- Work in collaboration with the field director to address placement grievances
- Providing potential field placement sites to the Field Director

### **The Role of the Field Agency**

In the field partnership, the UNT Department of Social Work assumes 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. UNT Social Work'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.

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 UNT Social Work's needs for field placements. The school is affiliated with a broad spectrum of these agencies which enables it 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, healthcare, community organizing and needs assessment, schools, geriatrics, child welfare, and serve diverse client populations. Graduate field placements are chosen with the following goals:

1. The placement will support the advanced generalist model of social work at both the foundation and advanced year levels.
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.

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

- The availability of necessary learning experiences including offering sufficient breadth and depth of opportunities to allow students to practice and demonstrate competence in the 9 Core Competencies and the 20 Behaviors identified by CSWE (See Appendices);
- The willingness of the agency executive and staff to support the educational goals of the UNT MSW program;
- The availability of appropriate supervision including having one or more full time social workers on staff that meet the required qualifications for field instructors described in this manual. 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 UNT Department of Social Work. In some circumstances, students may be supervised by UNT Social Work faculty;
- 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, the workplace, etc.;
- The agency/organization cannot engage in discriminatory practices in either the hiring of personnel, the acceptance of students or clientele;
- The agency/organization must support the placement and allow sufficient release time for the field instructor to provide educational supervision to the student;
- The agency/organization must have necessary administrative capacity to sustain student activities (space, phones, privacy when needed, administrative support, etc.);
- 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);



- 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;
- 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;
- Complete the required Field Agency Application and be willing to have a site visit as deemed appropriate and conducted by the UNT field director or other assigned social work faculty member;
- Communicate as needed with the UNT field director or other faculty liaisons to ensure optimal student outcomes either in person, by e-mail or phone;
- Agree to field visits by the field staff or field liaison as requested, typically one per semester.
- Agree to submit all practicum related paperwork and student evaluations in a timely manner

### **Agency Applications and Affiliation Agreements**

Agencies wishing to affiliate with the UNT Department of Social Work to provide practicum opportunities should complete and submit an Agency Field Application and an Agency Affiliation Agreement to the field office prior to the start of a student's internship. Signed Agreements begin on the effective date and continue for a term of one year and thereafter will automatically renew from year to year unless sooner terminated.

The following procedures are used to determine a new field placement location:

1. The MSW field director or field office staff makes contact with the agency to inquire of their interest and availability to host a MSW student
2. The MSW field director or field office staff will visit with agency personnel to learn more about agency programming, learning opportunities and discuss steps toward a university-agency partnership. Additional discussion may include:
  - Review of the UNT MSW program and field education requirements (i.e. block placement, total hour and supervision requirements, etc.)
  - Discuss field education roles and responsibilities (i.e. student, field instructor, field faculty liaisons, task supervisor and field director)
  - Discuss criteria for selecting field instructor
  - Distinguish between BSW and MSW student activities
  - Discuss field education logistics, policies, and benefits (i.e. agency hours, student supervisions, etc.)
3. The MSW field director or field office staff will provide a copy of the Agency Affiliation Agreement to the agency to review and execute via signature. Once returned, it will be reviewed by the UNT field office and then submitted to the UNT Provost who has signatory authority for the university.

## **Selection and Training of Field Instructors**

Agency field instructors must qualify to serve as field instructors per CSWE standards which include the criteria outlined in the section below. In addition, prospective field instructors must complete the agency field instructor application and attend UNT new field instructor training, which is offered at the beginning of each fall and spring semesters.

Field instructors must be committed to providing Master's level social work education and mentorship and be willing to supervise students with diverse learning needs. Collaboration among agency staff, university faculty, and students should focus on the learning needs of the student and as well as gatekeeping of the social work profession.

### **The Role of the Field Instructor**

Field instructors serve as the agency's representative and the student's primary supervisor/mentor while in the agency. To be eligible to serve as a MSW field instructor, the following criteria must be met:

1. Have a MSW degree from a CSWE accredited school of social work
2. Have a least two years post-MSW practice experience in an agency/institutional setting
3. Must hold one of the following licenses in the State of Texas (LMSW, LMSW-IPR, LMSW-AP, LCSW, LCSW-S)
4. Attend MSW field instructor training provided by the UNT Department of Social Work

The UNT Social Work Program prefers that field instructors are employed in the same agency in which the student is being trained. 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.

Field instructors have the following responsibilities:

- Social Workers serving as field instructors must complete and submit a Field Instructor Application and résumé to the UNT field director.
- Successfully complete Field Instructor Training prior to placement of students or as soon as the training is offered following placement of a student
- Conduct a comprehensive orientation for the student to the placement and agency at the start of the field placement, to include agency policies and procedures
- Supervise interns in their fieldwork, overseeing the entire range of field experience
- Formally meet with the intern at least one hour a week for direct supervision
- Develop and implement Learning Contract in collaboration with the student at the beginning of the field placement and make ongoing revisions as necessary

- Maintain regular contact with the intern (weekly supervision is required) and other agency supervisors involved in supervision of the intern
- Complete the intern's midterm and final evaluation, returning them to the UNT Department of Social Work by posted deadline dates found in the syllabus
- Meeting with the UNT Department of Social Work field director or designated faculty liaison at least once during the semester during the intern's placement
- Notify the UNT field office when any problems arise
- Regularly document supervising contact with students
- Engage in agency corrective action plans with students when professional behaviors warrant additional supervision and feedback

### **The Role of the Task Supervisor**

Some agencies may prefer to use other human service providers or administrators to be an intern's task supervisor. Task supervisors are agency staff who may not be licensed social workers but who may 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 social work 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:

- Participating in planning the internship
- Reviewing the student's Learning Contract and suggesting revisions as needed
- Providing primary, direct supervision of the intern's daily activities
- Assigning cases and projects congruent with student's educational goals
- Orienting students to the agency and their assignments
- Giving on-the-spot positive and constructive feedback to students regarding their performance
- Focusing on the student's skill development
- Keeping notes of supervisory contact
- Consulting with the agency field instructor, faculty liaison and/or the UNT field director related to the intern's skill areas that need extra attention
- Preparing or helping in the preparation of the midterm and final evaluations of the intern's performance
- Being familiar with the UNT Social Work Field Education Manual
- Along with the agency field instructor, meet with the field director and/or faculty liaison at least once each semester of the student's internship, to address progress being made
- Notifying the agency field instructor and/or the field faculty liaisons when problems arise

## The Role of Field Students

Due to the nature of professional social work practice, the UNT Social Work Department has 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. This document formalizes the standards so that students and faculty can be clear about expectations and procedures to address concerns. The ultimate goal is to help students have a successful experience in the UNT Social Work Department.

All social work students will be provided with and expected to read the UNT Social Work Student Code of Conduct, 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. Code of Conduct Standards and a link to the complete NASW Code of Ethics can be found in the Appendix of this manual.

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.

The primary responsibility of the field student is to acquire the knowledge, skills and values of the social work profession that will prepare them to be advanced practitioners upon graduation. The field student is expected to carry out the following responsibilities:

- Attend all required field orientations provided by the MSW program
- Submit all required field documentation in a timely manner including field applications, supplemental documentation, agency confirmation forms, etc.
- Attend an individual meeting with the UNT Field Office to strategize and collaboratively plan for your field placement
- Attend an interview at prospective field placement sites as directed by the Field Office
- Participate in any background checks or drug testing required by an agency. Note that background checks and testing may be at the student's expense depending on the agency.
- Collaborate with the field instructor and/or task supervisor to complete the learning contract and all field evaluations
- Prepare for weekly supervision in the agency to enhance professional development
- Fully engage in all learning opportunities provided by the agency
- Maintain a professional demeanor that abides by the UNT Social Work Student Code of Conduct, the NASW Codes of Ethics and the Texas State Board of Social Work Examiners Code of Conduct

# **Policies on Field Placements and the Field Placement Process**

## **Policy on Field Practicum Placements**

Students will not be placed in field settings in which a UNT social work faculty member or adjunct is employed or affiliated in a potentially profitable way. These policies are intended to help ensure that there is not a potential conflict of interest caused by a dual relationship between a person's role as a faculty member or adjunct and as an agency supervisor. These provisions are consistent with the NASW's Code of Ethics concerning "Conflicts of Interest" and "Education and Training." For more specific information on these standards please refer to the [NASW Code of Ethics](#).

## **Out-of-Area Placements**

Because UNT does not have faculty available outside of the DFW area, students may not 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.

## **Field Placement Process**

Due to the importance of providing a solid educational foundation to emerging social work professionals, the field experience requires careful review and consideration of participants. Social work field education is considered the signature pedagogy of the social work education experience and is grounded in social work values, theory and skills training. All students must apply and be approved to participate in field placement. While still learners, social work field students are held to standards of the profession and will practice and learn while working with real clients. This section of the manual outlines the processes and specific criteria that must be met to ensure students applying to the field practicum are ready for hands on, face-to-face work with clients in an agency setting. As such, there are several steps students must take as part of the pre-placement process which include:

- Step 1: Requirements for admission to field education
- Step 2: Attend mandatory field orientation the semester prior to entering field
- Step 3: Complete MSW field placement application & submit to field director
- Step 4: Pre-placement meeting with MSW field director or field office staff
- Step 5: MSW field director confirms interview with agency
- Step 6: Student attends field placement interview with agency field instructor/staff
- Step 7: Student & field instructor complete confirmation of field placement form
- Step 8: Prepare for field placement

### **Step 1: Requirements for Admission to Field Education**

Students admitted to the MSW program are eligible for field placement upon successful completion of all prerequisites courses in their degree program. Full-time Advanced Standing

students are in field practicums in the spring semester following their first semester of classes. Extended program Advanced Standing students will be take courses for two semesters and then be in their field practicum during the third semester of the program. Full-time Traditional students will complete the first 400 hour field practicum in the spring of their first year in the program and will complete the second 500 hour field practicum in the spring of their second year in the program. Extended Traditional students will complete the first 400 hour field practicum during the fall semester following a fall and spring semester of coursework and then the second 500 hour field practicum in their last fall semester of the program.

## **Step 2: Attend Mandatory Field Orientation the Semester Prior to Entering Field**

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. The date of the scheduled field orientation may be obtained from the field office and are provided to students via email invitation. It is the student's responsibility to obtain the orientation dates by contacting the field director. Students desiring a placement in the Title IV-E program are also required to attend an additional meeting due to the specialized nature of that placement. Dates for these meetings may be obtained by contacting the IV-E program coordinator.

The following information will be addressed in the orientation:

- Field application process and due dates
- Field eligibility requirements
- Field pre-placement meeting schedules
- Role of the field instructor, task supervisors, and the field faculty liaisons
- Hours required; holidays
- Agency requirements
- Evaluations and grading in field
- Dealing with problems in field
- Performance Improvement Plans/Corrective Action Plan and termination from field and/or the Social Work Program
- The integrative field seminar
- Other field policies and procedures

## **Step 3: Complete MSW Field Placement Application and Submit to the Field Director**

The field practicum is available by application only and the field practicum admissions process takes place in the semester immediately preceding the field placement. The MSW Field Placement Application assists the field director with matching students to appropriate field sites. Students are provided a hard copy of the MSW Field Placement Application during the mandatory student field orientation and must submit the application either via email or hard copy by the given deadlines.

By completing the Field Placement Application, students acknowledge the following:

- Successful completion of all pre-requisite social work coursework with a B or better for each respective field placement (SOWK 5870/5875 and SOWK 5880/5885).
- Traditional students must complete a total of 400 hours (25-27 hours per week) and advanced year students must complete a total of 500 hours (31-33 hours per week) of field practicum in one semester.
- Understand that acceptance into the field education program is determined by UNT Social Work faculty. Satisfactory completion of the placement is a graduation requirement for the master's in social work degree.
- Understand that students must abide by the UNT Student Code of Conduct, NASW Code of Ethics, and the Texas Code of Conduct and the as required by the profession and Texas State licensing regulations.
- Understand that due to state and federal law, criminal convictions and/or arrests may limit future employment and social work licensure. Students understand that the field placement may be redirected to appropriate options if past convictions and/or arrests create a conflict with field placement agency requirements. It is highly encouraged that you request a background review from the licensing board.
- Understand that personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with their professional judgment and performance or jeopardize the best interests of people for whom they have a professional responsibility (NASW Code of Ethics, Standard 4.05). If personal issues interfere with field placement performance, the placement may be terminated, and a failing grade may result.

### **Employment-Based Policy**

Roles are different for a student employee and a student intern with the main difference that the student employee is in an agency to work, and a student intern is in an agency to learn. However, when it can be documented that a student's place of employment can provide learning experiences within the work setting, an employment-based internship may be considered. Therefore, in accordance with the Council on Social Work Education (CSWE) standards, a student may do a field internship at their employing agency through a specially negotiated arrangement with the UNT Department of Social Work Field Education program. Please note only one employment-based internship is permitted in the MSW program.

The employment-based internship option pays particular attention to the student's learning opportunities. For maximum educational growth, it is important that students be exposed to a range and diversity of practice experiences to support their professional development process. Employment-based internship options for students vary depending on 1) whether a student is a Foundation (1<sup>st</sup> year) or Advanced (2<sup>nd</sup> year) student, 2) whether the specific work performed at an agency qualifies for an employment-based internship (not every agency will meet the requirements for an internship), and 3) the level of supervision available to the student (i.e., a licensed master's level social worker).

## Request for Internship

Requests for Foundation (1<sup>st</sup> year) or Advanced (2<sup>nd</sup> year) internships in a student's place of employment will be considered on a case-by-case basis. It is possible for Foundation (1<sup>st</sup> year) students to complete their internship at an agency they have already been working at and possibly do the same job. This is allowable because they have not been doing this work through a social work program and have not applied a social work lens to the work. Foundation students may not continue to do their advanced internship at their place of employment, even if they intend to change positions or agencies since only one employment-based internship is permitted in the MSW program.

Advanced (2<sup>nd</sup> year) students may only complete their internship at their employment site, if they are moved to a different position in the agency, to complete the internship. In other words, advanced students must be doing work that is substantially different than what their regular job is and ideally, they will be in a different department or part of the agency.

In addition, the agency and student must be able to create and support an educationally based field learning experience defined in a learning contract (developed at the start of the semester). Students will indicate their desire for an employment-based internship by discussing this with the field director. Once approved to explore this option, students and their employer must be able to show that the student will be able to meet the required CSWE competencies at the appropriate level and that the supervision requirements can be met. This will be documented in the Employment-based Internship Agreement and signed by the student, agency supervisor/ field instructor, and the field director.

## Employment Offers During Placement

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.

## Credit for Work Experience

In keeping with the educational standard of the Council on Social Work Education, the University Of North Texas MSW Social Work program does not grant social work course credit for previous life or work experience in whole or part, in lieu of field practicum, or for courses as specified in the Curriculum Policy Statement of CSWE. Students may not receive academic credit for life experience and previous work.

## **Step 4: Pre-placement Meeting with MSW Field Director or Field Office Staff**



After the field application has been submitted, students meet individually with field office staff to explore learning and career goals, as well as potential internship sites. It is also a goal of the meeting to determine student readiness for field, potential placement options and concerns/limitations of the student (i.e. transportation issues, personal issues, accommodation needs, etc.). During this meeting information is obtained that will generate to a list of possible field placement options and ultimately a “match.”

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

Prior to the meeting, the field staff have read the student’s application and considered internship options. Students are encouraged to come prepared with any suggestions for placements and to discuss these with the field staff.

The placement process is a collaborative endeavor between the field director, the student and the agencies. **However, under no circumstances can a student make arrangements for their own internship, which includes contacting any agency without the permission of the field office.** The field office works to provide quality internships with agencies that contract with 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).

#### **Step 5: MSW Field Director Confirms Interview with Agency**

Once internship sites/opportunities have been discussed with the student, the field staff will contact agencies to determine if placement is a possibility. If agency staff agree to interview the student, the MSW field director contacts the student via email with information on how to contact the agency field instructor with instructions to schedule an interview. Students are to initiate contact with the agency as soon as possible to schedule the interview, which may be held in person or via video conference. Only one interview referral is given at a time.

#### **Step 6: Student Schedules and Attends Field Placement Interview with Agency Field Instructor**

Students will attend an interview at a designated agency and should approach the opportunity as if they are applying for employment. Keep in mind that agencies may interview multiple students for a limited number of internship positions, so be on your best professional behavior.

Students should ask questions and confirm all placement requirements with the agency during the interview (dress code, required travel, background checks/drug screening, opportunities for a stipend or mileage reimbursement, etc.). The University of North Texas does not cover any costs

or reimburse students for any expenditure for field placement requirements. Therefore, students should clarify with the agency any out-of-pocket expenses or if agency reimbursement is available.

Helpful tips for students for the field placement interview are as follows:

- Show up to the interview on time. Be professional.
- Dress in appropriate business/business professional attire
- Familiarize yourself with the agency by doing research
- Review the agency website to understand about the agency mission, program modalities, community outreach approaches, and history of the agency
- Be prepared to ask questions and to answer questions that may be asked
- Bring a copy of your resume
- Inquire about prerequisites for placement (i.e., HR paperwork, criminal history check, drug and health, certifications, etc.)
- Write a thank you note/email following the interview

### **Students with Accommodations and Accessibility Needs**

Students who require accommodations can access services through [UNT's Office of Disability Access](#).

Students will need to make an appointment with the ODA to establish services prior to the start of the semester since accommodations are not retroactively applied. 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 accommodations 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 before the semester starts. This will allow time to identify another placement that may better meet the student's needs. Students are responsible for securing accommodations through the ODA before the semester starts and are reminded that they should secure accommodations for both courses individually (SOWK 5870 & SOWK 5875 and/or SOWK 5880 & SOWK 5885) since one course is a seminar and the other the internship. To maintain privacy and confidentiality, please note that UNT faculty and staff will not be able to share a student's accommodation or access requirements/needs with the agency as this is the responsibility of the student.

After meeting with the agency for an interview, 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.

### **Step 7: Student and Field Instructor Complete Confirmation of Field Placement Form**

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 an **Agency 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 office by the student prior to the stated deadline. In some cases, the agency may offer the placement to the student during the interview.

In other cases, this may occur after the interview. The student may have to follow up with 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 office** as the student is instructed to take responsibility for turning in the form when the placement is finalized.

Confirmation of the placement indicates a commitment by the student to follow policies and meet any prerequisites of the agency.

On occasion, a student may not be accepted by the field agency. The field director will meet with the agency and student separately to discuss the interview and any concerns. If behavioral or professionalism concerns were identified, the student will meet again with the field director to discuss the feedback. The student may be asked to participate in remediation efforts to ensure such concerns may be alleviated before being provided a second interview. If a second interview is provided and the student is still not accepted for placement at a new agency due to behavioral or professionalism concerns, the student will not be provided a third interview and will be directed to consult with the MSW program director.

No student is allowed to report to an agency and begin an internship until the Agency Confirmation Form has been appropriately signed by the field instructor and submitted to the field office. Should a student fail to follow this procedure, they will not receive credit for hours earned until the form has been properly submitted. Exceptions to this are subject to a few particular placements. Student will be notified if the need for a signed form does not apply.

### **Denial of Placement in a Field Agency**

The field office will make an effort to place all students who meet the academic requirements for placement. Generally, the field office will make two 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 social work faculty (professional advisor) and the HPS Graduate Advisor 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.

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 more than one student, the field staff 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 student will be referred to the MSW program director and a likely outcome will be dismissal from the program since there is no way to complete the internship which is a requirement of the social work program.

### **Step 8: Prepare for the Field Placement**

A few weeks before the start of field placement, students should reach out again to their assigned field instructor to confirm the student's first day in the placement and what time they should arrive.

### **Reporting to the Field Agency**

All students are to report to the agency on the date determined by the MSW program and the agency (during the first week of the semester). Students may not begin their internship before the first day of the semester other than to attend agency orientation, which should be limited in hours. This is to ensure students are properly supervised and are spreading their hours out over the course of the semester and while being supported in a field seminar course. 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. Should a student miss more than two days in a given week, they should notify their field faculty liaison.

### **Hours Required**

Students are advised that there is a time requirement of 400 hours (Foundation year) and/or 500 hours (Advanced year) for each field placement. These are *minimum* requirements for the successful completion of field practicum. Failure to complete the hours may result in the student receiving an incomplete ("I") for the course (if student qualifies per UNT policy) or a failing grade. Falsification of work records could result in termination from the field placement and the student receiving an "F" for the field practicum, and/or expulsion from the MSW Social Work program, and/or disciplinary action from the university (see the UNT Catalog for a discussion of Student Conduct and Discipline). <https://deanofstudents.unt.edu/conduct>

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 (SOWK 5870 and SOWK 5880) 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:

- Student's hours should overlap the field instructor's schedules the majority of the time
- Students must be willing to have some flexibility in their schedules if this is needed in the agency
- Students should not consistently stay beyond the estimated hours to be worked each week. Commitments beyond this may indicate that the educational contract needs to be renegotiated or that time management techniques need to be reviewed
- 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 and field director
- 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 in advance by the field instructor
- 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 practicum hours will be logged on the field seminar Canvas site under "Internship Logs." Here students will document total hours spent in their placement each week. Title IV-E students will log practicum hours per agency requirements.

## **During the Placement: Student Experience in the Field Practicum**

### **Field Seminar**

The concurrent integrative seminar (SOWK 5870 or SOWK 5880) 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 integrative 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, ethical dilemmas, the practice of supervision and consultation, client self-determination and worker's influence, etc. Students are expected to attend

**ALL** scheduled field seminar meetings and will be expected to fully participate in all field seminar assignments as found in the class syllabus.

### **Weekly Supervision in the Agency**

Students are required to participate in a formal weekly supervision meeting with their field instructor for a minimum of one hour per week. Supervision time may be counted as hours worked and may be in a group or individual setting, depending on the agency. Students will be provided a weekly log prompt in their field seminar course that serves as a talking point during supervision meetings. To ensure meaningful weekly supervision sessions, students will report back each week on what was discussed in an online log in Canvas. The student should present the log prompt to their field instructor as a means to explore different aspects of professional practice and to receive mentorship from a licensed social worker, but should not be the only thing discussed. It is the student's responsibility to provide an agenda for each supervision session that should also include questions about direct work with clients, ethical dilemmas, policy issues, etc.

If the student fails to meet with the field instructor three or more times during the practicum the student could receive a failing grade in the course. If the field instructor is not regularly available to meet with the student, the student should notify the field director of the situation.

### **The Learning Contract**

Students are required, with input from their field instructor, to complete and adhere to a Learning Contract. The Learning Contract is an agreement that is negotiated between the student and the agency. The Learning Contract should contain information about the structure of the practicum (work hours, total hours, duration, supervision time, etc.) and activities, goals and objectives for the practicum. All student activities should be concrete, measurable, and attainable and relate back to the 9 core competencies. The Learning Contract should be signed by both the student and the field instructor and turned in to the UNT faculty liaison as stated in the field seminar syllabus. If, during the practicum, 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 if significant changes are made. The student's practicum 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).

### **Student Evaluation**

The final grade for the semester is based, in part, upon the field instructor's midterm and end-of-the-semester evaluations. It is a good idea for the student to also complete a self evaluation of their performance in the field practicum. This should be submitted to the field instructor prior to or during the evaluation conference. The self-evaluation can provide a basis for discussion in terms of agreement or disagreement about the quality of the student's performance. Using the Learning Contract to reflect on work completed during the semester and quality of the work is helpful.

Students will be provided an electronic copy of the field evaluation instrument and will share it

with their field instructor. The student, field instructor, and task supervisor (if relevant) should review the evaluation together in a collaborative manner. If a student does not agree with the evaluation, the student may submit a written addendum to the evaluation. The addendum must be reviewed by the field instructor and task supervisor prior to submission and is part of the evaluation document. Once the evaluation is completed (midterm and/or final), the student will submit an electronic copy in PDF format to their faculty liaison in Canvas. Students should ensure that all sections of the evaluation are complete, clearly marked and signed by all parties prior to submission.

### **Continuing Education Opportunities**

With the prior 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.

### **Lunch Time**

Lunch is handled within the internship according to the norms and policies of the agency. For instance, in schools or residential programs, it is not uncommon for staff to eat while on the job and to continue to “work” during their lunch period as they are required to supervise and conduct business with clients within the facility. In all likelihood, the agency will not require additional hours above the eight hours to account for the lunch period. However, in other agencies, students may be required to be at the agency for a nine-hour period, taking a one hour lunch which is not counted in their hours. This is something that is unique to each agency and students should check with their field instructor to see how it will be handled. Generally, it is expected that lunch time for an intern will be handled in the same manner that it is for an employee. If taking a lunch is required, often it is because employers feel that having a break during the day and/or getting out of the building can be therapeutic and helpful.

### **Leave Time/Sick Leave**

Students are expected to complete all hours of their respective practicum field placement (SOWK 5875 - 400 hours OR SOWK 5885 – 500 hours) over the course of the semester. Any time taken off from a regular week’s internship work should be approved in advance by the student’s field instructor. Should the student take more than 16 consecutive hours off for personal leave, they should also inform their faculty liaison and/or the field director or coordinator. If a student is sick, the time missed from the internship must be made up since the hour requirements are minimum standards set by the Council on Social Work Education (CSWE).

Falsification of time records will result in referral to UNT’s Dean of Students for an inquiry of academic misconduct, and/or receiving an “F” in the course.

## **Internship Site Holidays/University Holidays/Religious Holidays**

Students are entitled to observe University and/or agency holidays. In general, students observe the same holidays as the University and are not required to be in the agency when the University is not holding classes. The University of North Texas' holidays are published on-line in the UNT Academic Calendar at a Glance. Students and field instructors should determine, as part of the Learning Contract, the student's holiday schedule. If holidays are observed, the student must maintain the integrity of her/his caseload and the minimum clock hour requirements in the field practicum setting. Students may elect to work at the agency during times the University is closed and the agency is open if they so desire and if the agency agrees. Schedule conflicts must be negotiated between students and their field instructor.

If students needs religious holidays off and this date is not observed in the field site or University, then students must notify their field instructor in advance and make appropriate arrangements to make up the hours missed.

## **Inclement Weather**

**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 field faculty liaison about the expectations for making up the required time.

## **Absences/Excessive Absences**

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. Students reported for excessive absences in the internship may receive a failing grade for the practicum course (SOWK 5875 or SOWK 5885). 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 office.

## **Incompletes**

An "I" grade is a non-punitive grade given only during the last one-fourth of a semester and only if a student (1) is passing the course; (2) has justifiable reason why the work cannot be completed on schedule; and (3) arranges with the instructor to finish the course at a later date by completing specific requirements that the instructor must list on the electronic grade roster. All work in the course must be completed within the specified time (not to exceed one year after taking the course.)

Generally, problems that are beyond the student's control (i.e. significant illness, military duty, etc.) will be considered for an "Incomplete" grade and will be considered on a case-by-case basis according to the Department of Social Work and UNT policy. If the student is assigned an "Incomplete," the student would not need to re-register for the course. Note that students must have completed 75% of their coursework/field practicum to qualify for an Incomplete.



## **Transportation and Travel Requirements**

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 practicum activities. Students using their automobiles in practicum are required to have basic automobile insurance and the student's vehicle must be fully legal to operate. The University does not provide auto liability insurance for students during their practicum and obtaining or maintaining such insurance is solely the responsibility of the student. For liability reasons, **Students are not allowed to transport clients under any circumstance** while completing field placements.

Travel expenses are the responsibility of the student, except in those instances where the student can be reimbursed by the agency. Students should inquire with the agency during the course of the field interview as to whether travel will be required and if it will be reimbursed. Not having this information does not constitute a reason later to leave a placement. Students should have all the information related to this prior to making the final decision to accept an internship. Travel to and from the agency at the beginning and end of the day, time spent traveling to and from the field seminar, or time spent on campus does not count toward the minimum number of field hours needed to complete the field practicum.

## **Professional Liability Insurance**

Both the University 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 University through the school'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. 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 individual auto and health care insurance.

## **Adherence to Agency Policies and Procedures**

Students are required to adhere to all agency and UNT policies and procedures. Being an effective social worker entails more than knowledge, skill, and adherence to the Code of Ethics. Students should consider themselves as "employees" of their practicum sites and behave accordingly. Violation of agency policy and procedures may result in the student being removed from the agency and failing the course.

## **Professional Behavior**

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 UNT 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 UNT Department of Social Work Code of Conduct, the NASW Code of Ethics and the Texas State Board of Social Worker Examiners Code of Conduct.

### **Academic Integrity**

Students are expected to adhere to the UNT Code of Student Conduct. It is crucial that students be aware of the seriousness of plagiarism and other forms of academic dishonesty. Violation of the student code of conduct will result in serious consequences up to and including receipt of a failing grade and removal from the program. More information about academic honesty, including the UNT Code of Conduct, is available at <http://deanofstudents.unt.edu/conduct>. The phone number for the center is 940-565-2039.

### **Social Media Networking Policy**

It is essential that students in field placement maintain professional behavior, ethical standards, confidentiality and appropriate boundaries with the field agencies, clients, social work program, colleagues, instructors, and peers. All online communication should be professional and respectful. The following guidelines are intended to assist students with making appropriate decisions about school, program, and practicum-related online exchanges.

1. Review and adhere to all agency guidelines and policies regarding the use of all means of technology in the agency.
2. Use only your professional (field agency) email address and phone number to communicate with clients. All correspondence should be professional.
3. Do not ask or accept a current or former client as a friend on Instagram, Facebook, Linked-in, Twitter, Snap Chat or any other social networking site.
4. Do not make references or comments about the field agency, field agency supervisors, colleagues, clients or client situations on Instagram, Facebook, Linked-In, X, Snap Chat, blogs or any other social networking sites.
5. Sharing photographs without consent is a breach of confidentiality. Know and adhere to your field agency's policies on photography and use of your own phone camera.
6. If you do communicate with clients by email, be aware that all emails are generally retained in the logs of an agency's internet service provider. While it is unlikely that someone will look at your correspondence, some agencies may monitor your communication and emails.
7. Regardless of how many security settings you have for your social media site(s), remember that social networking sites are public domains and information can be accessed by anyone, including clients, colleagues and agencies. Communication on these sites does not go away.

## **Criminal History**

In alignment with the social work profession, the UNT Department of Social Work requires students to self-report if a student has had an arrest or conviction so that students may be assisted in addressing any criminal background concerns with potential field placements. Due to state and federal law, criminal convictions, arrests or sanctions for unprofessional conduct may impact the student's potential in obtaining field placement (required for graduation), as well as obtaining social work licensure in future employment as a social worker. Students may need to be redirected to appropriate areas of field placement options if past convictions and/or arrests create a conflict with field placement agency requirements. It the student's responsibility to contact the Texas State Board of Social Work Examiners and submit information about past criminal convictions, arrests or sanctions to explore eligibility to sit for the social work license exam or to learn more about obstacles to attaining a social work license. There is a fee levied by the licensing board for this service.

New arrests that occur while a student is in the program will delay placement in field until resolution of the case since it is difficult to place student in agencies who have pending criminal cases.

## **Mental Health**

Students should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility (NASW Code of Ethics, 4.05). If the student's personal affairs interfere with field

placement performance, field faculty may require the student to engaging in a performance improvement plan to ensure they are ready for practice. If the student's personal issues interfere with field placement performance, then the field placement may be terminated (see Premature Termination of Field Placement). Students may be dismissed from the program, depending upon the situation.

### **Grading and Evaluation in Field Courses**

Final grades in field seminar (SOWK 5870 and SOWK 5880) 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; Any grade below a B in a MSW course (which includes the field practicums) is not acceptable in the UNT MSW program since the graduate school requires a GPA of 3.0 or above. Students must perform at a B level or better in all field seminar or practicum courses in order to obtain credit for field practicum (SOWK 5870 & 5875 or SOWK 5880 & 5885), which are co-requisite courses. Refer to the syllabus for exact grading criteria.

Grades in field practicum (SOWK 5875 & SOWK 5885) will be assigned as PASS or FAIL based upon feedback and evaluation of a student's performance in the field placement. This determination will be made by their field instructor in collaboration with the student's faculty liaison and field director. A student who is terminated from their field placement will Fail SOWK 5875/SOWK 5885. Students must attain a grade of B or higher in SOWK 5870 and SOWK 5880 in order to obtain credit for field practicum.

Final grades are assigned by the faculty liaison teaching the field seminar course and not by the agency based field instructor. However, input is obtained from the field instructor during the field agency visits and via midterm and final evaluations.

### **Addressing Challenges in Field Placements**

Assignment of the student's field placement is made for the duration of the academic semester. **Placement changes are strongly discouraged due to disruption in student learning and are rarely granted.** The student must advise the field office if they have concerns about the internship and/or the field instructor. The student will also advise the field director or faculty 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 may discuss this with the field director. **Addressing concerns in a field placement rarely result in a placement change as the goal will first be to collaboratively work through any concerns, if possible.**

If the field director decides that a change is appropriate, every effort will be made to facilitate one. Students who are asked to leave a placement through termination or who voluntarily choose to leave a placement must withdraw from field related classes (SOWK 5870 and/or SOWK 5880). Please note that if a student withdraws from field, it will delay their progress in the MSW program. 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. This information will be shared with a new field instructor.

Procedures for a change of field placement require the following:

1. The student must first discuss concerns about the field placement with their field instructor.
2. The student must seek consultation with the field faculty liaison. The field faculty liaison should review concerns with the student and field instructor or task supervisor before making a formal recommendation to the MSW field director.
3. If the Field Instructor or Task Supervisor initiates a request for change, the matter first must be discussed with the student then with the field liaison.
4. A conference with the student, field instructor or task supervisor, and field director will be scheduled to explore options and requirements for the student to continue in the current field placement or different locations.

### **Policy Regarding Termination of Student's Field Placement**

While a thorough review prior to admission is helpful in assuring that students in the program will become competent social work professionals, there may be occasions when individuals must be terminated from the program for academic or professional reasons. The program endorses the position that all criteria and standards for student performance that relate to their fitness for the profession are "academic" standards.

The faculty of the UNT Department of Social Work takes seriously their responsibility to protect the rights of students and to help serve a gatekeeping function for the social work profession. We believe that it is a disservice to the University, students, the profession, field agencies, and clients if students who fail to achieve an adequate level of professional skill and knowledge or fail to demonstrate full adherence to the professional Code of Ethics are allowed to remain in the field.

#### **Periodic Review**

Students receive a formal review of their progress and fit for the profession at the time of application to the MSW Program and at the time of application for placement in field. In addition, students will undergo formal faculty review when any of the following critical events occur:

- Failure to make satisfactory academic progress in the MSW program
- Chronic absenteeism from class or field placements
- Demonstration of a hostile or resistant attitude toward learning, classmates, faculty, field supervisors, agency staff or clients.
- The student fails to adhere to the UNT Code of Student or violates any university regulations, policies and procedures related to student conduct set forth in university policy including:
  - a. Academic integrity
  - b. Classroom civility
  - c. Drugs and alcohol

- d. Disorderly/disruptive behavior
- e. Sexual harassment
- f. Sexual violence
- g. Theft or vandalism

Failure to comply with any of the aforementioned may result in termination from field and the MSW program.

- The student fails to adhere to the standards of conduct reflected in the NASW Code of Ethics, the Texas State Board of Social Work Examiners Code of Conduct, or the UNT Social Work Program Expectations of Student Conduct.
- New or existing violations of federal, state and local laws (a prior conviction that becomes known during the course of study in the program which demonstrates unsuitability for social work practice may also be considered).
- The student engages in other behavior not specifically discussed in this manual that the social work faculty deem sufficiently problematic to warrant review,

### **Premature Termination of Field Placement**

Performance problems that result in efforts at remediation and then 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 above stated expectations. The following process will occur if a student is not progressing at a satisfactory rate:

### **Remediation Efforts While in the Placement**

1. At any time during the internship, if a single event or persistent problem related to student performance or behavior occurs, the field instructor will contact the faculty liaison or field director for consultation.
2. The faculty liaison and/or field director 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, faculty liaison 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 and/or faculty liaison/field director. Guidelines, expectations, and consequences are given to the student in writing via a Performance Improvement 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. (See Appendix for UNT Performance Improvement Plan Template). Field staff gather information, notes, and other relevant documentation.

6. The Performance Improvement Plan is reviewed to ensure student compliance by given deadlines for performance improvement.

### **Unsuccessful Remediation Efforts**

If the student's performance still does not meet minimum expectations as indicated on the Performance Improvement 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**

Students are reminded that poor performance or a single event, which may place clients at risk, including unprofessional or unethical behavior, may result in termination at any time from the internship. The agency field instructor, faculty liaison and field director try to make this decision jointly; however, as agencies supervise students voluntarily, **it is the right of an agency to terminate an internship with no prior notice if they feel they can no longer work with the student.**

In some cases, the field director may determine that a student should be terminated from a field placement due to concerns related to student behavior, performance, or other factors. In such cases, the student will receive a failing grade. If a student is terminated from an agency due to a student's documented unprofessional or unethical behavior, or substandard performance issues, the student will receive a failing grade. Termination from the placement is based on the student's behavior or performance, which has violated policies of the agency, the University, UNT Department 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 student has the right to appeal this grade. The grade appeal will be in accordance with University policy. Students will not be permitted to re-enroll in the field practicum or field seminar until the grade appeal process is complete.

### **Requests for Reinstatement after Termination**

In situations when a student is dismissed from their placement and wishes to be reinstated to the field program, they must complete an official written request for reinstatement. 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 social work program. 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. 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 social work program is a possible outcome of termination from a field placement, depending on the circumstances presented.

Students requesting reinstatement to field must follow these steps:

1. The student must submit a written request that thoughtfully considers and states the reasons and their responsibility for failure in the prior internship, along with a concrete proposal on how they plan to resolve the problem area (i.e., attend a workshop on confidentiality, attend supportive counseling, audit a course, etc.). The proposal should include CSWE core competencies they focus remediation work on as well as any standards of the NASW Code of Ethics that have been violated.
2. The written request must be submitted to the field director **within 30 days following the date of the termination.**
3. The field director reviews the written request and all pertinent information.
4. If a Corrective Action Plan is determined to be an appropriate course of action, the student will meet with the field director to collaboratively construct the Corrective Action Plan. The plan will include timeframes for completion and reporting of each activity. All portions of the plan must be satisfactorily completed for a student to be considered for a second field placement.
5. During the course of the Corrective Action Plan activities, students will regularly provide progress updates to the field director so progress on the plan may be monitored for additional support, compliance and completion.
6. If it is decided that the student will be offered another internship **the entire internship MUST be retaken**, with no credit given for previous hours in an internship. The student will meet with the field director to discuss potential placement opportunities and follow the typical process to acquire another field placement. All UNT field policies apply, including having to reinterview at a new agency.
7. If a student is accepted into a second field placement they must re-register for the full credit hours of the course and the co-requisite integrative seminar during the next semester the course is offered.

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 (if available) may be provided to the new potential field instructor if a second placement is sought. A student will not be allowed to enter a second placement during the same semester they were terminated from the original placement.



## **Denial of Additional Placement Opportunities**

The UNT MSW Social Work program reserves the right to not offer a second placement based on insufficient progress on a Corrective Action Plan, 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 MSW program director to discuss future plans and appropriateness of continuation versus termination in the social work program. The MSW Social Work program **WILL NOT** offer a third internship.

## **Safety Issues and Guidelines**

The UNT Social Work Program wants to make our students aware that there are certain inherent risks in any situation requiring contact with the public. 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. 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, need for attention or power, and paranoia. 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.

Students should receive a specific orientation to agency policies and procedures related to risk management. If the field instructor does not provide this orientation, students must ask for it. Students should also learn about the agency's informal methods for assessing and handling risky situations.

### **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

## **National Association of Social Workers Code of Ethics**

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire. Students are expected to function ethically in the practicum and uphold the values of the profession.

1. Service
2. Social Justice
3. Dignity and Worth of the Person
4. Importance of Human Relationships
5. Integrity
6. Competence

For more specific information regarding social work core values and the corresponding ethical principles, please refer to [The NASW Code of Ethics](#).

## **Council on Social Work Education (CSWE), Board On Accreditation Evaluative Standards and Interpretive Guidelines**

As an accredited MSW program, UNT must meet certain evaluative standards. The Board on Accreditation reserves the right to initiate a review of an accredited program whenever circumstances indicate questionable compliance with the Evaluative Standards or the Curriculum Policy Statement. The evaluative standard regarding Curriculum and Field Instruction follows. The full set of standards may be accessed at the Council on Social Work Education website: <https://www.cswe.org/accreditation/>.

The primary objective of the UNT Social Work Program is to prepare students for generalist and advanced generalist social work practice. In compliance with the Council on Social Work Education, students who complete the MSW program must demonstrate competency in all 9 areas and 20 behaviors. This is accomplished throughout the program and is assessed through evaluations completed while a student is in field placement(s).

# Appendices

# Council on Social Work Education

## Educational Policy and Accreditation Standards (EPAS-2022)

| Competency & Description  | Applied Behaviors of Social Workers   |
|---|---|
| <p><b>1. Demonstrate Ethical and Professional Behavior</b></p> <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas.</p> <p>Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession’s history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.</p> | <ul style="list-style-type: none"> <li>a. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to context;</li> <li>b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;</li> <li>c. use technology ethically and appropriately to facilitate practice outcomes; and</li> <li>d. use supervision and consultation to guide professional judgment and behavior.</li> </ul> |

| Competency & Description  | Applied Behaviors of Social Workers  |
|---|--|
| <p data-bbox="282 310 867 380"><b>2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b></p> <p data-bbox="217 386 959 600">Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work’s role and response.</p>  | <ul style="list-style-type: none"> <li data-bbox="1062 310 1409 527">a. advocate for human rights at the individual, family, group, organizational, and community system levels; and</li> <li data-bbox="1062 533 1414 709">b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.</li> </ul>  |
| <p data-bbox="266 718 867 787"><b>3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) In Practice</b></p> <p data-bbox="217 793 987 1041">Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice.</p> <p data-bbox="217 1047 987 1808">Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture’s structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.</p> | <ul style="list-style-type: none"> <li data-bbox="1062 718 1409 966">a. demonstrate anti-racist and anti- oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and</li> <li data-bbox="1062 972 1414 1444">b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.</li> </ul> |

| Competency & Description  | Applied Behaviors of Social Workers  |
|---|--|
| <p data-bbox="266 310 792 380"><b>4. Engage In Practice-informed Research and Research-informed Practice</b></p> <p data-bbox="217 386 984 1213">Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.</p> | <ul style="list-style-type: none"> <li data-bbox="1062 310 1409 449">a. apply research findings to inform and improve practice, policy, and programs; and</li> <li data-bbox="1062 455 1414 848">b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.</li> </ul>                          |
| <p data-bbox="412 1228 776 1262"><b>5. Engage in Policy Practice</b></p> <p data-bbox="201 1268 984 1808">Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those setting.</p>   | <ul style="list-style-type: none"> <li data-bbox="1062 1228 1398 1507">a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and</li> <li data-bbox="1062 1514 1393 1808">b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.</li> </ul> |

| Competency & Description   | Applied Behaviors of Social Workers   |
|--|---|
| <p style="text-align: center;"><b>6. Engage with Individuals, Families, Groups, Organizations, and Communities</b></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 individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</p>  | <ul style="list-style-type: none"> <li>a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and</li> <li>b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.</li> </ul>   |
| <p style="text-align: center;"><b>7. Assess Individuals, Families, Groups, Organizations, and Communities</b></p> <p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.</p> | <ul style="list-style-type: none"> <li>a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and</li> <li>b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.</li> </ul> |



| Competency & Description   | Applied Behaviors of Social Workers   |
|--|---|
| <p><b>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</b></p> <p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings</p>               | <ul style="list-style-type: none"> <li>a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and</li> <li>b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.</li> </ul> |
| <p><b>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b></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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</p> | <ul style="list-style-type: none"> <li>a. select and use culturally responsive methods for evaluation of outcomes; and</li> <li>b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness</li> <li>c. with individuals, families, groups, organizations, and communities.</li> </ul>   |

**UNT MSW Program  
Field Instructor Evaluation of Student Performance**

|                      |              |
|----------------------|--------------|
| <b>Student Name:</b> | <b>Date:</b> |
|----------------------|--------------|

**FOUNDATION YEAR**                          **ADVANCED YEAR**      
**MIDTERM**                                          **FINAL**   

| <b>Rating Scale for Evaluation of Field Placement Performance</b>  |   |
|--|---|
| <i><b>Directions</b> - Circle the appropriate response to the student's performance on each identified competency and practice behavior utilizing the following key:</i> |   |
| <b>Rating</b>  | <b>Description</b>  |
| <b>5</b>   | Complete mastery of key behavior; <i>excellent with little room for improvement; exceeds expectations</i>                             |
| <b>4</b>   | Fully demonstrated mastery of key behavior; <i>above average with some room for improvement; exceeds expectations</i>                 |
| <b>3</b>   | Adequate mastery of key behavior; <i>good but with room for improvement; meets expectations</i>                                       |
| <b>2</b>   | Nearing mastery of key behavior; <i>average with substantial room for improvement; almost meets expectations</i>                      |
| <b>1</b>   | Failed to demonstrate mastery of key behavior; <i>below average with significant room for improvement; does not meet expectations</i> |

Please provide comments under any competency statement that is scored at the highest or lowest levels (5 or 1), 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 and increase awareness about their 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 scoring the student will be used:

- 5 is equivalent to 100 (excellent with little room for improvement; exceeds expectations)**
- 4 is equivalent to a 90 (above average with some room for improvement; exceeds expectations)**
- 3 is equivalent to 80 (good but with room for improvement; meets expectations)**
- 2 is equivalent to 70 (average with substantial room for improvement; almost meets expectations)**
- 1 is equivalent to 50 (below average with significant room for improvement; does not meet expectations)**

**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 applied practice behaviors.

| <b>Competency 1: Demonstrate Ethical and Professional Behavior</b> |   | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|---|
| <b>Behaviors:</b>  |   |   |   |   |   |   |
| 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 | 1 | 2 | 3 | 4 | 5 |
| 2.   | Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication  | 1 | 2 | 3 | 4 | 5 |
| 3.   | Use technology ethically and appropriately to facilitate practice outcomes  | 1 | 2 | 3 | 4 | 5 |
| 4.   | Use supervision and consultation to guide professional judgment and behavior  | 1 | 2 | 3 | 4 | 5 |

**Comments:**

| <b>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b> |  | 1 | 2 | 3 | 4 | 5 |
|---|--|---|---|---|---|---|
| <b>Behaviors:</b>   |  |   |   |   |   |   |
| 5.  | Advocate for human rights at the individual, family, group, organizational, and community system levels  | 1 | 2 | 3 | 4 | 5 |
| 6.  | Engage in practices that advance human rights to promote social, racial, economic, environmental justice | 1 | 2 | 3 | 4 | 5 |

**Comments:**

| <b>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</b> |   | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|---|
| <b>Behaviors:</b>  |   |   |   |   |   |   |
| 7.   | Demonstrate anti-racist and anti-oppressive social work practice at the individual, group, organizational, community, research, and policy levels | 1 | 2 | 3 | 4 | 5 |

|    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
| 8. | Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences. | 1 | 2 | 3 | 4 | 5 |
|----|--|---|---|---|---|---|

**Comments:**

|  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| <b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b> |   | 1 | 2 | 3 | 4 | 5 |
| <b>Behaviors:</b>  |   |   |   |   |   |   |
| 9.   | Apply research findings to inform and improve practice, policy, and programs  | 1 | 2 | 3 | 4 | 5 |
| 10.  | Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work | 1 | 2 | 3 | 4 | 5 |

**Comments:**

|  |  |   |   |   |   |   |
|--|--|---|---|---|---|---|
| <b>Competency 5: Engage in Policy Practice</b> |  | 1 | 2 | 3 | 4 | 5 |
| <b>Behaviors:</b>                              |  |   |   |   |   |   |
| 11.  | Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services | 1 | 2 | 3 | 4 | 5 |
| 12.  | Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice     | 1 | 2 | 3 | 4 | 5 |

**Comments:**

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| <b>Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities</b> |   | 1 | 2 | 3 | 4 | 5 |
| <b>Behaviors:</b>   |   |   |   |   |   |   |
| 13.   | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies | 1 | 2 | 3 | 4 | 5 |

|     |  |   |   |   |   |   |
|-----|--|---|---|---|---|---|
| 14. | Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies | 1 | 2 | 3 | 4 | 5 |
|-----|--|---|---|---|---|---|

**Comments:**

|  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| <b>Competency 7: Assess Individuals, Families, Groups, Organizations and Communities</b> |   | 1 | 2 | 3 | 4 | 5 |
| <b>Behaviors:</b>  |   |   |   |   |   |   |
| 15.  | Apply theory of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies | 1 | 2 | 3 | 4 | 5 |
| 16.  | Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed upon plan              | 1 | 2 | 3 | 4 | 5 |

**Comments:**

|  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| <b>Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities</b> |   | 1 | 2 | 3 | 4 | 5 |
| <b>Behaviors:</b>  |   |   |   |   |   |   |
| 17.  | Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals | 1 | 2 | 3 | 4 | 5 |
| 18.  | Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies  | 1 | 2 | 3 | 4 | 5 |

**Comments:**

|  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| <b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b> |   | 1 | 2 | 3 | 4 | 5 |
| <b>Behaviors:</b>  |   |   |   |   |   |   |
| 19.  | Select and use appropriate methods for evaluation of outcomes                             | 1 | 2 | 3 | 4 | 5 |
| 20.  | Critically analyze, monitor, and evaluate intervention and program processes and outcomes | 1 | 2 | 3 | 4 | 5 |

**Comments:**

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

**KEY:**                1 = Poor  
                          2 = Needs Improvement  
                          3 = Adequate  
                          4 = Good  
                          5 = Excellent

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| <b>Punctuality</b>  | 1 | 2 | 3 | 4 | 5 |
| <b>Dependability</b>  | 1 | 2 | 3 | 4 | 5 |
| <b>Appropriate appearance and attire</b>  | 1 | 2 | 3 | 4 | 5 |
| <b>Adherence to agency policies and procedures</b>                                  | 1 | 2 | 3 | 4 | 5 |
| <b>Writing ability</b>  | 1 | 2 | 3 | 4 | 5 |
| <b>Interaction with co-workers, supervisors and (if appropriate) other students</b> | 1 | 2 | 3 | 4 | 5 |
| <b>Willingness to be a team player and cooperate with others</b>                    | 1 | 2 | 3 | 4 | 5 |
| <b>Assertiveness</b>  | 1 | 2 | 3 | 4 | 5 |
| <b>Attitude</b>   | 1 | 2 | 3 | 4 | 5 |
| <b>Ability to accept supervision</b>  | 1 | 2 | 3 | 4 | 5 |
| <b>Gives proper notification if work or a meeting will be missed</b>                | 1 | 2 | 3 | 4 | 5 |
| <b>Timeliness in submitting reports and other material</b>                          | 1 | 2 | 3 | 4 | 5 |
| <b>Demonstrates appropriate respect for supervisors</b>                             | 1 | 2 | 3 | 4 | 5 |
| <b>Handles adversity appropriately</b>  | 1 | 2 | 3 | 4 | 5 |
| <b>Neatness in presented and written material</b>                                   | 1 | 2 | 3 | 4 | 5 |
| <b>Takes responsibility for their own behavior</b>                                  | 1 | 2 | 3 | 4 | 5 |
| <b>Motivation</b>   | 1 | 2 | 3 | 4 | 5 |
| <b>Emotional maturity</b>   | 1 | 2 | 3 | 4 | 5 |
| <b>Originality</b>  | 1 | 2 | 3 | 4 | 5 |
| <b>Overall, their presentation is professional</b>                                  | 1 | 2 | 3 | 4 | 5 |

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

**Overall Evaluation at MIDTERM:**

Please check one of the following at the **MIDTERM EVALUATION**. At the final evaluation do NOT complete this section.

- The intern is excelling in field placement by performing above expectations for a MSW level intern.
- The intern is meeting the expectations for a MSW level intern.
- The intern is functioning below expectations for a MSW level intern. There is a question whether this intern will be ready for beginning advanced social work practice by the end of placement.

\_\_\_\_\_ Date \_\_\_\_\_  
Field Instructor's Signature

\_\_\_\_\_ Date \_\_\_\_\_  
Field Instructor's Printed Name

\_\_\_\_\_ Date \_\_\_\_\_  
Task Supervisor's Signature (if applicable)

\_\_\_\_\_ Date \_\_\_\_\_  
Task Supervisor's Printed Name

***The following section should be completed by the intern:***

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

- |                                |                          |
|--------------------------------|--------------------------|
| I agree with the evaluation    | <input type="checkbox"/> |
| I do not agree with evaluation | <input type="checkbox"/> |

Signature of Intern \_\_\_\_\_ Date \_\_\_\_\_

*If the intern disagrees with the evaluation, they must specify those elements of the disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. The disagreement should relate to the items in the evaluation.*



**Overall Evaluation at FINAL:**

Please check one of the following at the **FINAL EVALUATION**. At the midterm evaluation do NOT complete this section.

- This intern has excelled in field placement by performing above expectations for MSW interns. They are ready for beginning advanced level social work practice, therefore receive a recommendation of PASS.
- This intern has met the expectations of the field placement. This MSW intern is ready for beginning advanced level social work practice, therefore receives a recommendation of PASS.
- This MSW intern is not yet ready for beginning advanced level social work practice and has demonstrated serious problems in performance, therefore receives a recommendation of FAIL.

\_\_\_\_\_ Date \_\_\_\_\_  
Field Instructor's Signature

\_\_\_\_\_ Date \_\_\_\_\_  
Field Instructor's Printed Name

\_\_\_\_\_ Date \_\_\_\_\_  
Task Supervisor's Signature (if applicable)

\_\_\_\_\_ Date \_\_\_\_\_  
Task Supervisor's Printed Name

***The following section should be completed by the intern:***

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

- |                                |                          |
|--------------------------------|--------------------------|
| I agree with the evaluation    | <input type="checkbox"/> |
| I do not agree with evaluation | <input type="checkbox"/> |

Signature of Intern \_\_\_\_\_ Date \_\_\_\_\_

*If the intern disagrees with the evaluation, they must specify those elements of the disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. The disagreement should relate to the items in the evaluation.*

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**SAMPLE UNT MSW 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 or 500 hours)**

**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/field 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 Contract: The learning contract should be completed by **week 4** 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 contract to the Faculty Liaison or Director of Field Education. 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. Feel free to **add/change these to fit with the context of your agency. For each behavior, students can have 1-2 activities, that when completed, will be a way to demonstrate they have met the corresponding competency.**

Method of Evaluation- In this area, the student and supervisor will identify methods for evaluating the agency activities. **Activities should be evaluated in a way they can be measured and /or have a clear work product.** For example, completing 5 psychosocial assessments; completing mental health first aid training (yes-completed, no-did not complete), researched a specific policy and created a half page summary to discuss in supervision. All activities should have a metric to determine to what degree an activity has been accomplished.

**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:<br>Students will be evaluated on these at the end of the semester  | Agency Activities to help you achieve the expected behaviors.<br><b>Note that the below are examples. Please tailor activities to individual agency.</b>  | Method of Evaluation-<br><b>should be measurable</b>   | Due Date |
|---|--|---|--|----------|
| <p><b>Demonstrate Ethical and Professional Behavior</b></p> <p>(Professional)</p> | <p>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;</p> | <p>Student will demonstrate ability to apply the Code of Ethics by presenting an ethical dilemma they have faced and how they resolved it.</p> <p>Student will demonstrate understanding and proper use of NASW Code of Ethics.</p> | <p>Presented 1 ethical dilemma to FI and appropriately used an ethical decision making framework to explain resolution.</p> <p>Student used COE when discussing 3 clients in weekly supervision by applying appropriate standards.</p> <p>Student will discuss &gt;3. events in which Texas/federal law interferes with NASW</p> |          |

|                |  |   |   |  |
|----------------|--|---|---|--|
|                |  |   | COE and will speak with FI about how agency handles it  |  |
| (Professional) | 2. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; | <p>Dress professionally, use appropriate, professional language and behavior.</p> <p>Read agency policies and uphold those policies throughout the entire time of internship.</p> <p>Student will identify self as a student intern when communicating with staff and clients to demonstrate ability to practice professional behavior.</p> <p>Student will practice writing up mock case notes to demonstrate documentation skills, to be reviewed by my field instructor.</p> | <p>FI observes student dressing and behaving according to professional agency decorum 90% of the time.</p> <p>Student correctly used/identified agency policy with regard to 3 clients/cases.</p> <p>FI and staff observe learner appropriately identifying themselves as a student to staff and clients 90% of the time.</p> <p>Mock case notes written and submitted to FI for feedback and</p> |  |

|                |  |   |   |  |
|----------------|--|---|---|--|
|                |  |   | discussed in weekly supervision; corrections made as appropriate.   |  |
| (Professional) | 3. use technology ethically and appropriately to facilitate practice outcomes; and | <p>Student will complete an online HIPAA training and show certificate to field instructor, and write a one page summary of what was learned, applying HIPAA guidelines to demonstrate ethical use of technology.</p> <p>Student uses agency issued laptop for internship use only and per policy guidelines.</p> | <p>Training completed and certificate provided, summary written and reviewed by FI.</p> <p>FI observes student uses agency equipment appropriately 100% of time.</p> <p>Student will keep laptop at desk at all times unless instructed otherwise and will not download any agency related programs onto personal devices</p> |  |

|                |  |  |  |  |
|----------------|--|--|--|--|
|                |  |  | Student should primarily use email and GroupMe if needed to communicate with students and will not use social media to contact them or interact with them.   |  |
| (Professional) | 4. use supervision and consultation to guide professional judgment and behavior. | Student will meet weekly with FI, demonstrating appropriate use of supervision by coming to meeting on time, with a prepared agenda. | <p>FI observes student comes to weekly supervision with agenda ready 90% of the time.</p> <p>Student will communicate with FI about judgment concerns (ethical dilemmas/uncertainty/etc.) in-person or via email/teams as soon as possible</p> |  |



|   |  |  |   |  |
|---|--|--|---|--|
|   |  |  |   |  |
| (Professional)  |  | <b>Add other activities here (if necessary):</b>   |   |  |
| <b>Advance Human Rights and Social, Economic, and Environmental Justice</b><br><br>(Human Rights) | 5. Advocate for human rights at the individual, family, group, organizational, and community system levels | Identify barriers clients face when accessing services at my agency or at other agencies and discuss during supervision. | <p>During supervision student identifies and discusses client barriers to accessing services after engaging with 3 different clients.</p> <p>Attend &gt;2 community meetings (5 Stones, TSAAC, TCCFE, etc.) and report back to FI</p> <p>Student will give a presentation in front of community resources discussing needs of students with</p> |  |

|                |  |  |   |  |
|----------------|--|--|---|--|
|                |  |  | lived experiences in foster care.   |  |
|                |  | Discuss with supervisor about how social, economic, and environmental factors affect client outcomes.  | During supervision student identifies how all three factors affect the outcome for at least 2 different clients.  |  |
| (Human Rights) | 6. engage in practices that advance social, economic, and environmental justice. | Research and become familiar with a local or national organization that advocates for your population.<br><br>Work with instructor/supervisor to engage advocacy for needs and services for clients. | Create a resource guide for agency clients and staff<br><br>Student will assist at least 5 clients with resource brokerage and document in client file. |  |
| (Human Rights) |  | <b>Add other activities here (if necessary):</b>   |   |  |

|   |   |  |  |  |
|---|---|--|--|--|
| <p><b>Advance Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in practice</b></p> <p>(Diversity)</p> | <p>7. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels</p>   | <p>Interact with those who are different from you based on age, SES, color, culture, disability, ethnicity, gender, religion, sexual orientation, etc.</p> <p>Student is able to identify various dimensions of difference in practice setting</p> | <p>Student is observed by F1 respectfully interacting with 3 clients and all colleagues that differ from them.</p> <p>During supervision student is able to appropriately identify client difference and appropriate/unique interventions for their 3 clients.</p> |  |
|   | <p>8. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation and manage the influence of bias, power, privilege, and values in working with clients, constituencies, acknowledging them as experts of their own lived experiences</p> | <p>Engage in self-reflection about personal biases related to client population and discuss with supervisor.</p>   | <p>During supervision student identifies and discusses personal biases after engaging with 3 different clients.</p> <p>Student will write a self-reflection entry discussing their personal biases after engaging with 3 different clients</p>                     |  |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <p>and present the entry to FI in weekly supervision.</p> <p>Student intern will research &gt;3 client identities that are newly encountered and present learned information to FI</p>  |  |
| <p><b>Engage in Practice-Informed Research and Research-Informed Practice</b><br/>(Research)</p> | <p>9. Apply research findings to inform and improve practice, policy, and programs</p> | <p>Research the context and treatment models used by the agency.</p> | <p>Student researched 3 treatment models and provided a summary of each during weekly supervision.</p> <p>Create resource lists for specific needs (DV shelters, family activities, wellness calendar, organizations that assist during holidays)</p> |  |

|   |   |  |  |  |
|---|---|--|--|--|
| (Research)  | 10. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work | <p>Read current research/literature on best practices with the population you serve. Discuss those articles with your supervisor.</p> <p>Find 3 articles on the stigma and myths surrounding the homeless population (or population you serve) to be used in practice.</p> | <p>Student completed a literature review for new employees and interns regarding client population/special needs</p> <p>Student located 3 articles and created a brief summary of each to share in group supervision.</p>                          |  |
| (Research)  |   | <b>Add other activities here (if necessary):</b>   |  |  |
| <p><b>Engage in Policy Practice</b></p> <p>(Policy)</p> | 11. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of an access to social services   | <p>Become familiar with at least 3 local, state, federal and agency policies that affect the client population. Write a brief synopsis of each.</p>  | <p>Discussed at least 3 policies and their relevance in supervision. Provide synopsis of each policy to agency staff.</p> <p>Create and present presentation to FI about Texas Family violence laws and if/how they affect certain populations</p> |  |

|          |  |  |   |  |
|----------|--|--|---|--|
|          |  |  | Create a timeline of Child Advocacy Centers and how their policies have changed over time.  |  |
| (Policy) | 12. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice | Explore how the service delivery in the agency is affected by social welfare policies.<br><br>Research social welfare policies that have a direct impact on the service delivery in your agency. | Student identified how agency policy affects service delivery to clients and discussed in supervision.<br><br>Present and discuss at least 1 social welfare policy in group supervision.<br><br>Write a half-page reflection and review of at least 6 articles provided by TS |  |
| (Policy) |  | Find opportunities at the agency or in advocacy organizations to work with others to advocate to advance human rights and justice.   | Student volunteered at Attend Education Reach for Texans Conference/NAS W Texas Conference  |  |

| (Policy)  |   | <b>Add other activities here (if necessary):</b>   |   |  |
|---|---|--|---|--|
| <p align="center"><b>Engage with Individuals, Families, Groups, Organizations, and Communities</b></p> <p align="center">(Engagement)</p> | <p>13. Apply knowledge of human behavior and person -in- environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies</p> | <p><b>Individuals: Families: Groups: Organizations: Communities</b></p> <p>Identify how knowledge of HBSE impacts engagement with clients/individuals.</p> <p>Identify the communities' role in impacting client engagement and success.</p> | <p>Identify 2 HBSE theories and how they impact engagement with individuals.</p> <p>Student will always explain the trauma symptom portion of the Family guide to provide education and ease to caregiver</p> |  |
| <p align="center">(Engagement)</p>  | <p>14. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>  | <p><b>Individuals: Families: Groups: Organizations: Communities</b></p> <p>Reflect on interactions with a family or group and with what went well and what could have been improved (and how).</p>   | <p>Write one journal entry describing your interactions with a family or group and how you used empathy, reflection, and interpersonal</p>  |  |

|   |  |   |   |  |
|---|--|---|---|--|
|   |  |   | skills. Discuss the journal entry with FI during supervision.   |  |
| (Engagement)  |  | <b>Add other engagement activities (individual, family, groups, organizations, or communities):</b>   |   |  |
| <b>Assess Individuals, Families, Groups, Organizations, and Communities</b><br>(Assessment) | 15. Apply theories of human behavior and person-in-environment as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies | <b>Individuals: Families: Groups: Organizations: Communities</b><br><br>Utilize agency appropriate intake forms, tools, and processes to assess clients' needs, strengths, and limitations to inform appropriate intervention strategies. | Student will properly use the PHQ-9 (or other agency tools) with 3 unique clients, informing the therapist verbally and in writing of the results to be used for further treatment.<br><br>Student will create SOAP notes after each 1:1 meeting with students and have TS review |  |
| (Assessment)  |  |   |   |  |



|  |   |  |   |  |
|--|---|--|---|--|
|  | <p>16. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed upon plan</p> | <p><b>Individuals: Families: Groups: Organizations: Communities</b></p> <p>Address client's appropriately and collaboratively when assessing and developing a plan</p> | <p>Create a guideline/script with the FI to assist in accurately informing client of the assessment. Use these guidelines with 3 unique clients.</p> <p>Student will be observed respecting self-determination of non-believing/non supportive caregivers while also educating and explaining the benefits of services such as counseling</p> <p>Student will provide resources to clients to</p> |  |
|--|---|--|---|--|

|  |   |  |   |  |
|--|---|--|---|--|
|  |   |  | reach out to on their own before assisting to encourage independence and self-determination                               |  |
| (Assessment)   |   | <b>Add other assessment activities (individual, family, groups, organizations, or communities):</b>                                    |   |  |
| <b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b><br>(Intervene) | 17. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals | <b>Individuals: Families: Groups: Organizations: Communities</b><br><br>Participate in interdisciplinary team meetings.                | Discuss 3 client interactions in interdisciplinary meetings and identify 3 appropriate interventions to use with clients. |  |
| (Intervene)  |   | Identify and become familiar with 3 therapeutic treatment modalities suitable to use with children that maintains their best interest. | Student will review and summarize Department coaching model and review model with field instructor                        |  |

|   |  |   |   |  |
|---|--|---|---|--|
|   | 18. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies | Research 2 diverse clients and cultural differences and how that impacts service delivery and ability to advocate on behalf of the client.                    | Create and present the information gathered in research to the interdisciplinary team or the agency.<br><br>Student will choose 3 different intervention models and discuss with TS appropriate examples to use in practice setting |  |
| (Intervene)   |  | <b>Add other intervention activities (individual, family, groups, organizations, or communities):</b>   |   |  |
| <b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b><br><br>(Evaluate) | 19. Select and use appropriate methods for evaluation of outcomes  | <b>Individuals: Families: Groups: Organizations: Communities</b><br><br>Explore how the agency assesses outcomes for its clients and discuss with supervisor. | Identify 2 methods of evaluation used at the agency and   |  |

|            |  |   |   |  |
|------------|--|---|---|--|
| (Evaluate) | 20. Critically analyze, monitor, and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities. | Review client progress and analyze their success.   | apply to work with clients.<br><br>Present and discuss 2 clients evaluation outcomes in interdisciplinary meetings to analyze practice effectiveness. |  |
| (Evaluate) |  | <b>Add other evaluation activities (individual, family, groups, organizations, or communities):</b> |   |  |

SIGNATURES

Student: \_\_\_\_\_ Date: \_\_\_\_\_

**Field Instructor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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**UNT Social Work Intern Performance Improvement Plan (PIP)**  
**Confidential**

**TO:** \_\_\_\_\_, **Student Intern**  
**FROM:** \_\_\_\_\_, **Field Instructor**  
**DATE:** \_\_\_\_\_  
**RE:** **Performance Improvement Plan (PIP)**

The purpose of this Performance Improvement Plan (PIP) is to define serious areas of concern, gaps in your work performance, reiterate \_\_\_\_\_ (**Agency Name**) expectations, and allow you the opportunity to demonstrate improvement and commitment.

**Areas of Concern:**

|   |
|---|
| <ul style="list-style-type: none"><li>•</li></ul> |
|---|

**Observations, Previous Discussions or Counseling:**

|   |
|---|
| <ul style="list-style-type: none"><li>•</li></ul> |
|---|

**Step 1: Improvement Goals:** These are the goals related to areas of concern to be improved and addressed:

|    |                    |
|----|--------------------|
| 1. | <b>Intern will</b> |
| 2. | <b>Intern will</b> |
| 3. | <b>Intern will</b> |

**Step 2: Activity Goals:** Listed below are activities that will help you reach each goal:

| Goal # | Activity | How to Accomplish | Start Date | Projected Completion Date |
|--------|----------|-------------------|------------|---------------------------|
| 1.     |          |                   |            |                           |
| 2.     |          |                   |            |                           |
| 3.     |          |                   |            |                           |

**Step 3: Resources:** Listed below are resources available to you to complete your Improvement activities (may include other people’s time or expertise, funds for training materials and activities, or time away from usual responsibilities.)

|    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |

**Step 4: Expectations:** The following performance standards must be accomplished to demonstrate progress towards achievement of each Improvement goal:

|    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

**Step 5 Progress Checkpoints:** The following schedule will be used to evaluate your progress in meeting your Improvement activities.

| Goal # | Activity | Checkpoint Date | Type of Follow-up (memo/call/meeting) | Progress Expected | Notes |
|--------|----------|-----------------|---------------------------------------|-------------------|-------|
| 1.     |          |                 |                                       |                   |       |
| 2.     |          |                 |                                       |                   |       |
| 3.     |          |                 |                                       |                   |       |

**Follow-up Updates:** You will receive feedback on your progress according to the following schedule:

| <b>Date Scheduled</b> | <b>Activity</b>                         | <b>Conducted By</b>  | <b>Completion Date</b> |
|-----------------------|---|----------------------|------------------------|
|                       | 30-day Update Memo                      | [Supervisor/Manager] |                        |
|                       | 45-day [or 60-day] Update Memo          | [Supervisor/Manager] |                        |
|                       | 60-day [or 75, or 90 – Day] Status Memo | [Supervisor/Manager] |                        |

**Timeline for Improvement, Consequences & Expectations:**

Effective immediately, you are placed on a **30-day** PIP. During this time, you will be expected to make regular progress on the plan outlined above. Failure to meet or exceed these expectations may result in termination of internship. Additionally, the contents of this PIP are to remain confidential. Should you have questions or concerns regarding the content, you will be expected to follow up directly with your field instructor.

We will meet again on as noted above to discuss your Performance Improvement Plan. Please schedule accordingly.

**Signatures:**

Print Intern Name: \_\_\_\_\_

Intern Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Print Field Instructor/Supervisor Name: \_\_\_\_\_

Field Instructor/Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## UNT Termination of Student from a Field Placement

This form is to be completed when termination of an internship is occurring, and the student has been asked by the hosting agency or Field Instructor not to return to the placement site.

Student Name: \_\_\_\_\_

Internship Site: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

Field Faculty Liaison: \_\_\_\_\_

Number of Hours Completed to date: \_\_\_\_\_

1. Briefly describe the reason for termination of the internship being sure to describe specific concerns.

2. Is the site officially terminating the student? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please add a statement from the agency and/or Field Instructor as to which specific CSWE core competencies are problematic and/or standards in the NASW Code of Ethics are being violated.

3. Is the Field Education Department terminating the student from the site? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please add a statement from the Field Faculty Liaison and/or Field Director.

4. Please describe steps taken by the student, Field Faculty Liaison and/or Field Instructor to manage or correct the challenges/concerns that led to the termination.

\_\_\_\_\_

Field Faculty Liaison Name

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Agency Field Instructor

\_\_\_\_\_

Signature

\_\_\_\_\_

Date