

Forward

The purpose of this field manual is to put forth the major policies and procedures for the Field Education component of the UNH Department of Social Work and identify the rights, and responsibilities of the school, agencies and the students.

The Department of Social Work's undergraduate program offers both a major and a minor in Social Work. It is a specialized degree that prepares graduates for generalist social work practice with a solid foundation in the liberal arts and in the knowledge, skills and value base of Social Work. Through the mastery of core competencies, social work graduates apply their education in working with individuals, families, groups, organizations and communities (Council on Social Work Education, 2008). In addition, the program prepares qualified students to pursue graduate education in schools of social work and other graduate programs in human service fields.

“The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.” (CSWE, 2008, p.1)

The baccalaureate program at the University of New Hampshire is accredited by the Council on Social Work Education (CSWE) and must meet rigorous academic standards to retain this accreditation. Social Work majors pursue a program that encompasses the professional social work foundation of social welfare policy and services, social work practice, human behavior in the social environment, and research. Course content on theories and practice models that inform intervention, values and ethics, human rights and social and economic justice are integrated throughout the curriculum.

To connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting, students complete an introductory year, twenty hour, service learning experience in the Introduction to Social Work course, as well as a 450 hour social work internship over two semesters during the senior year. The senior field placement in the final year of the baccalaureate program is arranged between the student and the field education coordinator. Evaluation of this senior field placement is one tool that measures student achievement of program competencies. Students are required to pay a liability insurance fee for their off-campus field education experience. In compliance with CSWE accreditation

Mission of the Social Work Department

The mission of the Department of Social Work is to educate baccalaureate and masters students for effective professional social work practice that is responsive to the social welfare and social service needs of the people of New Hampshire, the New England region and beyond. Consistent with the overall purposes of the profession, the Department educates social work professionals to work effectively with diverse individuals, families, groups, organizations and communities to optimize human potential for productive participation in society.

Themes of the Social Work Department

- (1) Practice that is social systems and client/environment oriented,
- (2) Practice with a strengths-empowerment perspective toward achievement of social and economic justice,
- (3) Practice that is sensitive to, and responsive to diversity & human rights,
- (4) Practice that is knowledge and researched based,
- (5) Practice that seeks to improve the quality of life for all.

BSSW Program Goals

BSSW program goals were developed to respond to the social welfare and social service needs of the State of New Hampshire and the region. BSSW goals are also shaped by the 2008 EPAS and are as follows:

1. To provide quality education to prepare graduates for entry-level generalist practice consistent with the purposes of the social work profession,
2. To prepare graduates with the knowledge, values and skills for effective generalist practice with client systems of various sizes and types.
3. To prepare graduates to practice with diverse populations,
4. To prepare graduates knowledgeable about the social contexts of practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change,
5. To prepare graduates for practice consistent with the values and ethics of the profession,
6. To prepare those seeking graduate education in social work or related human service fields with a solid foundation,
7. To prepare graduates for career-long professional growth and development.

Notice of Non-Discrimination

The University of New Hampshire is a public institution with a long-standing commitment to equal opportunity for all. The Department of Social Work abides by all university policies regarding non-discrimination.

All policies, including discrimination and discriminatory harassment policy, are posted on the Affirmative Action and Equity Office website.
<http://www.unh.edu/affirmativeaction/index.html>.

Code of Ethics

BSSW students are expected to follow the NASW Code of Ethics. All students have an opportunity to discuss any questions that they may have about the code and then sign a statement that they agree to be bound by its provision. A copy of the Code is on the National Association of Social Workers website.
www.naswdc.org.

Students' Rules, Rights, and Responsibilities

Students are also expected to abide by the University of New Hampshire's Student's Rights, Rules and Responsibilities. This document is on the University of New Hampshire website.
<http://www.unh.edu/student/rights/srrr0809.pd>

Introduction to Field Practicum Students

Students are required to complete a minimum of 225 hours per semester in the Field Practicum, for a total of 450 hours. Students spend 16 hours per week; exclusive of commuting time in their assigned field agency (summer session is 24 hours per week). Actual days and times may be developed by the student and field instructor. Students are strongly encouraged to establish a consistent weekly schedule that includes opportunities to regularly attend agency staff meetings. Students will follow the UNH calendar, unless prior arrangements are made and agreed upon by the student, field instructor and field coordinator. Prerequisites for field include successful completion of SW 622 (C or better), senior status (90 credits), and a social work major in good standing (2.3 GPA).

Students are required to be at the placement on all scheduled days, unless the agency is closed or the University is on a holiday schedule. In case of snow days or other emergencies, students should abide by agency policy, using their field instructor for consultation.

Illness is the only legitimate absence from field work. If students are ill and cannot attend field work, they will notify their field instructor as close to agency opening time as possible. Make up time will be arranged with the field instructor. Extended illnesses must be reported to the BSW Field Coordinator.

Students may not use prior life or work experience in lieu of this internship. Changes in internships are only considered for unusual circumstances including, but not necessarily limited to, lack of regular supervision, serious ethical violations on the part of the agency, or lack of appropriate assignments and other learning activities. All attempts to resolve placement concerns by the student and the Field Liaison must be exhausted before contacting the Field Coordinator to make a change of placement.

Field Placement Process

1. A mandatory Orientation is provided by Field Coordinator for all prospective Field students. It is scheduled during the semester prior to the students beginning their first semester Field Experience. The students are provided an overview of the field practicum curriculum, procedures and policies.
2. Students are required to complete the Application for Field which provides academic, personal, and employment/volunteer experience.
3. Students review Field Agency Evaluation forms contained in the Field Agency Data Base to familiarize themselves with the various Field Agencies.
4. Students are to read and familiarize themselves with the Field Manual.
5. The Field Coordinator makes the initial contact with the agency, providing the agency with information about the student and the requirements for the field practicum.
6. The student, after being informed about the selected agency, contacts the Agency Field Instructor to set up a pre-placement interview and follows through with the interviewing process.
8. The Field Instructor and the student contact the Field Coordinator to confirm the field placement. If the placement is not deemed appropriate by any of the parties involved the Field Coordinator repeats steps 5 for another appropriate field site.
9. The final decision on assignment of a field placement is made by the Field Coordinator. Student interests, preferences, and learning needs are taken into consideration.

Introduction to Field Instructors

The Department of Social Work appreciates the time, effort and interest your agency expends in the training of our undergraduate social work students. We trust you will be satisfied with the involvement of student in performing the responsibilities you set for him/her and that the student, in turn, will have a valuable learning experience.

In order to assist you with the field instruction of a Social Work major, we offer the following guidelines which we hope you will find useful:

- * designation of the work space for the student
- * assessment with the student of his/her education background and needs and development of a learning agreement
- * orientation of the student to the agency
- * regular weekly conferences with a minimum of one hour per week of supervision provided
- * selection of the tasks and experiences planned for student in the agency and the community
- * immediate contact with the student's seminar instructor or the BSSW Field Coordinator should there be any problems around a particular placement
- * evaluation of the student's performance: ongoing feedback, site-visit with UNH field liaison, and formal written evaluation

The students entering field placement are seniors with a background in the behavioral and social sciences. The learning objectives for the student during his/her practicum are many, and the following list is by no means complete, but rather serves as a guide to better assist with his/her training. We consider it important for the student to have the opportunity to:

- * learn the structure and functioning of the agency, e.g., philosophy, goals, organizational system, policies, program, funding, etc.
- * understand the relationship of the agency to other agencies in the community network of services
- * become a member of an agency team
- * develop techniques for observation and fact gathering in order to better understand the dimensions of problems encountered.
- * learn how to utilize behavioral and social science theory to enhance understanding of individual, group and community problems and to determine appropriate modes of intervention
- * learn to regard him/herself as a social work member of a larger community of helping professions with common goals of amelioration of social problems and injustice
- * recognition of the responsibility of the social worker to make an input into evaluation of service, improvement of service, and to plan for unmet needs
- * develop an awareness of the need for ongoing personal and professional growth, including the development and specific targets for continuing education

For some students, the field experience will be their first practicum, while others will have had either part or full time positions in which they were camp counselors, tutors, group leaders or carried other "people-oriented" responsibilities. All students will have had some classroom observational experiences to expand knowledge of human needs and community resources in the areas of health, welfare and rehabilitation.

Students are required to be in their placement on all agency work days, except those when the University is closed or if the agency is closed. In the case of snow days (or other emergency situations), students should abide by agency policy just like any other member of the agency, using their field instructor for consultation if necessary.

Illness is the only legitimate absence from field work. If students are ill and cannot attend field work, they will notify their Field Instructor as close to agency opening time as possible. Make-up time will be arranged with the Field Instructor. Extended illnesses must be reported to the UNH faculty field liaison/seminar instructor.

In most instances, the faculty field liaison who also teaches the senior seminar will have contact with the field instructor periodically. The faculty liaison will make at least one visit to the agency each semester and more frequently should the need arise.

Many questions arise about field work and/or field supervision. Our strong suggestion is to feel free to raise any issue with the faculty liaison who will be working with you.

Once again, thank you for assisting the UNH Department of Social Work in preparing its social work majors for beginning professional social work practice.

Department of Social Work Faculty

Pablo Arriaza, PhD Assistant Professor

Mary Banach, DSW, Associate Professor

Gretchen Bean, MSW, Assistant Clinical Professor, BSSW Field Coordinator

L. Rene Bergeron, PhD, Associate Professor

Anne Broussard, PhD, Associate Professor, MSW Program Coordinator

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Susan Lord, PhD, Assistant Professor

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Lee Pozzi Rush, MSW, Assistant Clinical Professor, Manchester Program Coordinator

Patrick Shannon, PhD. Assistant Professor

Anita Tucker, PhD, Assistant Professor

Melissa Wells, PhD, Assistant Professor

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ACADEMIC PROGRAM

The Department of Social Work's undergraduate program offers both a major and a minor in Social Work. It is a specialized degree that prepares graduates for generalist social work practice with a solid foundation in the knowledge, skills and value base of Social Work and the liberal arts. Social Work graduates apply their education in working with individuals, groups and larger social systems. In addition, it prepares qualified students to pursue graduate education in schools of social work and other graduate programs in human services.

The baccalaureate program at the University of New Hampshire is accredited by the Council on Social Work Education (CSWE) and must meet rigorous academic standards to retain this accreditation. Social Work majors pursue a program that encompasses the professional Social Work foundation of Social Welfare Policy, Social Work Practice, Human Behavior in the Social Environment, Research and Field Education. Course content on ethics and values, populations-at-risk, human diversity and social and economic justice is integrated throughout the curriculum. Development and implementation of the BSSW curriculum is directed by the Accreditation Standards, including the curriculum policy statement (CPS) of the Council on Social Work Education (CSWE).

To enable students to gain direct experience and to integrate classroom content with the demands of professional social work practice, students are required to complete a 450 hour social welfare internship over two semesters during the senior year. The senior field placement is a "capstone" experience in the final year of the baccalaureate program and is arranged between the student and the Field Education Coordinator. Students are required to pay a liability insurance fee for their off campus field education experience.

Social Work majors earn a B.S. with a notation on their University records, "majored in Social Work." This is equivalent to the B.S.W. degree. Graduates are eligible for practice in a variety of social work settings throughout the United States. It also allows for the opportunity to apply for "advanced standing" for students interested in Masters of Social Work degree programs. Finally, it qualifies graduates for full membership in the National Association of Social Workers.

Social Work majors are required to take twelve major courses: SW 424, 525, 550, 551, 625, 601, 622, 623, 640, 640A, 641 and 641A. In addition, students are expected to successfully complete four courses taken from the disciplines of Anthropology/Sociology, Zoology/Biology, Philosophy, and Psychology. The determination of which course to take within these categories is made by the student, in consultation with the student's advisor from an approved departmental list. Many of these liberal arts foundation courses may also fulfill general education requirements. Students wishing to minor in Social Work are required to take SW 424, SW 525 and any three other courses offered by the department, excluding SW 640/640A and SW 641/641A.

FIELD COORDINATOR'S RESPONSIBILITIES

- Develops quality field placements
- Assists each student in determining an appropriate, educational field placement
- Makes initial arrangements with agencies for field work placements of interns
- Holds an orientation meeting for all students entering field
- Works with the Field Instructor and other relevant personnel to structure a meaningful generalist social work educational experience for each intern
- Reviews questions and problems a student may have in regard to changes from the initial assignment and arranges re-assignment when necessary
- Obtains from each student appropriate information regarding background, experience and education for use in arranging a field placement
- Provides workshops for Field supervisors
- Provides for termination of field placement in collaboration with Field Liaison before the end of the semester if the intern is not performing satisfactorily
- Reassigns an intern to an agency capable of meeting expectations and willing to invest the resources, in unusual cases where a field setting is unable to meet the field practice agreement and educational objectives
- Provides consultation to persons in each agency regarding educational concepts, professional issues, and practicum requirements and expectations of Social Work Department

Field Liaison /Seminar Instructor's Responsibilities

- Conducts integrative seminars for interns
- Conducts field evaluation conferences each semester; involving the student and Field Supervisor to provide an educational and supportive experience for both the student and the Field Supervisor. Confers with the intern and Supervisor regarding the general progress of the intern, the performance of the intern, any problems that may arise, progress toward completion of the educational field goals, and possible modification of the intern's program of activities. Submits site visit form to Field Coordinator.
- Remains available for unscheduled conferences on matters of concern to the intern or the Field Supervisor
- Is responsible for obtaining evaluations from the Field Supervisor and for determining the intern's field grade
- Provides for termination of field placement in consultation with Field Coordinator before the end of the semester if the intern is not performing satisfactorily
- Closely monitors the placements and insures the provision of additional instruction and supervision when an MSW is not available as Field Supervisor

Field Internship Advisory Committee Objectives

The Field Internship Advisory Committee is made up of agency supervisors from public and private agencies, students who are Social Work majors, and Social Work Department faculty.

The primary goal of the Field Internship Advisory Committee is to involve students, agencies, supervisors, and faculty in developing and maintaining a stimulating and challenging social work field internship for each student in the Department. This includes:

1. the maintenance of open lines of communication among all those involved in the field internship process,
2. the review and maintenance of standards for agency and supervisor selection, as well as student requirements in the field setting,
3. the provision of orientation, training and support for supervisors,
4. the development of additional field placement opportunities within the community,
5. the provision of advice and recommendations to the field work coordinator and the Department of Social Work to enhance and improve the quality of the field internship experience for all students.

Expectations of Field Agencies or Programs

1. A sufficient number and variety of assignments within the agency (a minimum of 5-8 assignments for a two day/week placement) to insure adequate student involvement and progression during the placement.
2. An orientation to the agency and the surrounding community.
3. Appropriate work space and necessary materials for accomplishing assigned tasks
4. Adequate supervision (a minimum of one hour, regularly scheduled) each week of placement.
5. Reimbursement for student expenses involved in providing agency services.
6. Inclusion of the student in agency staff, committee, board, and other meetings and conferences when appropriate.
7. Access to case records and other pertinent client information necessary for the accomplishment of assigned tasks.

Field Placement Selection/ Agency Standards

1. Consistency between the human service mission of the agency and that of professional social work.
2. Commitment to the need for and value of professional education in social work
3. Agency administration which creates and maintains conditions favorable to learning
4. Availability of qualified MSW or BSW staff members as potential field instructors or the willingness to work closely and cooperatively with qualified MSW instructors provided by the UNH Social Work Department.
5. A program or programs which offer the opportunity for student exposure to a range of approaches current in social work practice and which is appropriate to the level of the student being accepted into placement.

6. When appropriate, accreditation and/or licensing by appropriate accrediting or licensing bodies locally, and at State and Federal levels.
7. Physical resources to provide necessary space, materials and support for a student to function in an effective professional manner to promote optimal learning.
8. Willingness to designate field instructors within the agency who will take responsibility for student supervision at least one hour per week, and who are willing to attend orientation sessions.
9. Evidence of agency sensitivity to issues of cultural diversity and non-discriminatory practices in agency policies and patterns of service delivery.

Selection Criteria for Field Supervisors/Instructors

- A MSW from an accredited school of social work OR
 - A BSW from an accredited social work program and two years post-graduate experience one of which is in the agency to which the student is assigned OR
 - A related master's or a related bachelor's degree and two years experience within the designated social service agency or program AND
1. demonstrated knowledge of the current state of social work practice and its relation to the knowledge base of the profession, including the NASW Code of Ethics
 2. evidence of continuing professional development through reading, attendance at continuing education or in-service workshops, courses, or conferences, and participation in professional organizations
 3. demonstrated capacity for supervision and teaching, or evidence of potential as a field supervisor
 4. agreement to provide a minimum of one hour/week for regularly scheduled supervisory conferences with the assigned student
 5. demonstrated interest in professional social work education and a willingness to work cooperatively with UNH faculty and staff to accomplish the educational objectives of the social work program
 6. demonstrated knowledge of the agency, the community within which the agency is located and the needs of the clientele served by the agency
 7. willingness and ability to establish individualized teaching/learning goals with the student
 8. willingness and ability to evaluate the student's practice throughout the period of placement, both verbally and in writing, including written evaluations at the completion of each semester of placement.

Responsibilities of the Field Supervisor/Instructor

1. To have knowledge of, and familiarity with, the Field Practicum Policies and Procedures, including those described in the Field Education Manual.
2. To conduct an initial interview prior to placement to review agency function and expectations with the student and to make an educational assessment of the prospective student
3. To develop an individualized Teaching-Learning Agreement with students accepted into the agency for placement within 3 weeks after the beginning of placement.
4. Provision of a minimum of one hour per week of regularly scheduled supervisory time with each student.
5. To meet as necessary with the faculty liaison and work with Social Work Department faculty to discuss issues or concerns which may arise during the course of the field placement
6. To complete the student evaluation form at the end of each semester of placement and review this evaluation with the student.
7. New field instructors will be expected to participate in orientation and training sessions dependent on previous supervisory experience

Use of Student's Work Site for Field Education

Students may use their work sites for field placement provided the placement meets the following specific criteria:

- The agency must meet the basic requirements for all field placements
- Assignments must be proposed that are essentially new and different, are educationally appropriate, and employ new and different skills
- Agency field instructors must be someone other than the employing supervisor and meet the basic requirements for all field instructors

Evaluation of Field Experience

Students are evaluated in writing by their field instructor one time each semester. Students complete a Learning Agreement which becomes the basis for evaluation of progress toward their individualized learning objectives. A mid semester site visit takes place once a semester and includes review of the practicum experience by the student, the field instructor and the field liaison/seminar instructor. If problems or concerns arise in the field, students will attempt to resolve them directly with the field supervisor, in consultation with their seminar instructor. If that proves unsatisfactory, students will contact the field liaison/seminar instructor who may initiate contact with the Agency Field Supervisor.

Safety Policies and Procedures

The University Of New Hampshire Department Of Social Work has adopted the following policy and procedures regarding the safety of student interns in the field. This policy has been created in recognition of the fact that physical vulnerability of professional social workers and violence in the lives of our clients are current realities.

Policies

1. The school is responsible for providing all students and faculty advisors with general written information about safety in the field, and about its safety policies and procedures.
2. Field Seminar Instructors will discuss the department's safety policies and procedures in Field Seminar.
3. Each agency is responsible for orienting student interns to the safety policies and procedures of that setting. Such orientation should include, but not be limited to, discussion of safety issues in the community, within the agency building(s), and with particular clients prone to violent behavior. Security of personal belonging should be covered. Procedures for the student(s) to follow in the event of a safety or security problem should be reviewed.
4. The agency should make the same accommodations to ensure students' safety as they make for staff.
5. If a student's concerns about safety begin to interfere with the learning process, the faculty advisor should be contacted to facilitate the exploration of concerns.

Procedures

1. The Field Education Department provides students, field instructors, and Seminar Instructors/Field Liaisons, with the following safety tips which students can use to maximize safety and minimize security risks.
2. If an incident occurs in which a student is personally threatened or hurt, the field instructor/ agency contact person should contact the students' Field Seminar Instructor/Liaison and/or field coordinator immediately to discuss what actions the agency and school should take to ensure the student's physical and emotional well-being.
3. The Field Seminar Instructor should inform the field coordinator (if not yet informed) of the incident. The Field instructor and field coordinator should meet with the student and, if necessary, with the field instructor or agency contact person

to assess the student's readiness to return to the field, the need for replacement and other issues relevant to the situation.

Safety Tips for Students in the Field

It is important for students to know the agency safety policies and security protocol for office and home visits with clients. In the absence of formal policies, the field instructor and student should discuss any issues related to safety and security in that setting.

The following are guidelines and suggestions that may be helpful to students, field instructors and faculty advisors as they consider the particular safety issues in their settings. Specific steps taken by students or agency personnel will obviously have to be determined by the individual situation, the nature of the setting, etc.

Security of Belongs

All students in the field are expected to have a secure place to keep handbags and other belongs while at placement, if deemed necessary. It is preferable that space be one that can be locked, such as a desk drawer or file cabinet. It is best not to leave handbags and other personal articles visible and unattended, even in an office with the door closed.

Valuables should not be brought to placement settings. Items of value should not be left in cars, and should not be placed out of view just prior to leaving a vehicle.

Safety Issues Related to Working with Clients

When working with clients, it is important to remember that the treatment process often makes people feel vulnerable and may challenge their usual coping mechanism. With some people, this can contribute to problems with impulse control and can raise issues of safety for the client, for the social worker and others.

There may be times when students work with individuals who have difficulty with reality testing, dealing with overwhelming emotions and controlling their anger. Some of them may be prone to violence and may possess a weapon. Other clients may be intoxicated, high on drugs, in withdrawal, or may have other medical or neurological disorders. Again, we would like to emphasize that students consult with agency field instructors regarding preparation for handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others and the presence of weapons.

Safety Tips for Office Meetings

If a student will be meeting with a client with who the student does not feel safe, it is important to discuss the situation with the agency field instructor. When considering location of the meeting it might be helpful to think about what is in the room, whether

there is more than one exit, and where each person might sit. It might also be helpful to think about whether to include someone else in the meeting. When discussing the time of the appointment it can be helpful to think about whether or not many people are around at the time being considered for the meeting. Also important is to plan for backup and assistance in the event that the client becomes agitated.

Safety Tips for Travel in the Car

When traveling by the car to an agency or home visits, it is advisable to know where she or he is going, and to look at a map before driving to unfamiliar areas. In general, remember to be alert and to lock doors and close windows.

Safety Tips for Travel by Foot or Public Transportation

When traveling by foot or public transportation it is advisable that students carry the least amount of valuables with them as possible. Money, license, keys and other essentials might be carried in a pocket. If a handbag carried under the arm is grabbed, it is best to let go of it.

It is helpful to dress in comfortable clothes that are loose fitting, and to wear sturdy, flat walking shoes. It is helpful to be alert, and to walk with a purpose, as if one has a clear destination. One should be aware of people in the immediate area, without staring or maintaining eye contact.

Safety Tips for Home Visits

It is important to know something about clients prior to the home visit. If there is a question of safety, plan accordingly with field instructors. It might be decided that meeting in a neutral place or going with another worker is the appropriate plan. It is helpful to stay alert and to think about which room to meet in and where to sit. You should inform your field instructor or agency contact person regarding your schedule and whereabouts before leaving the office.

(The University Of New Hampshire Department Of Social Work gratefully credits the Boston University School of Social Work, who provided much of the source material for this section)

Appendix A: Field Application

Please return completed form to:

Field Coordinator
UNH Department of Social Work
Pettee Hall
55 College Road
Durham NH 03824-3599

In order to complete the application for field instruction, the information identified below will be released to UNH Social Work Faculty and potential agency field instructors.

The information includes:

- a. my application for field instruction

- b. resume, if included
- c. other information if stated below:

I hereby grant permission for the Coordinator of Field Education to send this information to the agencies designated as potential field placement sites.

Student Signature / date

APPLICATION FOR FIELD EDUCATION

The UNH Social Work Faculty and the Agency Field instructor (s) with whom you will interview will review this document.

Name: _____ Date: _____

e-mail: _____

Semester applied for (Please check): ____ Fall 200__ or ____ Spring 200__

Local address and phone number (also work, if applicable):

Vacation or summer address and phone:

Class level at completion of present semester: (Must be senior status or 90 credit hours) _____

Intended date of graduation: ____mo. ____year

Good conversational knowledge of language other than English (which?): _____

Ethnic group with which you identify yourself: _____

Will you have an automobile available for transportation to and from an agency and for any required internship related travel: ____yes ____no

Are you willing to work evenings or weekends if required as part of the internship? _____

Total academic load you plan to carry during the first field semester: ____
second field semester: ____

Specify Social Work courses completed: (must have completed SW 622) _____

Please attach resume or complete the following in reverse chronological order: (Use additional paper, if necessary)

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

Agency name and location: _____

Dates: from ____ to ____

Volunteer responsibilities: _____

Agency name and location: _____

Dates: from ____ to ____

Volunteer responsibilities: _____

Agency name and location: _____

Dates: from ____ to ____

Volunteer responsibilities: _____

Describe briefly your paid work experience.

Organization name and location: _____

Dates: from ____ to ____

Position and responsibilities: _____

Organization name and location: _____

Dates: from ____ to ____

Position and responsibilities: _____

Organization name and location:

Dates: from ____ to ____

Position and responsibilities: _____

Write a brief narrative about yourself including the following points:

- the development of your interest in social work
- your strengths and skills as well as limitations of which you are aware

- ❑ how you learn best/what is your learning style? (prefer flexibility or structure, need lots of information or like to figure it out on your own, observation or hands-on, etc)
- ❑ volunteer, work or life experiences that have contributed to your interest and skills in social work
- ❑ life experiences which have influenced your development and may affect your helping skills

Discuss your special interests regarding the kinds of people, problem areas, age groups with which you would like to work, including the reasons you are interested in these.

After reviewing the types of agencies listed below, indicate your first and second choices: Please note: The final decision about agency assignment is made by UNH faculty, considering the preferences of the student, his/her perceived educational needs, availability of the desired placement and agreement by the agency field supervisor.

1. Corrections: Juvenile probation, diversion programs ; prison-based programs
2. Community & Administrative Practice: community organization; research; management/planning; legislative and political action
3. Medical: feminist health/gynecological; hospice; health education; medical rehabilitation; HIV/AIDS
4. Selected Disabilities: developmental disabilities; alcoholism/substance abuse; brain-injury, mental illness
5. Services to Children: residential programs; foster care; schools; preventative community-based; drop-in and adventure programming, abuse and neglect
6. Services to Aging: nursing and residential homes; hospice; rehabilitation; advocacy; day programs; Visiting Nurse and Homemaker Services
7. Services to Women: physical and sexual assault; women's health
8. Services to Families: Head Start, home-based services, family support services
9. Poverty: homeless shelters, community action programs, housing authority
10. Ethnic Diversity : ELS programs, refugee resettlement

My first preference is:
Reasons:

My second preference is:
Reasons:

Appendix B: Teaching and Learning Agreement

**Teaching and Learning Agreement
UNH Social Work Field Education**

Student Name: _____

Date: _____

Agency Information:

Agency name: _____

Address: _____

Agency telephone #: _____

Primary Supervisor: _____

Title: _____

Degree and year: _____

E-mail: _____

MSW supervisor, if different: _____

Placement days and hours: _____

Primary Supervision day and time*: _____

MSW supervision day/time, if different: _____

** A minimum of 1 hour weekly supervision required.*

Agency Orientation Information:

Check off and date when received:

Professional Dress and Boundaries: _____

Confidentiality: _____

Safety: _____

Agency policy and procedure for absences: _____

Reimbursement for work related expenses: _____

Use of office equipment and supplies: _____

Primary Assignments:

Amount and type of micro (direct client contact) assignments:

Amount and type of macro assignments/ projects:

Other learning Opportunities (workshops, training, etc.):

Learning Goals:

Learning Goals:

A minimum of one goal from each of the following three areas should be developed by the student in collaboration with his/her Field Supervisor. Goals can be in the areas of

- a. Professionalism
- b. Social work competencies
- c. Agency specific knowledge and skills

Specific learning goals for professionalism and competencies should be developed from the BSW Field Evaluation (see appendices in BSW Field manual).

Goals are broad and accomplished over time. For example: Effectiveness in providing services to individuals

Objectives are specific, measurable, and concrete activities in which you will engage. By completing these objectives you will accomplish the goal. For example in accomplishing the above goal of providing services to individuals, you might list the following as objectives:

1. Carefully read case files on three clients and discuss observations and questions in supervision during the second week of placement.
2. Accompany and observe Field Supervisor on five home visits by September 30 and discuss observations in supervision.
3. Begin conducting home visits on my own by October 15.
4. Carry a caseload of five individual clients by the end of the first semester.

Appendix C: Orientation

Orientation Guideline

1. Overview of the Agency:
 - a. Agency Mission Statement, goals, and strategies
 - b. Organizational Chart
 - c. Agency programs
 - d. Location of and access to Policy and Procedure Manual

2. Supervision:
 - a. Supervisor's role, style, and expectations
 - b. Weekly supervision times (2 hr./wk for MSW and 1hr./wk for BSW students)
 - c. Who sets the agenda for supervision
 - d. What is discussed in supervision

- e. How to raise questions and concerns in supervision
 - f. Role of confidentiality in supervision
 - g. Use of process recordings, audiovisual, etc.
 - h. Plan for ongoing mutual evaluation
3. Expectations of Students:
- a. Professional Dress and Agency boundaries (appropriate and inappropriate behavior)
 - b. How to handle absences due to illness, holidays, and bad weather
 - c. Documentation—how, when , and where; confidentiality; abbreviations; and agency forms
 - d. Confidentiality—consent for release of information; confidential and privileged information; protection of client records; legal requirements to report and other legal parameters
 - e. Required meetings
 - f. Problem resolution/grievance process
4. Safety policy and procedures
- a. In the agency
 - b. Home visits
 - c. Universal precautions
 - d. Transportation of clients
5. Information Flow
- a. Use of telephone, fax, e-mail, pagers, voice mail, cell phones, etc.
 - b. Computer use/access/resource person
6. Resources
- a. mileage and other reimbursement
 - b. office supplies
 - c. workshops, in-service and other trainings available
 - d. bibliography of important books and articles
 - e. library and internet access
 - f. use of agency vehicles
 - g. secretarial support
7. Physical Environment
- a. Agency tour
 - b. Student phone, desk, files
 - c. Copy machine

- d. Lunch/break room (who eats with whom?)
8. The Community
- a. map of community or catchments area
 - b. list of community supports and social service agencies
9. Potential Additional requirements:
- a. Driver's license and driving record
 - b. Criminal record check
 - c. TB test or Chest X-ray
 - d. Hepatitis vaccinations
 - e. Automobile insurance
 - f. Formal orientation program
 - g. Certification of Satisfactory Health
 - h. Fingerprinting

Appendix D:

Questions for Students to Ask

1. What work is done at the agency-get overall sense of how the work that you might do fits into overall purpose and mission of the agency
2. The services provided in the agency
3. Public/private funding and the role and impact of managed care
4. What the "typical" client might be like
5. What type of caseload you might have
6. What does the supervisor think your roles and tasks will be? What are the student responsibilities at the agency

7. How long has the supervisor been at agency
8. What is supervisor's style and philosophy of supervision
9. Are there trainings for students and/or staff
10. What are they looking/hoping for in a student
11. What is the agency culture like for social workers (especially if a host agency).
12. How is feedback given/how are students evaluated
13. What staff will you work with
14. What qualities fit best in the work environment of the agency? What is the organizational culture like?
15. What is their potential supervisor's overall sense of the health of the organization-not only financially etc but especially emotionally (are workers excited to be there, a high level of burnout).
16. Do they provide an orientation and what is it like.
17. What does the agency and supervisor imagine their first week might be like
18. Is there anything they should know about the agency that they have not asked that is important to understanding what it will be like to intern there?

Appendix E

Site Visit Form

UNH Department of Social Work
BSSW Program

Student: _____ Field Supervisor _____

Placement _____ UNH Faculty Member _____

Date of site visit _____ Semester 1 ____ or Semester 2 _____

- 1) Write a brief paragraph describing student's task assignments and whether the student is fulfilling the goals in the Learning Agreement.

3. Comment on the quality of the supervision you received, e.g. frequency and length of the supervisory conferences and how the supervisor's approach did or did not meet your learning needs?

4. What do you consider the most important things you learned during placement?

5. What did you most like about your field placement experience?

6. What did you not like about your placement experience?

7. What suggestions do you have for improving the overall quality and effectiveness of this field placement?

Appendix G

Questions for Supervisors to Ask Students

This is a list of questions that you can ask your prospective students.

1. Why are you interested in being in a placement at this agency?
2. Why do you want to work in the field of social work?
3. What do you see yourself doing in the field in 3, 5, 7 years?
4. What work are you interested in doing at this agency out of the areas that are available? I.e. why child work and not adult work
5. What skills and strengths do you already have to bring to this agency?
6. How do you deal with conflict? Give me an example of a work or internship conflict that you experienced and how you handled it?
7. How do you take care of yourself?
8. How do you deal with crisis situations?
9. What are some of your concerns about being an intern?

10. What are you looking for in a supervisor?
11. Tell about a time that supervision went well, what contributed to that?
12. If you have had a time when supervision did not go well, what contributed to that?
13. What kinds of clients or client issues do you think would be difficult for you to work with?
14. What kinds of clients or client issues do you think you would work really well with?
15. What are your hopes and concerns about being a social worker?
16. What is the best way for you to receive feedback?
17. Explain a situation where you had to be assertive? How is it for you to be assertive?
18. How do you organize yourself? Are you a person who does better with structure or greater flexibility?
19. What is your learning style
20. Discuss your previous work/internship experiences?
21. How would your past employer/internship supervisor describe you?
22. (If home-based work) What might be the advantages and disadvantages of doing home-base work?

Appendix H
FIELD EVALUATION
Department of Social Work
College of Health and Human Services
University of New Hampshire

Social Work Field Practicum Evaluation
BSSW Foundation Year

Return completed form to:

BSW Field Liaison
Department of Social Work
55 College Road
Pettee Hall

Identifying Data

Student's name:

Agency name:

Agency address:

Supervisors name, title, and degree:

Period of evaluation: Fall semester _____ Spring semester _____ Year _____

Note: Please review this evaluation with the student before it is submitted to the Social Work Department. Signatures of both supervisor and student are required on page 6. Data from this form (with no names included) will be used as a component of the UNH Department of Social Work program evaluation process.

Settings/Assignments

Describe briefly your agency and program. Describe (or list) the assignments and other learning experiences in which the student has participated.

Competency Rating

The standard by which an intern is to be evaluated is that of a new entry-level social worker. The 10 competencies that are specified in this evaluation form are those established by our national accrediting organization, the Council on Social Work Education (CSWE). Under each competency statement are several items that we ask you to rate according to the following criteria.

Please note that with this revised rating system, low ratings suggest a need for improvement and high ratings suggest higher levels of competency.

1	The intern has not met the expectations in this area, and there is not much hope that the intern will meet the expectations in this area in the near future
2	The intern has not yet met the expectations in this area, but there is hope that the intern will meet the expectations in the near future
3	The intern has met the expectations in this area
4	The intern is functioning above expectations for interns in this area
5	The intern has excelled in this area
n/a	Not applicable, as the intern has not had the opportunity to demonstrate competence in this area

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement.

This evaluation is intended to give the intern feedback about her or his performance and to provide the UNH Department of Social Work with an overall assessment of our students' competencies in the field.

If you prefer to use another evaluation system **in addition** to this form to evaluate a student's performance, please discuss this with the faculty supervisor.

Competence #1: Intern identifies as a professional social worker and conducts himself/herself accordingly.

1.1	Knows the profession's history	1	2	3	4	5	na
1.2	Has a commitment to enhancing the profession	1	2	3	4	5	na
1.3	Has a commitment to conducting himself/herself as a professional social worker	1	2	3	4	5	na
1.4	Has a commitment to career-long learning and growth	1	2	3	4	5	na
1.5	Advocates well for client access to the services of social work	1	2	3	4	5	na
1.6	Practices personal reflection and self-correction to assure continual professional development	1	2	3	4	5	na
1.7	Attends well to professional roles and boundaries	1	2	3	4	5	na
1.8	Demonstrates professional demeanor in appearance	1	2	3	4	5	na
1.9	Demonstrates professional demeanor in communication	1	2	3	4	5	na
1.10	Uses supervision and consultation effectively	1	2	3	4	5	na

Competence #2: Intern applies social work ethical principles to guide his or her professional practice.

2.1	Is knowledgeable about the value base of the profession	1	2	3	4	5	na
2.2	Is knowledgeable of, and abides by, the ethical standards of the profession	1	2	3	4	5	na
2.3	Is knowledgeable, and abides by, laws relevant to social work	1	2	3	4	5	na
2.4	Recognizes and manages personal values in a way that allows professional values to guide practice (e.g., on such issues as abortion and gay rights)	1	2	3	4	5	na
2.5	Tolerates well ambiguity in resolving ethical conflicts	1	2	3	4	5	na
2.6	Is able to apply strategies of ethical reasoning to arrive at principled decisions	1	2	3	4	5	na

Competence #3: Intern applies critical thinking to inform and communicate professional judgments.

3.1	Is knowledgeable about the principles of logic and scientific inquiry	1	2	3	4	5	na
3.2	Is skilled in using critical thinking augmented by creativity and curiosity	1	2	3	4	5	na
3.3	Has good assessment skills	1	2	3	4	5	na
3.4	Has good problem-solving skills	1	2	3	4	5	na
3.5	Has good data gathering skills	1	2	3	4	5	na
3.6	Analyzes complex material well	1	2	3	4	5	na
3.7	Is skilled at appraising and integrating multiple sources	1	2	3	4	5	na

	of knowledge; including research-based knowledge and practice wisdom						
3.8	Is skilled at analyzing models of assessment, prevention, intervention, and evaluation	1	2	3	4	5	na
3.9	Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities, and colleagues	1	2	3	4	5	na
3.10	Demonstrates effective written communication in working with individuals, families, groups, organizations, communities, and colleagues	1	2	3	4	5	na

Competence #4: Intern engages diversity and difference in practice.

4.1	Treats diverse clients with dignity and respect	1	2	3	4	5	na
4.2	Is knowledgeable and respectful of clients who differ by such factors as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation	1	2	3	4	5	na
4.3	Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power	1	2	3	4	5	na
4.4	Has sufficient self-awareness to work toward elimination of the influence of personal biases and values in working with diverse groups	1	2	3	4	5	na
4.5	Recognizes and communicates her or his understanding of the importance of difference in shaping life experiences	1	2	3	4	5	na
4.6	Views herself or himself as a learner and engages those he or she works with as informants	1	2	3	4	5	na

Competence #5: Intern advances human rights and social and economic justice.

5.1	Recognizes that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care and education	1	2	3	4	5	na
5.2	Recognizes the global interconnections of oppression and is knowledgeable about theories of justice and strategies to promote human and civil rights	1	2	3	4	5	na
5.3	Understands the forms and mechanisms of oppression and discrimination	1	2	3	4	5	na
5.4	Is skilled at advocating for human rights and social and economic justice	1	2	3	4	5	na
5.5	Is skilled at engaging in practices that advance social	1	2	3	4	5	na

	and economic justice						
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Competence #6: Intern engages in research-informed practice and practice-informed research.

6.1	Is skilled at using practice experience to inform research	1	2	3	4	5	na
6.2	Is skilled at employing evidence-based interventions	1	2	3	4	5	na
6.3	Is skilled at evaluating her or his practice	1	2	3	4	5	na
6.4	Is skilled at using research findings to improve practice, policy, and social service delivery	1	2	3	4	5	na
6.5	Comprehends quantitative research	1	2	3	4	5	na
6.6	Comprehends qualitative research	1	2	3	4	5	na
6.7	Understands scientific and ethical approaches to building knowledge	1	2	3	4	5	na

Competence #7: Intern applies knowledge of human behavior and the social environment.

7.1	Is knowledgeable about human behavior across the life span	1	2	3	4	5	na
7.2	Is knowledgeable about the range of social systems in which people live	1	2	3	4	5	na
7.3	Is knowledgeable about the ways social systems promote or deter people in maintaining or achieving health and well-being	1	2	3	4	5	na
7.4	Is skilled at applying theories and knowledge about biological variables, social variables, cultural variables, psychological variables, and spiritual development	1	2	3	4	5	na
7.5	Is skilled at utilizing conceptual frameworks to guide the processes of assessment, intervention, and evaluation	1	2	3	4	5	na

Competence #8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.

8.1	Understands that policy affects service delivery	1	2	3	4	5	na
8.2	Actively engages in policy practice	1	2	3	4	5	na
8.3	Is knowledgeable about the history of social policies and services	1	2	3	4	5	na
8.4	Is knowledgeable about current social policies and services	1	2	3	4	5	na
8.5	Is knowledgeable about the role of practice in policy development	1	2	3	4	5	na

8.6	Is skilled at analyzing, formulating, and advocating for policies that advance social well-being	1	2	3	4	5	na
8.7	Is skilled at collaborating with colleagues and clients for effective policy action	1	2	3	4	5	na

Competence #9: Intern responds to contexts that shape practice.							
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9.1	Is informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice	1	2	3	4	5	na
9.2	Recognizes that the context of practice is dynamic, and has the knowledge and skills to respond proactively	1	2	3	4	5	na
9.3	Is skilled at continuously discovering, appraising, and attending to changing locales, populations, scientific and technological developments, and emerging societal trends in order to provide relevant services	1	2	3	4	5	na
9.4	Is skilled at providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	1	2	3	4	5	na

Competence #10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.							
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10.1	Intern is able to engage, assess, intervene and evaluate in work with clients.	1	2	3	4	5	na
10.2	Intern is able to engage, assess, intervene and evaluate in work with families	1	2	3	4	5	na
10.3	Intern is able to engage, assess, intervene and evaluate in work with groups	1	2	3	4	5	na
10.4	Intern is able to engage, assess, intervene and evaluate in work with communities	1	2	3	4	5	na

Recommended Grade:

Please indicate the overall evaluation of the student's field performance by circling the recommended grade.

Pass

Pass With Concern

Fail

Supervisor / Date

Student / Date

Student Response: