



Policy and Procedure Manual

for

MSW Field Education University of New Hampshire

2009-2010

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2009 / 2010 ACADEMIC CALENDAR

Semester I, Fall

Monday, Aug. 31	Classes begin
Monday, Sept. 7	Labor Day, University Holiday
Saturday, Sept. 19	Rosh Hashanah**
Monday, Sept. 28	Yom Kippur**
Monday, Oct. 12	Fall Break Day; No classes
Tuesday, Oct. 13	Classes follow MONDAY schedule
Tuesday, Nov. 3	Election Day – no exams scheduled
Wednesday, Nov. 11	Veterans Day, University Holiday
Thursday, Nov. 26	Thanksgiving Day – University Holiday
Friday, Nov. 27	Post-Thanksgiving – University Holiday
Monday, Nov. 30	Classes resume
Friday, Dec. 11	Last day of classes
Monday, Dec. 14	Reading day; Final exams begin at 6:00 p.m.
Saturday, Dec. 19	Final exams end

Semester II, Spring

Tuesday, Jan. 19	Classes begin
Friday, March 12	Mid-semester
Mon-Fri, March 15-19	Spring recess
Monday, March 22	Classes resume
Monday, May 10	Last day of classes
Tues-Weds, May 11-12	Reading Days
Thursday, May 13	Final Exams begin
Thursday, May 20	Final exams end
Saturday, May 22	Commencement

** Religious and cultural holidays, although not University holidays, are important to many members of the University community and are noted to facilitate the planning of University events. A more comprehensive list may be found at <http://www.interfaithcalendar.org>

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.

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 and human rights,
- (4) Practice that is knowledge and researched based,
- (5) Practice that seeks to improve the quality of life for all.

PROGRAM GOALS OF THE SOCIAL WORK DEPARTMENT

MSW program goals were developed to respond to the social welfare and social service needs of the State of New Hampshire, the region and beyond. MSW goals are also shaped by the 2008 Educational Policy and Accreditation Standards (EPAS).

- (1) The primary goal of the MSW program is to provide quality education to prepare graduates for advanced practice with a concentration in either Direct Practice (DP) or Community and Administrative Practice (CAP) consistent with the purposes of the social work profession,
- (2) To prepare graduates with the knowledge, values and skills for effective advanced intervention with client systems of various sizes and types,
- (3) To prepare graduates to practice independently with diverse populations,
- (4) To prepare graduates to analyze and apply knowledge about the social contexts of social work practice, the changing nature of those contexts, the behavior of organizations and the dynamics of change,
- (5) To prepare graduates for practice and ethical-decision-making consistent with the values and ethics of the program,
- (6) To prepare graduates to evaluate and apply research findings and conduct evaluations of their own and other system's practice,
- (7) To prepare graduates to continue 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 available on the Affirmative Action and Equity Office website, <http://www.unh.edu/affirmativeaction/index.html>.

CODE OF ETHICS

MSW 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.

STUDENT'S 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.pdf>

PROGRAM STRUCTURE

The Department of Social Work offers a Masters of Social Work (M.S.W.) at the Durham (UNH) campus. The program includes two program tracks: a Direct Practice (DP) track and a Community and Administrative Practice track (CAP). The Department of Social Work also offers a Masters of Social Work at the Manchester campus. The University of New Hampshire in Manchester program includes one program track: a Direct Practice track.

The Department of Social Work and Outdoor Education Program at the University of New Hampshire also offer an integrated dual degree program in Social Work and Kinesiology (Outdoor Education Focus). In three years students are able to complete two graduate degrees, a Master's in Social Work (M.S.W.) and a Master's in Science (M.S.) in Kinesiology with a concentration in Outdoor Education to prepare them for a career in the field of adventure therapy. Students take classes simultaneously in both social work and kinesiology. For the MS in Kinesiology degree they are required to complete either a master's thesis or an advanced studies project during their third year of study, which is supervised by faculty in the outdoor education program in kinesiology. For the MSW degree students complete two internships at social service agencies, one during their first year of study and a second specialized internship with a focus on outdoor education/adventure therapy during the third year. This specialized second internship concentrates on the utilization and application of adventure therapy in an agency setting.

Social work education at the master's level is built on a broad-based liberal arts perspective and includes a first year of professional foundation courses followed by a second

year of concentration in selected curricular areas. For those who have successfully completed an accredited undergraduate program in social work, advanced standing in the MSW program is possible.

To provide reasonable access and to accommodate students with varying vocational and family commitments, the MSW program offers both full and extended-time program options at the Durham campus. Students may enroll in a full-time, two-year program or in a four-year extended-time program. The MSW program is also offered at the Manchester campus in a three year week-end class model for working professionals.

The most recent Educational Policy and Accreditation Standards (EPAS, 2008) requires the MSW program to develop professional social workers who demonstrate proficiency in the following competencies: to identify as a professional social worker who is guided by the values and ethics of the profession, to think critically and communicate effectively, to understand and engage diversity and difference in practice and advance human rights and social and economic justice, to apply knowledge of human behavior and engage in policy practices that advance the economic and social well-being of clients and client systems, to respond to contexts that shape practice and use practice-informed research to inform practice, and to engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities (EPAS, 2008). These competencies are developed through the curriculum in human behavior and the social environment, social welfare policy and services, social work practice, diversity, research and field practicum. In the UNH program, students are required to complete a total of 62 credits in six content areas:

Diversity	1 course
Social Welfare Policy and Services	3 courses
Human Behavior and Social Environment	3 courses
Social Work Practice	4 courses
Research	3 courses
Electives	3 courses
Field Internship	
First Year 2 days/week & seminar	4 courses
Second Year 3 days/week & seminar	

FOUNDATION YEAR COURSES

All students in the program are required to complete the same foundation year course work. These courses are:

SW 820	Social Welfare Policy I
SW 926	Social Welfare Policy II
SW 830	Social Work Practice I*
SW 831	Social Work Practice II*
SW 840	Implications of Race, Culture and Oppression for Social Work Practice
SW 850	Human Behavior and the Social Environment I
SW 851	Human Behavior and the Social Environment II
SW 860	Research Methods in Social Work

SW 880/881 Field Internship I, II/Co-requisite Field Seminar I, II*
Elective

By the end of the first year students at the Durham campus will elect a second year concentration in either Direct Practice or Community and Administrative Practice (CAP). Students in the Manchester program complete the foundation courses by the end of the second year. Only one concentration (direct practice) is offered in Manchester. Any Manchester student who desires to select the CAP concentration must attend some classes in Durham during the final year of the program.

Students who elect direct practice are required to complete these courses:

DIRECT PRACTICE CONCENTRATION

SW 926 Social Policy II
SW 932 Practice III-Assessment and Intervention
SW 933 Practice IV-Advanced Assessment and Intervention
SW 952 Human Behavior and the Social Environment III
SW 962 Statistics
SW 965 Evaluation of Practice and Programs
SW 982/983 Field Internship III, IV/Co-requisite Field Work Seminar
Electives (2)

Students who elect Community and Administrative Practice are required to complete these courses:

COMMUNITY AND ADMINISTRATIVE PRACTICE CONCENTRATION

SW 925 Social Policy II
SW 934 Practice IV-Administration I
SW 935 Practice III-Community Organization and Political Strategy
SW 952 Human Behavior and the Social Environment III
SW 962 Statistics
SW 965 Evaluation of Practice and Programs
SW 982/983 Field Internship III, IV/Co-requisite Field Work Seminar
Electives (2)

* All students must take Practice and Field Internship together. A student may not take a practice course without taking the co-current field internship and a student may not be in a field internship without taking the co-current practice course.

FIELD PRACTICUM STRUCTURE AND HOURS

Field instruction is concurrent with classroom work. During the first field placement students are required to spend two days per week in the field from September through the last day of class in May (unless otherwise arranged with internship supervisor and Field

Coordinator). In the second field placement students spend three days each week in the field from September through the last day of class in May (unless otherwise arranged with internship supervisor and Field Coordinator). Student vacations include two-weeks off during the winter break and one week of vacation during spring break.

First year placements are arranged on Thursdays and Fridays and students are expected to work 16 hours per week at their placement. Second year placements are arranged on Mondays, Tuesdays and Fridays and students are expected to work 24 hours per week at their placement. Students are expected to work a full day unless special arrangements are made. Reliable and punctual attendance is required.

For Manchester students, first internship year placement schedules are arranged by mutual agreement between the student and the field supervisor. During this internship year students are expected to work at their placement for 16 hours per week. Similarly, second year internship placements are arranged by mutual agreement and students are expected to work 24 hours per week at their placement. It is understood that students are working professionals and field agencies are chosen that can provide students with some flexibility in their schedules. In some circumstances, the required number hours per week can be reduced with a longer yearly commitment. This request must be made in the form of a written proposal and addressed to the Manchester field coordinator.

Based on student and agency need, some flexibility in the day and time is possible, however there are no placements on the weekend. Additionally, an intern may not structure their internship by only working in the evening. As students, it is important to participate in the full range of activities in an agency. Since most agencies are not fully functioning on the weekends or evenings (staff meetings, team conferences, communication with collateral contacts) this cannot occur. The Field Coordinator and the department must approve all changes and these changes cannot conflict with the student's class schedule either semester. Significant agency activities - staff meetings, continuing education seminars, case conferences, etc. - must also be included in a student's agency schedule.

All students, including extended-time students, are required to take their social work practice and field seminar classes while they are in field placement. Students in their first placement will be placed in settings that enable them to obtain generalist practice skills. Students in their second placement will be placed in agencies that offer students opportunities to learn skills more specific to their specialization track (direct practice or CAP track).

Attendance, Sick Days, Snow Days and Other Circumstances

In order to graduate from the MSW Program, students must complete the required number of field placement hours identified by the School of Social Work. These hours are based on the minimum standards set by the Council on Social Work Education but go beyond. Students in the traditional two-year program must have a minimum of 1240 hours. Students in the Advanced Standing program must have a minimum of 984 hours. Students are expected to work a full day unless special arrangements are made. Reliable and punctual attendance is required. If a student has an emergency, i.e. family crisis and/or illness then the student is responsible to notify the Field Instructor if he/she will be absent. The student is expected to make-up this time

if the emergency exceeds three days. In case of a prolonged absence the student should immediately notify his/her Faculty Advisor so that plans can be made to address this problem. Any plan must satisfy the agency's need to provide reliable and effective services to their clients and communities.

When the university is closed for snow days or other emergencies, students are not expected to go to their internships. Students must notify their Field Instructor and a plan must be made to ensure reliable service to clients. If an agency is closed or closes early, then the student receives full credit for a day in the field.

Employer Agency Placements

The employer agency option permits students to do one of their placements at their place of employment provided that the placement meets specific criteria:

- a. The employer agency and supervisor must meet the basic requirements for all field placements including generalist practice standards.
- b. Placement hours (2 days the first year and 3 days the second year) must be arranged in a new and different department, unit or program of the agency than that in which the student is employed.
- c. Assignments must be essentially new and different, employing substantially new and different skills than used on the job.
- d. The field instructor must be someone other than the supervisor to whom the student has been, and is, accountable for the remainder of the agency assignment.
- e. Assignments in the field must be educationally appropriate.
- f. Such arrangements will be for one year only.
- g. A written proposal must be submitted by the student, or student with the agency, to the field coordinator before approval can be granted describing the proposed differences in assignments, duties and supervision.
- h. If necessary and appropriate, the field coordinator will meet with the student, work supervisor and potential MSW field supervisor to ensure that the placement meets all criteria as described.
- i. Advanced Standing Students may not use their employer as a placement.

Advanced Standing Program

The MSW Program at the Durham campus considers Advanced Standing for exceptional students with undergraduate degrees from accredited baccalaureate social work programs. Applicants must have graduated from the BSW program within five years of matriculation into the MSW program.

In order to ensure that each student entering the second year field placement and practice courses is appropriately prepared, the Department expects students accepted for Advanced Standing to complete a 10 week summer internship and seminar prior to enrollment in the advanced practice and field courses. Advanced Standing students may not use their employer as a placement. Full time Advanced Standing students enroll during the summer of their matriculation into the program. Extended time students (those completing the advanced standing coursework in two years) are expected to complete courses other than advanced practice and field during the first year; then enroll in the summer practicum and seminar before entering the advanced practice and field courses.

The extended field placement occurs over 10 weeks (3 days/week) from June through mid-August preceding enrollment in advanced practice and field courses. Students start their placements two weeks into the Advanced Standing Seminar, and then have a two-week break before the fall semester. The concurrent practice-oriented seminar meets 3 hours weekly during the same period. Total credits for the placement and seminar: 3 credits. Including the summer coursework, Advanced Standing students complete a minimum of thirty-five (35) credits to graduate from the MSW program. Additional coursework may be required based on a review of the applicant's undergraduate record and/or interview during the admission process.

No-Credit for Life Experience

The MSW program, in compliance with CSWE Accreditation Standards, does not grant social work course credit for life experience or previous work experience.

EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (2008)

Educational Policy 2.1 - Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1 - Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers:

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Educational Policy 2.1.2 - Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and,
- apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3 - Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and,
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4 - Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and,
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5 - Advance human rights and social and economic justice.

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. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Educational Policy 2.1.6 - Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

- use practice experience to inform scientific inquiry; and,
- use research evidence to inform practice.

Educational Policy 2.1.7 - Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of

social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9 - Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a) - (d) - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a) - Engagement

Social workers:

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and,
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b) - Assessment

Social workers:

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and,
- select appropriate intervention strategies.

Educational Policy 2.1.10(c) - Intervention

Social workers:

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and,
- facilitate transitions and endings.

Educational Policy 2.1.10(d) - Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Retrieved 9/04/08. "Core Competencies" Excerpt from 2008 EPAS.
<http://www.cswe.org/NR/rdonlyres/2A81732E-1776-4175-AC42-65974E96BE66/0/2008EducationalPolicyandAccreditationStandards.pdf>

Objectives for the Field - Foundation Competencies

1. Students will learn to practice within the values and ethics of the social work profession as described by the NASW Code of Ethics.
2. Students will be able to recognize & manage personal values and will develop skills in ethical decision-making.
3. Students will gain an understanding of the need to continuously attend to professional roles and boundaries.
4. Students will develop an understanding and respect for the positive value of diversity and have the ability to intervene in a culturally responsive manner with clients and communities.
5. Students will learn to respect the dignity, worth and uniqueness of all clients and will learn to uphold the importance of human rights and ethical and responsive practice.
6. Students will demonstrate the ability to use entry-level practice skills in their agency setting and will apply critical thinking skills in engagement, assessment, planning, intervention and evaluation.
7. Students will begin to develop advocacy skills and will understand social work's unique perspective in assisting clients to access services in the community.
8. Students will use supervision appropriate to generalist practice and will take active responsibility for their learning.
9. Students will begin to develop an ability to practice personal reflection for professional development.

10. Students will demonstrate an understanding of the function, structure and policies of the field internship site and function competently as a member of the agency.

11. Students will begin to develop competence in their ability to evaluate research studies and apply their findings to their practice.

12. Students will communicate (both orally and in writing) in a clear, effective and professional manner.

Objectives for the Field - Concentration Competencies

1. Students will practice within the values and ethics of the social work profession as described by the NASW Code of Ethics.
2. Students will demonstrate a thorough understanding of their professional social work identity and will be able to identify & develop opportunities for social work involvement in either Direct Practice or Community & Administrative Practice (depending on the student's concentration).
3. Students will demonstrate an ability to engage in multicultural practice as they identify & analyze the dimensions of diversity that may affect the potential for change in all client systems.
4. Students will demonstrate the ability to engage diverse client systems, to thoroughly assess DP or CAP clients (depending on the student's concentration), and to use appropriate DP or CAP theories, models & research to select intervention strategies.
5. Students will be able to apply research findings to evaluate their own practice (either DP or CAP) and will be able to communicate evaluative outcomes with appropriate others.
6. Students will stay informed regarding the impact of social and economic factors & will demonstrate an ability to apply current analysis of services & intervention strategies to promote improved social work practice.
7. Students will regularly apply ethical decision-making skills as they demonstrate an understanding of the complexity of legal and ethical issues specific to either Direct Practice or Community & Administrative Practice settings.
8. Students will communicate effectively in both oral and written fashion with diverse populations and with multi or interdisciplinary colleagues.
9. Students will recognize their obligation for continued professional development through utilizing professional literature, continuing education, self-evaluation and consultation.

SELECTION CRITERIA FOR AGENCIES AND SUPERVISORS

Agency Criteria

The Department of Social Work selects agencies who can offer our students a quality field experience. We are looking for agencies which:

1. are committed to the philosophies of the Council for Social Work Education, the school and the professional community.
2. adhere to the NASW Code of Ethics.
3. can provide a sufficient number and variety of assignments to ensure a diverse experience. First year students must have six to eight direct service hours per week and second year students must have eight to ten direct service or macro practice (depending on concentration) hours per week. In the remaining hours students may attend staff meetings, intake meetings, case conferences, case management activities, etc. We also encourage agencies to offer students a diverse caseload in terms of modality, diagnostic categories, presenting problems, race, age, sexual orientation, and gender. We expect all students to begin working with clients within the first two weeks of placement.
4. can provide a Field Instructor with a Master's degree from an accredited school of social work..
5. can provide time for the Field Instructor to supervise his/her student. It is mandatory for students to have a minimum of two hours of supervision per week; either two hours with a primary supervisor or one and one-half-hours with a primary supervisor plus secondary or group supervision. In addition, time must be given for supervisors to read process recordings, and complete the reports and paperwork necessary for placement (i.e. student evaluations), attend student conferences with their faculty liaison and consult with school representatives.
6. will take responsibility for orienting student interns to the safety policies and procedures of that setting.
7. allow their Field Instructors the time to take the mandatory supervision seminar given by the school for new field instructors and/or mandatory orientation for supervisors new to the University of New Hampshire.
8. are committed to training social work students and following the Department of Social Work's expectations as described in the field manual.
9. are accredited and/or licensed by appropriate accrediting or licensing bodies locally, and at State and Federal levels.

Criteria for Field Instructors

EPAS Standard 2.1.6 :“Field education specifies the credentials and practice experience of its

field instructors necessary to design field learning opportunities for students to demonstrate program competencies” (EPAS, 2008)

1. Master's degree from an accredited school of social work.
2. Minimum of two years relevant full time supervised post MSW experience.
3. Minimum of one year's employment with the agency to which the student is assigned.
4. Commitment to remain as Field Instructor for the academic year for the full placement period. If unforeseen circumstances occur, then the agency will provide another supervisor for the student.
5. Agreement to provide a minimum of two hours of direct clinical supervision to the student intern or one and a half- hours plus secondary or group supervision.
6. Agreement to attend the mandatory supervision seminar for new Field Instructors provided by the school and attendance at the mandatory orientation for supervisors new to the University of New Hampshire.
7. 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 Department of Social Work.
8. Willingness to orient the student, including an orientation to the safety policies and procedures in the field.
9. Willingness to develop a learning contract with student(s) during their first month at the field placement. There is a copy of the learning contract form in the field manual.
10. Willingness to take responsibility for instructing student(s) about best practices in the field through the use of process recordings. Students are required to do two process recordings per week and utilize them in supervisory sessions in their field placement.
11. Willingness to evaluate the student’s practice throughout the school year, both verbally and in writing and complete student evaluations at the end of each semester in a timely manner.
12. Commitment to adhere to the NASW Code of Ethics.
13. Commitment to adhere to the policies and procedures in the Field Education Manual.

MUTUAL RESPONSIBILITIES

EPAS 2.1.5: Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field settings effectiveness congruent with the program’s competencies. **(EPAS, 2008)**

The field education process involves the close collaboration of Field Instructor (and agency), school and student. In this three-way partnership, each participant has certain rights and responsibilities. This section defines these rights and responsibilities and articulates standards for the field education experience.

Responsibilities of the Field Coordinator

The Field Coordinator is responsible for the overall development and coordination of the field education program. The Field Coordinator works with the department chair, the faculty, and Field Instructor to carry out responsibilities in the following areas:

1. to develop and articulate the philosophies and policies of the field education program to agencies and Field Instructors.
2. to communicate the needs and issues of the field agencies to the social work department and work to resolve concerns in a timely and effective manner.
3. to integrate the field practicum into the total curriculum.
4. to establish criteria for selection of qualified field agencies and Field Instructors.
5. to develop appropriate field education placements. This includes a visit to potential placement sites, negotiation of a working relationship between the agency and the school, and distribution of all relevant materials regarding placements such as the field manual and malpractice insurance information.
6. to assign students to appropriate placement sites.
7. to develop and teach a Supervision Seminar to all new Field Instructors.
8. to organize an orientation for all Field Instructors new to the Social Work Department of UNH.
9. to co-chair (with undergraduate Field Coordinator) the Field Advisory Committee.
10. to work with Field Instructors and Faculty Liaisons to resolve conflicts and problems in the field. This includes issues or concerns between the agency and school, a student and a supervisor, etc.
11. to contact a field placement when there is a major change or transition (i.e. a new supervisor or merger with another agency) and re-contract with the appropriate agency personnel.
12. to mediate, problem-solve and provide leadership for all issues regarding difficulties and possible failures in the field, including attending the Academic Standards Committee meetings, if requested.

13. to evaluate and renegotiate working agreements with field sites on a yearly basis.
14. to represent the department in all matters related to the field in the social work community.
15. to inform the student in a timely manner if a student needs a criminal check.
16. to inform the student of any inoculation or health records needed to start placement
17. to fill-out all insurance and agreement forms in a timely manner.

Responsibilities of the Faculty Advisor

A Faculty Advisor will be assigned to each agency. This liaison serves as a link between the department and the agency. The Faculty Advisor's responsibilities are:

1. to maintain a continuous relationship with the agency and student through two site visits per academic year, or as often as necessary. These visits occur before the end of each semester.
2. to write a brief description of the site visit and place it in the student's file.
3. to provide academic advising of students.
4. to be available as a consultant to the Field Instructor for any issue that may arise in the field. This includes intervening with a student and Field Instructor should any problem in the placement occur.
5. to review the learning contract between student and Field Instructor before site visits and utilize this contract as an evaluation tool.
6. to educate the agency regarding the objectives of the MSW program and to help Field Instructors plan for their students in accordance with these objectives.
7. to communicate information about classes, schedules and school policies to the Field Instructor.
8. to provide feedback to the Field Coordinator about agency policies, and/or changes, progress or problems in field sites, i.e. changes in practice, structure, function.
9. to assist students in obtaining psychological or medical help if a problem should arise. This responsibility should occur in conjunction with the Field Instructor, if appropriate, with the Field Coordinator and Department Chair.
10. to act solely as a faculty advisor at the agency and ensure that there are no overlapping or dual boundaries/relationships between the faculty advisor and the agency, student and/or Field Instructor.

11. the advisor should attend all problem resolution meetings, as requested by the Academic Standards Committee

Responsibilities of the Field Seminar Instructor

1. to provide a forum for discussion and critical analysis of student's field work experiences.
2. to review and finalize the learning contract in Field Seminar class.
3. to inform Faculty Advisor of a concern about a student in their class.
4. to assign a Credit/Fail grade for field placement with input from the student's Field Instructor and Faculty Advisor.

Responsibilities of the Student

The social work student also has responsibility towards ensuring the successful outcome of his/her placement. The responsibilities of the student are:

1. to complete all registration and placement preference forms by the established deadline and to finish the agency selection process by following through on all arranged agency interviews and telephone calls to Field Coordinator and potential agency sites
2. to follow all field readiness protocol
3. to read and adhere to all policies written in the Field Education Manual
4. to regularly attend the assigned placement as outlined in this Field Manual. First year students are expected to work 16 hours per week at their placement; second year students are expected to work 24 hours per week at their placement. Students are expected to work a full day unless special arrangements are made.
5. to notify the Field Instructor if he/she will be absent due to an emergency such as a family crisis or an illness. The student is expected to make-up this time if the emergency exceeds three days. In case of a prolonged absence the student should immediately notify his/her Faculty Advisor so that plans can be made to address this problem. Any plan must satisfy the agency's need to provide reliable and effective services to their clients and communities.
6. to be punctual and reliable.
7. to remain in their placements September to May, except advanced standing students who begin their placements in June. Some students may have a different end date due to special circumstances, i.e. schools usually have June end dates. It is expected that students will be told about these special circumstances at their interview so they can be prepared to remain at the agency until the end date of that particular placement.
8. to return to field placements the first week of January, after the two-week winter break. This

is to provide consistent client care and service and ample time for professional development for students.

9. to remain in placement for the academic year. Students may not terminate from their placements without approval by the field department. Abrupt and unapproved termination from the placement will result in a No Credit (NC) grade for the year.
10. to complete a learning contract with the Field Instructor within the first four weeks of field placement
11. to follow all policies and procedures regarding absences, punctuality, snow days and sick days
12. to perform in a professional, responsible manner by keeping commitments to the agency, Field Instructor, clients and Faculty Advisor in accordance with NASW Code of Ethics.
13. to take initiative in seeking advice and consultation from the Field Instructor, the Faculty Advisor and the Field Coordinator. This includes informing the Faculty Advisor of difficulties that might be occurring in the field that can not be worked out in supervisor sessions.
14. to complete all paperwork, including process recordings, within specified deadlines.
15. to identify oneself as a social work intern to all clients in accordance with the Patient's Bill of Rights.
16. to come prepared for supervision and take active responsibility for learning.
17. to comply with all requests from agencies for criminal background checks.
18. to comply with requests from agencies for evidence of inoculations and other health records.

Responsibilities of the Agency

Many of the agency responsibilities were described in the previous section on agency selection. Other agency responsibilities include:

1. to provide a welcoming atmosphere for learning and achievement of educational objectives.
2. to orient the student to the agency's total program and community surroundings including the safety policies and procedures for that setting.
3. to provide a sufficient number and variety of assignments within the agency to insure adequate involvement and progression during placement. See #3 under "Agency Criteria" for specific details regarding workload.
4. to provide adequate work space and materials to accomplish assigned tasks.

5. to reimburse students for expenses involved in providing agency services.
6. to provide a minimum of two hours, regularly scheduled supervision.
7. to include students in agency staff, committee, board and other meetings and conferences on a regular basis as appropriate.
8. to provide access to case records and other pertinent client information necessary for the accomplishment of assigned tasks.
9. If students are expected to travel in the course of field assignments this should be made clear before the placement process is completed. Also, there should be explanations for reimbursement for such travel whether by student auto, by public transportation or by taxi (Travel policy, page 30).
10. to support the student in identifying his/herself as a student intern, rather than a staff member, in accordance with the Patient's Bill of Rights.
11. to be in compliance with all relevant federal, state and local laws concerning non-discrimination.
12. to provide adequate staff to operate the program without dependence on students and to ensure that students are able to have an internship experience at the agency, rather than a work experience.

Responsibilities of the Field Instructor

Many of the Field Instructor responsibilities were previously described in the section on "Selection of Field Instructors." Also relevant are the sections on agency selection and agency responsibilities. Other Field Instructor responsibilities are:

1. to have knowledge of and familiarity with the field internship policies and procedures, including those described in the Field Education Manual.
2. to conduct an initial interview with the prospective student prior to his/her placement to review agency function and expectation with the student.
3. to develop a learning contract with the student within the first four weeks of placement. There is a copy of the learning contract form in the field manual.
4. Willingness to orient the student, including an orientation to the safety policies and procedures in the field in the first two weeks of placement
5. Willingness to take responsibility for instructing student(s) about best practices in the field through the use of process recordings. Students are required to do two process recordings per week and utilize them in supervisory sessions in their field placement.

6. to provide a minimum of two hours per week of regularly scheduled supervision with each student. If an agency provides group supervision and/or a secondary site supervisor the agency will provide 1.5 hours of supervision.
7. Assign clients within the first two weeks of placement
8. to meet as necessary with the Faculty Advisor and work with the Social Work Department faculty to discuss issues or concerns which may arise during the course of the field placement. The Faculty Advisor will conduct a minimum of two site visits per academic year.
9. to complete the student evaluation forms at the end of each semester of placement and review this evaluation with the student.
10. to document all difficulties that may arise with a student in a timely manner (beyond the evaluation) and participate in all meetings regarding the student if there is a possibility of a NC (No Credit) or MP (Marginal Pass).
11. to participate in all meetings if there is a possibility that a student may fail the placement or have a Marginal Pass (MP) for a grade.
12. to participate in appropriate training sessions or meetings sponsored by the Social Work Department at UNH.
13. to participate in the mandatory orientation for all supervisors new to the UNH Social Work Department and for all first time supervisors (who have not taken a supervision course with any other MSW program) to participate in the mandatory Supervision Seminar.
14. to inform the Faculty Advisor if there are any major changes or transitions in the agency and to work with the Faculty Advisor and/or Field Coordinator to re-contract, if necessary.
15. to inform the Field Coordinator if a student needs a criminal check/inoculation or health records in a timely manner
16. to inform the Field Coordinator in a timely manner if there are insurance and/or agreement forms to sign before the start of a placement.

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. This is

done in field seminar and through the dissemination of information through this field manual.

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. ***This should occur within the first two weeks of placement and before students work with clients and/or travel in the community.*** 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 faculty advisors 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 should contact the student's faculty advisor 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 faculty should inform the field coordinator (if not yet informed) of the incident. The faculty advisor 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

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.

Agency Protocol

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.

Security of Belongs

All students in the field are expected to have a secure place to keep handbags and other belongings while at placement, if deemed necessary. It is preferable that space be one that can be locked and could be in 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 whom the student does not feel safe, it is important to discuss the situation with the agency field instructor. When considering the 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. It is also important 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 and to know the exits. You should inform your Field Supervisor or agency contact person regarding your schedule and whereabouts before leaving the office.

Post-Incident Protocol

If an incident occurs in which a student is personally threatened or hurt, the field instructor, agency contact person, or agency director should contact the Field Coordinator immediately to discuss what actions the agency and School should take to ensure the student's physical and emotional well-being.

The Field Coordinator will document the incident and the steps taken to address it, and will meet with the student and faculty advisor. Together, they will assess the student's readiness to return to the field, the need for replacement, and any other issues relevant to the situation. Other points for consideration with field instructors and faculty advisors include:

- a. What immediate follow-up needs to occur? Is the client still potentially dangerous to him or herself, or to others? Who needs to be notified?
- b. What other steps need to take place (e.g., psychiatric/psychological evaluations)?
- c. How is the student feeling, and what support does he or she need? Debriefing is essential when all risk factors have been addressed. The student must be kind to him or herself and respond to his or her own needs. What supports do the agency and the School offer after a traumatic incident? What support system does the student have? It might be helpful to consider brief supportive counseling.
- d. What documentation needs to be done as quickly as possible for the agency?
- e. What documentation does the School require?

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

SUPERVISION ORIENTATION, TRAINING, AND ONGOING DIALOGUE

EPAS 2.1.7. Provides orientation, field instruction training and continuing dialogue with field education settings and field instructor, (**EPAS, 2008**)

Orientation

An orientation for all Field Instructors who are new to the Social Work Department at the University of New Hampshire will be held in the Fall. This orientation is required and covers procedures and policies of the field, and offers an opportunity to learn about the social work program at UNH.

Supervision Seminar

A Supervision Seminar is required for all Field Instructors who have not supervised a MSW candidate, or who have not taken a supervision seminar from any other graduate social work program. This seminar is offered yearly and is free of charge. The seminar is four sessions, and a total of twelve hours (three hours each session). The seminars are held in September, November, January and March. There are 12 CEU's for this seminar, including three ethics CEU's. Agencies that are based in another state will be asked to allow their Field Instructors to attend a supervision seminar or workshops in another accredited social work school.

Ongoing Dialogue

Field Advisory Committee

One of the responsibilities of the Field Coordinator is to co-chair the Field Advisory Committee. This committee is composed of agency field instructors, social work students, and social work faculty. The purpose of this committee is to involve agency field instructors, students and faculty in developing and maintaining quality social work field experiences for BSW and MSW students. This committee meets three times a year and is composed of a representational group of field instructors and student representatives.

NECON Workshops

NEON ((New England Consortium of Graduate Social Work Field Directors) offers a professional development series for field instructors. Each participating school offers one free workshop for any MSW field instructor

Continuing Education Workshops

The UNH Social Work Department offers four continuing education workshops per year. Any Field Instructor who is supervising a student in that academic year and all alumni are entitled to a discount for these workshops.

Field Supervisor Website

The field department maintains a website and blog for all Field Supervisors. Articles of interest, forms, the BSSW and MSW field manual, curriculum, contact information and more are posted at this site: https://blackboard.unh.edu/webapps/portal/frameset.jsp?tab=community&url=%2Fbin%2Fcommon%2Fcourse.pl%3Fcourse_id%3D_31414_1 or through department website: www.shhs.unh.edu/sw

Site Visits

There are two site visits by the Faculty Advisor per academic year and more often if necessary, to monitor the student in their placements. Faculty Advisors are faculty members who advise and maintain contact with field education settings and students through site visits. Any issues that need further dialogue is brought to the attention of the field coordinator and contact is promptly made to the field instructors.

Placement Process

Each field supervisor or agency internship coordinator is called by the field coordinator or assistant field coordinator to check in to reevaluate their status for the upcoming year. These telephone calls allow us to dialogue with each supervisor about their experience with their current student and discuss future plans.

Other Methods of Communication

UNH strongly values ongoing dialogue with its field agencies and keeps in touch with them regularly throughout the year through written communication, email correspondence, participation in NASW (National Association of Social Workers).

THE FIELD EXPERIENCE FROM BEGINNING TO END

EPAS 2.1.5: Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field settings effectiveness congruent with the program's competencies. **(EPAS, 2008)**

The field process begins as soon as an agency and the UNH Social Work Department make contact to discuss the possibility of a student placement. The process continues from the initial orientation to the final evaluation and termination of the student. This section describes some of the "nuts and bolts" of the process and more thoroughly delineates stages of the internship year.

Field Readiness

EPAS 2.1.4: Admits only students who have met the program's specified criteria for field education

For a first year student to enter the field, s/he must:

- Complete the field application and send in his/her resume by the required deadline
- Provide timely updates of all information pertinent to the field (new address, phone number, etc)
- Willingness to intern in a practice agency that teaches new and different skills to student
- Prompt response to all correspondence and phone calls from the field department
- Prompt follow-through with all field placement interviews. This includes calling potential supervisor the same or next day and scheduling to meet them as soon as possible, calling field coordinator with the time and date of your interview and then calling field coordinator after the meeting to give impressions and thoughts.
- Prompt compliance with all requests from the agency regarding any follow-up that may be needed, i.e. references, health record.

For the second year student to enter the field s/he must:

- Pass Field I and Field II or the Advanced Standing Seminar
- Complete the field application and send it their resume by the required deadline
- Timely updates of all information pertinent to the field (new address, phone number, etc)
- Prompt response to all correspondence and phone calls from the field department
- Prompt follow-through with all field placement interviews. This includes calling potential supervisor the same or next day and scheduling to meet them as soon as possible, calling field coordinator with the time and date of your interview and then calling field coordinator after the meeting to give impressions and thoughts.
- Prompt compliance with all requests from the agency regarding any follow-up that may be needed, i.e. references, health record.

Securing a Field Placement

There are usually two routes to securing a student intern for the agency. The Social Work Department may initiate contact with an agency regarding the possibility of a potential practicum placement or an agency may inform the Social Work Department that there is a possible practicum. Once the initial contact is made, the Field Coordinator will discuss the criteria for agency selection, as well as the mutual responsibilities of the school and agency. If the agency criteria are met, then the Field Coordinator will meet with an agency representative and /or potential Field Instructor to finalize the agreement.

Occasionally a student will hear about a potential placement. Students should not call the agency themselves but should inform the Field Coordinator about the possible site. The Field Coordinator will then explore whether this agency can be approved as a student placement.

Once an agency becomes a field site a student will be recommended for placement at the agency. Second year students placed by June 30 will begin their internships the following September. First year students placed by August 1 will begin their internships in September.

Once a student is recommended for placement, the student is asked to call the Field Instructor to schedule an interview with the Field Instructor and/or Internship Coordinator (if the agency has this position). The purpose of the interview is for the student and the Field Instructor to become acquainted with each other and for the student to learn about agency goals and expectations. After the interview, the Field Instructor should call the Field Coordinator to finalize the placement. The student should call the Field Coordinator to discuss any questions or concerns and give impressions. Once the placement is finalized, the Field Instructor and student will receive a field manual which includes a Letter of Agreement regarding malpractice insurance.

In the first year, the Field Department chooses placements for students. The social work department believes that the first year is a time for new risks and challenges and the field department will place the student in an agency in which you will develop new skills and competencies. On your field application form the student will be asked to identify a population that may be too difficult for you to work with and this will be respected. The application will also ask the student to identify a new population or area of interest that you may want to explore that is different from your previous experience. The field department will try to find a placement that reflects this interest, if possible. In the second year placement, the student's areas of interest will be taken into consideration. The first-year emphasis is on working with at-risk and oppressed populations in community-based agencies learning a wide variety of social work roles (case manager, advocate, organizer, direct practice). The field department puts great thought into the placement process and we work hard to find appropriate educational experiences for all students.

If a student is not accepted for a placement by two agencies, or if a student refuses two agencies designated by the Field Coordinator, then the field department will determine if the student is ready to be in the field. If it is determined that the student is not ready, then the student may be asked to defer their entrance into the program and/or in the field. If a student is again rejected from an agency, or refuses placement in an agency by the Field Coordinator, then they may be asked to leave the program.

Criminal Record and CORI Checks

Many New Hampshire agencies require criminal record checks and Massachusetts state agencies (e.g., DSS, DMH) and their contracted vendors require CRIMINAL OFFENSE RECORD INVESTIGATION (CORI) on all students placed at these sites. The individual agencies are responsible for conducting these checks and will discuss the process with the intern. Depending on the offense, positive results may lead to a placement being denied. Students who have any concerns should contact the Admissions Coordinator or the Field Coordinator.

Health Information

In some settings, (e.g., hospitals, clinics, schools) interns may be required to show evidence of inoculations or other health records. This should be discussed at placement interviews. Students who have any concerns should contact the Admissions Coordinator, the potential Field Instructor and/or the Field Coordinator.

Travel

Students are responsible for traveling to and from the Field Learning Center site. If students are expected to travel in the course of field assignments this should be made clear before the placement process is completed. Also, there should be explanations for reimbursement for such travel (in student auto, by public transportation or by taxi). If an agency auto is available, conditions of use should be clearly stated. The School does not require students to provide insurance to cover liability for transportation of clients, nor does the School provide this insurance for students. The School of Social Work accepts no liability for injury to students or to agency clients pursuant to transporting them. Therefore, if the agency requires students to transport clients, the agency either accepts liability or the agency may require of the student evidence of appropriate insurance. Agency expectations of and provisions to the student should be discussed before placement and incorporated in the Learning Contract.

*(The University of New Hampshire Department of Social Work gratefully credits the Salem State College of Social Work, who provided some of the material for this section)

The Initial Days of Placement

The initial days of placement can set the tone for the following weeks. Both Field Instructor and student may be excited and anxious and students are faced with a new setting and new demands. It is important to give students ample time to adjust to the site and to orient them to the agency. It is also important to involve them in the agency as soon as possible through attendance at meetings, to assign them clients within the first two weeks and begin supervision immediately.

In order to facilitate a smooth transition and ease student's anxieties, a student orientation to the agency is critical. It is suggested that agencies take the student on a tour of the facilities, introduce the student to the staff and provide a physical space for the student right away. It is strongly recommended that students have several opportunities to meet with their Field Instructor in the first few days of placement. In these initial meetings, supervisors should contract with their students regarding the times and days that supervision will occur and their expectation for these meetings. It is also critically important that students have an orientation of the safety policies and procedures within the first days of placement. Discussions about roles and responsibilities, agency goals, programs, and structure are all-important topics to discuss in these initial meetings. (Adapted from the College of St. Catherine and University of St. Thomas Field Education Manual, 1993).

The Learning Contract

A learning contract outlines a student's specific responsibilities, goals and tasks in the practicum. This contract is initiated by the student and the Field Instructor and is then reviewed and finalized by the Faculty Advisor. The learning contract minimizes misunderstandings between students and Field Instructors and provides a basis for accountability, a sense of purpose

and progress and ensures the integrity of the practicum as an educational experience (Royse, Dhooper & Rompf, Field Instruction, 1996). The contract should state what the student and Field Instructor expect the student to learn during the placement and include the specific tasks (i.e. how many clients the student will carry throughout the year) that are required of the student. The learning contract is also an evaluation tool. Goals should directly reflect the skills outlined in the student evaluation form. It is advised that Field Instructors ask their students to evaluate themselves using the evaluation form (in the appendices of the Field Manual) within the two weeks of placement. The Field Instructor and the student should then develop a learning contract with mutually identified goals based on the evaluation. The objectives for this goal should include methods of building this specific skill and should be measurable. Additionally, the learning contract should contain the supervisor's responsibilities and tasks.

The learning contract should contain the following elements:

- Basic data including name of agency, field instructor and faculty advisor
- Orientation to the agency
- Orientation to safety policies and protocols and a safety plan.
- Educational structure including assignments, hours and days at agency and meetings.
- Supervisory Structure and Process including the name of the primary and secondary supervisor, day and time of supervision
- Who will provide emergency supervision if needed
- How the social work department's requirements of process recordings will be implemented
- The teaching strategies that will be used.
- Evaluation process
- Goals and objectives – to include competencies and practice behaviors addressed

There is a copy of the learning contract form in the appendices.

As the learning contract is developed, a Field Instructor should begin to assess his/her student's strengths and weaknesses, their areas of interest, level of experience, and learning style. This will help direct the process of establishing goals and tasks. For example, if a student has a "hands on" style of learning and more experience then the student might want to start specific tasks immediately, while another student might need more time to observe and reflect. Thus, a goal of the first student might be to observe two intakes and then participate in one intake the first week of placement, while the latter student might observe three intakes and participate in his/her first intake the second week of placement.

Students may be assigned the task of developing a learning contract in their first week of placement. A Field Instructor should outline the purposes of the learning contract (it will also be discussed in their Field Seminar in school) and then allow his/her student to make a rough draft. First-year students and those with little social work experience may have a more difficult time establishing goals and objectives and will need more input from their Field Instructor. After a student has a rough draft, the student and Field Instructor contract together. After making revisions, the contract should be typed and signed by the student and the Field Instructor and then sent to the Field Seminar Instructor for review. The Field Seminar Instructor will then finalize the contract and the student, Field Advisor and student will receive a copy. The learning

contract should be completed by the fourth week of placement. The learning contract should be reviewed periodically, and must be reviewed and updated at the end of the first semester. Students will bring this updated learning contract to their Field Seminar in the second semester.

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

Assignments/Workload

Once orientation has occurred, a student can be assigned clients and tasks. It is strongly recommended that agencies prepare for students by having beginning case assignments and tasks planned before the students' arrival. It is expected that students will begin their assignments by the second week of placement and that the case assignments will be varied. A student should start with two or three diverse clients and/or one project or task and then move towards a full workload by the second month of placement. Students in their first placement are expected to have six to eight client contacts a week. Students in their second year who are on the direct practice track must have eight to ten clients (a group is considered as two clients) per week. Students in their second year placement who are on the CAP track should be assigned one or two tasks/assignments that reflect a typical macro project. Assignments should be standard tasks performed by staff social workers, though it is important not to give students cases that staff are overwhelmed by or avoiding. (Wilson, Field Instruction: Techniques for Supervisors, 1981). The Field Department recognizes that in these turbulent and changing times it may be hard to provide students with a diverse caseload. Think creatively and remember that students can do tasks that staff may not be able to perform. i.e. see clients for no fee, do home visits. If you need help please call your Faculty Advisor or the Field Coordinator.

Process Recordings

A process recording is a detailed narration of what happened during a social worker's contact with a client or client system. It is an excellent tool for students to learn and refine interviewing and intervention skills, helps student conceptualize and organize ongoing contacts and develops self-awareness (Royse, Dhooper, Rompf, Field Instruction). It also reflects the student's learning and integration of theory and practice. Process recordings are required for all students in placement. All students must do two process recordings per week during both years of internship. Process recordings are reviewed and utilized as a teaching tool in supervision and are required to teach best practices in the field.

Process recordings typically include:

- identifying pertinent information: The student's name, date of the interview and the client or client system (group, CAP meeting) (remember: client name must always be disguised to protect confidentiality),
- objectives for the interview
- a word for word description of the interview
- a description of any action or nonverbal activity that occurred,
- The student's feelings and reactions to the client and to the interview as it took place. This requires the student to put in writing unspoken thoughts and reactions as the interview is going on and the student's observations and analytical thoughts regarding what has been

happening during an interview

- This may also be a place for the student to reflect on: “what I wished I had said”
- a summary of the student's impressions and analytical thinking
- future plans
- identification of questions for field instruction,
- a place for supervisory comments

There are a variety of models of process recordings, all of which are useful. Each has its own advantages and disadvantages and may be used depending on type of placement (direct practice or CAP practice) and type of modality (group, individual, systems)

In field seminar, students are expected to submit a portfolio for review several times during the year. This portfolio includes a sample of their process recordings as well as a formal paper in which students are asked to analyze their work with clients and client systems. Included in this assignment is a question regarding supervisor feedback as we would like to help students integrate supervisor’s insights as well. For this reason, students are asked to only submit process recordings that include supervisors’ written comments.

*See appendices for process recording formats

Site Visits

There are two site visits by the Faculty Advisor per academic year and more often if necessary. These visits occur in mid to late October and again in late March to early April. These visits are to ascertain whether mutual expectations are being met, to examine the student's educational growth, to assist in maximizing the learning potential of the supervisory/student relationship and to discuss future learning objectives (Smith Field Manual, 1989). A Faculty Advisor will also visit if there is any major change or transition at the agency. i.e. a new Field Instructor is being assigned to the student. The Faculty Advisor should meet individually with the student and the Field Instructor and then have a three-way conference so that feedback is given directly and mutual plans formulated. Faculty Advisors may meet individually with the student at school while others may meet individually with the student at their agency. In order to prepare for this meeting Field Instructors should provide their students with feedback about their performance and progress before this conference. A student should not be surprised by the content of the meeting since evaluation is considered ongoing and mutual. If there are difficulties or concerns at the placement, the Faculty Advisor should immediately contact the Field Seminar Instructor and Field Coordinator. For further information about “Problem Resolution,” see section (blank-fill in when formatting is being done about this topic on page).

Student Evaluation

Students are evaluated in writing by their Field Instructor twice per academic year. The first evaluation is due in December and the second evaluation is due in April. Performance evaluation is an on-going process and a built-in aspect of supervision. Students can be asked to evaluate themselves in preparation for the evaluation. This process facilitates student's participation and also demonstrates the Field Instructor’s effectiveness in communicating feedback on an ongoing basis (The College of St. Catherine and University of St. Thomas Field

Manual, 1993). Student evaluations should be worked on in conjunction with the learning contract. The Field Instructor and student should review the learning contract and assess progress. Students should not be surprised by the outcome of the written evaluation since this information should have been verbally told to them in supervision. The evaluation form also allows for a student's response to his/her evaluation. Students will be given an IC (incomplete) if the evaluation is not in by the required deadline. A copy of the student evaluation form is in the appendices.

Grades

It is the responsibility of the Field Seminar Instructor, in conjunction with the Field Instructor and Faculty Advisor, to assign a grade to the student for the practicum. The final grade is based on the field evaluation grade recommended by the Field Instructor.

There are three possible grades that a supervisor can recommend for a student. There is a grade of CR which means that a student receives credit and will pass the course. A student may receive a NC which means that the student receives no credit and will fail the course. Lastly, a supervisor can recommend that his or her student receive a Pass with Concern. The grade of Pass with Concern will flag a supervisor's concern about the student to the advisor and to the field department. If a supervisor plans to recommend a Pass with Concern then s/he should call the student's faculty advisor immediately to discuss his/her concerns and plan another site visit. We will also ask the supervisor to write an addendum to the evaluation to specifically document his or her concerns. A meeting which includes all parties including the Field Coordinator may occur depending on the issues and concerns.

If the student continues to perform in an unsatisfactory manner, after attempts to rectify the situation, then the field supervisor may recommend a grade of N/C (No Credit). It is expected that if a field supervisor intends to recommend a "Pass with Concern" or "No Credit" that the student and the faculty advisor has been notified well in advance. A Pass with Concern can only be utilized in the fall term. By spring term, a student must receive an CR if they are to progress or graduate from the program.

Field Internship is a continuous course throughout the year. This means that if a student fails the second semester of Field Internship then they fail Field Internship for the year. Since according to departmental policy a student may not fail 6 or more credits, students will be asked to leave the program if they receive an NC in field (worth 6 credits in the first year and 8 credits in the second year). The department of social work has a policy in which all decisions may be appealed by the student through the social work departmental Academic Standards Committee (see Problem Resolution) and/or the University of New Hampshire appeals process.

PROBLEM RESOLUTION

Student Problems

The Social Work Department at the University of New Hampshire requires Field Instructors to promptly notify the Faculty Advisor regarding any concerns about their student's

performance, professionalism or conduct. If there are problems, students and Field Instructors are required to call the Faculty Advisor as soon as an issue is identified since problems that are identified early are often easier to resolve. The Faculty Advisor will immediately notify the Field Coordinator and attempt to address the issue(s) with the student and the Field Instructor. A written plan (or re-working of the learning contract) may be developed which clarifies concerns and offers possible opportunities for improvement. If the matter cannot be resolved, then the Field Coordinator may intervene at this time. Although the department and the agency both share the responsibility of resolving the conflict, the Field Coordinator and Faculty Advisor will consult with the agency and then make final decisions regarding the student's placement i.e. whether a student should be transferred to another site.

If a grade receives a grade of NC (No Credit) and it is disputed by a student, or if there is a serious concern about performance, then the student, any faculty or the Field Coordinator may request a meeting of the Department of Social Work Academic Standards Committee. This committee has been established to respond to all matters of academic policy within the department and can be used to assess readiness for the field and the program and to recommend various outcomes. The Academic Standards Committee is comprised of the MSW Coordinator, The BSW Coordinator, three faculty members, and 2 students. Students can appeal the decisions made by the Academic Standards Committee to the chair of the department and beyond. See the MSW Handbook for further details.

On occasion students are asked to leave their agency for various reasons. The Field Coordinator and if necessary the Academic Standards Committee will meet and determine whether the student should be replaced in another agency or whether they should receive a grade of NC. Students can appeal the decisions made by the Academic Standards Committee to the chair of the department and beyond. See the MSW Handbook for further details.

Any student suspected of any forms of dishonesty including, but not limited to, plagiarism, cheating, furnishing false information to the Department or placement, theft, physical abuse or any other unethical or abusive behavior may be terminated from the program. They may also be brought before the university Judicial Board to determine whether a student has violated the student code (see "Student Code of Conduct and Judicial Process" in the Student Handbook). This board determines any recommendations for sanctions.

Any student, who violates the National Association Code of Ethics, may be terminated from the program.

Professional Competency and Ethical Behavior Issues

Students enrolled in the social work program are expected to maintain academic integrity, professional conduct and adhere to the ethical standards delineated in the NASW Code of Ethics and the University of New Hampshire Student Rights and Responsibilities Handbook.

Beyond mastering a body of knowledge, a social worker must possess professional attitudes, skills and ethical principles. A clear understanding of behavioral standards that demonstrate a commitment to the dignity and worth of all members of the Department, University and greater community is considered essential. Since the NASW Code of Ethics

applies to students as well as professionals, every new student is provided a copy of the Code at new student orientation. Additional copies of the Code of Ethics are available in the Social Work Department office. Upon review of the Code, students sign a statement agreeing to abide by the principles outlined in the Code of Ethics. The statement must be signed by the third week of the semester. These signed statements are kept on file in the student's record.

The UNH Student Rights, Rules and Responsibilities Handbook (www.unh.edu/student/rights/) clearly outlines community behavioral expectations and students are responsible for knowing and adhering to its contents, including rules covering plagiarism, cheating and academic dishonesty.

Behavioral violations of the codes of conduct contained in the NASW Code of Ethics or the Student Rights, Rules and Responsibilities Handbook may be grounds for termination. If it is determined that a student is not living up to appropriate academic or professional standards, faculty will make every effort to resolve the issue quickly and directly with the student and may recommend remedial actions, such as taking time off from studies, postponing upper-level coursework, repeating a course, or seeking professional counseling. However, when informal discussion between faculty and student is unproductive, faculty may recommend a student be terminated from the program.

Criteria for termination include, but are not limited to, the following:

1. Failure to meet generally accepted standards of professional and student conduct, personal integrity or emotional stability required for professional practice as outlined by the NASW Code of Ethics and/or UNH's Student Rights, Rules and Responsibilities Handbook.
2. Persistent inappropriate or unprofessional behavior toward clients, colleagues, faculty or staff at the University or in the field.
3. Consistent failure to demonstrate the effective interpersonal skills necessary for forming professional relationships (e.g., boundary violation, discriminatory attitudes or violating a client's right to self-determination, etc.)
4. Consistent with the Americans with Disability Act (ADA), being unwilling to seek appropriate advice/counseling to address impairments that interfere with the students' ability to function. Also, consistent with ADA, the Department reserves the right to refuse to place students in field work if their physical or mental health status suggests such action is warranted to safeguard clients, agencies, the student him/herself, other students, faculty or staff.

Agency Problems

The Department of Social Work of the University of New Hampshire requests that any student having difficulty with their Field Instructor immediately notify their Faculty Advisor. The Faculty Advisor will notify the Field Coordinator and then attempt to aid the student in addressing the problem directly with their Field Instructor. If problems continue then the Faculty

Advisor may meet with the student and the Field Instructor to attempt to remedy the situation. If this is not possible, the Field Coordinator may be asked to intervene. If this fails, then other outcomes are possible such as placing a student at another agency. This rarely occurs and the Department takes as many measures as possible to promote continuity of placement. The Department supports students and Field Instructors working together to find satisfying solutions since problem resolution is a cornerstone of the profession. If it is found that a supervisor can not spend enough time with the student or if other agency difficulties should arise that adversely affect the student then we will transfer a student to another placement, if appropriate. A student will receive an NC if they leave a field placement without permission from the Faculty Advisor and Field Coordinator and may be asked to leave the program.

Occasionally a Field Instructor may have difficulty working with a particular Faculty Advisor. Field Instructors are encouraged to discuss their concerns directly with the Faculty Advisor and work together to find common solutions. If this fails, then the Field Coordinator may intervene and meet with both parties to improve the relationship or reassign the agency to another Faculty Advisor.

Termination

Termination with the student should begin late March. A site visit will occur in April and this will facilitate the process of ending. This can be an anxiety-provoking time for students and Field Instructors and it is important to begin identifying ending dates and deadlines with the student. Students should terminate with clients a week before their last day at their internship. This will provide them with the opportunity to finish their paperwork and terminate with the agency. Field Instructors should be especially aware of the parallel process between terminating with clients and terminating in supervision and use this as an opportunity for growth for the student.

APPENDICES

Field Agency Placement Form

Application for Field Education

 First Year Application

 Second Year Application

Learning Contract

Process Recording Forms (Individual, Group and Macro)

Site Visit Form

Student Evaluation Forms

 Year One - Foundation year

 Year Two - Direct Practice Sequence

 Year Two - Macro/Community Organizing Sequence

Student Evaluation of the MSW Field Experience

Letter of Agreement

FIELD AGENCY PLACEMENT FORM

Agency: _____ Telephone: _____
Email address: _____ Fax #: _____
Mailing address: _____

Car needed to reach agency? Yes ___ No ___ For assignments: Yes ___ No ___

Director: : _____ Contact: : _____

We will accept the following number of UNH Social Work students:

BSW ___ 1st year MSW ___ 2nd year MSW ___

Please list names of Field Instructors. Check box next to those who will supervise students for the first time (Refer to Selection Criteria for Field Instructors).

<u>Name</u>	<u>Position</u>	<u>Degree (major)</u>
[] _____		
[] _____		
[] _____		
[] _____		

Check those characteristics that describe your Agency's services:

- | | | |
|--|--|---|
| <input type="checkbox"/> Acute care | <input type="checkbox"/> Homeless | <input type="checkbox"/> Elderly |
| <input type="checkbox"/> Adult protective services | <input type="checkbox"/> Hospice care | <input type="checkbox"/> Adolescence |
| <input type="checkbox"/> Advocacy | <input type="checkbox"/> Housing | <input type="checkbox"/> Adult |
| <input type="checkbox"/> AIDS / HIV | <input type="checkbox"/> Human sexuality | <input type="checkbox"/> Children |
| <input type="checkbox"/> Alcohol/substance abuse | <input type="checkbox"/> Industrial related Svc | <input type="checkbox"/> Families |
| <input type="checkbox"/> Alternative education | <input type="checkbox"/> Juvenile Justice | <input type="checkbox"/> Women |
| <input type="checkbox"/> Case management | <input type="checkbox"/> Long term care | <input type="checkbox"/> Young Adult |
| <input type="checkbox"/> Gay/Lesbian/Bisexual | <input type="checkbox"/> Medical inpatient | <input type="checkbox"/> Other |
| <input type="checkbox"/> Child Welfare/Protective Svc | <input type="checkbox"/> Medical outpatient | |
| <input type="checkbox"/> Consultation | <input type="checkbox"/> Mental health day treatment | |
| <input type="checkbox"/> Corrections | <input type="checkbox"/> Mental health inpatient | |
| <input type="checkbox"/> Court related services | <input type="checkbox"/> Mental health outpatient | |
| <input type="checkbox"/> Crisis intervention/emergency | <input type="checkbox"/> Outreach | <u>ETHNIC DIVERSITY</u> |
| <input type="checkbox"/> Daycare | <input type="checkbox"/> Physically challenged | <input type="checkbox"/> Asian American |
| <input type="checkbox"/> Developmental Disabilities | <input type="checkbox"/> Political action | <input type="checkbox"/> African American |
| <input type="checkbox"/> Employee Assistance | <input type="checkbox"/> Public Welfare/Poverty | <input type="checkbox"/> Hispanic |
| <input type="checkbox"/> Employment/Vocational svc | <input type="checkbox"/> Recreation | <input type="checkbox"/> Native American |
| <input type="checkbox"/> Family life education | <input type="checkbox"/> Rehabilitation | <input type="checkbox"/> White |
| <input type="checkbox"/> Family Preservation | <input type="checkbox"/> Research | <input type="checkbox"/> Other |
| <input type="checkbox"/> Family/domestic Violence | <input type="checkbox"/> Residential care | |
| <input type="checkbox"/> Family planning | <input type="checkbox"/> School Social Work | |
| <input type="checkbox"/> Foster care / adoption | <input type="checkbox"/> Sexual assault/abuse | |

APPLICATION FOR FIELD EDUCATION

(First Year Application)

In order to process your field placement efficiently and increase your placement options please return in two weeks. Please return to:

Karen Oil, MSW
Field Coordinator
Department of Social Work
Petee Hall, room 220
Durham, NH 03824-3599

Please complete the Application for Field Education. Keep a copy for yourself to take to your initial field interview and for your records. The field application is due on the required date. After that, there is no guarantee of a placement.

I hereby grant permission for the Coordinator and/or Assistant Coordinator of Field Education to send this information to the agency designated as a potential field placement site.

Student signature: _____

Date: _____

NAME:
ADDRESS:

TELEPHONE: (HOME) _____
(WORK) _____
(CELL) _____

EMAIL ADDRESS: _____

Students will not be asked to travel more than one hour to their placement and we will try to take into consideration geographical area when placing students.

Students with disabilities should contact the Field Coordinator so suitable placements can be arranged.

If you wish your current placement to be considered as a field site, please call the Social Work Department Office at 862-1799 and ask for a Field Manual. The Field Manual outlines the written proposal that must be submitted to the Field Department before approval can be granted. The Field Coordinator makes the final decision regarding the suitability of the placement. This form must be sent back with the written proposal.

Do you wish your current placement of employment to be considered by the Field Department for one year of your field requirement?

_____ NO.

_____ YES.

EMPLOYING AGENCY: _____
ADDRESS: _____

APPLICATION FOR FIELD EDUCATION

(Second Year Application)

TO: Lee Pozzi Rush (Direct Practice) or Karen Oil (CAP)

Coordinator for Field Education
Department of Social Work
Petee Hall, room 220
University of New Hampshire
Durham, NH 03824-3599

Please complete the **Application for Field Education**. Keep a copy for yourself to take to your initial field interview. The field application is due on the required date. After that, there is no guarantee of a placement.

I hereby grant permission for the Coordinator and/or Assistant Coordinator of Field Education to send this information to the agency designated as a potential field placement site.

Student signature _____

Date _____

Where was your first year placement? _____

Are you Advanced Standing? Yes _____ No _____

NAME: _____

ADDRESS:

TELEPHONE:

HOME _____ WORK _____

CELL _____

EMAIL ADDRESS _____

Students will not be asked to travel more than one hour to their placement and we will try to take into geographical area when placing students.

Students with disabilities should contact the Field Coordinator so that suitable placements can be arranged.

If you wish your current placement to be considered as a field site, please call the Social Work Department office at 862-1799 and ask for a Field Manual. The Field Manual outlines the written proposal that must be submitted to the Field Department before approval can be granted. The form must be sent back with the written proposal.

Do you wish your current place of employment to be considered by the Field Department for one year of your field requirement?

_____ No.

_____ YES.

Employing Agency: _____

Address: _____

My Concentration is:

_____ Direct Practice

_____ CAP Practice

LEARNING CONTRACT

Name of Student: _____ Date: _____

Agency: _____

Field Instructor _____

Telephone: _____

Faculty Advisor _____

Placement Year: First year _____ Second year _____ Advanced Standing _____

Orientation to the Agency (please describe orientation process):

Safety Plan (please describe safety plan):

Educational Structure:

A. Assignments: Please describe student's assignments, e.g. cases, groups, projects

B. Hours and Days at Agency (including the beginning and end dates)

C. Meetings:

1. Required (days and times): _____
2. Optional: (days and times) _____

Supervisory Structure and Process:

A. Primary Supervision

1. Field Instructor: _____
2. Day and Times: _____
3. Amount of Time Weekly: _____
4. Format: Individual _____ Group: _____

B. Secondary Supervision

1. Field Instructor: _____
2. Day and Times: _____
3. Amount of Time Weekly: _____
4. Format: Individual _____ Group: _____

C. Back-up/Emergency Supervision: When primary supervisor is absent, emergency consultation and supervision will be provided by _____

D. Process Recordings: Describe how the social work department requirements for process recordings will be implemented in the placement.

E. Agenda and Teaching Strategies for Supervision: Please describe how the agenda will be set and by whom. Please list and describe teaching strategies that will be used.

F: Evaluation: Name of Field Instructor who is responsible for filling out evaluation:

Goals and Objectives

In this section students and field instructors identify at least 6 goals for the semester and 3 or 4 objectives for each goal. All objectives must be specific, measurable and on a timetable. It is recommended that students and field instructors use the evaluation form to ascertain what students want to learn over the course of the semester and use this as a guide to develop goals and objectives. It is expected that students use the core competencies listed in the field evaluation as a guide for contract development and choose several of them as appropriate to their agency setting. The objectives can then be chosen from the practice behaviors listed on the evaluation form – as adapted to each agency setting.

EXAMPLE:

1. Goal #1 (suggestion: develop a goal related to Competence # 1: Professional Identity)
 - a. objective 1
 - b. objective 2
 - c. objective 3
 - d. objective 4

2. Goal #2 (suggestion: develop a goal related to Competence #2: Ethical Principles)
 - a. objective 1
 - b. objective 2
 - c. objective 3
 - d. objective 4

3. Goal #3 (suggestion: develop a goal related to Competence # 4 : Diversity in Practice)
 - a. objective 1
 - b. objective 2
 - c. objective 3
 - d. objective 4

4. Goal #4 (suggestion: develop a goal related to Competence # 10:Practice Skills:
Engagement/Assessment/Intervention/Evaluation)
 - a. objective 1
 - b. objective 2
 - c. objective 3
 - d. objective 4

- 5 and 6: Goals #5 and #6: (suggestion: develop goals related to specific placement and/or any other skills that you would like to develop)
 - a. objective 1
 - b. objective 2
 - c. objective 3
 - d. objective 4

PROCESS RECORDING

Student divides the paper into three columns. In the first column the student writes verbatim material. The student will then record his/her thoughts and feelings in the second column. In the third column the student will write what he/she wished he/she had said and ask questions

Verbatim Material

Thoughts and Feelings

Wished I had said/asked

Clients said:

Worker said:

Client said:

Worker said:

Client said:

Worker said:

Client said:

Etc.

Group Process Recording

Group _____ Date _____

Group Description:

Group Purpose and Goals:

Session #

Group Members Present: (include seating arrangement using arrows to indicate communication flow)

Summary of Group Content:

Include:

- a. Group stage
- b. Communication issues
- c. Roles
- d. Conflict/intimacy
- e. Cohesion/disorganization

Include a piece of verbatim process from the group to highlight and explore in depth some of the issues described in the Summary of Group Content.

**FORMAT FOR RECORDING COMMUNITY OR ADMINISTRATIVE MEETINGS
AND MACRO INTERACTIONS**

A. IDENTIFYING DATA

1. Name of organization or community group
2. Date of meeting

B. PRE-MEETING – INCLUDE

1. Student's preparatory work for the meeting
2. Agency or community events which took place prior to the meeting that have bearing upon the meeting.

C. PURPOSE

Purpose of the meeting: main content areas expected to be covered.

D. CONTENT OF THE MEETING

This section of the process recording should be descriptive rather than evaluative or interpretive. It should report on behaviors or actions which took place and do so as specifically as possible. In each instance the activities of the student should be described. Two other columns should be created; one for your thoughts/analysis/feelings about the behaviors and interactions and the other column for what actions/statements you wished you had said during these meetings.

The meeting should be reported in chronological order. The following areas should be covered (you may add others as well):

1. Points, issues or problems which were raised.
2. Decision-making:
What decisions were made (or not made)?
3. Positions and strategies:
Once position or an issue was decided upon, what means or strategies were discussed or developed for proceeding on the issue? What goal and/or rationale was indicated?
4. Who participated in discussion? Indicate differences of opinion and/or conflicts that took place (regarding individual members, officers, outsiders, worker etc.). What happened?
5. Who was not part of the meeting that should have been? What key "voices" were missing?

E. ANALYSIS OF MEETING – OPINIONS OR IMPRESSIONS REGARDING:

1. What motivated decision-making? Who seemed to have major influence? Possible consequences to group of its decision-making? What significant values were expressed? How were personal relationships and group alignments affected by the discussion?
2. What lessons, concerns, questions, value conflicts or new ideas did the meeting raise for you?
3. How does this group work fit into the larger community and/or agency context? How is the community or agency influencing it? How does the group's work affect the community or agency?
4. Other analysis

F. FOLLOW-UP

1. Any significant interactions after the formal meeting ended?
2. What are your next steps with this group/project?

Revised 09
Department of Social Work
College of Health and Human Services
University of New Hampshire

Social Work Field Practicum Evaluation
MSW Year One-Foundation Year

Return completed form to:

Karen Oil, MSW
University of New Hampshire
Department of Social Work
55 College Road
Petee Hall
Durham NH 03824-3599

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 of knowledge; including research-based knowledge and practice wisdom	1	2	3	4	5	na
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	1	2	3	4	5	na

	of personal biases and values in working with diverse groups						
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 and economic justice	1	2	3	4	5	na

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.

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.

10.1	Intern is able to engage, assess, intervene and evaluate in work with individual 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

Summary and Recommendations

1. Please identify this student's three most significant strengths.
2. Please identify this student's three most significant areas for improvement.
3. Please evaluate this student's progress toward successful completion of these goals.
4. Please share any recommendations for this student's future professional development.

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:

Revised 09
Department of Social Work
College of Health and Human Services
University of New Hampshire

Social Work Field Practicum Evaluation
DP Year Two-Concentration Year (MSW)

Return completed form to:

Karen Oil, MSW
University of New Hampshire
Department of Social Work
55 College Road
Petee Hall
Durham NH 03824-3599

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
1DP	Is professional in his/her work with client systems and identifies opportunities for social work involvement in DP	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
2DP	Applies informed ethical decision-making skills to dilemmas specific to DP	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 of knowledge; including research-based knowledge and practice wisdom	1	2	3	4	5	na
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
3DP	Communicates effectively with diverse populations and with multi- or interdisciplinary colleagues						

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	1	2	3	4	5	na

	age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation						
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
4DP	Learns about and recognize influences of diversity that may affect the potential for client system change	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 and economic justice	1	2	3	4	5	na
5DP	Applies knowledge of institutional racism & oppression to advocate at multiple levels for reduction of disparities and stigma for clients of DP services	1	2	3	4	5	na

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
6DP	Identifies, selects and evaluates effective intervention strategies and apply research findings to evaluate his/her own practice	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
7DP	Relates and applies Direct Practice theories, models, & research appropriate to target systems and circumstances	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
8DP	Analyzes and applies relevant legislative and policy practice skills to DP	1	2	3	4	5	na

Competence #9: Intern responds to contexts that shape practice.

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
9DP	Stays informed and applies current analysis of services and intervention strategies to promote improved DP	1	2	3	4	5	na

Competence #10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.

10.1	Intern is able to engage, assess, intervene and evaluate in work with individual 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
10DPa	Demonstrates skill engaging diverse client systems	1	2	3	4	5	na
10DPb	Evaluates, selects and implements appropriate instruments to assess DP clients and their environments	1	2	3	4	5	na
10DPc	Uses DP theories, models, and research to identify, and apply effective intervention strategies w/ diverse client systems	1	2	3	4	5	na
10DPd	Identifies and uses DP evaluation tools & communicate evaluative practice outcomes	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:

Revised 09
Department of Social Work
College of Health and Human Services
University of New Hampshire

Social Work Field Practicum Evaluation
CAP Year Two-Concentration Year (MSW)

Return completed form to:

Karen Oil, MSW
University of New Hampshire
Department of Social Work
55 College Road
Petee Hall
Durham NH 03824-3599

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.

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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
1CAP	Is professional in his/her work with CAP systems and identifies opportunities for social work involvement in CAP	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
2CAP	Applies informed ethical decision-making skills to dilemmas specific to CAP	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 of knowledge; including research-based knowledge and practice wisdom	1	2	3	4	5	na
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
3CAP	Communicates effectively with diverse populations and with multi-or interdisciplinary colleagues						

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	1	2	3	4	5	na

	age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation						
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
4CAP	Learns about and recognize influences of diversity that may affect the potential for change in large systems	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 and economic justice	1	2	3	4	5	na
5CAP	Applies knowledge of institutional racism and oppression to advocate at multiple levels for reduction of disparities & stigma for target populations of CAP services	1	2	3	4	5	na

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
6CAP	Identifies, selects and evaluates effective intervention strategies and apply research findings to evaluate their own practice	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 & 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
7CAP	Relates and applies CAP theories, models and research appropriate to	1	2	3	4	5	na

target systems & circumstances						
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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
8CAP	Analyzes and applies relevant legislative and policy practice skills to CAP	1	2	3	4	5	na

Competence #9: Intern responds to contexts that shape practice.

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
9CAP	Stays informed and applies current analysis of services and intervention strategies to promote improved CAP	1	2	3	4	5	na

Competence #10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.

10.1	Intern is able to engage, assess, intervene and evaluate in work with individual 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
10CAPa	Demonstrates skill engaging diverse CAP systems	1	2	3	4	5	na
10CAPb	Evaluates, selects and implements appropriate instruments to assess CAP practice with diverse systems	1	2	3	4	5	na
10CAPc	Uses CAP theories, models and research to identify and apply effective intervention strategies w/ diverse client systems	1	2	3	4	5	na
10CAPd	Identifies and uses CAP evaluation tools to communicate outcomes	1	2	3	4	5	na

Summary and Recommendations

1. Please identify this student's three most significant strengths.
2. Please identify this student's three most significant areas for improvement.
3. Please evaluate this student's progress toward successful completion of these goals.
4. Please share any recommendations for this student's future professional development.

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:

4. Describe other learning opportunities your agency provided (in-service, student seminars, workshops).

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

Comments?

University of New Hampshire
College of Health and Human Services
Department of Social Work

LETTER OF AGREEMENT

The **UNIVERSITY OF NEW HAMPSHIRE, COLLEGE OF HEALTH AND HUMAN SERVICES, DEPARTMENT OF SOCIAL WORK** is currently conducting a Master's degree program in Social Work and desires to obtain field education for the students enrolled in the curriculum.

The _____

of _____

is willing to furnish field education for students of the School of Health and Human Services, Department of Social Work.

In consideration of the manual agreement set forth herein, the **UNIVERSITY OF NEW HAMPSHIRE, COLLEGE OF HEALTH AND HUMAN SERVICES, DEPARTMENT OF SOCIAL WORK** and

_____ agree as follows:

1. The Department of Social Work will provide

_____ with the following:

- a. A field practicum manual which includes objectives, policies and procedures.
- b. A faculty member to be made available for consultation and educational planning.

2. The _____

will provide the College of Health and Human Services, Department of Social Work with the following:

- a. Field education at the agency or its affiliated centers. The program of field education is subject to review by the Coordinator of Field Education and/or other faculty program.
- b. An updated Field Agency Agreement form and Field Instructors Application sent annually.
- c. Supervision in all aspects of a student's fieldwork experience by an MSW with a minimum of two year's experience

3. The University of New Hampshire Department of Social Work agrees to hold harmless the

its agents and employees against any and all liability for personal injury due to the sole negligence of the University of New Hampshire, Department of Social Work and its faculty.

4. The University of New Hampshire agrees that every student will be covered by professional liability insurance to the limits of \$1,000,000 and \$3,000,000 aggregate.

This agreement shall be effective when executed by both parties and will remain in effect until either party indicates in writing to the other that it wishes to terminate the agreement.

UNIVERSITY OF NEW HAMPSHIRE

BY _____ **DATED** _____
Chair, Department of Social Work

BY _____ **DATED** _____
University of New Hampshire Representative

FACILITY

BY _____ **DATED** _____

Administrator of Facility

BY _____ **DATED** _____
Internship Director (if applicable)