



COLLEGE OF LIBERAL ARTS & SCIENCES

School of Social Work

FIELD EDUCATION MANUAL 2020-2021

BA Field Experience
MSW Foundation Practicum
MSW Advanced Practicum
Field Instructors
Agency Supervisors
Field Coordinators

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Chapter 1: Overview of UISSW Field Education Program

The University of Iowa School of Social Work is accredited by the Council on Social Work Education (CSWE). CSWE provides educational policy and guidelines that accredited programs must follow. An essential element of social work education is applied learning and demonstration of competence in practice. CSWE regards field education as the “signature pedagogy” for the profession of social work.

“Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.” (CSWE 2016 Educational Policy and Accreditation Standards).

The University of Iowa School of Social Work’s field education program is designed to integrate learning achieved in class with practice in the field of social work. Through field education, students have an opportunity to employ social work interventions and ethical decision-making processes with different client populations at multiple levels. Many of the policies and procedures detailed in this handbook are designed to meet CSWE requirements.

Field Education at the UISSW is offered at three program levels:

- *BA Field Experience:* Undergraduate students admitted to the BA program are required to complete a minimum of 400 clock hours (8 semester hours) in one semester. Field Experience can be completed in either the spring or summer term depending on the student’s plan of study.
- *MSW Foundation Practicum:* Students admitted to the MSW program with a bachelor’s degree in a major other than a CSWE accredited social work program are required to take Foundation Practicum. Foundation Practicum can be completed in either the spring or summer term depending on the student’s plan of study. Foundation Practicum consists of a minimum 210 clock hours (3 semester hours) completed in one semester.
- *MSW Advanced Practicum:* All students admitted to the MSW program are required to take the Advanced Practicum during their final year in the program. Advanced Practicum is completed over two semesters, fall and spring, and consists of a minimum of 700 clock hours (10 semester hours).

Chapter 2: UISSW Field Education Program

Basic Structure and Process

“Field Education” is a broad term often used interchangeably with field placement, field experience, and field practicum. The University of Iowa School of Social Work (UISSW) uses specific terms to delineate which program level students are in while completing field education. These may be different terms than those used at other schools of social work.

The UISSW uses the following terms:

- Field Experience: this refers to BA students only who are completing a one semester field education requirement
- Foundation Practicum: this refers to MSW students who entered the program with a bachelor’s degree in another area or from a non-accredited social work program and must complete a one semester field education requirement
- Advanced Practicum: this refers to MSW students in their final year of the program who are completing a full academic year field education requirement

The UISSW operates programs at various centers around the state, including in Iowa City, Des Moines, the Quad Cities, the Online Program and Sioux City. Each UISSW center has its own individualized placement processes and deadlines due to differences in academic schedules. Current placement process and deadlines for each center can be found on the UISSW Field Education website.

Placement begins and ends with the official University calendar for that semester. Students may start placement on the first day of class and must conclude by the end of Finals Week, unless the Field Administrator provides an extension through an incomplete contract. If required by the agency, students can begin training prior to the start of classes but cannot engage in any service delivery or client interaction until the semester begins.

Per requirements by the Council on Social Work Education (CSWE), UISSW Field Education entails:

- The completion of the required number of hours stipulated by the student’s program level
- At least one hour of direct supervision by a social worker possessing the degree being sought by the student plus two years post-social work degree work experience

Students typically complete their placements at one agency. Splitting a placement between two or three agencies is highly discouraged because it can short-change the learning experience. Students interested in the possibility of splitting a placement need to contact the center’s Field Administrator.

Students may be interested in completing a placement at an agency where they are already employed prior to the placement. Employment-based placements can be very rewarding but are also tricky. Detailed information regarding Employment-Based placements can be found later in this chapter.

MSW students may request to complete an Advanced Practicum at the same agency as where they completed their Foundation Placement. This is a possibility but the decision is conditional on the approval of the UISSW Center Field Administrator and related to whether or not an advanced placement at the same agency will provide the student with new opportunities/tasks, advanced skill development, and more autonomous functioning.

Student-Choice Model of Placement

Some social work programs utilize a placement assignment or matching procedure. This involves the faculty assigning students to placement agencies based on student interests, agency needs, and agency availability. Other programs utilize a student-choice model in which students are responsible for identifying and securing placement options that suit the student's interests and/or needs.

Across its centers, the UISSW utilizes the student-choice model of placement. This model can be a rigorous process and students are highly encouraged to start the search process as soon as possible in order to meet program deadlines. The Field Administrators are available to help guide you through this process.

Student Employment While in Field Placement

The UISSW is committed to providing quality graduate and undergraduate social work education. The School endeavors to educate as broad a cross section of students as possible, including students who might need to maintain employment while completing their social work education.

Field education is a core component at both the graduate and undergraduate program levels and it requires a substantial time commitment at any of the program levels.

Students may find it difficult to maintain even part-time employment in addition to field education and other course requirements. Students need to consider all personal and financial factors related to the need for outside employment while completing their placements. Each student will need to make the personal decision regarding what they can manage emotionally, physically, and financially.

Roles & Responsibilities

Student

- Prior to placement:

- o Secure a placement: Students are responsible for searching for placements using the school's online database (IPT), applying for, interviewing at, and securing a field placement
- o Complete and turn in the Placement Agreement form prior to the announced deadline
- o Discuss agency requirements with field instructor, such as background checks, immunizations or mandatory trainings that are required prior to placement
- o Complete any requirements before the start date of the placement or by any deadlines set up by the agency. Costs associated with agency requirements are incurred by the student if not covered by the agency
- While in Placement
 - o Complete all seminar course requirements including participation in class and completion of assignments
 - o Attend and participate in the UISSW's Field/Practicum Orientation
 - o Adhere to the Social Work Code of Ethics and Professional Behavior Standards of the SW Program
 - o Comply with agency and school policies and procedures
 - o Demonstrate behavior that reflects the standards of the agency
 - o Maintain strict confidentiality
 - o Prepare for and participate in weekly supervision with Field Instructor
 - o Participate in the development of a learning contract
 - o Complete required hours in placement according to program requirements
 - o Track hours in placement
 - o Achieve the educational objectives of the learning contract by demonstrating the knowledge and skills related to the objectives

Academic Advisor

- Discuss educational and career goals with student advisees prior to the placement
- Advise student on potential placement opportunities related to educational and career goals
- Participate in meetings between the student, UISSW Field Coordinator, and Field Instructor when necessary to discuss any unmet needs in the placement relationship

Seminar Instructor

- Provide space for students to process their own experiences in their field placements and learn from others' experiences
- Provide additional support as needed to the student in the placement
- Provide and evaluate additional assignments as learning opportunities
- Coordinate with the student's faculty academic advisor, UISSW Field Coordinator, and SW Field Instructor as needed to support the student's progress
- Evaluate the student's performance in seminar and provide a grade at the end of the semester

SW Field Instructor

For most students, the Field Instructor and Agency Supervisor will be the same person. In that case, the responsibilities listed below for both roles would be the responsibility of one person, rather than two.

Field Instructors must have the required degree (which their student is seeking) plus two years of work experience post social work degree completion.

Responsibilities:

Prior to Placement

- Ensure that the UISSW field office has a copy of your resume on file
- Sign the placement agreement
- Discuss agency requirements with the student including required background checks, health screenings and immunizations and/or mandatory trainings that are required prior to the start of the placement
- Communicate with the student regarding planned times that the field instructor will not be available (conferences, vacations, etc.) and identify another person that the student can go to for questions.

During Placement

- Provide students with an in-depth orientation to their agency, its policies and procedures including safety protocols and standards of conduct pertaining to the agency
- Provide a minimum of one hour of regularly scheduled supervision per week
- Ensure quality learning experiences are provided to the student
- Participate in UISSW Field Orientation
- Participate in site visits with the student and UISSW Field Coordinator
- Provide guidance and instruction to the student, although day-to-day instruction may also be provided by another staff member.
- Participate in the development of the student's learning contract
- Monitor the student's progress towards the learning contract and assist in making modifications to the contract as needed
- Provide feedback to the student on performance and progress towards educational goals
- Provide additional resources for learning (i.e. texts or other readings, access to other professionals, involvement of student in professional meetings, etc.)
- Consult with the UISSW Field Coordinator as needed to share information, especially when an intervention may be necessary to help the student succeed in placement
- In the case where a student has an Agency Supervisor (see below), collaborate on meeting student's needs and in providing an evaluation of the student's progress at the end of the placement

- Provide an electronic evaluation of the student's performance and professional behaviors for purposes of program advancement in the school's Intern Placement (IPT) Database
 - o Recommend a grade for the semester (S/U)
 - o Evaluate competencies and practice behaviors in the learning contract
 - o Provide a short written narrative evaluation
 - o Electronically sign the Learning Contract

Agency Supervisor

The Agency Supervisor oversees a student's day-to-day work. Most students will complete their field placements in an agency that has someone with the requirements to be the Social Work Field Instructor who also will serve as their Agency Supervisor. Some students will have a SW Field Instructor who provides the social work supervision but a different person, an Agency Supervisor, who oversees the student's daily work.

Many responsibilities overlap between the Agency Supervisor and the SW Field Instructor. The Agency Supervisor and the SW Field Instructor are expected to collaborate on meeting the student's needs and in providing an evaluation of the student's progress at the end of the placement.

Responsibilities:

Prior to Placement

- Ensure that the UISSW field office has a copy of your resume on file
- Sign the placement agreement
- Discuss agency requirements with the student including required background checks, health screenings and immunizations and/or mandatory trainings that are required prior to the start of the placement
- Communicate with the student regarding planned times that the agency supervisor will not be available (conferences, vacations, etc.) and identify another person that the student can go to for questions.

During Placement

- Provide students with an in-depth orientation to their agency, its policies and procedures including safety protocols and standards of conduct pertaining to the agency
- Ensure quality learning experiences are provided to the student
- Participate in UISSW Field Orientation
- Participate in site visits with the student, SW Field Instructor and UISSW Field Coordinator
- Provide guidance and instruction to the student, although day-to-day instruction may also be provided by another staff member.
- Participate in the development of the student's learning contract
- Monitor the student's progress towards the learning contract and assist in making modifications to the contract as needed

- Provide feedback to the student on performance and progress towards educational goals
- Provide additional resources for learning (i.e. texts or other readings, access to other professionals, involvement of student in professional meetings, etc.)
- Consult with the UISSW Field Coordinator as needed to share information, especially when an intervention may be necessary to help the student succeed in placement
- Provide an electronic evaluation of the student's performance and professional behaviors for purposes of program advancement in the school's Intern Placement (IPT) Database in conjunction with the SW Field Instructor
 - o Recommend a grade for the semester (S/U)
 - o Evaluate competencies and practice behaviors in the learning contract
 - o Provide a short written narrative evaluation
 - o Electronically sign the Learning Contract

UISSW Field Coordinator

Field Coordinators are assigned by the School of Social Work. They may be UISSW faculty members or other social workers hired from the community to serve in this role. The Coordinator serves as a liaison between the University and the field placement.

Responsibilities:

- Ensure educational objectives of the field placement are being met through the Learning Contract
 - o Learning activities are sufficient to meet competency and practice behavior requirements for the student's program level
 - o Learning activities are sufficiently measurable
 - o Assess student's access to appropriate learning opportunities
- Provide guidance to students
- Serve as an educational resource for the student, the Field Instructor, and Agency Supervisor
- Provide assistance when there are difficulties in the field placement
- Assist in problem-solving issues regarding the placement
- Conduct site visits at the placement site
- Facilitate communication between the placement and the UISSW
- Maintain relationships with agencies and instructors
- Provide final approval of student's completion of field education by ensuring completion of placement evaluation in IPT and electronically signing the learning contract

Field Administrator

Each UISSW Center has an identified Field Administrator. Current contact information for Field Administrators is available on the UISSW's Field Education website.

Responsibilities:

- Day-to-day administration of field education at assigned program center (Iowa City, Des Moines, Quad Cities, Online Program or Sioux City)
- Administer policies and procedures for field education at assigned location
- Consult with the Director of Field Education about interpretation of policies and procedures
- Develop, maintain, and monitor placement sites
- Provide orientation to students, SW Field Instructors, Agency Supervisors, and Field Coordinators
- Ensure SW Field Instructors meet CSWE requirements to provide instruction
- Recruit, train, and supervise Field Coordinators

Director of Field Education

The Director of Field Education is a faculty member at the Iowa City Center and is responsible for administration of field education at all UISSW centers. Additionally, this person serves as the Field Administrator for the Iowa City Center and completes the responsibilities listed above.

Responsibilities:

- Provide supervision and support to Field Administrators in other centers
- Consult with Field Administrators regarding issues with students in placement
- Interpret CSWE and UISSW policies for Field Administrators
- Maintain field education content on the UISSW web page
- Develop and update forms utilized across all centers

Professional Liability Insurance

The University provides student professional liability insurance coverage during field placement. Agencies can request a copy of the liability insurance certificate through their IPT agency profile or by emailing the Director of Field Education.

Information is obtained from the completed Placement Agreement form in order to purchase this insurance. For this reason, the deadline for the Placement Agreement to be received by the school is extremely important. Coverage aligns with official course dates and is why students cannot begin placement activities before classes begin.

Regarding transportation during field placement, the liability insurance provided by the University does not cover transportation of clients. If students are required to provide client transportation using a company vehicle, the student will need to qualify under the agency's policy. If the student is required to use a personal vehicle to transport clients, the student will need to inform their auto insurance company to assure that this is covered.

Coordination Site Visits

During a student's time in placement, the assigned UISSW Field Coordinator will visit the placement for meetings with the student, SW Field Instructor, and Agency Supervisor (if applicable).

Some Field Coordinators take responsibility for scheduling these visits, but many expect the student to coordinate the scheduling between all the players. Students should make sure they understand their individual Coordinator's expectations in this process and their timelines for getting these meetings set and completed.

Typically for BA Field and MSW Foundation placements, Coordinators visit two times during the semester. These visits occur once at the beginning of the semester and once at the end of the semester.

For MSW Advanced placements, Coordinators typically visit twice during the first semester (beginning and end) and once during the second semester (end of the semester) for a total of three visits.

Coordinators may schedule additional visits if necessary, to help a student be successful in a placement. Students or their Field Instructors/Agency Supervisors can request an additional meeting by contacting the Coordinator.

Students and Field Instructors/Agency Supervisors at any time can contact the Coordinator outside of site visits to address any issues or concerns.

Seminar

Concurrent to field education placement, students are also required to participate in a seminar. While field education consists of a Satisfactory/Unsatisfactory (S/U) grade, seminar is a letter grade course. Students are expected to attend their scheduled seminars and complete readings and assignments as assigned by seminar instructors. If students are unable to attend a scheduled seminar, they must communicate this to the seminar instructor. Seminar instructors may have their own course attendance policies.

Students are asked to remain in placement through the final seminar session. This means not completing required hours prior to the final seminar meeting. This is so that students can actively participate in seminar throughout the semester.

Employment-Based Placements

Sometimes students are already working in social service agencies where they would like to do their field placements. This can be very appealing to students because it removes pressure in securing a placement. It also may mean an easier time with scheduling balance of school, work and placement hours. For many students, a big draw to employment-based placements is in being able to continue receiving an income. With the demands of a field placement on top of everything else students are juggling, money can feel like a make it or break it part of the deal.

Students often want to jump at this opportunity quickly. We recommend that students considering an employment-based placement put a lot of thought into it. This means not only speaking with the agency the student is already working at, but also with the Field Administrator. Without planning, what seems like a very convenient situation could quickly become uncomfortable and could result in something jeopardizing the student's job and/or placement.

It can be difficult for a student to get as rich of a learning experience in an employment-based placement. Although the student may be able to manage the separation of work and placement, we find that co-workers sometimes have difficulties respecting the student in the different roles. At times, this can lead to work functions bleeding into placement time.

There are advantages and disadvantages to an employment-based placement that students and their agencies will want to consider in making this decision.

Advantages	Disadvantages
Continued Income	Boundaries can be tricky with other staff recognizing or respecting the role of student
Benefits to schedule	Can limit learning experiences
Familiarity with agency	Time bleed in separating work time from placement time

Employment-Based Placement Criteria

The criteria to complete an employment-based placement are:

1. Level appropriate practice opportunities (BA, MSW Foundation, MSW Advanced)
2. New and meaningful learning opportunities that allow students to demonstrate attainment of required competencies.
3. The placement position must be different from the student's regular position as an employee
4. The placement must be supported by agency management and approved by the UISSW Field Administrator.

Students can find the steps for setting up an Employment-Based Placement as well as the General Guidelines for Employment-Based Placements on the UISSW Field Education website.

Chapter 3: UISSW Policies & Procedures

Policy on Sexual Harassment

The University will not tolerate sexual harassment, nor will it tolerate unwelcome behavior of a sexual nature toward members of the University community when that behavior creates an intimidating or hostile environment for employment, education, on-campus living, or participation in a University activity.

Sexual harassment undermines the University's ability to provide a safe, respectful workplace for employees and a well-rounded education for students. Sexual harassment can take many forms, from conditioning job benefits or grades on sexual favors to more subtle behaviors that create an intimidating or hostile campus environment and may prevent students from achieving their full potential. All forms of sexual harassment violate the University's policy.

Sexual Harassment: The University of Iowa's Policy Definition

The University of Iowa forbids sexual harassment by any member of the University community. Sexual harassment is defined as persistent, repetitive, or egregious conduct directed at a specific individual or group of individuals that a reasonable person would interpret, in the full context in which the conduct occurs, as harassment of a sexual nature, when:

- submission to such conduct is made or threatened to be made explicitly or implicitly a term or condition of employment, education, on-campus living or participation in a University activity; or
- submission to or rejection of the conduct is used or threatened to be used as a basis for a decision affecting employment, education, on-campus living environment, or participation in a University activity; or
- Such conduct has the purpose or effect of unreasonably interfering with work or educational performance, or of creating an intimidating or hostile environment for employment, education, on-campus living, or participation in a University activity.

Behavior that may constitute sexual harassment includes but is not limited to:

- Physical assault;
- Direct or implied threats that submission to sexual advances will be a condition of, or that failure to submit to such advances will adversely affect, employment, work status, promotion, grades, letters of recommendation, or participation in a University activity;
- Direct propositions of a sexual nature or persistent unwelcomed efforts to pursue a romantic or sexual relationship, including subtle pressure for sexual activity, an element of which may be repeated staring;

- A pattern of unwelcomed sexually explicit gestures, statements, questions, jokes, or anecdotes, whether made physically, orally, in writing, or through electronic media;
- A pattern of unwelcomed conduct involving:
 - o Unnecessary touching;
 - o Remarks of a sexual nature about a person's clothing or body;
 - o Remarks relating to sexual activity or speculations concerning previous sexual experience; or
 - o Stalking another person who reasonably perceives the stalker is pursuing a romantic and/or sexual relationship. Stalking of a sexual nature that is directed at a specific person that would cause a reasonable person to feel fear.
- A display of graphic sexual material (not legitimately related to the subject matter of a course, if one is involved, or to job requirements) in a context where others are not free to avoid the display because of an employment or educational requirement or without surrendering a privilege or opportunity that others may reasonably expect to enjoy in that location;
- Domestic/dating violence.

This policy applies to the field placement, including the student's behavior towards others and the behavior of agency staff and clients towards students.

While we hope our students do not experience sexual harassment while in placement, it is a real and serious concern. Experience has shown us that students are more likely to experience sexual harassment from clients and consumers than from agency staff.

If a field education student experiences sexual harassment, students are encouraged to seek assistance to ensure emotional and physical safety. The student should address the situation as soon as possible with the SW Field Instructor/Agency Supervisor and/or the Field Coordinator if the SW Field Instructor/Agency Supervisor is involved in the sexual harassment behavior.

Students have formal and informal options for assistance. These are outlined in the UISSW Sexual Harassment, Unwanted Sexual Behavior, and Consensual Relationships brochure provided at field orientation and available on the Field Education Website.

If a field education student is the perpetrator of sexual harassment behavior, the SW Field Instructor/Agency Supervisor is expected to address the situation formally with the student. The SW Field Instructor/Agency Supervisor should discuss the situation with the UISSW Field Coordinator. If the student continues such behavior, additional steps may need to be taken with the input of the Field Education Director, including the dismissal of the student from the placement and/or the program.

Policy on Consensual Relationships

The University Consensual Relationships Involving Students Policy mandates that there cannot be a romantic relationship and/or sexual relationship between Field

Instructors/Agency Supervisors and students or between the student and anyone else supervising the student at the agency.

Field placements are a course governed by the University and Field Instructors/Agency Supervisors are considered to be the student's instructor for field education, in the same way an instructor would be in a traditional classroom. The policy prohibits relationships in an instructional context involving academic instruction and evaluation/supervision of academic work or participation in University programs.

It is not unheard of for such situations to develop as very close relationships can emerge between students and supervisors. If such feelings develop, neither party can begin or pursue those feelings while the student is in placement. Ultimately, the Field Instructor/Agency Supervisor will be held accountable and the student's learning opportunities will suffer.

If there are rules within the agency regarding dating among staff, the Field Instructor/Agency Supervisor is expected to share that information with the student during the student's orientation. The student will not be aware of agency policies and may unintentionally form a relationship that can diminish the learning experiences because the student violated an agency policy. Communication between Field Instructor/Agency Supervisor and the student about workplace rules is vital.

Student Advancement Policy

To advance in the UISSW program, students need to demonstrate the required level of achievement in:

- academic performance,
- professional behavior, and
- ethical conduct (including adherence to the *Social Work Code of Ethics*)

The UISSW strives to ensure that our students are well trained professionals who are ready to advance in the field of social work. As such, we have instituted a policy where students are intentionally rather than automatically advanced through their coursework.

Feedback from SW Field Instructors/Agency Supervisors is vital in evaluating student's advancement. Field education allows students to put into practice the skills that they have learned in the classroom setting. Field education provides the school with the ability to evaluate a student's preparedness to be a professional social worker at the completion of the placement experience.

The advancement policy for the student's program level (BA or MSW) can be found in the appropriate program handbook. The processes for concerns, problem resolution, and grievances are outlined fully in these documents.

Professional Behavior Standards & Expectations

The UISSW maintains standards for students' professional behavior while in field placement. Field education is a major component of social work education. It is where students not only get the opportunity to put into practice what they have been learning in classes but is really the beginning of the shift from student to professional. Students will be expected to display professional behaviors in placement, like what would be expected of a regular employee.

Social work students are also expected to display professional behavior consistent with the NASW Code of Ethics. When students are working in field placement, not only do they represent themselves, but they represent the UISSW and every other student that will come after them. Unfortunately, one student's poor professional behavior can result in the loss of a placement as an option for future students.

Professional behavior is also a component of the supervisor's evaluation of student performance in placement and therefore directly related to the advancement in/completion of the social work program.

The UISSW has the following Standards/Expectations for Professional Behavior:

- A. *Appropriate attire*-- dressing in casual/business attire appropriate to the agency's protocol
- B. *Attendance and punctuality*-- establishing and maintaining a regular schedule; following the agency's (not the University's) operational schedule; maintaining a current time sheet/log of placement hours; arriving before the appointed time; being prepared to engage as a working professional; providing prompt notification of tardiness or absences
- C. *Respectful demeanor and interactions*-- demonstrating respect and deference to staff/clients/peers; conducting oneself in a manner consistent with the values and ethics of NASW and the profession
- D. *Professional language and communications*-- demonstrating professional oral and written (including electronic) communication skills; using discretion and appropriate professional language in addressing clients/staff/peers; "filtering" language to limit emotional reactivity/content; being very selective in communicating with colleagues outside of regular work hours (e.g. weekends, evenings)
- E. *Appropriate effort and initiative*-- collaborating with one's supervisor to identify and complete a weekly work plan/set of work tasks; completing higher priority tasks before secondary tasks; following through on appointed tasks and

activities; spending placement hours in professionally useful activity; showing a genuine interest, initiative and engagement in the daily life of the organization; demonstrating intellectual and professional curiosity and insightfulness

- F. *Accountability and integrity*-- being accountable to the agency's practice guidelines and expectations; completing tasks and activities in a professional, high quality and timely manner; speaking and acting on behalf of the agency only as authorized by one's role and responsibilities; maintaining professional integrity and honesty in all activities/interactions; representing accurately the placement hours worked and tasks completed
- G. *Boundary maintenance and ethical practice*-- maintaining client/agency confidentiality standards, especially when using cell phones/electronic devices; upholding NASW ethical standards and seeking appropriate consultation when in doubt; maintaining strict personal-professional boundaries in the real and virtual work environment, especially in relation to social media (e.g. Facebook); restricting the use of electronic devices to professional purposes only while in the placement setting
- H. *Emotional self-regulation*-- attending to one's emotional reactivity and triggers; taking responsibility for one's feelings/behavior and avoiding blame; avoiding the expression of raw emotions; being personally and professionally centered when engaging with clients/staff; using appropriate professional language (spoken and written) to filter emotional content; demonstrating a willingness to resolve difficult relationships and modify one's behavior accordingly; not expecting special consideration or 'entitlement'
- I. *Responsiveness to feedback*-- demonstrating non-defensive receptivity to feedback and suggestion; showing a willingness to be self-reflective and self-corrective

Field Instructors/Agency Supervisors will be asked to evaluate students' adherence to these standards. If a Field Instructor/Agency Supervisor develops any concerns regarding a student's professional behavior, that person is expected to address the situation directly with the student in a timely manner. Students are unable to learn from mistakes if they are unaware that they are making them. Should a student continue a behavior after the issue has been openly addressed with them, the Field Instructor/Agency Supervisor is expected to address the situation with the UISSW Coordinator in a timely manner. An additional site visit may be necessary to address the situation with the student. The UISSW Coordinator will keep the Field Administrator informed of any serious and/or continued concerns regarding a student's professional conduct.

Personal Cell Phone Usage & Social Media Policy

Intertwined with professional behavior expectations are issues related to personal cell phone usage and use of social media while completing placement hours. Students are expected to not engage in personal cell phone use while completing hours for field education. Just as many jobs limit the cell phone usage of employees while working, we believe it is important for students to focus on their learning experiences while completing their hours.

Social media is an important part of communication for many people. Although we recognize the utility of social media both in personal and professional capacities, we believe students need to engage in a mindful social media presence. Students should carefully evaluate any information that they post on social media regarding their placement experiences. Confidentiality is critical and it can easily but unintentionally be violated in social media posts.

UISSW expectations:

- Students will not post any identifying information regarding clients on social media.
- Students should consider how social media posts can be interpreted by others.
- Students will address any issues regarding a placement with their UISSW Field Coordinator rather than post grievances on social media.
- Students will not “friend” or accept friend requests from placement clients.
- Students will adhere to any social media policies within their placement agency.
- The agency Field Instructor will provide the student information on any agency policies regarding social media.

UISSW recommendations:

- Students should maintain strict privacy settings on all social media platforms.
- Students and Field Instructors/Agency Supervisors should discuss any potential issues of becoming “friends” with any colleagues at the placement agency including the Field Instructor and Agency Supervisor.

Placements Outside of Student’s UISSW Center Area

Occasionally, students express an interest in completing their field placement in the geographical area covered by a different center. We recognize that students often have connections or interests that lead them outside the geographical area of the UISSW center that they attend for other classes.

Students who are interested in completing a placement in another center’s area, first need to discuss the option with the Field Administrator of the UISSW center where the student is enrolled. The decision will be made by the Field Education Director, the Program Administrator, and the involved Field Administrators. Students may be allowed to complete a placement in another area but still be required to participate in seminar at their home center, either in person or through video conferencing technology.

Placements out of Area/Out of State: Students regularly want to complete placements outside of the geographical areas covered by the different UISSW centers. These geographical regions typically are within a 50-mile radius of the UISSW center with the exception of the Online Program. Students interested in a placement greater than 50 miles from their home center need to obtain approval from the center's Field Administrator. This decision is dependent not only the experience the student is expected to have at the proposed agency, but also related to staffing availability. While we recognize that such placements may be able to provide students with appropriate learning experiences, the ability to network in other areas, and potential job opportunities for after graduation, placements outside the center's area are not always possible.

Placements Abroad: Students occasionally want to complete placements working abroad in various social work contexts. This potentially can be an option, but the student needs to speak with the center Field Administrator early. To complete placements abroad requires much more planning and coordination in arranging and completing the placements. Students are expected to take the lead if they have interest in completing a placement abroad.

Troubleshooting Problems in Placement

Occasionally, difficulties occur during a field placement that may affect the student's learning. This can include difficulties in the student's relationship with the Field Instructor/Agency Supervisor or other colleagues, disagreements about the student's role, differences in practice philosophy, or issues related to the student's performance. The UISSW is committed to addressing issues in a manner that supports the student's learning but satisfies both university policy and professional ethics.

It is important for the UISSW Coordinator to be informed by either the student and/or Field Instructor/Agency Supervisor as early as possible if issues arise. We recognize a developmental approach in students' learning experiences in field education. In supporting students based on these developmental stages, we believe that many issues in placements can be successfully resolved.

When possible, the UISSW Field Department faculty will work with the student and agency to reach a mutually agreeable result to maintain the placement. In some cases, the school recognizes that such issues may not be able to be resolved in such a manner for the student to be able to continue their placement at that agency. In this case, the UISSW Field Administrator will determine that the placement will be terminated. Steps will be taken to try to support the student in seeking a new placement, but placement disruptions may affect the student's ability to complete the degree program in the time planned. If a student is unable to secure a new placement with enough time to complete the agency orientation, develop a new learning contract, and complete the necessary learning experiences, the student may be required to re-start and complete the placement experience in a different term.

Attendance Policy

Students are expected to start working in their agency during the first week of the semester in which they are completing placement. An official start date during that week needs to be arranged prior to the start of the semester between the student and the Field Instructor/Agency Supervisor based on the student's class schedule and agency operating hours.

In the event that the Field Instructor/Agency Supervisor will not be available or present at the agency when the placement begins (i.e. on vacation, attending a conference, etc.), the Field Instructor/Agency Supervisor is responsible for arranging learning opportunities for the student within the agency and an agency contact person for the student until the Field Instructor/Agency Supervisor returns. The Field Instructor/Agency Supervisor is responsible for communicating all of this information to the student prior to the start of the semester.

Attendance in field placement is separate from attendance in field seminar. Seminar instructors may set their own attendance policy regarding seminar.

Students are expected to adhere to the same standards of conduct as regular professional employees at the field placement agency. Students are expected to develop a schedule for placement attendance with their Field Instructor/Agency Supervisor. Once this schedule is established, students are expected to inform the Field Instructor/Agency Supervisor in the event of an illness or emergency that prevents them from attending the placement as scheduled. It is the student's responsibility to contact the Field Instructor/Agency Supervisor to ensure that responsibilities are covered and to negotiate when the student can make up the missed hours.

On-going attendance issues need to be addressed by the Field Instructor/Agency Supervisor with the UISSW Field Coordinator. An additional site visit may be necessary to address the situation with the student. The UISSW Coordinator will keep the Field Administrator informed of any serious and/or continued concerns regarding a student's attendance to placement.

Students are expected to make up any hours missed due to illness or other events in order to complete the minimum required hours in placement. This may require the student to put in additional hours outside of the attendance schedule created at the beginning of the semester.

The UISSW does not require students to turn in a log of hours in the placement, but highly recommends that students develop a tracking tool to maintain an on-going record of hours completed. When there are discrepancies between a student and the agency's report of the hours that a student has completed, such a document can be invaluable. Some agencies require students to complete a formal timesheet. A UISSW Field Timesheet template is available on the UISSW Field Education Website as one option for tracking placement hours.

University Holidays/Breaks: If a student is scheduled to be at the placement on a day that the University is closed or classes have been cancelled, students are not required to attend placement. The hours that the student would have worked that day do not count towards the student's clocked hours. Students may choose to attend placement during University breaks in order to make up missed hours and ensure completion of the field education requirements.

The student is expected to inform the Field Instructor/Agency Supervisor if the student will not be attending placement on a day when the University is closed, prior to the day itself and to ensure that any responsibilities that the student may have had are covered in the student's absence.

Winter Break: MSW Advanced Practicum students are the only field education students allowed to clock field hours over Winter Break. Advanced practicum students are enrolled in the course beginning the first day of classes in August and ending the Friday before classes resume in January, thus ensuring that they are covered under the University liability insurance as an enrolled student in practicum. If Advanced Practicum students will not be working in placement over the Winter Break, they must inform their Field Instructor/Agency Supervisor prior to the end of the Fall Semester.

MSW Foundation and BA Field students completing their placement in the spring are not allowed to begin placement until the start of Spring Semester and therefore will not be able to complete any placement hours during Winter Break.

Inclement Weather: In the event of inclement weather, students are still expected to attend their placements if the agency is open and staff are reporting for work. If the agency closed due to inclement weather on a day that the student is scheduled to be at placement, the student is not required to attend the placement. The hours that the student would have worked that day do not count towards the student's clocked hours.

If the agency remains open but the student decides it is not safe to travel to the agency, the student is expected to decide based on safety. In this case, the student is expected to inform the Field Instructor/Agency Supervisor that they will not be attending the placement. The student will need to make arrangements to make up missed hours.

Chapter 4: Selecting a Field Placement

The UISSW utilizes the student choice model to placement selection. This requires the student to identify and contact agencies which meet the student's needs and/or interests. This chapter provides information specific to the process of selecting a field placement.

MSW Advanced Practicum students interested in completing the School Social Work endorsement are advised that there are specific placement requirements outlined in Chapter 7.

Students with a Criminal Background

We are aware that some of our students come to us with past criminal charges that may affect their placement options. Although this may limit options, it does not prohibit students from completing placement. In such an instance, students are encouraged to speak with their center's Field Administrator to identify potential placement options available to the individual student.

Student Choice Placement Selection

In our application of the student choice model, the student is responsible for identifying, contacting, and ultimately securing a field placement. Students will attend a planning meeting in the semester prior to entering field education. Information will be provided in that meeting about how to access the school's Intern Placement Tracking Database (IPT). IPT includes a listing of agencies who are already set up with the school to take placements. Agency profiles contain information provided to us by the agency. IPT is a good starting place for most students unless they are already familiar with the area and have a specific agency in mind.

The student-choice model can be a rigorous process for the student because students are responsible for directly contacting agencies. Some students really appreciate having the control in this approach to choose their own placements, but for other students, this process can feel overwhelming and anxiety provoking.

If the student is not familiar with the area, it can seem daunting to identify potential placement options. There are multiple resources that students are encouraged to access including their academic advisors and the UISSW center's Field Administrator in addition to exploring agency profiles on IPT. In IPT, students are able to run keyword searches and perform sorting of the agency profiles. In each profile, the agency has provided additional information about what the agency does, what student characteristics they are looking for, and any special requirements (such as specific application processes, access to transportation, etc.).

Additionally, students may also be aware of or locate agencies not listed in IPT that may provide strong learning opportunities. Social work is a large field and social workers

often work in host-settings, which are agencies that do not have a primary social work focus (i.e. hospitals, correctional facilities, schools, etc.). Although such host agencies may not have a primary social work focus, social workers who would be willing to take on a student are often employed in such settings. There is a multitude of placement options and students are encouraged to think outside of the box

The agencies listed in IPT are agencies that have taken students since UISSW's use of IPT began. The current profiles are in no way a comprehensive list of the options students have for placements. If students are interested in an agency that is not already listed in IPT, the student should speak with the center's Field Administrator to determine if the placement opportunity meets the placement requirements.

Students are encouraged to start the process as soon as possible. If a student is unable to secure a placement before the deadline for that term, it will affect their progress in the program.

Choosing a Placement

There is no perfect placement, but there are some aspects of personality, style, skills, and expectations that should be considered in order to make informed choices during this process.

Questions to ask to help in choosing a placement:

- What type of setting do I want to be in?
- What type of skills do I want to enhance (i.e. case management, therapy, policy work, etc.)?
- What types of supervision do I want?
- What types of supervision do I work best with?
- What type of structure do I work best in (flexible vs. structured)?
- What populations am I interested in working with?

It is not advisable for students to split placements between multiple agencies because the shortened experience in each agency can short-change the learning experience. Students who believe they have special circumstances that would merit splitting a placement need to contact their Field Administrator to discuss this.

Students also occasionally want to complete their placements at an agency where they already work. Employment-based placements can be very rewarding, but are also very tricky. In order to consider an Employment-Based placement, students need to contact their Field Administrator as well as complete additional paperwork found on the UISSW Field Education website. Chapter 2 of this manual provides more information regarding employment-based placements.

Although it is rare, some placement options offer a stipend as part of the placement experience. This is allowable and is considered a paid placement rather than an employment-based placement.

If a student is interested in a placement at an agency that does not have someone who meets the criteria to serve as the SW Field Instructor, the Field Administrator needs to be informed of this situation as soon as possible. At times, other people affiliated with that agency (i.e. other staff, volunteers, board members, etc.) are willing to provide that supervision. We will support students in identifying an appropriate person for this role but are unable to guarantee the availability of UISSW faculty, PhD students, or other community members who may be willing to serve in this capacity.

Applying for a Placement

Students can easily get hung up on wanting a specific placement and will often focus on only trying to obtain that option. Students should apply to 3 agencies within the timeframe established by their UISSW center.

It is really important to have read the agency's profile on IPT to see if there are any special application procedures, such as completing an agency online volunteer application, contacting a specific person, or attending a recruitment fair. Students could easily be disqualified from a placement option by not following procedures that the agency has clearly laid out.

Many students feel more comfortable emailing agencies than calling. That is acceptable. Agencies that are already listed in IPT are used to receiving emails from students regarding interest in placements.

Resume: All students need to create a resume. Students are encouraged to have someone review their resume for clarity, content, and any editing issues. Sample resources are available on the UISSW Field Education website under Search Resources.

Cover Letter: In emailing potential placement options, students can use the body of the email as the cover letter with the resume as an attachment. A sample cover letter is available on the UISSW Field Education website under Search Resources. Typically, the cover letter consists of the following three paragraphs:

- Opening: The student should explain who they are (BA or MSW student) seeking a placement in which term(s) (i.e. spring, summer, or fall-spring); why they are interested in that agency
- Main body: The student should justify why the agency should consider them; explain specific experience or skills but not just copy their resume
- Closing: The student should thank the person for considering them; provide information on how the agency can contact the student (usually email and phone number); Can state that the student will follow up with the person in a week

Next Steps: Remember that our agency partners are often frequently very busy and it may take them a week to 10 days to respond. Although this waiting period can be anxiety provoking, please be patient. If the UISSW center specified a timeframe within

which to contact agencies, agencies may not respond to any students until that timeframe has expired. If the student stated in their cover letter that they would follow-up with the agency contact person, the UISSW expects them to do that. If the student included such a sentence in the cover letter, the student can still follow-up with a phone call or email, with a statement such as “I just wanted to see if you have had time to review my application materials. I’d be happy to answer any questions you have or to arrange an interview.”

Interviewing: Students are expected to dress professionally when attending an interview. This is the case even if the agency has a relaxed atmosphere. Once the student secures a placement, the agency can direct the student as to what is appropriate dress for the setting. Interviewing is often very stressful for students. We suggest that the student practice with someone to help build their comfort. There are resources on the UISSW’s Field Education website under Search Resources to help students prepare for interviewing.

Accepting a Placement: Students may give a verbal acceptance of a placement to an agency, but from the school’s standpoint, the placement is not secure until the Placement Agreement Form is fully completed and turned in to the Field Administrator. This form is available on the on the UISSW Field Education website under Forms. The student is responsible for obtaining the necessary signatures from the SW Field Instructor and Agency Supervisor (if applicable) by the deadline associated with the term in placement. These deadlines are related to establishing liability insurance for our students while in placement. Because of this, if the form is not completed and turned in on time, the student may not be able to enter placement as planned, which will affect their plan of study.

If a student has been offered more than one placement option, the student is expected to contact the agency they are not accepting, to inform them of the decision. This helps maintain positive relationships between the school and our partner agencies and demonstrates professionalism.

Chapter 5: BA Field Experience

The BA Field Experience, or Field, is the culminating course of the UISSW BA program. Social Work professionals who have completed an accredited BA program are generalists.

CSWE defines Generalist Practice as practice with diverse individuals, families, groups, organizations and communities.

- Grounded in liberal arts and person-in-environment framework
- Uses scientific inquiry, ethical principles and critical thinking in practice at the micro, mezzo and macro levels
- Engages diversity in practice and advocates for human rights and social and economic justice
- Recognize and build upon the strengths and resiliency of all human beings (CSWE 2015 EPAS)

For generalist practice, baccalaureate and master's programs are required to implement the nine social work competencies (as described in [the 2015 EPAS](#) pages 7-9) and any additional competencies in their curricula relevant to their context. For generalist practice, programs may use some or all of the behaviors listed in the EPAS or develop other behaviors that represent observable components of each competency that integrate the dimensions.

This is the opportunity for students to put into practice the knowledge and skills that they have developed through their social work education. To qualify for placement, the BA student must have completed all social work major courses, in which they have demonstrated competence in 9 areas. These learning outcomes are taught and measured in courses focused on values and ethics, human behavior theory, social policy, social justice and diversity, research, and practice at multiple system levels. . Students complete their Field Experience placements in their final term of the program, either spring or summer.

The UISSW BA focuses on social work concepts that promote a holistic, strengths-based perspective in promoting well-being by addressing social problems at all system levels. Ethical principles, critical thinking, and problem-solving are important aspects of the social work curriculum.

BA Field Experience requires a minimum of 400 clock hours (8 semester hours) completed in one semester (spring or summer).

Field as Elective Credit

It may be possible for students to complete additional semester hours as elective credit but this must be discussed with their academic advisor. For Field, the general guideline is that 1 credit hour = 50 hours in placement. There is a cap of 15 credit hours for

undergraduate students on the number of pass/fail classes that can count towards their degree. Students interested in taking extra semester hours of field for elective credit will need to take this cap into account when deciding with their advisor if field elective credit will work in their individual situation.

Spring: Students can take up to 3 additional semester hours in field

Summer: Students can take 1 additional semester hour in field. Summer students are more limited due to university credit hour restrictions on the shortened summer sessions.

Weekly Hours

We are often asked by students how many hours a week they should plan to be in placement. That depends on how many semester hours the student is doing and in which term. Students need to take into account time that they may be off for illness, spring break, vacation, and/or finals week. Time commuting to and from placement does not count towards the required hours. Only time involved in placement related activities can count towards the student's required hours.

The following breakdown is the number of hours a student should anticipate being in placement if they use every week in the semester. These are the lowest number of hours per week possible. For example, if a student wanted to take Spring Break and/or final week off, the student will need to adjust the number of weeks being divided by and adjust their hours accordingly. A student may need to complete more hours per week if they take breaks or miss some placement time due to illnesses, etc. It is always best to build in a contingency plan in case of unexpected absences.

Spring: $400 \text{ hrs} / 17 \text{ weeks} = 23.5 \text{ hours per week}$

Summer: $400 \text{ hrs} / 12 \text{ weeks} = 33.33 \text{ hours per week}$

The following are the UISSW's Field Guidelines for what activities in placement can be counted towards the student's completion of hours:

What can be counted towards placement hours:	What cannot be counted towards placement hours:
Time spent at the agency, participating in agency-related activities	Travel to and from home to placement agency
Travel to meetings, other agencies, trainings, and other placement related activities, with approval by Field Instructor	Seminar sessions and homework related to seminar

What can be counted towards placement hours:	What cannot be counted towards placement hours:
Professional development sessions, trainings, staff meetings, shadowing opportunities, etc. with approval by Field Instructor	Meal breaks
Webinars and/or reading placement-related material, with approval by Field Instructor	Time the student was scheduled to be at placement but did not attend due to illness, inclement weather, etc.
Research related to placement, with approval by Field Instructor	

The Learning Contract

In order to measure a student's competency as a social worker, the UISSW utilizes a formal learning contract. The learning contract is developed once a student enters Field. The student is expected to discuss the objectives of the learning contract with their Field Instructor and Agency Supervisor (if applicable) to identify activities that the student can complete during the Field experience to demonstrate their competency. The UISSW Field Coordinator will provide input on the learning contract and will approve the document at the first site visit. The learning contract is a living document and can be modified throughout the placement. Chapter 9 of this manual provides more extensive information on writing the learning contract, including sample wording.

Chapter 6: MSW Foundation Practicum

The MSW Foundation Practicum, or Foundation, is required for students who enter the MSW program without an accredited undergraduate degree in social work. All social workers are expected to be able to be competent generalist social workers. The foundation placement in the MSW program provides this opportunity for those who have not completed an undergraduate social work degree.

CSWE defines Generalist Practice as practice with diverse individuals, families, groups, organizations and communities.

- Grounded in liberal arts and person-in-environment framework
- Uses scientific inquiry, ethical principles and critical thinking in practice at the micro, mezzo and macro levels
- Engages diversity in practice and advocates for human rights and social and economic justice
- Recognize and build upon the strengths and resiliency of all human beings (CSWE 2015 EPAS)

This is the opportunity for MSW students to put into practice the knowledge and skills that they are developing through the foundation courses they have completed or are concurrently enrolled in. To qualify for placement, the MSW student must have completed, or be enrolled in, all the foundation social work courses, in which they are demonstrating competence in 9 areas. These learning outcomes are taught and measured in courses focused on values and ethics, human behavior theory, social policy, social justice and diversity, research, and practice at multiple system levels. .

The UISSW MSW program is focuses on basic social work concepts that promote a holistic, strengths-based perspective in promoting well-being by addressing social problems at all system levels. Ethical principles, critical thinking, and problem-solving are important aspects of the social work curriculum.

Master's level practitioners are required by CSWE to also have a specialized or advanced area of practice, after attaining competence at the generalist level. The UISSW MSW program offers two advanced concentrations. Many Foundation students may not yet have decided which practice concentration they will be completing. The Foundation practicum frequently helps students make this decision as they gain experience and knowledge about the field of social work.

Foundation students will have completed social work coursework prior to placement including practice with individuals, families and groups, helping skills, social justice and diversity and human behavior in the social environment. While in placement, most will also be enrolled in coursework on social welfare policy, community and organization practice and research. Students in the 3 year program, will have completed all of these courses, with the exception of research.

Students enter the MSW program under either a 2 year, 3 year, or 4 year degree completion plan. Because of these options, students will differ in which year they will complete the Foundation practicum but Foundation practicums are completed in either the spring or summer terms.

MSW Foundation Practicum requires a minimum of 210 clock hours (3 semester hours) completed in one semester (spring or summer). All students must complete these 3 credits, which are calculated as 70 hours in placement for each credit hour.

Weekly Hours

We are often asked by students how many hours a week they should plan to be in placement. That depends on how many semester hours the student is doing and in which term. Students need to take into account time that they may be off for illness, spring break, vacation, and/or finals week. Time commuting to and from placement does not count towards the required hours. Only time involved in placement related activities can count towards the student's required hours.

The following breakdown is the number of hours a student should anticipate being in placement if they use every week in the semester. These are the lowest number of hours per week possible. For example, if a student wanted to take Spring Break and/or final week off, the student will need to adjust the number of weeks being divided by and adjust their hours accordingly. A student may need to complete more hours per week if they take breaks or miss some placement time due to illnesses, etc. It is always best to build in a contingency plan in case of unexpected absences.

Spring: $210 \text{ hrs} / 17 \text{ weeks} = 12.4 \text{ hours per week}$

Summer: $210 / 12 \text{ weeks} = 17.5 \text{ hours per week}$

The following are the UISSW's Field Guidelines for what activities in placement can be counted towards the student's completion of hours:

What can be counted towards placement hours:	What cannot be counted towards placement hours:
Time spent at the agency, participating in agency-related activities	Travel to and from home to placement agency
Travel to meetings, other agencies, trainings, and other placement related activities, with approval by Field Instructor	Seminar sessions and homework related to seminar

What can be counted towards placement hours:	What cannot be counted towards placement hours:
Professional development sessions, trainings, staff meetings, shadowing opportunities, etc. with approval by Field Instructor	Meal breaks
Webinars and/or reading placement-related material, with approval by Field Instructor	Time the student was scheduled to be at placement but did not attend due to illness, inclement weather, etc.
Research related to placement, with approval by Field Instructor	

The Learning Contract

In order to measure a student's competency as a social worker, the UISSW utilizes a formal learning contract. The learning contract is developed once a student enters field placement. The student is expected to discuss the objectives of the learning contract with their Field Instructor and Agency Supervisor (if applicable) to identify activities that the student can complete during the field experience to demonstrate their competency. The UISSW Field Coordinator will provide input on the learning contract and will approve the document at the first site visit. The learning contract is a living document and can be modified throughout the placement. Chapter 9 of this manual provides more extensive information on writing the learning contract.

Chapter 7: MSW Advanced Practicum

Students completing the MSW Advanced Practicum, or Advanced, have completed foundational social work coursework at either the undergraduate or graduate level and therefore are expected to demonstrate more advanced knowledge and skills.

In the advanced year of the master's program, students choose one of two concentrations: *Family Centered Practice* or *Integrated Practice*. These advanced specialized curricula build on the School's liberal arts perspective and on the professional foundation. Both are based on a comprehensive eco-systemic theoretical perspective and both apply the principles that are part of the School's Mission Statement with a focus on culturally competent family-centered and community-based approaches.

Both of the MSW program concentrations are advanced generalist in orientation, although they target different levels of practice. The Family Centered Practice Concentration teaches specific knowledge and skills necessary for advanced social work practice which empowers individuals and families. In contrast, the Integrated Practice Concentration teaches methods of advanced practice which empower community and organizational change at multiple system levels. MSW Advanced students have chosen an advanced concentration area and will concurrently be enrolled in specialized coursework in theory, policy, and practice. . The Advanced Practicum must be in the student's concentration area* see page 38 for explanation of School Social Work. These students are preparing to practice at a more autonomous level through their Advanced Practicums.

MSW Advanced Practicum requires a minimum of 700 clock hours (10 semester hours) completed over two semesters (fall and spring). Typically, students complete 350 clock hours (5 semester hours) each term.

Practicum as Elective Credit

It may be possible for students to complete additional semester hours as elective credit but this must be discussed with their academic advisor. For Advanced, the general guideline is that 1 credit hour = 70 hours in placement. There is no restriction on the number of pass/fail credits for graduate students but there is a limit of 15 total credit hours per semester for full-time students.

Advanced students are allowed to take 2 additional semester hours in field placement. Possible options to divide additional hours would be to take 6 semester hours in one semester and 6 in the other, or 7 semester hours in one and 5 in the other.

Most people who take additional hours complete clock hours over the winterim break. This seems to confuse students because the UISSW is so clear about not starting placement early due to liability insurance. Liability insurance for Advanced students

runs continuously from the start of the fall until the end of the spring semester, which is why students are able to complete hours over winterim.

Weekly Hours

We are often asked by students how many hours a week they should plan to be in placement. That depends on how many semester hours the student is doing and in which term. Students need to take into account time that they may be off for illness, spring break, vacation, and/or finals week. Time commuting to and from placement does not count towards the required hours. Only time involved in placement related activities can count towards the student's required hours.

The following breakdown is the number of hours a student should anticipate being in placement if they use every week in the semester. These are the lowest number of hours per week possible. For example, if a student wanted to take Spring Break and/or final week off, the student will need to adjust the number of weeks being divided by and adjust their hours accordingly. A student may need to complete more hours per week if they take breaks or miss some placement time due to illnesses, etc. It is always best to build in a contingency plan in case of unexpected absences.

350 hours each semester/17 weeks = 21 hours per week

The following are the UISSW's Field Guidelines for what activities in placement can be counted towards the student's completion of hours:

What can be counted towards placement hours:	What cannot be counted towards placement hours:
Time spent at the agency, participating in agency-related activities	Travel to and from home to placement agency
Travel to meetings, other agencies, trainings, and other placement related activities, with approval by Field Instructor	Seminar sessions and homework related to seminar
Professional development sessions, trainings, staff meetings, shadowing opportunities, etc. with approval by Field Instructor	Meal breaks
Webinars and/or reading placement-related material, with approval by Field Instructor	Time the student was scheduled to be at placement but did not attend due to illness, inclement weather, etc.
Research related to placement, with approval by Field Instructor	

Completing Hours over Winterim Break

Advanced students are the only UISSW students able to complete practicum clock hours over winter break. The easiest explanation for how students should count these hours is that a student accumulates hours until they reach the required total needed for the fall. Once that number is achieved, then additional hours after that point are counted towards the spring.

The Learning Contract

In order to measure a student's competency as a social worker, the UISSW utilizes a formal learning contract based on their concentration area. The learning contract is developed once a student enters field placement. The student is expected to discuss the objectives of the learning contract with their Field Instructor and Agency Supervisor (if applicable) to identify activities that the student can complete during the field experience to demonstrate their competency. The UISSW Field Coordinator will provide input on the learning contract and will approve the document at the first site visit. The learning contract is a living document and can be modified throughout the placement. Chapter 9 of this manual provides more extensive information on writing the learning contract.

School Social Work Endorsement

There are specific advanced placement requirements for students completing the School Social Work Endorsement.

These include:

- The field placement site is required to be at any of the Area Education Agencies in the State of Iowa or other school districts by arrangement.
- Placement must occur in the school setting.
- Supervision of the student must be under an experienced School Social Work practitioner/Licensed Social Worker to include experiences in assessment; direct services to children and families; consultation; staffing; community liaison and documentation; which leads to development of professional identity and disciplined use of self.
- If the supervisor has served two years as a school social worker, the placement experience can be waived. This experience must be documented when application for licensure is submitted.

Students interested in obtaining this endorsement are encouraged to speak with the center Field Administrator during the selection process to ensure a possible placement meets the necessary requirements.

If a student is completing a School Social Work placement and is working toward the endorsement, they should register for SSW: 7296 Advanced Practice in School Social Work so that it appears on their transcript. They can be completing the course work for either concentration, Integrated or Family.

Chapter 8: Intern Placement Database (IPT)

IPT is a web-based field education software program that is used by numerous social work education programs across the country. The UISSW Field Education Department utilizes the Intern Placement Database (IPT) as a resource for our students to identify placement options and as the vehicle for developing the student's learning contract and as a tool for evaluating the student's performance at the end of the term.

Information specific to creating and evaluating the learning contract in IPT can be found in Chapter 9.

Log-in Information

Each student, agency, Field Instructor, and Agency Supervisor will have their own IPT account. Default log-in information will be distributed to the individual when the account is created. At the first log-in, the user will be prompted to create a personal password. At any time, students, Field Instructors, or Agency Supervisors can utilize the "Forgot Username or Password" option on the log-in screen if they are unable to access IPT.

The IPT log-in page can be accessed directly at www.runipt.com or through the IPT page on the UISSW Field Education website. Do not do an Internet search "IPT" as it will return results for other school's log-in pages. Additional instructions to access IPT are available on the UISSW website as well. The required Organization ID is: UISSW

All information entered into IPT is confidential and secure. The information can only be viewed by designated staff within the Field Education program. User information cannot be located through online search engines.

If a user has any difficulties accessing IPT, please contact the UISSW center's Field Administrator for additional support.

Student Profiles

A profile is created for each student by an UISSW administrator in the term prior to the student entering placement. Students are expected to complete their profile information within IPT under the Student Details tab. This information cannot be viewed by agencies, but is available to the student's advisor and the UISSW Field Administrator to help the student in identifying potential placement options. Field Administrators will also likely use the contact information provided in the student profile to contact a student if there is an issue regarding field placement. It is important that this information is complete and up to date.

Agency Profiles

A profile is created for each agency by an UISSW administrator. Sometimes agencies have multiple programs or areas of practice that may warrant separate profiles due to

different requirements, application procedures, etc. This can be discussed with the Field Administrator and can be easily accomplished.

An agency contact person is identified whose contact information is linked to the agency profile. That contact person is expected to complete the agency's profile information and to keep it up to date. As UISSW students use IPT to view potential placement agencies, agencies who fully complete their profile are better able to attract the interest of students who may otherwise be unfamiliar with the agency and its work.

If the agency needs to identify a new contact person, which most often occurs when someone leaves the agency, please contact the center's Field Administrator.

Field Instructor/Agency Supervisor Profiles

Each Field Instructor/Agency Supervisor has an individual profile which is created by an UISSW administrator. This profile is separate from the agency profile described above and is specific to the individual but is linked to the appropriate agency where the Field Instructor/Agency Supervisor will be supervising a student. The profile information is used as documentation for CSWE accreditation standards to ensure Field Instructors/Agency Supervisors meet CSWE requirements. Field Instructors/Agency Supervisors are asked to complete their profile information, including uploading a resume/CV.

If a Social Work Field Instructors is providing off-site supervision for a student placed in an agency without a social worker, and has supervised students in multiple agencies, the SW Field Instructor will have a profile linked with each agency. In such a situation, the SW Field Instructor will have multiple Field Instructor Profiles. At this time, the software is not capable of linking one profile to multiple agencies, requiring us to create separate profiles for each.

Agency Listings in IPT

Students can access agency profiles under the Agency List Tab in the center of the page. Navigation links on each page are in the center at the top of the page. This is not intuitive and is frequently confusing to people who look for the next page link at the bottom of the page.

An initial click on the tab provides an alphabetical listing of agencies. By default, students are only able to see agencies associated with the student's UISSW center. Students interested in placement options in other areas of the state can contact their center's Field Administrator for access to other center's listings.

Agency information can be accessed by clicking directly on the agency's name in the listing. The profile contains contact information as well as information on what level of students an agency accepts and in what terms. Some agencies are unable to accept students during the summer due to agency staffing and programming circumstances.

Some agencies are only able to accept MSW Advanced students due to service provision requirements. That being said, some agencies are willing to accept students outside of what they have identified on IPT if that student has applicable experience, skills, or interest. Unless specified more clearly in the agency profile that certain program levels are not accepted, students are encouraged to contact an agency to ask as agency circumstances may have changed.

Students need to be cognizant of any information listed under “Special Procedures/Site Requirements” at the bottom of the agency’s profile. This is typically where agency’s list information regarding required recruitment fairs, application procedures, or other requirements, such as access to transportation.

Sort: From the main Agency List page, students can perform a sort of the listings by clicking the “Sort” button on the left hand side of the screen within the gray bar. Good sort methods include choosing “Type(s) of Students Accepted” or by “Primary Classification.” With any sort, the first listings typically do not have anything identified in the right hand column. This means that the agency profile was not complete for the information the sort was based on. Using the navigation links under the heading “Agency List,” later pages will begin to show the information by the sort criteria.

Search: From the main Agency List page, students can also perform a keyword search. This searches the information provided by agencies in their agency profiles. Because the return is contingent on what has been written in the profile, students are encouraged to search multiple terms (i.e. children, kids, youth; veterans, military). The results highlight in red where the keyword was found in the agency’s profile. Page navigation is found at the top of the page, rather than at the bottom. This can be confusing and lead students to believe there were only fifteen search returns. Always check the top of the page to see if additional returns were found.

Contacting Agencies

Agency contact information is provided on the agency profile page. This is the most current information we have for the agency. If students identify profile information that is no longer correct, please inform the center’s Field Administrator.

Students are able to email the agency’s primary contact person directly through IPT, but also can copy and paste the person’s email address into a message through their uiowa email account. Telephone numbers are also provided in the agency profile.

Chapter 9: The Learning Contract

The learning contract outlines competencies and practice behaviors that the Council on Social Work Education (CSWE) requires students to demonstrate proficiency in. The learning contract is a requirement of this program and is used by the school to demonstrate a graduate's competency for accreditation purposes.

UISSW utilizes IPT as the avenue for the creation of the learning contract and for the subsequent evaluation of the student.

The Format

There are three components to the learning contract which students, Field Instructors, and Agency Supervisors need to become familiar with: competencies, practice behaviors, learning activities. Tables outlining the competencies and practice behaviors by level are available in the appendices of this manual.

- *Competencies:* There are nine broad competencies identified by CSWE.
 - o Demonstrate Ethical and Professional Behavior
 - o Engage Diversity and Difference in Practice
 - o Advance Human Rights and Social, Economic, and Environmental Justice
 - o Engage in Practice-Informed Research and Research-Informed Practice
 - o Engage in Policy Practice
 - o Engage with Individuals, Families, Groups, Organizations, and Communities
 - o Assess Individuals, Families, Groups, Organizations, and Communities
 - o Intervene with Individuals, Families, Groups, Organizations, and Communities
 - o Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- *Practice Behaviors:* A student demonstrates competency through more specific practice behaviors. The number of practice behaviors varies by level and concentration:
 - o Field/Foundation: 29 practice behaviors
 - o MSW Advanced Family-Centered: 20 practice behaviors
 - o MSW Advanced Integrated: 22 practice behaviors
- *Learning Activities:* Students identify learning activities based on the individual placement and the opportunities that placement brings. This is how UISSW assures a student has demonstrated a specific social work skill.
 - o The student is responsible for writing learning activities for the learning contract with input from the Field Instructor and Agency Supervisor.
 - o At least one learning activity is required to meet each practice behavior.
 - o Learning activities must be measureable.
 - o Learning activities may include experiences, activities, projects, trainings, direct practice, etc., available to the student through the placement.

- o Learning activities can apply to multiple practice behaviors.

Developing the Learning Contract

Students are expected to develop the learning contract with their supervisor within the first two weeks of the placement. The learning contract is a living document, which means that it can be changed and adapted as a placement progresses.

The first step for many students is brainstorming a list of things that the student would like to do or learn in placement based on the agency's work. The student should discuss possible activities with their Field Instructor/Agency Supervisor to meet each practice behavior requirement.

The UISSW Field Coordinator is another resource to help students determine possible activities to include in the learning contract. Students are expected to reach out to the Coordinator for help if needed. The Coordinator will review the learning contract at the first site visit. Many Coordinators require the contract to be completed before they will come for the site visit. Students are frequently given feedback by the Coordinator at the site visit and asked to make revisions to meet school requirements.

Additional resources to help students develop learning contracts are available on the UISSW Field Education website, including sample learning contracts.

Accessing & Editing the Learning Contract

The learning contract can be accessed through IPT by the student, Field Instructor, Agency Supervisor, and Coordinator. Once placement has begun, the form will be available in a menu on the left hand side of the screen under My Forms after logging in. Click "View" to the left of the form's name.

Students should complete the information at the top of the learning contract, including names and email addresses of the appropriate people. Under each competency, students can fill in learning activities in the provided boxes by clicking the paper and pencil icon. A text box will open where the student can type in the learning activity. **Always click "Save" or "Save Work" when making changes in the learning contract.**

Chapter 10: Evaluating Student Performance in Field Education

Evaluation of student performance is completed at the end of the term through the learning contract in IPT. This evaluation must be complete prior to the last day of the term (end of finals week).

Evaluation is a dynamic process which includes assessment of progress towards the mutually agreed upon goals in the learning contract. Ideally, this assessment occurs throughout the placement experience at regular intervals. The required hour of weekly supervision is an opportunity for the Field Instructor and student to assess opportunities for learning and the student's performance in placement.

Scoring & Grading

The Field Instructor/Agency Supervisor evaluates the student within the learning contract. This involves individual scores for competencies and practice behaviors and an overall recommended grade of Satisfactory/Unsatisfactory.

Students are evaluated on the following scale for each practice behavior and competency:

- Superior/Advanced Competence (5)
- Above Average Competence (4)
- Basic Competence (3)
- Below Average Competence (2)
- Poor/Unacceptable Competence (1)

Students must achieve a minimum score of a 3, demonstrating Basic Competence. If the Field Instructor/Agency Supervisor anticipates a lower score, they must contact the Field Coordinator as soon as possible.

Students often equate the 1-5 scale with traditional letter grades (i.e. 5=A, 4=B, etc.). This is not an equivalent match and the scale scores should not be interpreted as letter grades.

Some students are very focused on achieving 5's and are disappointed with 4's or 3's. A score of 5 implies that student has no more room for growth. Students typically achieve 3's and 4's, which demonstrates the necessary social work competence.

Students must achieve a recommended grade of "Satisfactory" to successfully complete placement.

Evaluation in IPT

Each person has a role in finalizing the learning contract which is more fully detailed below. The final step for each person involves electronically signing the document. Once a person has electronically signed the learning contract, they are locked out of the

form and unable to make further changes. The Field Coordinator is able to clear signatures if needed so that further changes can be made.

Electronically signing the learning contract must occur in the following order:

1. Student
2. Field Instructor
3. Agency Supervisor (if applicable)
4. Field Coordinator

After each signature, the next person in line will receive an email directing them to complete the document.

Student Responsibilities: The student is responsible for ensuring the learning contract is up to date at the end of the semester, adding learning activities that opened up during the placement and removing any learning activities that were unable to be completed. In this process, the student must ensure that each practice behavior continues to have at least one learning activity related to it.

Throughout the learning contract, the student is responsible for completing the left hand column, identifying each learning activity as Unmet, In Progress, or Met. One area that is confusing for students is if a student has completed their part of an on-going project for the agency (such as a grant application that has yet to be submitted). If the student has completed their part, the activity is still graded as “Met.” Students who anticipate having to identify learning activities as “Unmet” or “In Progress” at the end of the term are expected to speak with their Field Instructor and Agency Supervisor (if applicable) as soon as possible to ensure all practice behaviors are met by the student, including identifying other learning activity options if needed. **MSW Advanced students** also need to identify the term that the activity is related to in this column.

At the bottom of the form, the student is responsible for filling in the Number of Registered Credits and the Total Hours of Field Logged. The Total Hours should be completed once the required number of hours is met.

Additionally, the student needs to provide a narrative self-assessment by responding to the three questions. Click the paper and pencil icon next to “Student Comments.” A text box will appear. Click save once the narrative is complete.

The final step involves electronically signing the document by clicking on the box next to the user’s name. Once a user signs the learning contract, that user will be locked out and unable to make any changes. If for some reason, the user needs to make changes after having signed the document, contact the UISSW Field Coordinator, who has the ability to clear the electronic signatures.

Field Instructor/Agency Supervisor Responsibilities: Throughout the learning contract, the Field Instructor/Agency Supervisor is responsible for completing the “Instructor(s) Score” in the right hand column. A score is required for each competency and each

practice behavior. If the student has both an Agency Supervisor and an outside SW Field Instructor, the two are expected to discuss and agree on scoring for the student.

At the bottom of the document, the Field Instructor/Agency Supervisor is responsible for selecting a “Recommended Grade,” either Satisfactory or Unsatisfactory and entering narrative comments by clicking on the paper and pencil icon. Finally, the Field Instructor/Agency Supervisor must sign the document. Again, the Field Instructor signs the document first, and then if applicable, the Agency Supervisor

Field Coordinator Responsibilities: The Field Coordinator is responsible for ensuring that the final learning contract meets the CSWE requirements in terms of completed measureable learning activities associated with each practice behavior. The Field Coordinator finalizes the evaluation of the student in placement as the final signature at the end of the document.

The Field Coordinator can clear any signatures as necessary by clicking the Tools (wrench & screwdriver) icon in the top right hand corner of the learning contract form. From there, the Field Coordinator can clear the necessary signature. Any cleared signatures will prompt an automatic email to the person informing them that their signature was cleared from the document.

Evaluation of Agency & Field Instructor

The UISSW is committed to ensuring that our students obtain education experiences through our partnerships with local agencies. We value these partnerships and hope that hosting/supervising our students is mutually beneficial for our agency partners, Field Instructors, and Agency Supervisors as well. The UISSW engages in on-going evaluation of our field placements.

At the end of the placement, students are asked to complete an evaluation of their Field Instructor/Agency Supervisor, Agency, and Field Coordinator. The information is used for school quality assurance evaluations and for CSWE accreditation. The student's evaluation will not be disclosed directly to the placement agency or Field Instructor/Agency Supervisor. In most instances, data will be aggregated across years for distribution of an overall evaluation of placement agencies and Field Instructors without identifying specific students.

In instances where major concerns are reported (i.e. ethical and/or legal issues), the Field Administrator will address the issue directly with the agency and/or Field Instructor. In such a case, students may not be able to complete placements at that site until a resolution is reached.

Feedback from Field Instructors and Agency Supervisors is highly encouraged regarding UISSW's Field Education program. Field Instructors and Agency Supervisors are encouraged to contact the center's Field Administrator directly to provide feedback.

Unsatisfactory Performance

Occasionally, students are unsuccessful in completing their placement. It is possible if students have been unable to complete the required hours due to unforeseen circumstances (such as illness) for the student to take an "Incomplete" for the term and finish the required number of hours. This must be discussed with the Field Administrator.

There are instances where students are unsuccessful due to other life circumstances. It is assumed that all students entering field placement have inherent abilities which, combined with knowledge, skills, and professional orientation gained in the classroom, can allow them to succeed. However, if life circumstances severely impact performance it is possible that even those with abilities will fail to meet field education requirements.

It is imperative that Field Instructors and Agency Supervisors consult with the Field Coordinator at the earliest sign that such dynamics may affect a student's ability to be successful in placement. Without such knowledge, Field Coordinators are unable to help address the situation and support the student's needs.

Any unsatisfactory performance issues should be directly addressed with the student by the Field Instructor/Agency Supervisor. The Field Coordinator is able to make additional site visits in order to participate in addressing such issues.

Unsatisfactory performance resulting in grade of "U"

The grade of "U" is to be used in those instances when the level of performance for the entire term has been judged unsatisfactory by the Field Instructor/Agency Supervisor and Field Coordinator. Relevant documentation of student performance, including a copy of the learning contract with ratings completed by the instructor, must be provided. Coordinator documentation must be provided to support the evaluation. The student's advisor should be informed of the unsatisfactory performance in the placement.

Retaking a course in which a grade of D, F or U is recorded

When a student fails a required course, a letter of concern is written and the Advancement Policy is invoked. A student may petition to retake the course as part of the resulting remediation plan. In general, decisions are based on evidence that:

- there are clear reasons why the student was unable to show their full capability when taking the course the first time;
- there is reason to expect that they would be able to pass the course on the second try;
- re-taking the course is generally advisable educationally.

If there is agreement that the student should not be dismissed from the program but rather repeat the course, consideration should be given to the following options:

- Maintaining student placement in the current agency.
- Referring the student to an alternative site within said agency, if available.
- Delaying the second attempt until the learning problems have been alleviated.

If the decision of Field Instructor, student and Field Coordinator is to continue at an alternate placement site, required practicum hours may be increased. The number is to be determined by the Field Coordinator in consultation with the student's advisor and the Field Administrator and Field Director.

Appendix A: BA Field & MSW Foundation Competencies and Practice Behaviors

Competency 1–Demonstrate Ethical and Professional Behavior
1a. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
1b. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
1c. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
1d. use technology ethically and appropriately to facilitate practice outcomes
1e. use supervision and consultation to guide professional judgment and behavior

Competency 2 –Engage Diversity and Difference in Practice
2a. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels
2b. present themselves as learners and engage clients and constituencies as experts of their own experiences
2c. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice
3a. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
3b. engage in practices that advance social, economic, and environmental justice

Competency 4 –Engage In Practice-informed Research and Research-informed Practice
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4a. use practice experience and theory to inform scientific inquiry and research
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4b. engage in critical analysis of quantitative and qualitative research methods and research findings
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4c. use and translate research findings to inform and improve practice, policy, and service delivery
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Competency 5 –Engage in Policy Practice
--

5a. assess how social welfare and economic policies impact the delivery of and access to social services
--

5b. critically analyze and promote policies that advance human rights and social, economic, and environmental justice

Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities
--

6a. apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies; and
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6b. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities

7a. collect, organize, and critically analyze and interpret information from clients and constituencies

7b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
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7c. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
7d. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities

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|--|
| 8a. implement interventions to achieve practice goals and enhance capacities of clients and constituencies |
| 8b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies |
| 8c. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes |
| 8d. negotiate, mediate, and advocate with and on behalf of clients and constituencies |
| 8e. facilitate effective transitions and endings that advance mutually agreed-on goals |

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

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|---|
| 9a. select and use appropriate methods for evaluation of outcomes |
| 9b. critically analyze, monitor, and evaluate intervention and program processes and outcomes |
| 9c. apply evaluation findings to improve practice effectiveness at the micro and macro levels |

Appendix B: MSW Advanced Practicum Competencies and Practice Behaviors

Different practice behaviors are required depending on the student's track: Integrated Practice or Family-Centered.

Competency 1–Demonstrate Ethical and Professional Behavior	
IP practice behavior	FC practice behavior
IP1a) Apply ethical decision making models in practice settings and professional roles.	FC1a) Apply ethical decision making models in practice settings and professional roles.
IP1b) Describe, adhere to, and model professional social work roles and boundaries.	FC1b) Describe, adhere to, and model professional social work roles and boundaries.
IP1c) Demonstrate ethical and effective uses of technologies to facilitate practice outcomes.	FC1c) Demonstrate ethical and effective uses of technologies to facilitate practice outcomes.
IP1d) Demonstrate increasing skills in using supervision and consultation and in providing peer feedback to guide professional practice and development.	FC1d) Demonstrate increasing skills in using supervision and consultation and in providing peer feedback to guide professional practice and development.

Competency 2 –Engage Diversity and Difference in Practice	
IP practice behavior	FC practice behavior
IP2a) Incorporate a privilege and oppression perspective into multiple system levels.	FC2a) Demonstrate skills in applying family centered practice models to engage diverse clients and constituencies and challenge oppression.
IP2b) Seek feedback and reflect on one's personal biases and modify one's behavior to ensure culturally responsive practice.	FC2b) Seek feedback and reflect on one's personal biases and modify one's behavior to ensure culturally responsive practice.

Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice	
IP practice behavior	FC practice behavior
IP3a) Use theory and strategies to promote social, economic, and/or environmental justice.	FC3a) Use theory and strategies to promote social, economic, and/or environmental justice.
IP3b) Demonstrate skills needed to make social institutions and policies more responsive to marginalized and oppressed groups.	FC3b) Demonstrate skills needed to make social institutions and policies more responsive to marginalized and oppressed groups.

Competency 4 –Engage In Practice-informed Research and Research-informed Practice	
IP practice behavior	FC practice behavior
IP4a) Identify research strategies to fill gaps in research and/or practice knowledge.	FC4a) Identify research strategies to fill gaps in research and/or practice knowledge.
IP4b) Critically appraise and communicate implications of research methods and findings.	FC4b) Critically appraise and communicate implications of research methods and findings.

Competency 5 –Engage in Policy Practice	
IP practice behavior	FC practice behavior
IP5a) Analyze the impact of policy at the agency, community, state and/or national level.	FC5a) Analyze the impact of policy at the agency, community, state and/or national level.
IP5b) Design strategies to influence the development and/or implementation of policy taking into account affected populations and varied stakeholder interests.	FC5b) Design strategies to influence the development and/or implementation of policy taking into account affected populations and varied stakeholder interests.

Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities	
IP practice behavior	FC practice behavior
IP6a) Critically evaluate and apply practice theories and frameworks to effectively engage diverse clients and constituencies at multiple system levels.	FC6a) Critically evaluate and apply practice theories and frameworks to effectively engage diverse clients and constituencies at multiple system levels.
IP6b) Establish a relationally based process in which client systems are equal partners in establishing practice goals and outcomes.	FC6b) Establish a relationally based process in which clients are equal partners in establishing practice goals and outcomes.

Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities	
IP practice behavior	FC practice behavior
IP7a) Design and implement strategies for assessment using culturally responsive, evidence-based and best practice methods.	FC7a) In partnership with clients, design and implement strategies for assessment using culturally responsive, evidence-based and best practice methods.
IP7b) Critically assess and apply practice theories, frameworks and assessment tools at multiple system levels, including multiple perspectives of the problem definition.	FC7b) Conduct comprehensive assessments in partnership with clients, building on clients' strengths and resources and obtaining multiple perspectives of the problem definition.
IP7c) With client systems, establish goals and measurable objectives that facilitate goal achievement.	

Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities	
IP practice behavior	FC practice behavior
IP8a) Develop evidence based and culturally responsive intervention plans at multiple system levels to promote organizational or community capacity to function more effectively.	FC8a) In partnership with clients, develop and implement evidence based and culturally responsive intervention plans to promote individual and family capacity to function more effectively.
IP8b) Utilize community resources effectively with client systems.	FC8b) Utilize community resources effectively with client systems.
IP8c) Demonstrate multidisciplinary collaboration.	

Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	
IP practice behavior	FC practice behavior
IP9a) Use qualitative and/or quantitative research methods to evaluate one's professional development and/or practice effectiveness.	FC9a) Use qualitative and/or quantitative research methods to evaluate one's professional development and/or practice effectiveness.
IP9b) Design or critically select, and implement (when feasible), evaluation of client, program or system outcomes.	FC9b) Design or critically select, and implement (when feasible), evaluation of client, program or system outcomes.