# BACHELOR OF SOCIAL WORK (BSW) FIELD EDUCATION MANUAL



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The University of Arkansas Fort Smith (UAFS) Social Work Program is fully accredited by the Council on
accreditation contact the Council on Social Work Education (CSWE): https://cswe.org/Accreditation
The UAFS is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The United States Department of Education, the United States
Department of Health and Human Services, and the Arkansas State Approving Agency for Veteran
Partnerships (NACEP) accredits the UAFS Concurrent Enrollment Program.

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In addition to the social work program goals, your social work education experience focuses on achieving nine competencies and 31-affiliated behaviors (described below) required by the Council on Social Work Education (CSWE) for effective social work practice. You will have opportunities throughout your social work education to acquire knowledge, values, skills, behaviors, and cognitive and affective processes associated with each competency.

## Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers

Workers also understand the role of other pro

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education policy and procedures fall under the supervision of the director of field education who is responsible for placement of all BSW field students for their Field I and Field II placements, specific responsibilities include:

- o Assuring that the student has met all criteria for admission to field education,
- o Meeting with students to ascertain their areas of interest,
- o Maintaining field records and,
- o Communicating with seminar instructors, field liaisons, and community agencies

The director of field education also is responsible for BSW field education development. The field instructors, faculty field liaisons, social work faculty and program director all provide consultation to the director of field education pertaining to the field program.

The director of field education works with faculty field liaisons and field/task instructors, who provide support through technical assistance and mutual consultation to students and field agency personnel. The director of field education ensures that support is provided to field practeTm0 g0 G7T()-2(u TJETQq0.00000912 0 612

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education. This will be done through survey instruments, personal contact, and formal meetings with the faculty field liaisons, social work faculty, social work advisory board, or other ad hoc groups (CSWE Accreditation standard 2.1.8- Field Education).

Policies, criteria, and procedures for selecting field settings, placing, and monitoring students, maintaining field liaison contacts, and evaluating student learning and field setting effectiveness are congruent with itation Standard 2.2.7- Field Education).

# Field Agencies

Field Agencies: Selection

The director of field education seeks appropriate field settings for a growing program. Input is sought from social work faculty field liaisons, faculty, and the social work advisory council. Each new setting is evaluated to determine appropriateness for social work education, i.e. services offered, population served, social workers on staff, licensure levels, intern supervisory experience. The following criteria are used in selecting field agencies:

- Agency philosophy and standards consistent with professional social work, social work education and with the mission of the UAFS Social Work Program.
- Provides a qualified field instructor with a Bachelor of Social Work (BSW) or Master of Social Work (MSW) from a CSWE accredited program, or a non-social worker with release time, to offer instruction and supervision.
- educational needs and provide opportunities to work with various size dient systems (e.g. individuals, families, groups, communities), with an exposure to a diversity of people.
- Able to provide the student with adequate office space, supplies, and equivalent reimbursement privileges given to staff (e.g. mileage, field expenses).
- Allows the field instructor time to attend required meetings on UAFS campus, as well as the field education orientation for the new field instructors.

Once an agency is vetted, new field instructors receive orientation and training on supervision, social work competencies and behaviors, learning contracts, BSW student field manual, student roles, use of task supervisors, what to do when problems arise as well as gatekeeping. Current agencies are monitored to ensure students are receiving appropriate supervision, and training and the safety of students in current field settings.

Faculty field liaisons communicate with agency field instructors several times a semester, serving as the situation using the problem-solving process (see below) and notifies the director of field education.

Approval of agency field placements is based upon their ability to provide learning experiences congruent with the mission, goals, and objectives of the BSW program, competency-based field instruction and sufficient experiential learning opportunities. The UAFS field program assists agencies in assessing and documenting their abilities to meet these criteria primarily through discussions during the agency selection process and through information obtained in the *Field Agency Packet* and university/agency affiliation agreement (*Memorandum of Understanding*, MOU).

Agencies are required to identify learning activities that provide generalist social work experiences correlated to the nine social work competencies and affiliated behaviors. It is preferred that field placement agencies operate under an accrediting or oversight body as evidence of their on-going review in regard to ethical and professional standards. In instances in which an agency does not meet these criteria, particular attention is given to the credentials of the individual professional staff, i.e. licensure status, continuing education participation.

Agencies also are required to demonstrate support for the professional education process itself by offering a qualified agency-based field instructor and adjusting work assignments to permit him, her, or them adequate time to meet the responsibilities of a field instructor. Field instructors, detailed below,

supervision. Agencies also are expected to support and encourage the participation of field instructors in orientation and training programs offered to field instructors through the social work department.

The director of field education determines if agencies meet these eligibility criteria to serve as a field placement and maintains an agency file including agency profile, affiliation agreement, field instructor credentials or other documentation supporting that eligibility. It is the responsibility of the agency to complete and update these documents when requested.

Field Agencies: Responsibilities

Agencies are not obligated to accept students every semester. It is not unusual for changes in the organization or personnel, or even the desire for a respite to prompt an agency to not accept any students at a given time. Agencies also have the right to not accept an individual student, based upon

- o Ensure regular ongoing supervision of the student, including pre-scheduled conferences equivalent to a minimum of one hour per week, and.
- o Be committed to the values and ethics of the social work profession.

#### Field Instructors: Selection

Agency based field instructors approved to supervise BSW students in field placement are ordinarily required to possess a degree in social work, either baccalaureate or masters, from a CSWE-accredited program. In all cases, the credentials of the field instructor and the mission of the agency are expected to be compatible with the UAFS social work program mission and goals. In any case in which the field instructor does not hold a BSW or MSW from a CSWE accredited program, the director of field education assesses if there are specific areas that require additional faculty involvement to ensure that a social work focus, and identification are sustained. The director of field education or other BSW program staff will provide supplmental supervision to students whose agency lacks BSW or MSW degreed staff. It is important that field instructors have adequate practice experience, at least two years post grad. These criteria may be waived when a field instructor has five years or more practice experience prior to degree completion and their experience is congruent with the needed skills necessary for an educator of an

Field Instructors: Roles & Responsibilities

The focus of the field experience is the professional education and development of social work students. The primary role of the field instructor is that of teacher. The field instructor assesses the professional education and development needs of the student, arranges learning experiences to meet those needs and master the nine competencies and affiliated behaviors, and provides on- going student supervision (see *Field Instructor Application and Guidelines* in the appendix).

e the student regular access to the field instructor.

At a minimum, formal supervision time is expected to be equivalent to at least one hour per week. Other specific responsibilities of the field instructor include: providing consultation to the student in the development of an individualized field learning plan, completion of a formal mid-term and final evaluation based performance, meeting with the faculty field liaison at mid-term and the end of term to review the student progress and verifying completion of required hours. Field instructors participate in field education orientation offered by UAFS social work program. Failure to complete the field instructor orientation will result in the student being removed from the practicum location and reassigned.

## Field instructor responsibilities include:

- o Attend the orientation workshop for new field instructors.
- o Provide the student with an og(es)-7(u)-6(lt in)14()-2(th)-4(e)-3(s)-6(tu)-4(d)14(en)-7(t b)-7(ei)2nQ6(m)7(p)4(d)14(en)-7(t b)-7(ei)2nQ6(m)7(p)4(d)14(en)-7(t b)-7(ei)2nQ6(m)7(p)4(d)14(en)-7(t b)-7(ei)2nQ6(en)-7

o Completed a minimum of 90 college credit-hours.

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courses:

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transcript.

Application for placement on or before the appropriate due date.

### Prerequisites for Social Work Practicum II

- Maintain a minimum 2.0 overall GPA and 2.0 GPA in the major. All major social work courses taken after admission into the BSW program must have a minimum grade of C.
- o Completed SOWK 4903 Field Instruction I (Seminar) and SOWK 4914 Social Work Practicum I

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- SOWK 3823 Social Policy Analysis and Advocacy
- **SOWK 4623** Social Work and Substance Abuse
- o Corequisite Course:
  - **SOWK 3843** Child Welfare Services

Procedures for Student Application for Field Placement

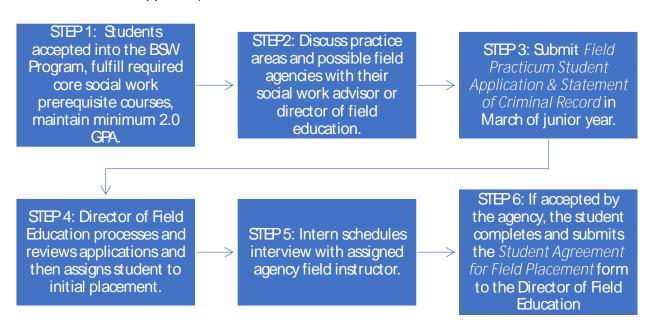
Students are encouraged to meet with their social work advisors and/or the director of field education to determine areas of interest for possible placement. The director of field education also comes to any courses prior to students applying for field, if requested by the students and instructor, to discuss the field application process. The field application and agency assignment process is illustrated in Figure 4 below. This process begins with students meeting with their social work faculty advisor to discuss their courses

a concern about criteria not being met for a specific student, the faculty advisor notifies the director of field education. The director of field education meets with the department to discuss if there can be an exception made on behalf of the student to allow them to move on to field. If not, then the student is notified that they will not be able to move on to field or submit a formal field application until the following fall semester. Once the director of field is notified that the students have met criteria, the students are sent and asked to submit a formal application, (the *Field Practicum Student Application* and *Statement of Criminal Record* in the appendix) to the director of field education. The deadline for application for the Fall semester is the <u>preceding March 30<sup>th</sup></u>. Once all applications are submitted, students then meet with the director of field education through a formal field advising appointment to discuss in deeper detail their areas of interest for possible placement. The field director considers student preference and convenience, but educational need takes precedence in the matching process. Based on experience in working with agencies, the director of field knows which agencies can help to meet the

certain background checks and is informed during the formal field advising meeting by the students if there is a concern with a background check. This information is considered when placing students as well field education by the <u>preceding</u> original application, i.e. areas of interest have changed, geographic areas have changed, etc.

sent to the student and the field instructor of the assigned agency. After students are notified of the placement which they will be assigned for the semester, they are then expected to contact the agency for an interview. Once accepted by the agency, students complete and submit the *Student Agreement for Field Placement* form (see Figure 4 below). If a student is not accepted by their agency after meeting with the field instructor, the field instructor notifies the director of field education and the student of the reasoning why the student is not accepted, whether that be if the student fails the onboarding/orientation process for the agency. The director of field education ensures each semester that there are back up placements for if a student is not accepted by their first assigned agency. The director of field education then assigns the student to another agency. There is no limit on how many interviews a student may have in the placement process. The director of field education continues to closely monitor the placement process until the student is placed. If a student is not accepted to multiple placements, then the director of field education meets with the program director and student to determine reasoning as to why the student has failed to secure placement and evaluate the student based on the BSW Student Performance Standards: Criteria & Indicators of Concern listed in the BSW Handbook (page)

Academic credit for life experience and previous work experience is not given, in whole or in part, in lieu of the field practicum. Students applying to use employment for field placement must apply within the Field Practicum, see related policy and requirements described earlier (see Student Employment as Field Placement form in appendix).



If a student is not accepted by the agency, Steps 4-6 are repeated.

Once successfully completing the above steps, the student collaborates with the agency field instructor to confirm the agency orientation requirements, a starting date, and a weekly schedule. Students are advised to contact their field instructor no later than the week preceding the beginning of the placement to darify when, where, and with whom they will report for their first day of placement. Students negotiate a weekly/hourly schedule with their field instructor by the end of the first week in placement

educational experience in that setting. Students are not able to begin earning field hours prior to the dent's responsibility to maintain the agreed-upon schedule.

0	Students are required to meet the specified number of field practicum hours. The Social Work
	Practicum I and Social Work Practicum II each require 200 hours, totaling 400 hours over the
	course of two semesters. The field instructor will be asked to verify this requirement has been met
	through signed weekly timesheets (see in appendix).

 $\circ\quad$  Other expectations and requirements of students in field placement include that students:

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making, self-care, and time management for the competing demands of field, academic courses and personal lives.

## Attendance & Participation Policy

Attendance and participation in field practicum and field seminar are mandatory and monitored by the agency-based field instructor, field liaison and the director of field education. Interns must complete the required 200 hours per semester and maintain satisfactory field seminar attendance (see *Field Practicum Timesheet* in appendix below). A student who does not meet these requirements has the option of

plan for completion of the lacking hours. However, interns must successfully complete es the

the director of field education and could result in dismissal from field education and/or an academic and professional review.
Health Insurance Students are encouraged to carry health Insurance. You are not an employee of your internship agency and therefore not covered. Should you be injured while at your internship you are not covered under

## Freedom of Information

Information about a student intern that a field instructor shares with the director of field education and/or the BSW program director may be shared with the student. Smilarly, students are free, if they wish, to see any forms or notes the director of field education or faculty personnel maintain on students to assist in planning and developing placements for them and assigning them to particular placements. All

The placement procedures generally apply to most student. However, students with disabilities, particularly those with physical impairments and learning disabilities, are strongly urged to contact the director of field education to discuss needed accommodations and to help arrange for aids or services that students may need to negotiate the practicum. In situations where a student is registered with the American Disabilities Act (ADA) Services at UAFS, the BSW director of field education will consult with ADA Services as necessary to arrange appropriate accommodations in the internship.

As required by federal and state law and by the UAFS policy, field placement must be accessible to students with disabilities should have

the same kinds of educational opportunities including field placements in particular kinds of settings as students without disabilities. However, given the wide range of disabilities, it is possible that not every placement site will have the capability to accommodate every student. It may not be feasible, for

existing architecture, but this same site could easily accommodate students with visual or hearing impairments. Every effort is made by the UAFS director of field education to ensure equal access to practicum opportunities.

Use of Service Animals

Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973. Service animal is defined as an animal that is specifically trained to do work or perform tasks for the benefit of an individual with a physical, sensory, psychiatric/mental, or intellectual disability; and the work or tasks performed by ovide crime deterrent

effects, emotional support, well-being, comfort, or companionship do not fall under the legal definition of

## Field Safety Guidelines

Social work students cannot be completely insulated from the realities of professional life, nor should they be. On the other hand, students frequently lack the experience and skills that help more seasoned practitioners assess danger and take appropriate precautions. The social work program recognizes its responsibility to help prepare students to handle potentially dangerous situations by providing students with safety training and classroom content on safety issues. However, we also need to make a serious effort to try to reduce risk in field settings. A field agency should have a policy and/or procedures on safety covering the following matters:

- Building and office security;
- Emergency procedures, including when and how to summon security or police assistance, dealing with active shooter(s);
- Staff responsibilities and procedures governing the management of violent dients;
   Safety on home visits, including when, where, and under what conditions visits should or should not be

made, when the student should be accompanied, and how backup is provided (see four and five below);

- Alcohol and drug use policy formulated and posted;
- o Guns and other weapons policy formulated and posted;
- Procedures for logging and communicating with staff and students all incidents or threats of violence;
- o family and/or staff and clients who may have witnessed the assault, and;
- o Relationship with law enforcement agencies should be established.

The agency should provide each student with a copy of the above policies as part of the student orientation to the agency and provide training on safety issues and procedures.

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experience with home visits, this may range from an accompaniment by another worker or security person to immediate availability of telephone consultation. The studen should know when a visit is to take place and at a minimum, telephone consultation must be available.

In some situations, the student should be given permission not to make the home visit. Consideration should be given to the following features pertaining to the agency facilities:

- o Adequate lighting inside and outside the agency.
- Adequate phone system for signaling emergencies.
- o Arrange office furniture for an easy exit of dient and worker.
- o Minimize amount of unescorted traffic within the agency.

If a student is threatened or injured while in placement, or involved in an incident where his/her safety is or could be compromised, the incident should be reported immediately to one of the following:

- O Social Work Director of Field Education (479) 788-7426,
- o Social Work Program Director (479) 788- 7556, or

detailed in the syllabi,

although in summary these grades are determine as follows.

<u>Field Seminar I & II</u> (Fall, Spring; SOWK 4903, 4913) are graded by your UAFS seminar course instructor (faculty field liaison), final grades determined by the total points accumulated throughout the semester from course assignments and activities.

Field Practicum I & II (Fall, Spring; SOWK 4914, 4924) final grades are determined by the instructor of record for SOWK 4914/4924, usually the same person as your field seminar course instructor, using verbal and written feedback from your agency field instructor. This feedback is provided to the student from the field instructor and from faculty field liaison throughout the semester. The field instructor and faculty field liaison periodically review student progress and learning challenges in the internship and in regard to professional development. Smilar progress reviews occur during regularly scheduled student-field instructor supervisory sessions. This also is formally done, at minimum, once a semester with the student, field instructor and field liaison at the agency itself, documented using the BSW Site Visit Form (see appendix below). A formal comprehensive field evaluation is completed and reviewed with the student by the field instructor at midterm and the end of both semesters, a critical component in determining the Field Practicum I & II grades. Midterm and final grades are determined from formal evaluation scores by calculating a percentage of total scores received from total possible then adjusted (curved), when appropriate, for student relevant improvements. Hence, faculty may adjust the final grade based on significant student growth and improvement from where they started the semester.

#### Grade of Incomplete

practicums/internships. Failure to complete required course work will delay a student's progression in field education and possibly graduation. A student who does not meet the requirements for completing either field practicum (*Field Practicum I & II*, SOWK 4914, 4924) can request a grade of incomplete for this course and develop a subsequent plan for completion. However, students must complete and receive a passing grade for *Field Practicum I* before beginning *Field Practicum II*.

#### **Termination Procedures**

Whatever the reasons prompting consideration of field practicum termination, the student-intern, field instructor, faculty field liaison, and the BSW director of field education will work as a team to resolve problems and to come up with appropriate solutions.

Agency-UAFS Policy Conflicts

Should conflicts arise between the agency and social work program, the field instructor and/or the student should immediately notify the faculty field liaison and/or the director of field education, who will endeavor to work out a solution that is satisfactory to both the agency and UAFS. No alternative policy may be established that conflicts with the agreement established between UAFS and the agency.

Changing Placements and/or Termination of Field Placement

A student's field practicum may be changed or terminated by the director of field education or an agency administrator for any of the following reasons:

o Student failure to meet the expected standards for ethical professional practice as noted above in

change in field assignments due to limited supervisory personnel. When this is necessary, the faculty field liaison will work dosely with the student, the out-going field instructor, and the new field instructor to make a smooth transition. When such a change is anticipated, the student and/or field instructor should inform the Director of Field Education immediately to allow adequate planning for the transition.

#### Transfer in Field Placement

Students may be transferred from one field placement agency to another when it is not appropriate for them to remain in the originally chosen agency. However, it is recognized that such a disruption can compromise the educational process and create additional stress for the student. Therefore, the justifications for a transfer must be compelling. Occasions when a transfer might be considered include:

- The field agency is no longer able to meet their responsibilities due to organizational or staff changes;
- It is discovered early in the placement that the student/agency fit is not adequate to meet the professional education needs of the student, and;
- The student has received an incomplete in the first agency and it is either not feasible or not advisable for the student to complete their placement there.

In any of the situations described above, maximum effort would be made to meet the deficiencies in order to allow continuation of the current placement before a transfer would be initiated. The social work department reserves the right to not offer a second placement based on student performance issues.

identified student strengths and performance problems to the potential new field instructor. The purpose

SPAN 1314 Beginning Spanish II	4 Hours		Grade
Bective requirement	3 Hours	Note 3	Grade
Bective requirement	3 Hours	Note 3	Grade
Bective requirement	2 Hours	Note 3	Grade
Students must apply and be admitted to the BSW price	or to the start of the	ir junior year.	
JUNIOR YEAR- FALL SEMESTER: 15 hours			
Courses			
SOWK 3113 Social Work Practice I	3 Hours	Note 2	Grade
SOWK 3413 Diversity and Social Economic Justice	3 Hours	Note 2	Grade
SOWK 3523 Social Work in Mental Health	3 Hours	Note 2	Grade
SOWK 4613 Research Methods in Social Work	3 Hours	Note 2	Grade
Bective requirement	3 Hours	Note 3	Grade
JUNIOR YEAR- SPRING SEMESTER: 15 hours			
Courses			
SOWK 3423 Social Work Practice II	3 Hours	Note 2	Grade
SOWK 3433 Populations at Risk	3 Hours	Note 2	Grade
SOWK 3733 Social Work Practice III	3 Hours	Note 2	Grade
SOWK 3833 Geriatric Social Work	3 Hours	Note 2	Grade
SOWK 3853 Social Work Values and Ethics	3 Hours	Note 2	Grade
SENIOR YEAR- FALL SEMESTER: 15 hours			
Courses			
SOWK 3823 Social Policy Analysis and Advocacy	3 Hours	Note 2	Grade
SOWK 4623 Social Work and Substance Abuse	3 Hours	Note 2	Grade
SOWK 4903 Field Instruction I (Seminar)	3 Hours	Note 2	Grade
SOWK 4914 Social Work Practicum I	4 Hours	Note 2	Grade
Bective requirement	2 Hours	Note 3	Grade
SENIOR YEAR- SPRING SEMESTER: 13 hours			
Courses		N	0 1
SOWK 3843 Child Welfare Services	3 Hours	Note 2	Grade
SOWK 4913 Field Instruction II (Seminar)	3 Hours	Note 2	Grade
SOWK 4924 Social Work Practicum II	4 Hours	Note 2	Grade
Bective requirement	3 Hours	Note 3	Grade

Total Hours: 120 At least 40 hours must be upper level

NOTES

- General Education Core Requirements, see Graduation Requirements section of this catalog. Follow requirements with the following stipulations: lab science BIOL 1153/1151 is required and select one additional lecture/lab.
- These courses are used to determine major courses in residency, see Graduation Requirements section of this catalog. Must earn a Cor better in all SOWK courses applied toward the degree.
- 3. Bective requirement, 17 hours. Consult with advisor.
- 4. Statistics requirement. Select one course from STAT 2503 or PSYC 2513.
- 5. Required for admission to the BSW program. To be eligible for admission, student must have the following:
  - a. Completed a minimum of 35 general education hours towards degree completion.
  - b. Completed SOWK 2103 and SOWK 3043.
  - Completed the English composition requirement, SPCH 1203, SOCI 2753, and PSYC 1163 with a
    grade of Cor better.
  - d. Minimum 2.00 cumulative GPA for all college course work (including transfer work and excluding developmental courses) used towards degree compliance and be in good academic standing.
- 6. Prior to graduation students must demonstrate competency in financial literacy by satisfactory completion of FIN 1521 Personal Finance Applications (or an approved substitution) with a grade of C or better, or by a score of 70% or more on a challenge exam for FIN 1521.

Admission will be selective. Students must be admitted to the Social Work Program before taking advanced BSW courses.

#### Transfer Course Information

The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas public colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment of the application of credits for the admissions and degree requirements. Courses transferability is not guaranteed for courses listed in ACTS as "No Comparable Courses." ACTS-Arkansas Course Transfer System <a href="http://acts.adhe.edu">http://acts.adhe.edu</a> -select Course Transfer. See Acceptance of Transfer Credits section of the current academic catalog for a complete list of transfer provisions.

#### Student Degree Program Requirements

A student's degree program requirements are those specified in the catalog in effect at the time of declaration of program major. If not on the Guaranteed 8- semester degree plan, students may choose to meet the program requirements specified in the catalog for a later year from when they began their program of study. Students must meet the above program requirements and the graduation requirements as indicated by institutional and college policy. The program can be changed only with the approval of the official advisor. If original courses are eliminated, students may be required to meet new curriculum requirements in the degree program. If students are not enrolled for two or more consecutive terms (excluding summer terms), they must re-enter under the program requirements of the current catalog. Students are responsible for understanding program requirements and changes. Guaranteed 8-Semester Degree Completion Program Pursuant to Act 1014 of 2005, qualified first-time freshmen with a declared major may elect to participate in the guaranteed 8-semester degree completion program. Students must follow the above degree plan and meet all requirements as outlined in the Guaranteed 8-semester Degree Completion Program contract. The contract and this degree plan must be signed and filed

contract and degree plan are filed in the Records Office. Approved by Dr. Shadow Robinson, March 1, 2023-
Catalog Year 2023-2024. This document is not official until signed and dated by both the student and an
authorized university representative.

Student Signature	Date
Advisor Sgnature	_ Date

# University of Arkansas – Fort Smith Bachelor of Social Work Program

#### **Field Agency Packet**

Enclosed are the forms necessary to expedite your application to become a social work field placement agency. Included also are related materials which may assist you in completing the application form and determining your potential eligibility and interest in providing field instruction to BSW students.

After reviewing the materials, if you wish to proceed with the application process, complete and return the Memorandum of Agreement, Field Agency Information Form, and the Field Instructor Application to the address below.

In most instances your application will be added to the list of agencies approved for field placement students upon receipt of your completed application forms. Should additional information or clarification be needed, or your application be disapproved, you will be notified by the director of field education.

We look forward to your participation in the UAFS field education program. Please feel free to contact the Director of Social Work Field Education if you would like further information:

Madison Dickerson, MSW, LCSW Director of Social Work Field Education Assistant Professor of Social Work 479-788-7426 madison.dickerson@uafs.edu

Are placements available at a single site or at multiple sites?			
Single Multiple  If multiple sites, please describe below			
Name of site			
Location/Address			
2004HOI/Huaress			
Services Provided			
Set vices i tovided			
Use additional sheet of paper if needed.			
<b>Do you have a written job description for social work students?</b> <i>If yes, please attach.</i>	Yes	No	
Are students in your agency required to have use of a personal car?	Yes	No	
If yes, does your agency reimburse for mileage?	Yes	No	
Are students required to transport clients in their personal cars?	Yes	No	
Is a stipend available to the student?	Yes	No	
Are there other pre-requisites required for placement?	Yes	No	

If yes, check all that apply.				
Physical Exam	Appli	cation	Fingerprints	_Orientation/Training
Background Check	Drug Screen	TB Test		
Other ( <i>Please specify</i> )				
1 357				

Memorandum of Understanding	
The Board of Trustees of the University of Arkansas	
Acting for and on behalf of the	
University of Arkansas at Fort Smith	
And	
(NAME OF FACILITY)	
INTRODUCTION	
This Memorandum of Understanding (MOU), effective	is between the Board of Trustees of the

Academic Affairs		
Director of Social Work Field Education	Date	

# University of Arkansas – Fort Smith Bachelor of Social Work Program Field Instructor Application

Name		
Organization		
Organization Address		
Telephone Email		
Please attach a copy of your resume or CV.		
Have you served as a Field Instructor UAFS?	Yes	No
Have you supervised social work students from other programs?	Yes	No

#### University of Arkansas – Fort Smith Bachelor of Social Work Program Field Instructor Guidelines

The title field instructor refers to the student's agency-based supervisor who plans and monitors the student's learning activities within the agency. Specific university expectations of the field instructor include the following:

- 1. To see that the student is provided with an agency orientation.
- 2. To provide supervision and guidance for the student as he or she assumes specific field assignments.
- 3. To meet with the student on a weekly basis to review learning and issues arising out of the placement.
- 4. To develop cooperatively with the student a *Student Learning Plan* using social work competencies for the practicum experience. Included in the Plan should be (1) goals or objectives, (2) tasks or activities in meeting those goals and (3) mechanisms for evaluating each task or activity.
- 5. To help the student match interests and agency opportunities within the broad scope of field instruction objectives as defined by the Social Work Department.
- 6. To periodically participate in conferences with the Faculty Field Liaison to keep the liaison abreast of the student's development and level of performance.
- 7. To consult with the University Faculty Field Liaison as needed in regard to planning or implementation of the student's educational program in the agency and particularly if concerns arise in regard to the student's conduct or performance.
- 8. To complete a formal mid-term and final evaluation of the student.
- 9. To assure understanding and adherence to the *Ethics*.

(See the BSW Manual for a more complete description of responsibilities)

Field Instructor's Name	
Title	
Agency	
Phone	_Email
Field Instructor's Signature	Date
Student Seeking Placement	
SOWK 4914 (Fall-Requires 200 hours	SOWK 4924 (Spring-Requires 200 hours)

# University of Arkansas – Fort Smith Bachelor of Social Work Program Student Employment as Field Placement Application

Name		
Applying for what level of placement:	SOWK 4914	SOWK4924
Name of agency, field instructor and aca	demic year during wh	nich first field placement took place (if applicable)
Agency:		Year:
Field Instructor's Name & Credentials:_		
Employing Agency:		

# University of Arkansas – Fort Smith Bachelor of Social Work Program Field Practicum Student Application

Name (please print)					
Permanent Mailing Address					
Telephone: Home	Cell		Work		
E-mail (please print)					
Please update the field office rega	arding any changes in your	personal inf	Formation.		
Related Social Work Experience	(paid or volunteer)				
Do you own or have access to a c	ar or other transportation?	Yes	No		
Do you expect to be employed du	ring field placement?	Yes	No		
Do you read or speak a foreign la	nguage?	Yes	No		
Do you have any physical disabil access, etc.)? Yes If yes, please explain:	ities which will have implic No	cations for p	olacement (e.g. co	onditions requiri	ng handicapped
Have you been convicted of a fel-	ony or have a criminal reco	rd in Arkan	sas or any other s	tate?	
Yes No					
Have you been investigated by th Yes No	e Department of Children &	& Families (	DCF) or any other	er state agency?	
If you answered yes to either of the	ne above questions, please	explain:			

Be aware that many agencies are required to request background checks prior approving student placement.
Please list, in order of preference, three types of settings in which you would like to be placed.
1)
2)
3)
PLEASE SUBMIT THIS FORM ALONG WITH A COPY OF YOUR RESUME VIA EMAIL TO THE DIRECTOR OF FIELD EDUCATION. (You are required to sign up for an interview with the Director of Field Education).

admission to the BSW program, may result in my suspension degree program in social work.	or permanent dismissal from the	e baccalaureate
Student signature	_ Date	-
Student printed name		

## University of Arkansas – Fort Smith Bachelor of Social Work Program

# **BSW Student Agreement for Field Placement**

I agree to spend	hours per week at	
beginning the week of a	(Agency) and ending the week of	
I agree to: (Please initial	al each)	
contact my agenc	ncy field instructor prior to any absences and to makeup those hours.	
attend and partic	cipate in all integrative seminars and to complete all required assignments.	
meet with my UA	VAFS Director of field education for individual or group conferences at the sch	eduled time.
	sult with my agency field instructor and/or director of field education when corerge. (See BSW Field Manual for further directions.)	ncerns,
participate during	ng the mid-term and final evaluations.	

UAFS BSW Field Practicum - Student Learning Plan & Evaluation			
Student: Semester: Fall Spring			
Agency:	Field Supervisor:	Phone:	
	Field Instructor:	Phone:	

The Council on Social Work Education (CSWE) identifies 9 competencies in the Education Policy and Accreditation Standards (EPAS). Students must demonstrate proficiency with all 31 competency affiliated behaviors by the end of EACH semester field placement. Students and field supervisors (instructors) identify specific activities, tasks or products to demonstrate the learning objectives, then sign and return the educational contract.

The student and field supervisor, aided by the UAFS field liaison, collaboratively assess performance at the middle (midterm) and end (final) of the semester. Students must demonstrate basic competency (a rating of 3 or better) for all 31-competency behaviors by the end of the spring semester. Field instructors enter their evaluation ratings for the student in the column on the far right using the

Lear able	ning objectives, BSW intern will be to:	Activities, tasks, products: How will intern demonstrate behavior, evidence for accomplishment?	Midterm Evaluation	Final Evaluation
9.	Apply your understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.			
10.	Engage in practices that advance social, economic, and environmental justice.			
	No basis for judgement, 1 = Absence eds expectation	of skill, 2 = Needs improvement, 3	=Meet exped	ctation, 4 =
Note	<del>9</del> 8:			

Competency 4: Engage In Practice-informed Research and Research-informed Practice				
Learning objectives, BSW intern will be able to:	Activities, tasks, products: How will intern demonstrate behavior, evidence for accomplishment?	Midterm Evaluation	Final Evaluation	

11. Use practice experience and theory to inform scientific inquiry and research.

Note	es:			
Com	unatangu 7. Assass Individuals	Families Croups Organizations and Co	mmunities	
	ning objectives, BSW intern	s, Families, Groups, Organizations, and Co Activities, tasks, products: How will	Midterm	Final
	be able to:	intern demonstrate behavior, evidence for accomplishment?	Evaluation	Evaluation
19.	Collect and organize data and apply critical thinking to interpret information from clients and constituencies.			
20.	Apply knowledge of human behavior and the social environment, person-inenvironment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.			
21.	Develop mutually agreed on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.			
22.	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of dients and constituencies.			

0 = No basis for judgement, 1 = Absence of skill, 2 = Needs improvement, 3 = Meet expectation, 4 = Exceeds expectation

Notes:	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities							
	ning objectives, BSW n will be able to:	Activities, tasks, products: How will intern demonstrate behavior, evidence for accomplishment?	Midterm Evaluation	Final Evaluation			
28.	Select and use appropriate methods for evaluation of outcomes.						
29.	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.						
30.	Oritically analyze, monitor, and evaluate intervention and program processes and outcomes.						
31.	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.						
	No basis for judgement, 1 = 2 eds expectation	Absence of skill, 2 = Needs improvement, 3	= Meet expecta	ation, 4 =			
Note	Notes:						
Lear	ning Contract - Signatures &	& Date					
	Student:						
1 1610	l Supervisor:						

Student signature:	Date:
Field instructor signature:	Date:
Notes:	

1.

Date:	Type of supervision (select one)	: Individual ,	/ Group	
Focus (circle all Professionalism	/ Ethics / Theory / Technique /	Termination / /	Assessment /	Self Analysis / Laws &
that apply): Regulations / Agen	cy Policy/Procedures / Individua	al Counseling S	kills / Group	Skills / Case review /
Selfcare / Community Resources	/ Confidentiality / Boundaries			
Competencies discussed (circle	all that apply):			

- 1.Demonstrate Ethical and Professional Behavior
- 6. Engage with Individuals, Families, Groups, Organizations & Communities
- 2. Engage Diversity and Difference in Practice
- 7. Assess Individuals, Families, Groups, Organizations, & Communities

Field Instructor Name				
Agency				
Field course (please check	x):	SOWK 4914	_SOWK 4924	
Use the following scale to	o rate your field pra	cticum experience.		
1	2	3	4	5
Strongly Disagree	2 Agree	Neutral	Agree	Strongly Agree
Rate the extent to which	vour field agency:	'		
is an example of a pro		organization.		
is oriented to both sys	_	_		
accepted you as an int				
invited you to particip	ate in the formal and	l informal communication	on system.	
provided opportunitie	s for you to interact v	with other agencies.		
provided adequate of	fice space and access	to technology to comp	lete field activities.	
Allowed opportunities	s to work with diverse	e and at-risk dients.		
Rate the extent to which	the assignments on	your learning plan:		
enabled you to deve	elop appropriate mas	tery of the competencie	es and practice behavio	ors.
were related to your	r career goals and into	erests.		
were doable within t	he time allotted.			
Rate the extent to whi	ch your field instr	uctor:		
made you feel welco	me and valued as an	integral part of the age	ency staff.	
oriented you to the a	agency, including serv	vices, policies, and proc	edures.	
provided dear exped	ctation G0 Tf/ Tm02t			

assisted you in increasing self-awareness.	
was reasonably accessible when needed.	
arranged for supervisory coverage when absent	t.

Vhat changes, if any, would	you recommend to	o improve the educat	ional experience of stu	dents in you
lacement setting?				
dditional comments:				

I give permission to share this evaluation with my field instructor and field placement agency
I do not give permission to share this evaluation with my field instructor and field placement agency
LIAEC DCW Field Internelin Derformence Improvement Plan (DID)
UAFS BSW Field Internship Performance Improvement Plan (PIP)
Student Name: Field Liaison: Field Instructor:
The purpose of this Performance Improvement Plan (PIP) is to define areas of concern, gaps in your internship
and commitment to this internship experience.
Observations, Previous Discussions, Counseling:
Step 1. Improvement Goals:
These are the goals related to the areas of concerns to be improved and addressed.
1.
2.

3		
4		
5		

S	tep	3.	Exp	ec	tat	io	ns	
---	-----	----	-----	----	-----	----	----	--

The following performance standards must be accomplished to demonstrate progress towards achievement of each improvement goal.

ітрі	rovement goal.
1.	
2.	
3.	
4.	
5.	

# **Step 4. Progress Checkpoints:**

The following schedule will be used to evaluate your progress in meeting your improvement goals.

Goal #	Checkpoint Date	Type of Follow-Up (call/meeting)	Notes
1			

2					
3					
4					
5					
Timelin	e for Improven	nent, Consequences & 1	Expectations:		
progress will resu to/includ the expe terminat PIP may The PIP confider with me	on the plan out alt in further disc ling termination ectations and goa ed prior to 40 da result in addition does not alter that itial. Should you	lined above. Failure to meiplinary action at placen from the BSW Program als will be met within the ays. Furthermore, failure and disciplinary action une internship-at-will related have questions or concerns.	neet or exceed these expense, including remova. In addition, if there is a timeline indicated in to maintain performant to and including term tionship. Additionally, terms regarding the contents	ne, you will be expected to make regular expectations, or any display of gross misconductal from internship and potentially up is no significant improvement to indicate that this PIP, your internship placement may be not expectations after the completion of the mination from the BSW Program. The contents of this PIP are to remain tent, you will be expected to follow up directly provement Plan. Please schedule accordingly.	
Signatu	res:				
Print St	udent Name: _				
				University of Arkansas at Fort Smit BSW Field Education Manual   pg. 7	

Student Signature:	
Date:	
Print Agency Field Instructor Name:	
Agency Field Instructor Signature:	
Date:	
Print UAFS BSW Faculty Field Liaison Name:	
UAFS BSW Faculty Field Liaison Signature:	
Date:	

• Lying, cheating, or plagiarizing

# Respect and Conduct

- Treat all peers, instructors, and others with dignity and respect at all times
- Listen while others are speaking
- Show respect for other's opinions
- Give feedback to peers and faculty in a constructive manner
- Approach conflict with peers and instructors in a cooperative manner
- Remain open to positive or negative feedback from peers and faculty
- Use positive and nonjudgmental language
- Demonstrate a willingness to understand diversity in people regarding age, class, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation
- Demonstrate conduct in accordance with the NASW Code of Ethics
- Demonstrate conduct in accordance with established laws and professional agency policies
- Support the concept of client self-determination

#### • Indicators of concern:

- Create conflict in class
- Uncooperative or unwilling to participate in class activities
- Consistently late for class or field placement or consistently leave class or field placement early
- Sleeping during class
- Disrupt class process by talking to others
- Frequently interrupt when others are speaking
- Use cell phone inappropriately during class
- Use derogatory language, demeaning or inflammatory remarks either verbally or through social media
- Appear unwilling or unable to accept feedback from faculty and peers
- Monopolize class discussion
- Unwilling or unable to develop an understanding of people different from oneself
- Discriminatory behavior or harassment toward others on the basis of age, class, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation
- · Academic misconduct

#### **Confidentiality**

- Treat any personal information heard about a peer or instructor as strictly confidential
- Maintain confidentiality of any information shared in class, dyads, or smaller groups within that unit
- Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral to counseling.)
- Never use names of clients or disclose other identifying information

#### • Indicators of concern:

- Share or discuss information about faculty or peers inappropriately
- Share information disclosed in class discussions with individuals external to the learning environment
- Demonstrate poor judgment in self-disclosure
- Disclose names or other identifying information about clients in the classroom or other settings

#### Communication Skills

- Practice positive, constructive, respectful, and professional communication skills with peers and instructors (i.e. body language, empathy, listening, etc.)

- Demonstrate understanding of how institutional and personal oppression may impede social justice for individuals, groups and communities
- Learn about and advocate for methods of empowering populations and enhancing social justice

#### • Indicators of concern:

- Unwillingness to work with or gain a greater understanding of diverse populations
- Demonstration of stereotyping, judgmental attitudes, or prejudice
- Failure to accept and develop an understanding of values and practices in different cultures
- Does not understand the impact of oppression on individuals, groups or communities

### Professional Behavior (from Field Manual)

The BSW is a professional degree and requires behaviors fitting for a professional social worker. In addition to the performance and behavioral expectations detailed in the *BSW Student Handbook* (see *BSW Student Performance Standards: Criteria & Indicators of Concern*), social work field interns are expected to act in a professional and ethical manner, including but limited to the following:

- Prompt arrival and consistent attendance for the internship and seminar components. o Receptivity to new information and differing perspectives.
- Active participation in group discussions and activities.
- Quality of written work should reflect appropriate graduate scholarship.
- Timely completion of internship tasks and assignments outlined in the syllabus.
- Ability to accept and integrate feedback and attempt change.
- Provide respectful, supportive and constructive peer feedback.
- Cell phones should be turned off during seminar class and, at the discretion of the field agency, during field practicum hours. Cell use and texting is disrespectful to all
- members of the field seminar as well as field agency staff and clients and will not be tolerated. This includes leaving the seminar or practicum to make phone calls. If a student is experiencing life circumstances that warrant an exception to this expectation, the seminar or practicum instructor should be notified.
- Students are expected to maintain the confidentiality of their fellow classmates, clients and agencies with regard to what is shared in the classroom.

#### Termination Procedures.

Whatever the reasons prompting consideration of field practicum termination, the student-intern, field instructor, faculty field liaison and the BSW field director will work as a team to resolve problems and to come up with appropriate solutions.

#### Changing Placements and/or Termination of Field Placement.

A student's field practicum may be changed or terminated by the director of field education, the student, the field instructor, or an agency administrator for any of the following reasons:

- Student failure to meet the expected standards for ethical professional practice as noted above in the section, "Professional Ethics;"
- The agency's failure to provide the expected learning experiences and/or appropriate supervision or to meet any of the other expectations identified in the Memorandum of Understanding (MOU) between the agency and the university;
- Unexpected events in the life of the student or in the agency that jeopardize the quality of the student's learning experience, or;

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not what was expected and is not appropriate for her/him. Sometimes, it is possible for a change to be made in the student's assignment, either to another unit of the agency or to another agency altogether. This action may necessitate extension of the student's program and may require a detailed plan to make up any lost hours.

#### Student Rights to Appeal

A student who receives a failing grade in field placement or is terminated from field has the option of appealing the decision through the grievance process. If a student wishes to appeal any decision, he or she should meet with the BSW program director to review the appeals process only after all steps in the problem-solving process at (as outlined below) have been completed.

If a student believes that certain rights have been violated (i.e. discrimination based on age, gender, race, ethnicity, sexual orientation, social class or disability) the student may file a grievance. For further clarification of the appeals and grievance conditions and processes, see the *BSW Student Handbook* and *UAFS Student Handbook*.

#### Problem-Solving Process: Faculty Field Liaison Initiated

In rare instances, the faculty field liaison may initiate the problem-solving process as s/he becomes aware of concerns based on a student's self-reporting regarding conduct and performance in field or become aware of difficulties in the field agency or with the field Instructor, which adversely impacts the educational experience of the student. When a faculty field liaison has a concern about a student's performance in field, the following steps to resolve the difficulty are recommended:

• The faculty field liaison wms /MCID 5/Lang (en-8,75/Lang (en-8,75/Lang