

BACHELOR OF SOCIAL WORK (BSW) FIELD EDUCATION MANUAL



ADMINISTRATION, FACULTY & STAFF

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Revised 2/1/ETnt

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Competency 1: Demonstrate Ethical and Professional Behavior

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Field Agencies

Field Agencies: Selection

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Memorandum of Understanding *Field Agency Packet*

Field Agencies: Responsibilities

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Field Instructors: Selection

Field Instructors: Roles & Responsibilities

Field Instructor Application and Guidelines

Failure to complete the field instructor orientation will result in the student being removed from the practicum location and reassigned.

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Prerequisites for Social Work Practicum II

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Field Instruction I

Social Work Practicum I

Social Policy Analysis and Advocacy
Social Work and Substance Abuse

Child Welfare Services

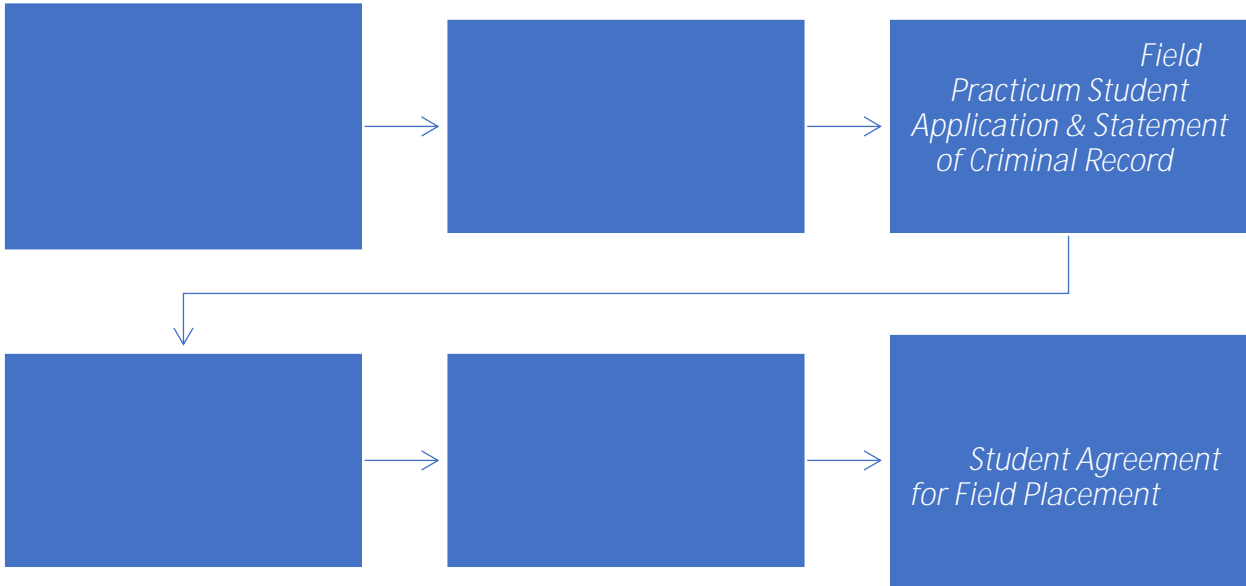
Procedures for Student Application for Field Placement

Statement of Criminal Record

Field Practicum Student Application

Field Placement

Placement



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

- *Practicum I Social Work Practicum II*

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Attendance & Participation Policy

Timesheet

Field Practicum

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Health Insurance

Freedom of Information

Use of Service Animals

Americans with Disabilities Act

Field Safety Guidelines

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Field Seminar & Field Practicum Grading Procedures

BSW Site Visit Form

Grade of Incomplete

Field Practicum I & II

Field Practicum I

Field Practicum II

Termination Procedures

Agency-UAFS Policy Conflicts

Changing Placements and/or Termination of Field Placement

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Transfer in Field Placement

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Students must apply and be admitted to the BSW prior to the start of their junior year.

JUNIOR YEAR- FALL SEMESTER: 15 hours

Courses

JUNIOR YEAR- SPRING SEMESTER: 15 hours

Courses

SENIOR YEAR- FALL SEMESTER: 15 hours

Courses

SENIOR YEAR- SPRING SEMESTER: 13 hours

Courses

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

NOTES

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

Transfer Course Information



Student Degree Program Requirements

**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

Services Provided

Use additional sheet of paper if needed.

Do you have a written job description for social work students? Yes No
If yes, please attach.

Are students in your agency required to have use of a personal car? Yes No
If yes, does your agency reimburse for mileage?

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 Application Fingerprints Orientation/Training
 Background Check Drug Screen TB Test
 Other (*Please specify*)

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

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:

- To see that the student is provided with an agency orientation.
- To provide supervision and guidance for the student as he or she assumes specific field assignments.
- To meet with the student on a weekly basis to review learning and issues arising out of the placement.
- 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.
- To help the student match interests and agency opportunities within the broad scope of field instruction objectives as defined by the Social Work Department.
- To periodically participate in conferences with the Faculty Field Liaison to keep the liaison abreast of the student’s development and level of performance.
- 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.
- To complete a formal mid-term and final evaluation of the student.
- 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 academic year during which 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 regarding any changes in your personal information.

Related Social Work Experience (paid or volunteer)

Do you own or have access to a car or other transportation? Yes No

Do you expect to be employed during field placement? Yes No

Do you read or speak a foreign language? Yes No

Do you have any physical disabilities which will have implications for placement (e.g. conditions requiring handicapped access, etc.)? Yes No

If yes, please explain:

Have you been convicted of a felony or have a criminal record in Arkansas or any other state?

Yes _____ No _____

Have you been investigated by the Department of Children & Families (DCF) or any other state agency?

Yes _____ No _____

If you answered yes to either of the 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 or permanent dismissal from the baccalaureate degree program in social work.

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 _____

(Agency)

beginning the week of and ending the week of _____

I agree to: (Please initial each)

_____ contact my agency field instructor prior to any absences and to makeup those hours.

_____ attend and participate in all integrative seminars and to complete all required assignments.

_____ meet with my UAFS Director of field education for individual or group conferences at the scheduled time.

_____ immediately consult with my agency field instructor and/or director of field education when concerns, problems, or issues emerge. (See BSW Field Manual for further directions.)

_____ participate during the mid-term and final evaluations.

UAFS BSW Field Practicum - Student Learning Plan & Evaluation		

Competency 4: Engage In Practice-informed Research and Research-informed Practice			

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Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities				
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Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

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

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Learning Contract - Signatures & Date

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Notes:

- 1.

Focus

Competencies discussed

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): SOWK 4914 _____ SOWK 4924

Use the following scale to rate your field practicum experience.

1	2	3	4	5
Strongly Disagree	Agree	Neutral	Agree	Strongly Agree

Rate the extent to which your field agency:

Rate the extent to which the assignments on your learning plan:

Rate the extent to which your field instructor:

—
—
—

What changes, if any, would you recommend to improve the educational experience of students in your placement setting?

Additional 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

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.	
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2.

3				
4				
5				

Step 3. Expectations:

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

Follow-up Updates:

You will receive feedback on your progress according to the following schedule:

Date Scheduled

Conducted By

Completion Date

Timeline for Improvement, Consequences & Expectations:

Effective immediately, you are placed on a 40-day PIP. During this time, you will be expected to make regular progress on the plan outlined above. Failure to meet or exceed these expectations, or any display of gross misconduct will result in further disciplinary action at placement, including removal from internship and potentially up to/including termination from the BSW Program. In addition, if there is no significant improvement to indicate that the expectations and goals will be met within the timeline indicated in this PIP, your internship placement may be terminated prior to 40 days. Furthermore, failure to maintain performance expectations after the completion of the PIP may result in additional disciplinary action up to and including termination from the BSW Program.

The PIP does not alter the internship-at-will relationship. Additionally, the contents of this PIP are to remain confidential. Should you have questions or concerns regarding the content, you will be expected to follow up directly with me.

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

Signatures:

Print Student Name: _____

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 (en-8,75/Lang (en-8,75/Lang (en-8,75/Lang (e