

UNIVERSITY OF MARYLAND  
SCHOOL OF SOCIAL WORK

**FIELD EDUCATION MANUAL**

Fall 2017- Spring 2018

OFFICE OF FIELD EDUCATION  
BACCALAUREATE SOCIAL WORK PROGRAM  
UNIVERSITY OF MARYLAND, BALTIMORE COUNTY

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**UMBC BACCALAUREATE SOCIAL WORK PROGRAM  
FIELD EDUCATION CALENDAR**

**FALL SEMESTER 2017**

August 28.....	Orientation at Shady Grove for Shady Grove Students
August 29.....	Orientation at Main Campus for Main Campus Students
September 5.....	First Day in Agency for Tuesday/Thursday Students
September 6.....	First Day in Agency for Monday/Wednesday Students
October 2 .....	September Monthly Report/Time Sheet
October 2.....	Student Safety Checklist/Code of Ethics Signatures
October 6 .....	Learning Agreements due
October 27 .....	Mid-Term Evaluations due
November 1.....	October Monthly Report/Time Sheet and PROCESS RECORDING
December 1.....	November Monthly Report/Time Sheet and PROCESS RECORDING
December 13.....	Last Day in Field for Monday/Wednesday Students
December 14.....	Last Day in Field for Tuesday/Thursday Students
December 15.....	Final Evaluations/Time Sheets due

**SPRING SEMESTER 2018**

January 2 .....	Field Education begins for Tuesday/Thursday Students
January 3 .....	Field Education begins for Monday/Wednesday Students
February 1.....	January Monthly Report /Time Sheet
February 2.....	Learning Agreements due
March 1.....	February Monthly Report /Time Sheet/PROCESS RECORDING
March 2.....	Mid-Term Evaluations* (*Required only if the field instructor has specific concerns that need to be documented)
March 18-25 .....	Spring Break- No Field Education
April 2.....	March Monthly Report /Time Sheet/PROCESS RECORDING
April 18.....	Last Day in Field for Monday/Wednesday Students
April 19.....	Last Day in Field for Tuesday/Thursday Students
April 20.....	Final Evaluations/April Monthly Report/Time Sheet

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## I. GLOSSARY OF TERMS

**Assistant Dean of Field Education:** A member of the Office of Field Education who administers all aspects of the Office of Field Education. This includes promoting and maintaining collaborative partnerships between social work agencies and the school, working with field instructors and faculty field liaisons to improve the quality of field placements, organizing and conducting training for field instructors, advising students and field liaisons concerning field issues, interpreting field education policies and procedures and working with field liaisons to manage field-related concerns. In addition, the Assistant Dean may also serve as a faculty field liaison. The person occupying this position must have an MSW from a Council of Social Work Education accredited program plus two years post-masters experience.

**Associate Dean:** The Associate Dean and Program Chair is responsible for administering the undergraduate social work program in compliance with the standards of the Council of Social Work Education, the policies of University of Maryland, Baltimore County (UMBC), and in cooperation with the University of Maryland, School of Social Work (UMB).

**Council of Social Work Education (CSWE):** The nonprofit national association that is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work educational in this country. The UMBC Baccalaureate Social Work Program is fully accredited by CSWE.

**CSWE Core Competencies:** Updated most recently in 2015 by the Council on Accreditation, through Education Policy and Accreditation Standards (EPAS), these nine core competencies are measureable outcomes comprised of knowledge, values, skills, and cognitive and affective processes for which students should demonstrate integration and application in practice with individuals, families, groups, and communities. See pages 9-11 of this manual for a full description.

**Faculty Advisor:** All students who have formally declared social work as their major are assigned a faculty advisor from the program. The faculty advisor works with the student to plan an appropriate course of study. Each student is advised at least twice per academic year.

**Field Coordinator:** A member of the Office of Field Education who assists the Assistant Dean of Field Education by coordinating and overseeing all field placements at the Universities at Shady Grove (USG) campus. The Field Coordinator works with the Assistant Dean to maintain relationships with current field instructors and recruit new sites and field instructors. The Field Coordinator also plays the role of a faculty field liaison. The person occupying this position must have an MSW from a CSWE accredited program plus two years post-masters experience.

**Field Education/Instruction (SOWK 480 & 482):** A two-semester-long course taken during a student's senior year. As part of this course, students are placed in a human service agency where they have the opportunity to integrate theory from the

classroom with actual experience, supported by the field instructor, faculty field liaison, and the Office of Field Education (see Appendix L).

**Field Instructor:** The agency representative who educates the student at the field agency. The field instructor provides supervision to enhance learning opportunities and monitors student's progress, process recordings, and interactions with clients and staff. The field instructor also formally evaluates student performance at the end of each semester.

**Faculty Field Liaison:** A faculty member who monitors student's progress through student participation in field seminars, field visits to agencies, communication with field instructor, evaluation of student's process recordings and evaluation forms. The field liaison is the connection between the field instructor, the student, and the school. If issues arise, the student and/or field instructor may seek guidance from the field liaison.

**Field Seminar:** An important component of field education is the field seminar, which is conducted monthly by the faculty field liaison. The field seminars are small (6-12 students) and are designed to support student learning and problem-solving in the field by addressing topics common to all students (i.e., building relationships with clients, using supervision effectively) and by fostering mutual aid between students. Students will attend the seminars on one of their regularly scheduled field placement days. Attendance and active participation in these seminars are mandatory and failure to attend and participate fully could result in a failing grade for the field placement.

**Generalist Practice:** Refers to a comprehensive, multidimensional approach to assessment and intervention that draws from a variety of intervention models and theoretical perspectives to address the problematic interactions between persons and external systems within the environment, in a variety of practice settings across various fields of practice. The generalist perspective of the Baccalaureate Social Work Program is based on a liberal arts foundation in the humanities, social and natural sciences, and an ecosystemic model for understanding the interrelatedness of person and environment. Another integral aspect of the generalist perspective is a focus on clients' strengths. Students learn that assessment and intervention efforts will focus not only on problem areas but also on the strengths of their clients. Students recognize that as generalist social workers, they will capitalize on and cultivate resources that exist within their clients and within the clients' environments.

**IPT (Intern Placement Tracking):** The Intern Placement Tracking (IPT) system is a web-based field placement monitoring system designed to: 1) keep track of students in field placements; and 2) allow the Office of Field Education to seamlessly and concisely meet the new CSWE 2015 EPAS requirements. This includes the delineation of practice (learning) objectives, activities, and tasks by students within individual field placement settings as well as the evaluation and documentation of student core competency mastery. IPT also provides a paperless solution for tracking

and archiving online field education data related to the achievement of core competency goals.

**Learning Agreement and Evaluation:** A written document that describes the student's learning objectives during his/her field education experience. This contract is completed by the student in collaboration with the field instructor. The same document is also used as the student's evaluation, in which the field instructor rates the student's competence of behaviors as defined by CSWE (see Appendix B). This document will be submitted via IPT.

**Liberal Arts Foundation:** The term *liberal arts* pertains to a general fund of knowledge and academic skills. Courses within the liberal arts foundation are: Introduction to Sociology, General Psychology, Biology, Statistics, and Political Science or Economics. The content from such courses enriches the social work core curriculum by: adding to the understanding of culture across client systems, societal issues and resources; enhancing the ways of critical thinking to explore attitudes, values, and prejudices; and improving methods of written and verbal communication.

**Monthly Field Education Report:** This refers to a report completed monthly by all students who are in field and submitted via IPT. The report tracks the number and type of assignments in which the student is involved and allows the student to provide other written feedback to the faculty field liaison (see Appendix I).

**Office of Field Education:** The division of the Baccalaureate Social Work Program that is charged with administering the field education process for the program; the Assistant Dean of Field Education and the Field Coordinator are full-time members of this office. Faculty field liaisons also report to this office.

**Process Recording:** This is a step-by-step written description of an interaction between a client and a student. This learning tool allows the student, field instructor, and faculty field liaison to understand the student's perspective, learning style, feelings, and understanding of his/her interactions with clients (see Appendix E). This document will be submitted via IPT.

**Professional & Ethical Standards document:** A document created by the Baccalaureate Social Work Program that has established policies and procedures regarding ethical and professional standards for program matriculation and graduation. The policies and procedures identify student responsibilities and rights in conjunction with standards of fairness, privacy, and due process. When students enter the Social Work Program, they commit to adhering to all expectations particularly those regarding ethical and professional conduct (see Appendix F).

**Program Director, Universities at Shady Grove:** The Program Director at Shady Grove administers the Baccalaureate Social Work Program at the Universities at Shady Grove. As part of this position, the Program Director is involved in student recruitment, supervision, academic advising, and teaching.

**Task Supervisor:** This is a person, other than a field instructor, who provides day-to-day supervision for a student. It is not necessary for this person to meet all of the educational requirements to be a field instructor. When a task supervisor is used, the task supervisor and the field instructor work together to monitor student progress and complete the Learning Agreement and Evaluation form.

**Time Sheet:** This is a document completed by the student and signed by the field instructor on a weekly basis. It will be submitted via IPT with the monthly reports (see Appendix K).

**Universities at Shady Grove (USG):** This is a campus composed of a collaboration of nine public Maryland degree-granting institutions. In the fall of 2001, USG began with three programs, one of which was Social Work.

## **II. BACCALAUREATE SOCIAL WORK PROGRAM DESCRIPTION**

### *History, Mission, and Goals*

#### **Relationship to the University of Maryland School of Social Work**

The University of Maryland, School of Social Work (SSW) provides a coordinated continuum of professional education including baccalaureate, master's, and doctoral degrees. Although it is located on a different campus, the undergraduate Social Work Program, on the UMBC campus, is an integral part of the SSW and it is responsible for all baccalaureate level social work education at the school.

#### **Evolution of the Baccalaureate Social Work Program**

The Baccalaureate Social Work Program began on the UMBC campus in September, 1969. At that time, the School of Social Work, in cooperation with the Division of Social Sciences at UMBC, developed a combined major in Sociology and Social Work. In March 1971, the UMBC faculty voted to separate the Social Work major from Sociology and make Social Work a full major in its own right.

The UMBC Baccalaureate Social Work Program became fully accredited by the Council on Social Work Education (CWSE) in 1974, and has maintained its accreditation continuously to the present time.

In September, 2001 UMBC began to offer the Bachelor of Arts in Social Work at the Shady Grove Center in Montgomery County in partnership with the Universities at Shady Grove.

#### **School of Social Work Mission Statement**

The mission of the University of Maryland School of Social Work is to develop practitioners, leaders, and scholars to advance the well-being of populations and communities and to promote social justice. As a national leader, the School creates and uses knowledge for education, service innovation, and policy development.



## **Baccalaureate Social Work Program Mission Statement**

Through excellence in teaching, research and service, the Baccalaureate Social Work Program, as part of the University of Maryland School of Social Work, prepares students for generalist social work practice inclusive of diverse individuals, families, groups, and communities across a widely ranging geographic region. The program is committed to the core social work values and ethics of: belief in the dignity and worth of all individuals; a commitment to social, economic and environmental justice; and practicing with integrity and competence.

## **Baccalaureate Social Work Program Goals**

The goals of the Baccalaureate Social Work Program are to:

1. Provide a learning environment which supports students from diverse backgrounds in developing the competencies necessary for generalist practice.
2. Create and disseminate knowledge through scholarship that is integrated with teaching and service and that advances social work practice and social welfare policy.
3. Foster a commitment among students to continuing education, enhancing competence in practice, maintaining high ethical standards, and seeking opportunities for renewal and advancement within the profession.

### *Diversity Content Across the Baccalaureate Social Work Program*

The University of Maryland School of Social Work, Baccalaureate Social Work Program strives to graduate students who are prepared to engage and work with diverse populations at all levels of practice. Implicitly and explicitly, the program provides a learning environment that supports our diverse student body as they demonstrate their ability to embrace difference in their skills, knowledge, and attitudes. Each of our courses includes content on diversity, oppression, discrimination, or inequality through lecture, discussion, or an assignment. Through the following goals, we are able to map the diversity content across the program:

1. Students will understand the current and historical context of oppression and inequality in the U.S. and be able to connect it to differential access to opportunities and resources.
2. Students will show evidence of self-awareness as a means to decrease personal bias in practice.
3. Students will exhibit respect of diverse attitudes, beliefs, and ways of knowing.
4. Students will demonstrate competence in:
  - a. Applying and communicating understanding of the importance of diversity and difference in shaping life experiences in practice;
  - b. Presenting themselves as learners and engage clients and constituencies as experts of their own experiences, and;

- c. Applying self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

## *Curriculum Overview*

### **Liberal Arts Foundation**

The Social Work Program is based, conceptually, on a liberal arts foundation in the humanities, social and natural sciences, and an ecosystemic model for understanding the interrelatedness of person and environment.

### **Focus on Generalist Practice**

The Baccalaureate Social Work Program is designed to prepare students for “generalist practice” at the beginning level from curriculum based on the nine core competencies and behaviors developed by the Council on Accreditation at CSWE. Generalist practice refers to an evidenced-based practice model which uses the best available research and practice knowledge to guide interventions. This includes comprehensive, multidimensional approaches to assessment and intervention that draw from a variety of intervention models and theoretical perspectives to address the problematic interactions between persons and external systems within the environment in a variety of practice settings across various fields of practice and client systems.

Another integral aspect of the generalist perspective is a focus on client strengths. Students learn that assessment and intervention efforts will focus not only on problem areas but also on client strengths. That is, students recognize that as generalist practitioners, they will capitalize on and cultivate resources that exist within their clients and the clients’ environments.

The social work major consists of 42 core credits. In addition to the required social work courses, students must complete all of the General Education Program requirements of UMBC, five social work prerequisite courses, and the courses necessary to obtain a minor in another discipline of the student’s choosing.

### **Guidelines on Previous Life or Work Experience**

Consistent with the Council on Social Work Education's Educational Policies and Accreditation Standards, the Baccalaureate Social Work Program does not grant course credit or exemptions for previous life or employment experience.

### **Social Work Requisites / Liberal Arts Foundation**

In order to graduate from the social work major, students must complete the following courses:

Introduction to Psychology  
Introduction to Statistics

Introduction to Sociology  
Economics or Political Science

Human Biology

## **Core Social Work Courses Required Prior to Entering Field Instruction**

### **SOWK 250 Introduction to Social Work [3]**

This course introduces students to social work as a profession. Students learn concepts fundamental to understanding social work's efforts on behalf of vulnerable populations. The course includes an overview of generalist social work practice, the nation's social service delivery system, social work advocacy, social inequality, and societal values and trends affecting social services.

### **SOWK 260 Social Welfare, Social Policy, and Social Work I [3]**

This is the first social policy course required of all social work majors. It provides an overview of the historical development and contemporary forces that have shaped the social welfare system in the United States. It examines the relationship between the social welfare system and the problems and issues addressed by social services, and the role of the professional social worker in areas of service such as aging, child welfare, health and mental health, income maintenance, and services to women and minorities. Note: This course is a prerequisite for field education.

### **SOWK 388 Human Behavior and the Social Environment I [3]**

This course examines theory, research and practice issues of human development within the bio-psycho-social context of personal, family, community, and societal systems. Emphasis is placed on understanding the relevance and use of theory for practice. How diversity in race, ethnicity, culture, gender, sexual orientation and socioeconomic circumstances contribute to and influence personality development is also examined. The course content covers normal life-cycle development from infancy through childhood from the perspective of ecological systems theory. Note: This course is a prerequisite for field education.

### **SOWK 397 Social Work Methods I Introduction to Practice [3]**

*Writing Intensive*

The knowledge, skills, and values needed for beginning social work practice are covered in this course. Emphasis is placed on communication skills and the beginning stages of the problem-solving process. Special attention is given to the significance of human diversity for interpersonal helping. The prerequisites for this course are SOWK 260 and junior standing. Note: This course is a prerequisite for field education and departmental permission is required.

## **Concurrent Field Education Courses**

### **SOWK 480 Field Instruction I [6]** (see Appendix L for syllabus)

Students are assigned to a human service agency and participate in the delivery of social work services. Prerequisites: SOWK 250, SOWK 260, SOWK 397, SOWK 388 with a grade of "C" or better in each course, senior standing, an overall minimum GPA of 2.50, and recommendation from the faculty. This course must be taken concurrently with SOWK 481 and departmental permission is required.

### **SOWK 481 Social Work Methods II A Generalist Approach to Practice [3]**

*Writing Intensive* (see Appendix L for syllabus)

This course presents a conceptual framework of social work intervention and covers the common elements of social work practice. It combines development of the ecological perspective with the strengths assessment and problem-solving model and the development of basic social work skills. Students are introduced to concepts and skills relevant for intervention with clients, using evidence-based practice, with particular emphasis on case management and crisis intervention. Students are also introduced to interventions with the environment on behalf of clients. Prerequisites: SOWK 397 and senior standing.

### **SOWK 482 Field Instruction II [6]** (see Appendix L for syllabus)

Students continue participation in the delivery of social services with increased practice responsibility. Prerequisites: SOWK 480 with a grade of "Pass" and SOWK 481 with a grade of "C" or better. Departmental permission is required. Note: Must be taken concurrently with SOWK 483.

### **SOWK 483 Social Work Methods III Selected Intervention Strategies, Research & Evaluation [3]** *Writing Intensive* (see Appendix L for syllabus)

Change strategies which pertain to family intervention, group work and community organization are emphasized in this course. Research findings pertinent to selected problems in social functioning are identified, analyzed, and applied to practice. Approaches to the evaluation of the student's own practice are presented. Prerequisites: Completion of SOWK 480 & 481 with a grade of "C" or better.

## **III. FIELD EDUCATION OVERVIEW**

### *Goals of Field Education*

#### **Integration of Practice with Empirical Knowledge**

Field education is an integral part of the curriculum. It provides students with learning and insight that cannot be imparted in a classroom. "Learning by doing" is a central concept in field education. The expectation is that students' field education learning will enhance their classroom learning. In the same way, it is expected that

classroom learning will enrich students' field experience as they apply concepts, theories and techniques learned in class to their real-world experiences. The ultimate goal of field education is to assist students in learning to integrate evidence-informed practice with empirical knowledge so that they can become ethical and effective beginning-level social work practitioners.

### **Opportunities to Practice with Persons from Diverse Backgrounds**

A central goal of field education is to assist students in learning to understand and respect diversity. For this reason, every attempt is made to provide field students with opportunities to practice with persons from diverse backgrounds, in agencies that provide culturally relevant services. Then, throughout their field education, students are encouraged to: 1) examine their own backgrounds to understand personal assumptions, values and biases, 2) learn about the population they are serving, thereby gaining respect for their unique strengths, abilities, resources, desires and aspirations, and 3) apply this knowledge to their practice. Direct interaction with individuals and groups from diverse backgrounds, reflective supervision, process recordings, and monthly field seminars all aid the student in developing greater cultural awareness and sensitivity.

### **Course Competencies & Behaviors**

The objectives of the undergraduate field placement flow from the mission and goals of the program and reflect the standards of the 2015 Council on Social Work Education (CSWE) - Educational Policy and Accreditation Standards (EPAS). In field, the course competencies place an emphasis on critical thinking, professional and ethical behavior, client interactions, and respect for human diversity by focusing on the required knowledge, skills, values, and cognitive and affective processes that encompass both the program and CSWE Core Competencies. The placement activities, seminar, and field assignments will allow students the opportunity to achieve proficiency in the following competencies and identified behaviors. Social work students:

#### **Competency 1 – Demonstrate Ethical and Professional Behavior**

- 1.1 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;
- 1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- 1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- 1.4 use technology ethically and appropriately to facilitate practice outcomes; and
- 1.5 use supervision and consultation to guide professional judgment and behavior.

#### **Competency 2 – Engage Diversity and Difference in Practice**

- 2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

- 2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- 2.3 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**

- 3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- 3.2 engage in practices that advance social, economic, and environmental justice.

**Competency 4 – Engage in Practice-informed Research and Research-informed Practice**

- 4.1 use practice experience and theory to inform scientific inquiry and research;
- 4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- 4.3 use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5 – Engage in Policy Practice**

- 5.1 identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- 5.2 assess how social welfare and economic policies impact the delivery of and access to social services; and
- 5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

- 6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- 6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

- 7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 7.2 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;
- 7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- 7.4 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**

- 8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- 8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- 8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- 8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- 8.5 facilitate effective transitions and endings that advance mutually agreed-on goals.

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

- 9.1 select and use appropriate methods for evaluation of outcomes;
- 9.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- 9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- 9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Development of these competencies and related behaviors are reinforced in the course work taken by students concurrently with field education. While the bulk of student assignments are within the agency, special learning opportunities may be provided in related settings.

### *Field Curriculum*

Field education is a required part of the curriculum, with specific core competencies and identified behaviors for competency development. No field credit hours are given for life or work experiences.

### **Linked Courses**

The Baccalaureate Social Work Program connects the theoretical and conceptual learning from the classroom with the practice setting of a field placement, nurturing the implementation of evidence-informed practice. Therefore, Field Instruction (SOWK 480 & SOWK 482) is always taken concurrently with a social work Methods course (SOWK 481 & SOWK 483). Students cannot take one course without taking the other. If a student drops either Field Instruction or Methods, they must also drop the linked course. Students are required to take the same section of Methods in both the fall and spring semesters.

## **The Learning Agreement and Evaluation**

The Learning Agreement and Evaluation have been combined into one working document. The expected educational objectives listed in the Learning Agreement serve as the basis for evaluating the student's competency development during each semester. It may be helpful for students and field instructors to review the Learning Agreement and Evaluation form periodically throughout the semester in order to track progress.

The Council on Social Work Education (CSWE) mandates specific educational competencies for all baccalaureate social work programs. These expected educational outcomes have been incorporated into the Social Work Program's field education Learning Agreement and Evaluation form (see Appendix B). Regardless of the field placement setting; It will reflect the kinds of generalist learning experiences the student will have in the agency in relationship to the core competencies, related behaviors, and integrated dimensions while working with individuals, families, groups, organizations, and communities. The learning goals, objectives, tasks, and/or assignments should be specific, measurable, and should be individualized to the specific student and agency.

In social work field education, learning agreements have been used extensively and have been shown to improve performance and satisfaction of field instruction for students and field instructors. Learning agreements accomplish this by:

1. Reducing the subjectivity and ambiguity of field instruction goals, experiences, and evaluations and,
2. Allowing students to be more self-directed and responsible in determining their learning needs and in critiquing their own performance. The underlying premise is that a student learns better and takes increased ownership when he or she participates in designing a learning agreement.

Students are required to participate in the field placement process by identifying their own learning needs and career goals and to join with the field instructor in identifying strategies for achieving the expected competencies.

Accordingly, at the beginning of each semester, field instructors and students are asked to:

1. Familiarize themselves with the stated core competencies and identified behaviors on the Learning Agreement and Evaluation form (see Appendix B).
2. Identify measurable and observable specific assignments, learning activities, and tasks that will contribute to addressing each CSWE competency that students will strive to complete with independence and proficiency.
3. Identify outcome measures, i.e., "proof" that each expected competency has been attained.



*Note: Multiple learning assignments, resources, and outcome measures may be arranged or stipulated for each competency. In other words, there may be several assignments or learning activities that will facilitate achieving proficiency of a specific competency.*

4. Submit via IPT.

During the fall semester, the field instructor may need to be more active in helping some students understand the purpose and construction of a learning agreement. By the spring semester, all students should be capable of identifying gaps in their competency development that need to be addressed, devising strategies to be incorporated in their renegotiated learning agreements, and submitting them to their field instructors for input and approval. See Appendix C for examples of Learning Agreement goals, objectives, tasks, and/ or assignments.

### **Process Recordings**

In addition, it is expected that students will complete at least 2 process recordings per semester. The use of the process recording is particularly emphasized and encouraged by the program as a competency-development tool for the students. Such learning includes professional behavior, ethics, critical thinking, and understanding diversity, and the need for social, economic, and environmental justice (see Appendix E). Process recordings are submitted via IPT.

### **Assignments**

The following is a guide for developing specific student assignments that are related to the CSWE Core Competencies as listed on pages 9-11 and should serve as a guide in developing the Learning Agreement. It would be ideal if students could have all of the following experiences during the course of their two semesters:

1. Four to six cases that involve direct work with individuals and/or families. The exact number should be related to the complexity and duration of the assignments and may vary based on other agency requirements. (Competencies 1, 2, 6, 7, and 8)
2. One or more group assignments in which the student has some direct leadership responsibility. These groups must include mutual support but may also include an educational component. Please see Appendix N for more information related to group experience expectations. (Competencies 6, 7, 8, and 9)
3. An opportunity to participate in a macro social work experience within the agency or community. (Competencies 5, 6, 7, 8, and 9)
4. Participation in staff meetings and case conferences, including appropriate presentations by the student. (Competency 1)
5. If approved by their field instructor, student can attend agency-sponsored or community-based trainings, continuing education events, or in-services. (Competency 3)

6. Opportunities to participate in research as part of the practice experience. This might include: information gathering and presentation, case studies, literature reviews and/or needs assessments. (Competency 4)
7. Participation in activities related to the formulation and evaluation of agency policies, such as board meetings or staff committees. (Competency 5)
8. Resource mobilization using the community as well as the agency in serving the client. (Competencies 6 and 8)
9. Involvement in the network of social agencies serving the clientele of the field placement agency. (Competencies 6 and 8)
10. Collaboration and consultation with other staff. (Competency 1)
11. Documentation to meet agency and academic requirements. (Competency 1)

## **IV. FIELD AGENCY SELECTION AND PLACEMENT POLICIES**

### *Agency Selection Criteria*

Agencies in which students are placed have a variety of primary missions, including the delivery of services to individuals, groups, families, or neighborhoods and/or the coordination of such services. Departments of Social Services, local public schools, hospitals, psychiatric hospitals, community service agencies, and community mental health programs are examples of agencies often used for field education. The Office of Field Education continually evaluates placement agencies to ensure that they are providing the full scope of generalist practice for students. New field agencies are added each year and less effective agencies are not used again. When evaluating new field agencies, small community-based organizations serving diverse populations are given priority. In addition, when recruiting agencies for field education the program ensures that sites:

1. Provide social services and are committed to social work values, ethics, and practice.
2. Are in good standing in the community and the profession.
3. Have services which offer students the variety, quality, and quantity of learning experiences commensurate with the program's objectives for generalist field instruction.
4. Undertake, individually and collectively, the responsibilities of the teaching role, including appropriate supports to enable field instructors to maintain an educational focus with their assigned student(s). It is highly desirable for agencies to be able to accept more than one student in their setting.
5. Agree to provide an appropriate place for the student to work, assign the necessary support services, and allow for mileage reimbursement whenever possible.

6. Agree to orient students to both the services delivery system and the population served. The orientation should include a personal safety plan for the student.
7. Provide services that are culturally relevant to people of diverse backgrounds.
8. Demonstrate a commitment to social, economic, and environmental justice.
9. Agree to provide opportunities for students to demonstrate competencies and identified behaviors.
10. Demonstrate a commitment to social work education and generalist practice.
11. Enter into an agreement regarding the mutual expectations for affiliation prior to a student being placed at the agency.

### *Field Instructor Selection Criteria*

Field instructors are chosen carefully based on several criteria. The program actively seeks individuals who:

1. Demonstrate a commitment to social, economic, and environmental justice.
2. Demonstrate an interest in teaching and generalist social work education.
3. Are supported by their agency.
4. Have an MSW degree (from a CSWE accredited program) plus two years post-master's degree practice.
5. Have worked at their agency for at least six months.
6. Are able to be present in the agency at least half the time (8 hours per week) that the students are in the agency for field education.
7. Are able and willing to participate in a new field instructor training.
8. Provide one hour of direct supervision per week to the student.

The Social Work Program takes responsibility for reinforcing a social work perspective in classes and expects field instructors and faculty field liaisons to reinforce this perspective in the field. Resumes are required from all field instructors.

### *Student Eligibility for Field Education*

To qualify for a field placement, students must:

1. Attend a mandatory Field Information session in the fall semester and provide contact information to be added to the online field education system, IPT.
2. Have completed SOWK 250, SOWK 260, SOWK 388, and SOWK 397 with a grade of "C" or better in each course.

3. Have achieved a cumulative GPA and a GPA in the major of at least 2.50 by the end of the spring semester that precedes the fall field placement (note: calculation of the overall GPA is not based on UMBC grades alone but on a combination of transfer grades and UMBC grades).
4. Plan to graduate within three semesters of beginning field education.
5. Be in good academic standing.
6. Demonstrate professional and ethical behaviors as outlined in the Academic Standards in Field Education section on page 29.
7. Have the explicit permission of the social work faculty.

At the start of each spring semester, the Office of Field Education will meet with those students who have submitted an application, resume, and field placement letter by January 1<sup>st</sup>. The meeting will consist of reviewing the field application, discussing possible field placements, and reviewing the letter and resume. Students who do not submit a completed field application by this date are at risk for not being allowed to begin their field placement during the following academic year. The faculty in the Social Work Program reserves the right to deny a field placement to a student who, based on their professional judgment, will be unable to successfully complete the placement. Students who are denied permission to enter the field placement are notified by the Assistant Dean of Field Education.

### *The Placement Process*

The field placement process involves the following steps:

1. **October:** Members of the Office of Field Education meet with junior students planning to enter field the following academic year to explain the field placement process and distribute instructions on the field application process.
2. **November:** Students complete field applications. Applications are submitted between November 1<sup>st</sup> and January 1<sup>st</sup>.
3. **January 1:** Field applications are due via IPT.
4. **January:** Applications are reviewed to determine field eligibility. If students are not honest on their application, letter and/or resume, they may be denied a field placement.
5. **January/February:** Students meet individually with a member of the Office of Field Education to review applications, discuss interests and learning needs, and identify possible placement sites. An attempt is made to recognize individual student needs and interests and match with educationally sound field instruction settings. **Students will not be placed in an agency where they (or their family) have received services.**
6. **February - August:** Students are referred to potential field sites by the Office of Field Education.

- Students receive a referral letter via email. The letter asks students to arrange an interview with the prospective field instructor.
  - Prospective field instructors are simultaneously sent letters via email informing them of the student(s) being referred. The field instructor is also given a copy of the potential student's resume and field placement letter as well as a *Field Instruction Agreement Form*.
  - The purpose of the interview is to provide students and field instructors with the opportunity to meet, discuss the kinds of assignments and learning experiences offered by the agency, and to clarify expectations.
  - After the interview, the prospective field instructor completes the *Field Instruction Agreement Form* or calls the Assistant Dean or Field Coordinator to indicate whether or not they will accept the student.
  - Students are also encouraged to contact the Office of Field Education after the interview if they have any problems or reservations regarding their assigned placement.
7. A student is allowed a maximum of 3 placement interviews. If the student is not accepted, or chooses not to accept any of these placements, the student will not be given a field placement and will have to develop a new academic plan in consultation with the Assistant Dean of Field Education and the student's academic advisor.

### *Supporting Field Instructors*

A full-day orientation to field education is required for all new field instructors. This orientation is provided prior to each academic year. It provides information for field instructors related to helping students become acclimated to the agency and to become effective learners in field instruction. It also provides tips for helping students get started with their first clients and other assignments. An overview of the undergraduate social work curriculum is provided so that field instructors will know what information students are taught prior to and concurrent with field instruction. In addition, field instructors are provided information on methods to reinforce classroom learning in their field sites and to help students integrate theory with evidence-informed practice. The training ends with a panel discussion where seasoned field instructors and social work graduates share their experiences and answer questions. This orientation to field education is required for all new field educators and optional for all others. Six Category I CEU credits are awarded to orientation participants.

During each semester of the academic year, half-day trainings are offered to current field instructors. Topics are relevant for field instructors in any setting. Three Category I CEU credits are offered for each of these trainings and are free of charge.

There are also many intangible benefits to agencies and field instructors who decide to work with a student, including:

1. An opportunity to "give back" and to advance the field of social work by training future members of the profession.

2. The chance to teach vital skills to students that will be utilized throughout their profession.
3. The opportunity to stay current in practice skills and to participate in research findings and projects.
4. Inspiring student interest to work with specific populations.
5. Assistance from highly qualified students, thereby helping the agency to better serve its clients and realize its mission.
6. New perspectives and ideas which can translate to rewards for all involved.

## **V. OPERATIONAL POLICIES FOR FIELD EDUCATION**

### *Hours*

Field placements are held in a variety of agencies and organizations where students participate actively in the delivery of social services. Students are placed in an agency with the expectation that they will remain in the same agency for the entire academic year. Field education starts only in the fall semester and continues through the spring semester. There are no tuition or registration fees required for the Winter Session, but students must continue their field placement assignments during January. Students must complete 16 hours per week at their agency, for a total of 240 hours each semester, beginning the first day of field placement each semester. Students must be able to attend field 2 days per week, or at a minimum, 4-6 hours per day, requiring an additional 1-2 days per week. Field days are dictated by agency needs and are negotiated with the student during the placement process. The specific hours of field instruction are also set by the field placement agency. Most agencies operate from 8:00 to 4:30 or from 8:30 to 5:00.

Because few qualified field instructors are available other than during the normal business hours, the Office of Field Education will generally not arrange evening and weekend field placements. Students need to be flexible in the scheduling of their hours at the agency when the demands of client service require it. However, if regular evening hours are a condition of the field placement agency, such a requirement must be clarified and agreed upon by the student before field instruction begins. Students must document field hours using the IPT online system. A sample timesheet is located in Appendix K.

Students may choose to complete additional hours during the semester. However, additional hours may not be banked in order to end the field placement early. All students are required to stay at the agency until the last scheduled day of field each semester.

## *Absences - Scheduled and Unscheduled*

Students are expected to be in the field on a regular schedule and are expected to notify the field instructor promptly in case of an unexpected absence. Students must make up any time they miss from field education. In the role of social worker, the student is important to clients, and the agency's dependable delivery of service. Unscheduled absences can be disruptive to clients, field instructors, and the operation of the agency. A pattern of missed time can seriously devalue the student's overall performance no matter how effective he or she may be when present in field education and could be grounds for dismissal from the field placement agency.

If students are going to be late to the agency or need to be absent on an unscheduled basis, they must notify their field instructor in a timely manner, via phone, rather than texting or email. It is important that students call their field instructor personally, rather than have a third party make the call or text. Speaking directly with the field instructor, as opposed to leaving a message or texting, allows the student to inform the field instructor of any appointments that either must be cancelled or covered by another student or social worker during the student's absence. Any unscheduled absence must be reported within 20 minutes of the time that the agency opens.

**If a student becomes aware that she/he is going to be absent for more than two days during the academic year, she/he must inform the field instructor and faculty field liaison immediately.** The instructor, faculty field liaison, and student will meet in an attempt to create a plan to make up missed time. Please note: all missed time must be completed before the end of the semester in which absences occur. If a plan is successfully created, it will be submitted to the Assistant Dean of Field Education for final approval. The student will then be expected to follow the plan. If the student is unable to create an acceptable plan or is not able to follow a completed plan as written, they will need to withdraw and re-enter the field the next academic year.

## *Field Placement Expenses*

Students pay their own transportation costs to and from the agency. If possible, agencies are asked to pay transportation costs that students may incur in the course of carrying out their field assignments, such as home visits. Students must follow agency procedures regarding reimbursement.

Health insurance is required of all students enrolled in the Office of Field Education. Students may obtain their coverage through family or individual plans. Any illness which requires medical attention or hospitalization during the field placement is the responsibility of the student.

## *Evaluation and Grading of Student Performance*

Ongoing evaluation is a key element of the field education process. The Field Education Learning Agreement and Evaluation provides the specified educational competencies against which the student is evaluated. Weekly supervision allows ongoing evaluation of the student's performance, progress, and learning needs.

The program stipulates formal reviews of the student's performance and identification of further learning needs and objectives. It is important that the evaluation be based on the student's actual performance in the field setting rather than on the potential for future practice. In order to fully encourage student learning and engagement throughout the evaluation process, we recommend the following steps:

1. Student and field instructor complete draft evaluations (in note or bullet form) individually.
2. Student and field instructor discuss drafts during supervision noting where their assessments are similar and where they are different.
3. Field instructor writes a final draft incorporating student thoughts and comments.
4. Student and field instructor review and discuss final evaluation at next supervision meeting.
5. Evaluation is submitted via IPT.

This process takes time but often results in useful discussions and it encourages student self-reflection.

The field instructor will complete the mid-term and final evaluations each semester on the same form so that the program will have a clear indication of the student's demonstrated competencies.

The Baccalaureate Social Work Program uses a pass-fail grading system for field education in the belief that students will be freer, without the pressure of letter grades, to risk and test their interactions with both the client system and their field instructors. The field instructor is asked to evaluate the student's performance and to recommend a grade. The faculty field liaison, in consultation with the field instructor, will assign the grade as pass or fail. However, the Office of Field Education retains responsibility for assignment of the field education grades into the UMBC grading system. A passing grade is earned by completion of required hours, completion of assigned learning activities, attendance in all field seminars, and positive evaluations from field instructors. A failure to complete or submit any of the placement assignments or documentation will prevent the student's successful completion of the course.

A successful academic education, a successful field education, and student achievement of the 2015 CSWE Core Competencies are critical indicators of the student's readiness to assume professional responsibilities in the field.



Students must pass both Field Instruction I (SOWK 480) and Social Work Methods II (SOWK 481) in the fall semester in order to be eligible to continue in both Field Instruction II (SOWK 482) and Social Work Methods III (SOWK 483) in the spring semester.

### *Policy Regarding the Granting of Incomplete Grades in Field Education*

A grade of “Incomplete” in Field Education may be given only in unusual circumstances and the majority of the hours need to have been completed prior to obtaining an “Incomplete” grade. The student must obtain permission for an “Incomplete” in Field Education from the field instructor, faculty field liaison, and either the Field Coordinator or the Assistant Dean of Field Education. The student, field instructor, and faculty field liaison must have a written contract, as well as a specific deadline for when all work must be completed. Under normal circumstances, the deadline is expected to be within two weeks of the end of the semester. If all work is not completed by the deadline, the student will receive a failing grade in the course.

### *Employment-Based Field Education*

The Office of Field Education adheres to the belief that the role of an “employee” must be clearly distinguished from the role of a “field placement student” in order to safeguard the integrity of the learning experience. The student and employee roles overlap in some ways yet are fundamentally different. Both students and employees participate in an orientation period and engage in training which is often similar. Tasks they perform may at times be identical. Both are expected to comply with organizational policies and practices. However, the learning tasks and assignments of students are structured to enhance their education and competency attainment, not the agency’s need for productivity. Supervision of a student, referred to as “field education”, is differentiated from the supervision employees in an agency typically receive. It focuses on the identification and application of theory in practice, the development of critical thinking, the evaluation of alternative practice approaches, and the processing of the students’ feelings towards the clients and the work. Agency supervision often focuses on attending to agency policy and procedures and on the important agency goal of productivity. Students do not carry the employment responsibilities of paid staff, nor should they be expected to do so.

Students wanting to conduct their field placement at their place of employment must submit a written request to do so in the form of a petition (see Appendix O in the Field Manual) submitted to the Office of Field Education. Approval of such a request is not automatic, but is considered with deference to maintaining the integrity of the student’s learning, protecting the quality of competency achievement, and upholding a collegial relationship between the program and its partner agencies. Placements will be approved only for organizations with multiple divisions that are able to demonstrate their capacity to permit the student to work with diverse client populations and to achieve the learning objectives of the field curriculum. The

student must demonstrate that employment responsibilities and assignments are separate and distinct from field assignments. This can be accomplished through reassignment to another department or division on the student's designated field days (16 hours per week) which may or may not be in the same physical location.

### *Student Professional Liability Insurance*

Students engaged in field education are covered by professional liability insurance through the group plan offered by the University of Maryland, School of Social Work.

A brief description of the plan is provided below:

1. Individual limits/coverage applies to each insured of: \$1,000,000 per incident/ \$3,000,000 annual aggregate.
2. Legal fees and other related defense costs are covered even if a claim is without merit.
3. Master Policy Format: Coverage will apply individually under a master schedule policy on file in the administrative office of the graduate school.
4. Exclusions:  
Coverage does not apply to:
  - a. professional activities not a recognized part of the academic training or without approval of the school authorities;
  - b. acts in conflict with state, federal, or municipal laws.
5. Reporting of Claims Incidents: The policy requires a written narrative description of the sequence of events including the names, addresses, and telephone numbers of those associated with the alleged act or omission. The original is to be forwarded to the program administrator of the agency and one copy is retained by the insured.

### *Policy for Students with Challenges*

The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended, prohibits discrimination on the basis of disability and protects qualified individuals with disabilities from discrimination in educational programs. The law also requires that covered entities provide qualified individuals with disabilities with reasonable accommodations that do not impose undue hardship. An individual is considered to have a disability if that individual 1) has a physical or mental impairment which substantially limits one or more of that person's major life activities, 2) has a record of such impairment, or 3) is regarded as having such impairment.

UMBC and the Baccalaureate Social Work Program is committed to providing all admitted students with opportunities to take full advantage of the educational programs. It is further the policy of the University to enable those with disabilities to participate as independently as possible in UMBC activities so that campus life will be

enhanced and the individual lives will be enriched. The Baccalaureate Social Work Program recognizes that students with documented disabilities may need accommodations in order to complete the Social Work Program. Please see Appendix M for further information.

## **VI. ROLES & EXPECTATIONS**

Field education necessitates close cooperation among the agency, field instructor, program, and student. Each has a share in the development of a Learning Agreement which establishes the parameters of these relationships. Each also plays a role in the ongoing assessment of the field education experience.

### *Expectations of the Program*

1. The Office of Field Education will consult with the agency field placement coordinator, field instructor, or agency staff during the placement process, in an effort to provide an appropriate match of student and agency.
2. The field program will provide prompt assistance in dealing with all concerns that the agency may have in relation to the field placement.
3. As needed, the program will provide feedback to the field instructors as to the student's evaluation of the field experience (refer to Appendix J to review a copy of the Student Evaluation of Field Education Experience form).
4. The Office of Field Education will invite field instructors to participate on appropriate University committees, such as the Community Advisory Board and the Field Education Committee.
5. There will be a two-way review and evaluation of the field experience at the end of the year by the faculty field liaisons and the field instructors.
6. As resources permit, the program will provide additional educational support for field instructors such as special seminars, consultations with classroom faculty, short-term loan of textbooks, etc.
7. The program will maintain ongoing communication with the agency through the Office of Field Education and/or the faculty field liaison.

### *Expectations of the Faculty Field Liaison*

Faculty field liaisons are included in the field education process to support both field instructors and students in achieving a successful field education experience. Faculty field liaisons play a variety of roles including mediation, monitoring, consultation, and advocacy. Specific services rendered depend upon the needs and capacities of the field instructor, the needs of individual students, and the opportunities or limitations of each agency. Faculty field liaisons also function as on-going "consultants" to the student, the field instructor, and the agency in the

selection, planning, and implementation of learning experiences consistent with the Baccalaureate Social Work Program curriculum competencies, identified behaviors, objectives, and requirements. Faculty field liaisons are typically assigned 10 – 12 field placement students to oversee for an academic year and responsibilities include:

1. Becoming familiar with the nature of the field experience within a particular agency.
2. Maintaining ongoing communication with the agency; introducing self to field instructor (via email or phone call) by the 4<sup>th</sup> week of the semester.
3. Conducting a minimum of two face-to-face visits with each student at their agency per academic year (1 per semester).
4. Conducting 2-hour monthly Field Seminars, (mandatory for all field students), for a total of 3 per semester.
5. Assisting in problem resolution as needed to ensure maximum learning for students (via site visits, phone/email contact, or campus meetings).
6. Monitoring the level of supervision/instruction provided to students and the appropriateness of assignments and tasks.
7. Monitoring student progress by reviewing time sheets, monthly reports, process recordings, and the Learning Agreement and Evaluation, via IPT and addressing concerns with individual students based on submitted paperwork.
8. Ensuring completion of required expectations including hours, field seminar attendance, and documentation of forms (time sheets, Learning Agreement and Evaluation, process recordings, etc.) by reviewing and signing via IPT on a monthly basis.
9. Assigning, recording, and communicating grades to Office of Field Education at the end of each semester.
10. Documenting necessary actions and time frames to resolve issues and /or problems using the Field Education Student Improvement Plan form (see Appendix P).
11. Contacting faculty regarding a student's class performance pertaining to field issues.
12. Assisting with the integration of course work and field placement experiences.
13. Evaluating field placement agencies and providing recommendations to the Office of Field Education.

### *Expectations of the Field Seminar*

An important component of field education is the field seminar, which is conducted monthly by the faculty field liaison. A faculty field liaison is assigned to each student, furnishing a link between the program, student, field instructor, and the agency. Faculty field liaisons are charged with supporting the placements that they oversee. As part of that support, faculty field liaisons meet with their students for a two hour seminar once every month, for a total of six seminars each academic year. Students will attend the seminars on one of their regularly scheduled field placement days.

Attendance at and active participation in these seminars are mandatory and failure to attend and participate fully could result in a failing grade for the field placement.

The field seminars are small and are designed to support student learning and problem-solving in the field by addressing topics common to all students (i.e., building relationships with clients, using supervision effectively) and by fostering mutual aid between students. In addition, faculty field liaisons have experience in the field and, as a result, can assist students in developing realistic expectations for the field placement. Other topics introduced throughout the year should include: the NASW Code of Ethics, agency documentation, field-related paperwork (learning agreements and process recordings), professional behavior, supervision, field instructor and agency expectations, challenging or interesting client issues, diversity and cultural competence, evidenced-based interventions, group work, self-care, and termination with clients.

The concurrent methods courses (SOWK 481 & SOWK 483) differ from the field seminar in that the courses operate with a syllabus and a class agenda based on theories and content from the textbook. Student cases and questions from field placements are only discussed if they are linked to the material being presented in class. Methods instructors will refer students to their faculty field liaison should specific questions arise about a field placement.

### *Expectations of the Agency*

The prime requirement of an agency affiliated with the program is a commitment to active participation as a partner in professional social work education. This involves an acceptance of the basic objectives of the program's educational program and a willingness to invest time and effort in working with students, the program, and its faculty.

The workload for agency-based field instructors is requested to be adjusted to assure adequate time to meet the learning needs of students. Since a substantial agency investment is required when assuming the responsibility for students, the agency considering affiliation with the school should assess both its capability to assume the obligations involved and the advantages to be derived from the affiliation. In addition, the agency should be able to provide an appropriate variety of learning experiences at beginning-level generalist practice for students.

Finally, the agency will need to provide the physical facilities necessary to accommodate students. These include desk space, private space for confidential work with clients, and resources for necessary travel, including reimbursement for home visits if students use their own cars. Students should not be required to transport clients in their own vehicles unless special arrangements have been made with the Office of Field Education.

The program has found it to be educationally advantageous to place two or more students in the same agency, whenever possible. Two students generally do not take

much more time because most of the supervision may be conducted jointly if both students are in the agency on the same field days. A valuable dimension is often added to the experience when two students are learning together, and they usually feel less isolated than a single student. It is also desirable to provide students with opportunities for learning experiences with social work colleagues, other than the field instructor, and with staff from other disciplines.

### *Expectations of the Field Instructor*

It is important that field instructors be willing to commit themselves to:

1. Providing at least one hour of weekly supervision and giving clear feedback to the student on an ongoing basis about his/her performance.
2. Adhering to the ethical responsibilities pertaining to education and training in practice settings, as outlined in section 3.02 of the NASW Code of Ethics as well as the Maryland DHMH Code of Ethics (see Appendix A).
3. Becoming familiar with the Social Work Program curriculum, including the 2015 CSWE Core Competencies and related behaviors.
4. Orienting students to both the service delivery system and the population served, including a review of agency safety procedures and completion of the Student Safety Checklist (see Appendix G).
5. Developing learning opportunities in relation to the curriculum and making specific assignments in consultation with the student and, in some cases, the faculty field liaison.
6. Being involved with the student in completing the Learning Agreement and Evaluation at the beginning of each semester (see Appendix B).
7. Communicating any problems in meeting Learning Agreement objectives to the student first and then to the faculty field liaison, if necessary.
8. Requiring students to complete process recordings on a regular basis (at least 2 per semester) and providing the student with verbal and written feedback related to the recordings (see Appendix E).
9. Evaluating the student's performance in writing at the mid-term and final of each semester (see Appendix B). **Note: during spring semester a mid-semester evaluation is not required unless the field instructor has specific concerns.**
10. Permitting the student to attend monthly seminars with the faculty field liaison on their scheduled field days as part of their field education; these seminars will take 2 hours, plus travel time.

11. Reviewing and signing student time sheets weekly, via IPT (see Appendix K).

### *Expectations of the Task Supervisor*

Some agencies assign other human service providers or administrators to be a student's task supervisor. In these cases, the student still must meet with the MSW field instructor at least one hour per week for supervision and integration of classroom theory and learning with practice experience. Task supervisors may be assigned to oversee specific, time-limited tasks, or may work with a student on a daily basis directing day-to-day activities.

Basic expectations of all Task Supervisors include:

1. Participating in planning the field education experience.
2. Providing direct supervision of some or all of the student's daily activities.
3. Assigning cases and projects congruent with the student's educational goals.
4. Orienting the student to the agency and to their assignments.
5. Giving constructive feedback to the student regarding performance.
6. Consulting with the field instructor in regard to the student's skill areas and those areas that need extra attention.
7. Providing feedback in order to help the field instructor prepare midterm and final evaluations of the student's performance.
8. Attending field-related meetings (i.e., kick-off event) and meetings with the field instructor and faculty field liaison at least once during each semester to assess and give feedback on progress being made.
9. Notifying the field instructor when problems arise.

### *Expectations of Students*

A successful academic education and a positive field education placement, as well as successful attainment of the CSWE 2015 Core Competencies and identified behaviors, are critical indicators of the student's readiness to assume professional responsibilities. Likewise, the ability to meet specified standards signifies that a student is adequately and appropriately performing at the level expected of an undergraduate social work student. Therefore, students are required to review and comply with the Professional and Ethical Standards document (see Appendix F). Students accepting a field placement must take seriously their commitment to their clients, their field instructor, their agency, and the program. It is expected that students will conduct themselves in a professional manner in their interactions with staff and clients. Students should refer to the NASW Code of Ethics (see Appendix A) and the Professional and Ethical Standards document (see Appendix F) for

clarification and guidance. Students should take special note of the Preamble of the Code of Ethics which states that “the code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.”

UMBC field placement students are considered mandated reporters at their agencies. Please discuss the process and procedures for considering such reporting with your field instructor. It is important to remember that all concerns must initially be discussed with your field instructor. In addition, the Maryland DHMH Code of Ethics for Social Workers is the code to which social workers licensed in the State of Maryland need to adhere. Accordingly, the student should:

1. Become familiar with the NASW and Maryland DHMH Code of Ethics (see Appendix A and <http://dhmh.maryland.gov/bswe/Pages/regulation.aspx>).
2. Maintain high standards of personal conduct in the capacity of student social worker.
3. Strive to become and remain proficient in generalist practice and the performance of professional functions.
4. Regard as primary the service obligation of the social work profession.
5. Act in accordance with the highest standards of professional integrity and impartiality.
6. Respect the privacy of clients and hold in confidence all information obtained in the course of professional service.
7. Adhere to commitments made to the field placement agency.
8. Uphold and advance the values, ethics, knowledge, and mission of the profession.
9. Follow policies of the field agency such as: working hours, dress code, social media guidelines, and other agency expectations.
10. Complete all documentation on time, as required by their field agency and the Office of Field Education. The due dates are listed on the field calendar.
11. Attend meetings scheduled with the faculty field liaison as a regular part of field instruction. Attendance at monthly field seminar meetings is mandatory. It is required that students arrive on time to the seminar.
12. Notify Agency/Field Instructor at the beginning of the semester with the dates and times of scheduled seminars, as well as due dates of all required documentation.
13. Complete time sheets and review weekly with the field instructor (see Appendix K). Students must be able to attend field 2 days per week, or at



minimum 4-6 hours per day, requiring an additional 1-2 days per week. 16 hours must be completed on a weekly basis.

### *Academic Standards in Field Education*

#### **Professional Competence**

In the field, students must demonstrate professional conduct, relationship skills, and behavior consistent with the values and ethics of the profession as stated in the NASW Code of Ethics as well as EPAS Competency 1. Issues related to conduct, relationship skills, and behavior may or may not be included in the student's learning agreement, but will be considered in field grading and continuation.

A student's inability to meet specified professional and ethical standards signifies that a student is not adequately or appropriately performing at the level expected of an undergraduate social work student. See Appendix F for the Professional and Ethical Standards document. The following presents examples, but not a complete list, of behaviors that may constitute professional incompetence:

1. The inability to establish and maintain constructive and appropriate interpersonal relationships with clients and agency personnel.
2. The inability or failure to engage in tasks associated with field education, such as making referrals, engaging in phone calls, making home visits, etc.
3. The inability to accept constructive feedback from field instructors, faculty field liaisons and other faculty, and/or an inability to make changes recommended by this feedback.
4. Failing to adhere to the time schedule for the placement hours.
5. Persistent lateness in meeting deadlines to complete work.
6. Rejection by three agencies during the field placement process for reasons related to appropriateness or readiness for placement.

#### **Ethical Competence**

The NASW Code of Ethics is the cornerstone of determining and guiding ethical behavior for social workers and students. Adherence to these ethical standards is a requirement and standard for the program. At the mandatory student field orientation in late August, all students are provided with a copy of NASW Code of Ethics Overview (see Appendix A) as well as the web site for NASW where the complete text may be found. Violation of the NASW Code of Ethics could result in dismissal from the field.

Ethical concerns in the field placement will be brought to the student's attention by the field instructor, faculty, or faculty field liaison as soon as it has been observed. In

this situation, the student, with the assistance of the field instructor and other faculty, may have an opportunity to initiate timely corrective steps when appropriate.

## **VII. PROCEDURES FOR RESOLUTION OF FIELD EDUCATION ISSUES**

Every attempt is made to quickly and effectively address any identified concerns or problems related to the field education experience. In an effort to assist students in successfully completing their field experience, the Office of Field Education has clearly defined academic and professional standards. Problem-solving roles for all people involved in the field experience and a procedure for working through problems are provided in this section to assist all parties when concerns arise during the field education experience.

Although the Office of Field Education recognizes that an agency can discontinue a student at any time, it tries to engage all parties in problem-solving before a student is removed. Field instructors and/or their agency will not be held liable if a student is asked to leave the agency for any reason. Problem-solving steps are modeled after the intervention techniques students are commonly taught in social work. In the steps outlined below, areas in need of improvement are identified and then meetings occur to address the identified issue/s:

1. Discussion of the issues or concerns takes place between the student and the field instructor. Expectations are clarified and the student and field instructor create a written plan to address issues. The field instructor will document what occurs in this meeting and will save documentation for future reference.
2. If improvement does not occur within the agreed-upon time frame, the faculty field liaison is contacted. The faculty field liaison:
  - a. Will inform the Assistant Dean of Field Education or Field Coordinator.
  - b. Will meet with the student and field instructor in person to discuss issues and will create a written Field Education Student Improvement Plan (see Appendix P) which outlines expectations and provides benchmarks, a timeline, and consequences if expectations are not met. The faculty field liaison will sign the improvement plan along with the field instructor and student. The faculty field liaison will also submit a copy of the improvement plan to the Assistant Dean of Field Instruction or the Field Coordinator.
3. The faculty field liaison, field instructor, and student will meet to review the student's progress toward identified goals. If the student has not made sufficient progress, the consequences written in the Student Field Education Improvement Plan will be carried out.

If a decision to discontinue the field placement is recommended, the student will not automatically be replaced in another field placement. There may be a time when a student is asked to leave their field placement without notice. In this situation, the student may be placed on a Student Improvement Plan in an effort to become more successful in the next placement.

### *Discontinuation from the Field Placement*

If discontinuation in the field placement is the outcome of the meeting with the faculty field liaison, field instructor, and the student, the Assistant Dean of Field Education and other parties as appropriate (i.e., Field Coordinator, Shady Grove Program Director, and/or Associate Dean), will meet with the student to discuss the situation and create a plan toward graduation. The student may be offered an opportunity to repeat his/her field experience after demonstrating that he/she has addressed the concerns leading to the original field termination or failure. Under no circumstances is an undergraduate student allowed to retake any portion of the field sequence more than once.

If the conclusion is reached that the student is unable to meet academic and/or professional and ethical standards in the field, or is otherwise unsuited to the profession, the appropriate faculty member/s will advise the student that they need to withdraw from the methods and field courses, as well as the Social Work major. Other options may include: 1) selecting another major or 2) withdrawing from the university.

### *Procedures for Reviewing and Appealing Grades*

The University of Maryland, Baltimore County has established procedures for reviewing and appealing grades. The grade appeal policy applies to field education grades as well as to classroom grades. Students should first attempt to resolve such grievances informally, normally by consulting first with the faculty field liaison who assigned the grade, then with the Assistant Dean of Field Education, the Associate Dean, and finally with the Provost's Office. See the Student Guide Appendix G for a complete description of the grade appeal procedures and time lines.

## **VIII. EVALUATION OF THE OFFICE OF FIELD EDUCATION**

The Office of Field Education is carefully designed and coordinated in order to ensure that it is providing a quality learning experience for students and that it is reinforcing program goals as well as the CSWE competencies and identified behaviors. For example, placement agencies and field instructors are chosen based on specific criteria to ensure a quality field placement is likely. In the same way, in order to be admitted to the field program, students must demonstrate academic and personal readiness to function effectively in a social work setting. The field program is closely managed by the Assistant Dean of Field Education, the Field Coordinator, and faculty field liaisons. The Office of Field Education maintains ongoing communication with

all field agencies and provides prompt assistance in dealing with all concerns related to the field placement.

In addition to careful design and management, the Office of Field Education is regularly evaluated. The Assistant Dean of Field Education and the Field Coordinator continually seek feedback from field instructors, faculty field liaisons, and students and use the feedback to make programmatic changes. In addition, once per year, a thorough evaluation of all aspects of the program occurs. Students are evaluated by their field instructors and are asked to evaluate their agency, field instructor, and faculty field liaison. Field instructors are given an opportunity to evaluate the Office of Field Education, and the workshops they attend. Finally, faculty field liaisons formally evaluate each of their placement sites. All written evaluations are read by the Office of Field Education. Evaluation data informs decisions regarding programmatic changes, student grades, and field instructor, agency, and faculty field liaison continuation or discontinuation. Evaluation feedback is shared with the relevant parties as appropriate, and, in cases where improvement is needed, every effort is made to work with those involved to find ways of improving performance.

### *Community Advisory Board*

To ensure relevance to practice, the Baccalaureate Social Work Program has a Community Advisory Board composed of field instructors, student representatives, alumni, and other social work professionals from various community agencies. The Board assists faculty in reviewing and developing the undergraduate curriculum. Anyone interested in participating should contact Carolyn Tice or Adrienne Ekas-Mueting (410-455-2144, [tice@umbc.edu](mailto:tice@umbc.edu), or [aekasm@umbc.edu](mailto:aekasm@umbc.edu)).

### *Field Education Committee*

The Field Education Committee is comprised of the Assistant Dean of Field Education, Field Coordinator, faculty, students, and active field instructors from the community. This committee advises the Office of Field Education on issues in the field and reviews proposals for changes and improvements with regard to field education. Anyone interested in participating should contact Adrienne Ekas-Mueting (410-455-2008, or [aekasm@umbc.edu](mailto:aekasm@umbc.edu)).

## **IX. CONCLUSION**

Field placement is often the most meaningful part of the social work curriculum for students. It is challenging because it represents a real test of skill, commitment, and knowledge. It is the time when students first assume professional responsibility for intervening in other people's lives.

While recognizing that field placements may have unsettling moments, the social work faculty sincerely hopes that it will be a satisfying experience for all those who participate. Hopefully it will provide direction, confidence, and a great increase in skill. Field education may be a lot of things, but one thing it is unlikely to be is irrelevant. Few students will ever forget their first client or their field instructor.

## X. ADMINISTRATION OF THE OFFICE OF FIELD EDUCATION

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**APPENDIX A**

**NATIONAL ASSOCIATION OF  
SOCIAL WORKERS (NASW)**

**CODE OF ETHICS OVERVIEW**

# National Association of Social Workers (NASW)

## Code of Ethics

### OVERVIEW

The *NASW Code of Ethics* is intended to serve as a guide to the everyday professional conduct of social workers. This *Code* includes four sections. The first Section, "Preamble," summarizes the social work profession's mission and core values. The second section, "Purpose of the *NASW Code of Ethics*," provides an overview of the *Code's* main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

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*The National Association of Social Workers (NASW) is the largest organization of professional social workers in the world. NASW serves nearly 150,000 social workers in 56 chapters throughout the United States, Puerto Rico, the Virgin Islands, Guam and abroad. NASW was formed in 1955 through a merger of seven predecessor social work organizations to carry out three responsibilities:*

- *strengthen and unify the profession*
- *promote the development of social work practice*
- *advance sound social policies*

*Promoting high standards of practice and protecting the consumer of services are major association principles.*

*Approved by the 1996 NASW Delegate Assembly, revised by the 2008 NASW Delegate Assembly*



## **PREAMBLE**

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- \*\* service
- \*\* social justice
- \*\* dignity and worth of the person
- \*\* importance of human relationships
- \*\* integrity
- \*\* competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

### ***Purpose of the NASW Code of Ethics***

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work

students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.<sup>1</sup> In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code*'s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

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<sup>1</sup>For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by *NASW* and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be

applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

## **Ethical Principles**

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

### **Value: *Service***

**Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.***

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

### **Value: *Social Justice***

**Ethical Principle: *Social workers challenge social injustice.***

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

### **Value: *Dignity and Worth of the Person***

**Ethical Principle: *Social workers respect the inherent dignity and worth of the person.***

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

### **Value: *Importance of Human Relationships***

**Ethical Principle:** *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

**Value:** *Integrity*

**Ethical Principle:** *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

**Value:** *Competence*

**Ethical Principle:** *Social workers practice within their areas of competence and develop and enhance their professional expertise. Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.*

**A complete text of the NASW Code of Ethics may be found at [www.socialworkers.org/pubs/code/code.asp](http://www.socialworkers.org/pubs/code/code.asp)**

**If you are going to practice as a social worker in the State of Maryland, it is very important that you are aware of the Department of Health and Mental Hygiene Board of Social Work Examiners Code of Ethics as well.**

**The complete text can be found at**

**<http://dhmh.maryland.gov/bswe/Docs/Regs/10.42.03CodeofEthics.pdf>**

## APPENDIX B

### LEARNING AGREEMENT & EVALUATION

This form can be found on IPT at [www.runipt.com](http://www.runipt.com)

For the *Learning Agreement*:

During the first 3 weeks, the student and field instructor should start thinking about the Learning Agreement by considering:

- Learning objectives of the student
- Skills the student would like to develop
- Agency needs
- The Learning Agreement is a JOINT effort between the student, field instructor, and task supervisor (if applicable)
- Review what it means for something to be MEASUREABLE
- Refer to SOWK 480 and 481 syllabi
- Review the entire draft with your field instructor
- As homework, TYPE what you and your instructor discussed and bring it to supervision the following week; it is normal to do a few drafts
- Make sure that you and your field instructor sign the learning agreement in IPT
- Submit your Learning Agreement via IPT, by the date listed on the Field Calendar

For the *Evaluation*:

- During the first semester, Evaluations are completed by the field instructor in October (mid-term) and in December (final); discussed with the student, and then the student submits via IPT
- During the second semester, a mid-semester evaluation is used ONLY if the field instructor has specific concerns, or the student has not been at the placement since the start of the academic year; the final evaluation is submitted in April
- The field instructor, task supervisor (if applicable), and student sign the evaluation and submit it via IPT, by the date listed on the field calendar
- Students may not pass field if all paperwork has not been completed and submitted via IPT, by the end of each semester

**University of Maryland, Baltimore County  
Baccalaureate Social Work Program  
Office of Field Education**

**Learning Agreement and Evaluation**

Student Last Name:		
Student First Name:		
Student ID:		
Agency:		
Field Instructor:		
Semester:	Fall 20_____	Spring 20_____
Faculty Field Liaison:		
Supervision:	Day:	Time:

**A. Instructional Guide:**

This document addresses three distinct components of the field placement experience (1) the Learning Agreement, (2) the Mid-Term Evaluation, and (3) the Final Evaluation. The nine (9) sections of this document reflect the 9 core competencies and 31 behaviors established by the Council on Social Work Education, 2015 Educational Policies and Accreditation Standards (EPAS) – these are national standards of performance. The behaviors operationalize each competency by describing the knowledge, values, skills, and cognitive and affective processes that comprise each competency.

- (1) Section “(1)” is the Learning Agreement section, which includes Measurable Learning Objectives, Goals, and Assignments:

The Learning Agreement is a contract between the student and the field instructor regarding learning goals for this semester. It will reflect the kinds of generalist learning experiences the student will have in the agency in relationship to the core competencies, related behaviors, and integrated dimensions while working with individuals, families, groups, organizations, and communities. The Learning Agreement portion of this document is critical to establishing the expectations for the placement and is to be completed **collaboratively** between the student and field instructor. It should be worded using very concrete, specific, behavioral terms that can be easily measured. In other words, it is like a field “treatment plan”. **Each competency should have 2 – 3 goals, objectives, tasks and/or assignments listed.**

Bad Example: “Student will become a better social worker”

Good Example: “Student will co-facilitate 2 process groups per week by Nov. 1”

- (2) Column “(2)” is the Mid-Term Evaluation section:

The Mid-Term Evaluation consists of ratings (rating criteria follows) of the student’s **performance** pertaining to the identified behaviors approximately mid-way through the

semester. It is good practice to set aside time in supervision PRIOR to the mid-term due date to review the Learning Agreement goals and assess the degree of progress made toward achieving them. Mid-Term results should help to guide the remaining weeks of the field placement for this term and should indicate areas for modification and growth. In order to help students improve their **performance**, please develop **a plan for improvement** for areas where the student’s **performance** is assessed to fall below the target competency rating.

(3) Column “(3)” is the Final Evaluation section:

The Final Evaluation allows the field instructor to rate the student’s **performance** for the entire semester pertaining to the 31 identified behaviors. The focus in both the mid-term and final evaluations should be an ACCURATE assessment of the student’s achievement and competence level of the identified behaviors, core competencies and associated dimensions.

**B. How to use this document to assess student performance of behaviors and achievement of competencies?**

This document is to be submitted 3 times during the semester. The 1<sup>st</sup> submission is the Learning Agreement, the 2<sup>nd</sup> submission is the Mid-Term Evaluation, and the 3<sup>rd</sup> submission is the Final Evaluation.

In the Learning Agreement section, please identify measurable learning objectives, goals, and specific assignments that correspond to the competency and the integrated dimensions listed. The student and field instructor must complete **at least two** learning goals, objectives, tasks, and/or assignments **under EACH competency category.**

Sample:

<b>Competency #1: Demonstrate Ethical and Professional Behavior</b>				
<b>(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments:</b>				
<ul style="list-style-type: none"> <li>• Discuss common ethical issues for the setting and how to handle them with field instructor. Talk with colleagues about ethical dilemmas they have encountered and how they arrived at decisions.</li> <li>• Ask field instructor about rules related to use of personal and agency technology; discuss and abide by these guidelines.</li> </ul>				
	Identified Behaviors	Dimension(s)	(2) Mid-Term Rating (1-5)	(3) Final Rating (1-5)
1.1	<b>Social Work Students:</b> 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	Knowledge; Values; Skills; C/A Processes	2	3



	of ethics as appropriate to context;			
1.2	use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	Values; C/A Processes	3	4

**Evaluation Rating Instructions:**

The standard by which a field placement student is to be compared for evaluation rating purposes is that of a social work student at the generalist practice level. For example, a 1<sup>st</sup> semester BSW student’s performance should be measured against the expected level of practice competency of beginning BSW level practitioner. During the evaluation process, the student, field instructor, and task supervisor (if applicable) should refer to the accompanying Learning Agreement goals compiled for this student at the beginning of the semester. The field instructor determines the final ratings.

**Rating Criteria:**

5	Outstanding	The field placement student CONSISTENTLY EXCEEDS expectations related to the identified behavior.
4	Proficient	The field placement student CONSISTENTLY MEETS expectations related to the identified behavior.
3	Developing	The field placement student GENERALLY MEETS expectations related to the identified behavior.
2	Needs improvement	The field placement student INCONSISTENTLY MEETS expectations related to this identified behavior. There are performance indicators that the student can meet the expectations in the near future with additional guidance and direction.
1	Unsatisfactory	Despite being given opportunities, the field placement student NEVER MEETS expectations related to this identified behavior.
N/O		The field placement did not have an opportunity to demonstrate this identified behavior by the date of this evaluation.

**Comments Sections:**

Comments supporting your ratings must be made under all categories. Please be sure to comment on those areas in which you think the field placement student is particularly strong (“5” ratings) and those areas that need improvement (“1” or “2” ratings). Additional comments may be made at the end of the evaluation.

## Field Education Competency-Based Learning Agreement and Evaluation

Competency #1: Demonstrate Ethical and Professional Behavior				
(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments:				
	Identified Behaviors	Dimension(s)	(2) Mid-Term Rating (1-5)	(3) Final Rating (1-5)
1.1	<b>Social Work Students:</b> 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;	Knowledge; Values; Skills; C/A Processes		
1.2	use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	Values; C/A Processes		
1.3	demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	Knowledge; Values; Skills; C/A Processes		
1.4	use technology ethically and appropriately to facilitate practice outcomes; and	Knowledge; Values; Skills; C/A Processes		
1.5	use supervision and consultation to guide professional judgment and behavior.	Knowledge; Values; C/A Processes		
	Overall <b>mid-term</b> rating for competency #1		MT	
	Overall <b>final</b> rating for competency #1			Final

In your comments, please provide examples of specific behaviors and integrated dimensions to support your ratings.

Midterm Comments:

Final Comments:

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Competency #2: Engage Diversity and Difference in Practice				
(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments:				
	Identified Behaviors	Dimension(s)	(2) Mid-Term Rating (1-5)	(3) Final Rating (1-5)
2.1	<b>Social Work Students:</b> apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	Knowledge; Values; Skills; C/A Processes		
2.2	present themselves as learners and engage clients and constituencies as experts of their own experiences; and	Knowledge; Skills; C/A Processes		
2.3	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Values; C/A Processes		
	Overall <b>mid-term</b> rating for competency #2		MT	
	Overall <b>final</b> rating for competency #2			Final

In your comments, please provide examples of specific behaviors and integrated dimensions to support your ratings.

Midterm Comments:

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Final Comments:

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<b>Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice</b>				
<b>(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments:</b>				
	Identified Behaviors	Dimension(s)	(2) Mid-Term Rating (1-5)	(3) Final Rating (1-5)
3.1	<b>Social Work Students:</b> apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and	Knowledge; Values; Skills; C/A Processes		
3.2	engage in practices that advance social, economic, and environmental justice.	Knowledge; Values; Skills; C/A Processes		
	Overall <b>mid-term</b> rating for competency #3		MT	
	Overall <b>final</b> rating for competency #3			Final

In your comments, please provide examples of specific behaviors and integrated dimensions to support your ratings.

Midterm Comments:

Final Comments:

<b>Competency #4: Engage in Practice-informed Research and Research-informed Practice</b>				
<b>(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments:</b>				
	Identified Behaviors	Dimension(s)	(2) Mid-Term Rating (1-5)	(3) Final Rating (1-5)
4.1	<b>Social Work Students:</b> use practice experience and theory to inform scientific inquiry and	Knowledge; Skills		

	research;			
4.2	apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	Knowledge; Skills; C/A Processes		
4.3	use and translate research evidence to inform and improve practice, policy, and service delivery.	Knowledge; Values; Skills; C/A Processes		
	Overall <b>mid-term</b> rating for competency #4		MT	
	Overall <b>final</b> rating for competency #4			Final

In your comments, please provide examples of specific behaviors and integrated dimensions to support your ratings.

Midterm Comments:

Final Comments:

**Competency #5: Engage in Policy Practice**

**(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments:**

	Identified Behaviors	Dimension(s)	(2) Mid-Term Rating (1-5)	(3) Final Rating (1-5)
5.1	<b>Social Work Students:</b> identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	Knowledge		
5.2	assess how social welfare and economic policies impact the delivery of and access to social services; and	Knowledge; Skills; C/A Processes		
5.3	apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and	Knowledge; Values; Skills; C/A Processes		

	social, economic, and environmental justice.			
	Overall <b>mid-term</b> rating for competency #5		MT	
	Overall <b>final</b> rating for competency #5			Final

In your comments, please provide examples of specific behaviors and integrated dimensions to support your ratings.

Midterm Comments:

Final Comments:

Competency #6: Engage with Individuals, Families, Groups, Organizations, & Communities				
(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments:				
	Identified Behaviors	Dimension(s)	(2) Mid-Term Rating (1-5)	(3) Final Rating (1-5)
6.1	<b>Social Work Students:</b> apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	Knowledge; Skills; C/A Processes		
6.2	use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Knowledge; Values; Skills; C/A Processes		
	Overall <b>mid-term</b> rating for competency #6		MT	
	Overall <b>final</b> rating for competency #6			Final

In your comments, please provide examples of specific behaviors and integrated dimensions to support your ratings.

Midterm Comments:

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Final Comments:

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Competency #7: Assess Individuals, Families, Groups, Organizations, & Communities				
(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments:				
	Identified Behaviors	Dimension(s)	(2) Mid-Term Rating (1-5)	(3) Final Rating (1-5)
7.1	<b>Social Work Students:</b> collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	Knowledge; Skills; C/A Processes		
7.2	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;	Knowledge; Values; Skills; C/A Processes		
7.3	develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and	Knowledge; Values; Skills; C/A Processes		
7.4	select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Knowledge; Values; Skills; C/A Processes		
	Overall <b>mid-term</b> rating for competency #7		MT	
	Overall <b>final</b> rating for competency #7			Final

In your comments, please provide examples of specific behaviors and integrated dimensions to support your ratings.

Midterm Comments:

Final Comments:

<b>Competency #8: Intervene with Individuals, Families, Groups, Organizations, &amp; Communities</b>				
<b>(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments:</b>				
	Identified Behaviors	Dimension(s)	(2) Mid-Term Rating (1-5)	(3) Final Rating (1-5)
8.1	<b>Social Work Students:</b> critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	Knowledge; Values; Skills; C/A Processes		
8.2	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	Knowledge; Values; Skills; C/A Processes		
8.3	use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	Knowledge; Values; Skills		
8.4	negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	Knowledge; Values; Skills; C/A Processes		
8.5	facilitate effective transitions and endings that advance mutually agreed-on goals.	Knowledge; Skills		
	Overall <b>mid-term</b> rating for competency #8		MT	
	Overall <b>final</b> rating for competency #8			Final



In your comments, please provide examples of specific behaviors and integrated dimensions to support your ratings.

Midterm Comments:

Final Comments:

**Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities**

**(1) Learning Agreement Measurable Learning Objectives, Goals, and Assignments:**

	Identified Behaviors	Dimension(s)	(2) Mid-Term Rating (1-5)	(3) Final Rating (1-5)
9.1	<b>Social Work Students:</b> select and use appropriate methods for evaluation of outcomes;	Knowledge; Values; Skills; C/A Processes		
9.2	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	Knowledge; Skills; C/A Processes		
9.3	critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	Knowledge; Skills; C/A Processes		
9.4	apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	Knowledge; Values; Skills; C/A Processes		
	Overall <b>mid-term</b> rating for competency #9		MT	
	Overall <b>final</b> rating for competency #9			Final

In your comments, please provide examples of specific behaviors and integrated dimensions to support your ratings.

Midterm Comments:

Final Comments:

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<b>Essential Social Work Skills and Behaviors:</b>				
	<b>Social Work Students:</b>	<b>Dimension(s)</b>	<b>(2) Mid-Term Rating (1-5)</b>	<b>(3) Final Rating (1-5)</b>
1	maintain professionalism in terms of dress and on time attendance;	Knowledge; Values; Skills; C/A Processes		
2	establish and maintain appropriate relationships with clients and agency personnel;	Knowledge; Values; Skills; C/A Processes		
3	accept constructive feedback and make the necessary changes; and	Knowledge; Skills; C/A Processes		
4	engage in assigned tasks and complete in a timely manner.	Knowledge; Skills; C/A Processes		

**Field Instructor's Summary Narrative:**

Include any additional comments that could help to clarify or highlight aspects of this student's field placement experience, progress toward, or achievement of professional social work competencies:

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**(1) Learning Agreement Signatures:**

Student: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

Task Supervisor (if applicable): \_\_\_\_\_

Faculty Field Liaison: \_\_\_\_\_

**(2) Mid-Term Signatures:**

Student: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

Task Supervisor (if applicable): \_\_\_\_\_

Faculty Field Liaison: \_\_\_\_\_

**Total number of hours completed by mid-term:** \_\_\_\_\_

*The student's signature does not imply agreement or disagreement with the evaluation; it indicates only that the student has read it.*

Student's Comments (optional):

**(3) Final Signatures:**

Student: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

Task Supervisor (if applicable): \_\_\_\_\_

Faculty Field Liaison: \_\_\_\_\_

**Total number of hours completed by final:** \_\_\_\_\_

*The student's signature does not imply agreement or disagreement with the evaluation; it indicates only that the student has read it.*

Student's Comments (optional):

## **APPENDIX C**

### **LEARNING AGREEMENT SUGGESTIONS**

- **This document can be used to assist with Section “(1)” of the Learning Agreement and Evaluation form and includes suggestions for Measurable Learning Objectives, Goals, and Assignments that will reflect the kinds of learning experiences the student will have in the agency**
- **The Measurable Objectives, Goals, and Assignments should be worded using very concrete, specific, and behavioral terms that can be easily measured; in other words, it is like a field “treatment plan”**

## UMBC

### Baccalaureate Social Work Program – Office of Field Education **Learning Agreement Instructions and Suggestions**

We encourage all of our field instructors to create assignments that are based on agency opportunities as well as students' interests, desires, and personal situations. We hope this list of suggestions inspires you to be creative as well as realistic. It is meant to give you ideas under each competency to help you review what others have done and envision what might be possible for your student/s at your agency. **Please create assignments so that they are measurable and specific to your agency/student/supervision circumstances.**

Some Steps to Consider:

1. When you begin the process, look at the opportunities that are available, the tasks that you perform in your job, and how your student may participate in agency activities.
2. Talk with the student in order to understand her/his interests and life experiences. How might these interests play a role in what you determine as assignments?
3. What are the student's strengths? How might these be expanded through the experiences you provide?
4. What areas in the student's experience are weak and how might you help her/him build skills and knowledge?

You can help your student/s become responsible for her/his own learning by involving her/him in this process of establishing assignments, reviewing progress weekly, giving feedback, and completing the evaluations each semester. The process starts here and you and your student can create a solid foundation upon which to build her/his learning. The Learning Agreement should be a "live document" that is used during each supervision session.

**Competency #1: Demonstrate Ethical and Professional Behavior**

Assignments should involve: ethical decision making, understanding of professional development, professional roles and boundaries, and the use of supervision.

**Field Practice Activities to Develop and Demonstrate Competency #1:**

- Through process recordings and discussions in supervision, reflect on use of self and demonstrate an awareness of personal strengths and challenges.
- Meet attendance and timeliness expectations of field placement.
- Read policies and procedures, observe colleagues, attend meetings and talk with instructor to understand agency expectations regarding professional behavior.
- Reflect on how personal assumptions impact professional conduct and interactions with clients.
- Maintain attire and appearance in accordance with agency expectations, alter if necessary.
- Prepare a weekly supervision agenda and discussion questions and utilize supervision to review and reflect upon field assignments, to discuss strengths and areas for growth.
- Learn expectations regarding documentation and other required written communication and gain competency in using agency computer systems.
- Document interactions with clients, agency or community according to agency protocol and integrate field instructor feedback in order to ensure that documentation is clear, concise and contains an appropriate level of detail.
- When working with clients, colleagues and field instructor, practice communicating effectively and respectfully, both verbally and nonverbally. Seek feedback and assistance as needed from the field instructor and/or faculty field liaison.
- Modify social media accounts in ways that reinforce professional boundaries and discuss in supervision.
- Use process recordings and supervision to identify, explore and discuss ethical issues.
- Read agency policies related to confidentiality, mandatory reporting and duty to inform; discuss during supervision and follow ethical and legal standards for privacy and confidentiality in accordance with state, federal, agency and institutional standards.
- Discuss common ethical issues for the setting and how to handle them with the field instructor. Talk with colleagues about ethical dilemmas they have encountered and how they arrived at decisions.
- Ask field instructor about rules related to the use of personal and agency technology; discuss and abide by these guidelines.

**Competency #2: Engage Diversity and Difference in Practice**

Assignments should include: opportunities to discover how a culture's structure may positively or negatively affect the creation or enhancement of privilege and power, to gain self-awareness and to understand the importance of difference when working with clients. Understanding how diversity and difference characterize and shape the human experience, recognizing the extent to which a culture's structures and values may oppress, marginalize or alienate clients.

### **Field Practice Activities to Develop and Demonstrate Competency #2:**

- In process recordings and supervision, reflect upon communication style, values, cultural differences, transference issues, assumptions and biases, and identify ways they could impact interactions with clients.
- Increase awareness of oppression and learn about cultures, history, socioeconomics, and politics of clients by listening to their experiences and asking questions in order to more fully understand their lives; discuss the effects of oppression in supervision.
- Increase awareness of oppression and learn about the cultures, history, socioeconomics, and politics of clients by participating in relevant trainings and reading applicable articles.
- With field instructor guidance, initiate open discussions of client/worker differences during supervision sessions.
- Identify strengths in clients and reflect upon how to build on strengths in supervision. Be open to discussing personal biases.

### **Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice**

Assignments should include: experience with oppression and discrimination, and opportunities for advocacy and practice with advancing human rights and social, economic, and environmental justice with clients.

### **Field Practice Activities to Develop and Demonstrate Competency #3:**

- Identify relevant social justice issues and increase knowledge of them through research, readings, trainings, or other activities.
- Increase understanding of and reflect upon the impact of social, economic and environmental issues on clients through listening to clients, discussions in supervision, research, readings, trainings or other activities.
- Research current or impending legislation that will impact client systems served by practice site and discuss in supervision.
- Identify strategies to advocate for client access to resources (i.e., attending lobby day); implement one or more advocacy strategies and discuss in supervision.
- Assist clients who have restricted opportunities as a result of their circumstances (i.e., single mothers, homeless individuals) in understanding their rights and identifying new possibilities for themselves.
- Identify common economic barriers to care and discuss with your field instructor in supervision.
- Identify opportunities to incorporate environmental concerns in order to help improve the functioning individuals and communities.
- Develop advocacy skills for the promotion of environmental health and resilience of clients.
- Increase awareness of the need to understand the effects of the natural world on clients.

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

Assignments should include: opportunities to understand the role of research in the agency and its application to practice, and how practice informs research.

**Field Practice Activities to Develop and Demonstrate Competency #4:**

- Review scholarly research in order to identify best practices related to a specific client challenge.
- Discuss findings and consider strategies for intervening in supervision.
- Read a current research article on micro or macro intervention methods used in your agency and discuss strengths and weaknesses of those interventions with field instructor.
- Compile data for grant applications or other agency reports.
- In collaboration with colleagues, evaluate some aspect of agency programming or of client's experiences with the agency.

**Competency #5: Engage in Policy Practice**

Assignments should include: discussion of policy and its effect on service delivery, analysis of the policy change process in the agency, and the opportunity to explore policy change.

**Field Practice Activities to Develop and Demonstrate Competency #5:**

- Assess the differential impact of policies on various populations and discuss or present to field instructor and/or colleagues.
- Follow the implementation of a relevant policy initiative and present learning to field instructor and/or colleagues.
- Research a policy issue or relevant social work bill and present learnings/findings to field instructor and/or colleagues.
- Select a local, state, or federal policy and discuss its impact on client access to and utilization of agency services.



**Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Assignments should include: opportunities to understand the importance of human relationships, learning strategies to engage diverse clients and understanding how students' personal experiences may impact their ability to effectively engage with diverse clients.

**Field Practice Activities to Develop and Demonstrate Competency #6:**

- Read client chart or records, make a list of questions that arise as a result of this reading and discuss in supervision.
- Learn how to appropriately introduce yourself to clients, staff and community members and practice doing so.
- Begin to establish rapport by reflecting content and reflecting feelings in client interactions.
- Engage with diverse clients by listening to their experiences and asking questions in order to more fully understand their lives.
- Organize a group of clients to discuss a common concern in their community and invite all interested parties to the community meeting.

**Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities**

Assignments should include: understanding that assessments are ongoing, recognize the implications of the larger context in the assessment process, and understanding how students' personal experience and reactions may affect their assessment and decision-making.

**Field Practice Activities to Develop and Demonstrate Competency #7:**

- Identify client/group/community strengths and needs and discuss with supervisor.
- Complete intakes/psychosocial evaluations/needs assessments and other paperwork according to agency protocols.
- Collect, organize and analyze client (including groups/communities) data to determine appropriate interventions.
- Complete a client genogram and/or eco map as part of a client assessment.
- Meet with community members to assess the scope of a concern and develop and carry out a needs assessment survey in the effected community.

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

Assignments should include: understanding that intervention is an ongoing component of the interactive process of practice, becoming knowledgeable about evidence-informed interventions to achieve the goals of clients, understanding theories of human behavior and the social environment, and critically evaluating and applying this knowledge to effectively intervene with a variety of client groups.

**Field Practice Activities to Develop and Demonstrate Competency #8:**

- Create a service agreement/treatment plan with client outlining client-centered goals.
- Review client progress toward goals using agency appropriate measures/tools.
- In supervision, discuss and reflect upon client interactions and progress and integrate feedback into future interactions.
- Demonstrate ability to discuss and process information and clearly articulate ideas, thoughts, and concepts when working with and discussing clients.
- Develop and implement a plan with community members to address the identified concerns, based on a needs assessment.
- Review client progress throughout the termination phase; prepare client for final session/meetings and create a transition plan.

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

Assignments should include: recognizing the importance of evaluating processes and outcomes, understanding human behavior and the social environment, and critically evaluating and applying this knowledge in evaluating outcomes.

**Field Practice Activities to Develop and Demonstrate Competency #9:**

- Review client progress toward goals using agency appropriate measures and tools.
- Maintain communication and follow up with client to determine outcomes and potential success.
- Discuss and evaluate interventions with individuals, families, groups, organizations, and/or communities with field instructor in supervision and modify interventions based on findings.
- Monitor the effects of an implemented community-based plan and meet with community members to discuss findings and make changes as needed.

**APPENDIX D**

**FIELD EDUCATION TRAINING CONTRACT**

## **Field Education Training Contract**

The University of Maryland, Baltimore County ("UMBC") and (\_\_\_\_\_) ("the Agency") hereby agree to the following terms and conditions in regard to the provision of field education by staff at the Agency ("Field Instructor") to Students engaged in the undergraduate social work program at the University of Maryland, Baltimore County:

1. UMBC shall send to the Agency Students prepared to engage in a field education experience. The names of the Students recommended for field placement will be provided to the Agency at least two (2) weeks prior to the beginning of the field experience. Students will be interviewed by the Agency Field Instructor ("Field Instructor") prior to actual confirmation of the placement. If there is question regarding a Student's suitability for the placement, the matter will be resolved by the Agency Field Instructor or Agency coordinator and UMBC's Assistant Dean of Undergraduate Field Education.
2. Students will be in field placement two (2) days (sixteen hours) per week during the fall semester, winter session, and spring semester. Students are expected to adhere to the Agency conduct code and to be in the Agency during the normal office hours except on UMBC and/or Agency holidays as set forth in UMBC's Field Education Manual (the "Manual"), incorporated herein by reference. Any change in regular field education hours must be approved by the Field Instructor and UMBC's Assistant Dean of Undergraduate Field Education or faculty liaison.
3. The Agency will provide Students with physical space and supplies as approved by the Field Instructor and as available to carry out field work assignments. In addition, the Agency will be responsible for orienting field placement students to the safety policies and procedures of that agency and setting. Procedures for the student(s) to follow in the event of a safety or security problem should be reviewed at the beginning of the placement with ample opportunity for questions and discussion as needed.
4. Health insurance is required of all Students enrolled in the field education program. Any illness which requires medical attention or hospitalization during field placement is the responsibility of the Student and his/her family. Illness or injury to the Student due to negligence or site conditions is the responsibility of the Agency. When required by the Agency, Students must provide verification of necessary health screening tests, such as for tuberculosis, rubella, or drug screening; or the Student may have the necessary screenings performed by the Agency's employee health center prior to the beginning of field education. The Agency must inform UMBC's Assistant Dean of Undergraduate Field Education of any medical screenings or tests required of Students as a condition for the field placement. Students must be informed of the requirement of health screenings before their field placement with the Agency is confirmed.
5. The Agency must inform UMBC's Assistant Dean of Undergraduate Field Education if a criminal background check is required of Students as a condition of field placement. Students will be informed of this requirement prior to the beginning of their field placement experience.
6. Students must follow Agency protocol in matters of confidentiality. Agency property, including client information, may not be removed from the Agency site.
7. New Field Instructors must be willing to participate in orientation seminars provided by UMBC prior to the beginning of each academic year.
8. Agency shall provide Field Instructors prepared to engage in field supervision. The Field Instructor must have an M.S.W. degree and a minimum of two (2) year's post-master's practice experience, including at least (6) months at the field placement Agency. The Field Instructor must provide UMBC with a curriculum vitae.
9. The Field Instructor must provide Students with a minimum of one (1) hour per week of formal supervision. To the extent possible, such supervisory time should be on a regularly scheduled basis. Such supervision shall be in accordance with the field education learning points as set forth in the Manual and in the individualized Student Learning Contract.

10. Prior to the weekly supervision, the Student shall provide the Field Instructor with some evidence of performance in a social work role. Such evidence must be either written (process recording) or recorded. Such evidence should be maintained by the Field Instructor throughout the semester for purposes of possible review by Student, faculty liaison, and Agency personnel as part of the Student's evaluation. The Field Instructor shall complete a mid-term and final Student evaluation in accordance with guidelines developed by UMBC.

- The Agency must provide the Student with the quantity and quality of assignments to meet all educational requirements as set forth in the Manual.

11. The Agency may pay or reimburse Student expenses for transportation related to Agency's services. Students shall not be permitted to transport clients in their personal vehicles.

12. UMBC will designate a faculty liaison who will provide the Field Instructor with consultation regarding learning assignments, student evaluations, and other questions or problems as the situations arise. The faculty liaison will be accessible and available to the Field Instructor and will visit the Agency at least twice during the academic year. Grading will be on a pass/fail basis, and the faculty liaison will have ultimate responsibility for assigning the grade.

13. Students participating in field education are not employees of the Agency, and the Agency is not required to provide any employee benefits to the Student. However, Students may receive benefits allowed by the Agency, such as discount meals, special parking privileges, and one-time employee health screenings.

14. Students engaged in field placement will be covered by the University of Maryland clinical program blanket Student Professional Liability Policy. The Agency will receive verification of the Student's professional liability coverage.

15. The Agency certifies that it does not discriminate against any individual on the basis of race, color, national origin, ancestry, ethnic background, genetics, disability, age, sex, gender identity and expression, marital status, sexual orientation, religion, creed, and/or veteran status in employment practices in accordance with federal laws, including, but not limited to Titles VI and VII of the Civil Right Act, Title IX of the Education Amendments, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act as amended, as well as state laws, and regulations.

16. During a given academic year, termination of individual Students shall be by consultation with the Field Instructor, the faculty liaison and the Assistant Dean of Undergraduate Field Education.

17. This Contract will remain in effect until September 1, 2022. This Contract may be terminated by either party by giving 30 days written notification to the other. Revision or modification to this Contract shall not be effective unless reduced to writing and signed by authorized representatives of both parties.

UNIVERSITY OF MARYLAND  
BALTIMORE COUNTY

AGENCY: \_\_\_\_\_

By: Carolyn Tice, DSW \_\_\_\_\_

By: \_\_\_\_\_

Associate Dean and Professor \_\_\_\_\_

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Print Title: \_\_\_\_\_

Date: \_\_\_\_\_

By: Antonio R. Moreira \_\_\_\_\_

Vice Provost for Academic Affairs \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX E

### PROCESS RECORDING FORM

- During the 1<sup>st</sup> week of field, notify your field instructor when the process recordings are due
- Discuss with your field instructor how much time they need to read and comment on your process recording prior to the due date
- Make sure that your field instructor has read, provided comments, and discussed your process recording with you before you submit it via IPT, by the due date listed on the field calendar
- Thoroughly complete the first page of the form with identifying information, etc, so your field instructor and liaison have a clear understanding of the client and context
- Please change identifying information to protect client confidentiality (i.e., name, address, etc.)
- The interaction on which you base your process recording should be at least 5-10 minutes and the process recording should be at least 5-10 pages
- All process recordings must be face to face with one individual
- In the “feelings” column, please focus on *your* feelings and reactions, not those of the client
- ALL columns (skills, feelings, analysis) must be at least 50% complete

## PROCESS RECORDING FORM

**Student's Name:** \_\_\_\_\_

**Client's Name (please protect client confidentiality):** \_\_\_\_\_

**1. Identifying information:**

**2. Presenting problem(s):**

**3. Purpose of the interview:**

**Date:** \_\_\_\_\_

**Number of times you have seen this client:** \_\_\_\_\_





## **APPENDIX F**

### **UNIVERSITY STUDENT ACADEMIC CONDUCT POLICY**

## **UNIVERSITY STUDENT ACADEMIC CONDUCT POLICY**

Consistent with the ethical requirements of the social work profession and UMBC's Student Academic Conduct Policy, the Baccalaureate Social Work Program holds students to the highest standards of academic integrity. Students are expected to know and adhere to the rules established by individual social work professors in specific social work courses. Student's academic work also must conform to the guidelines established by the University regarding the definition of misconduct, including, but not limited to, cheating, fabrication, facilitating academic dishonesty, and plagiarism. Allegations of academic misconduct on the part of social work students will be taken seriously and will be responded to by following procedures established by the University. The UMBC Student Handbook and the UMBC Policies section of the UMBC Directory contain the "University's Student Academic Conduct Policy" and "Policy for Resolving Cases of Academic Misconduct".

Student Academic Conduct Policy

<http://oue.umbc.edu/files/2015/09/ACC2011.pdf>

Undergraduate Honors Statement

<http://oue.umbc.edu/files/2015/09/AIStudentHonorStatement.pdf>

**APPENDIX G**

**SAFETY GUIDELINES**

**AND**

**STUDENT SAFETY CHECKLIST**

## **FIELD EDUCATION SAFETY GUIDELINES**

The Field Education Office of the University of Maryland Baltimore County (UMBC) Baccalaureate Social Work Program has adopted the following policy, procedures and guidelines regarding the safety of social work students in year-long field placements. This document been created to recognize that unsafe behaviors in the lives of clients can create potential dangers to professional social workers and students. Issues of safety are relevant in all communities and settings. Students must become familiar with this document regardless of the client population or location of their field placement.

### **I.**

a) The Field Education Office of the Baccalaureate Social Work Program is responsible for providing all students and faculty field liaisons with general written information about safety in field placement settings.

b) The Field Education Office of the Baccalaureate Social Work Program expects each agency to be responsible for orienting field placement students to the safety policies and procedures of that agency and setting. Such orientation should include, but not be limited to discussions on safety issues in the community, within the agency building(s), with particular clients prone to violent behavior, and about clients who may be sharing living quarters with persons prone to violent behavior, to the extent that such information is known. Security of students' personal belongings while at the agency should be also covered. Procedures for students to follow in the event of a safety or security problem should be reviewed by the field instructor at the beginning of the placement with ample opportunity for questions and discussion as needed.

c) The Field Education Office of the Baccalaureate Social Work Program urges all agencies to make the same accommodations to ensure students' safety as they make for their own agency staff and in some situations the agency may need to make even greater accommodations for a student. If a student's concerns about safety interfere in whole or in part with the learning process, the faculty field liaison should be contacted by the field instructor to facilitate prompt exploration of the concerns and to seek a mutually satisfying resolution.

### **II.**

a) If an incident occurs in which a student is personally threatened or hurt, it is the student's responsibility to notify the field instructor immediately, along with the agency personnel, as directed by the agency. The field instructor, agency contact person, or agency director should then contact the Assistant Dean of Field Education or the Field Coordinator immediately to discuss what actions the agency and Field Education Faculty should take regarding the student's physical and emotional well-being in the wake of and following the incident.

b) The Assistant Dean of Field Education or the Field Coordinator will document the incident and the steps taken to address it and will meet with the student, the field instructor, and faculty field liaison to assess the student's readiness to remain in or

return to the field, and any other issues relevant to the situation. The Assistant Dean of Field Education or the Field Coordinator may also alert the Associate Dean of the Baccalaureate Social Work Program about incidents and concerns.

c) If a student or a faculty field liaison have concerns regarding agency safety procedures for students, the Assistant Dean of Field Education or the Field Coordinator should be contacted to discuss the concerns. The Assistant Dean of Field Education or the Field Coordinator will contact the agency and field instructor for a meeting and safety evaluation and may remove the student from the placement based upon a consideration of the totality of the circumstances.

### **III.**

#### **a) *Agency Protocol***

It is important for students to know the agency's safety and security protocol when in the office and on home visits with clients prior to the start of the placement. If the agency does not have safety and security policies or procedures, the field instructor and student should review and discuss any issues related to safety and security in the setting. Social work students are urged to bring their questions and concerns to the field instructor. Regular and prompt communication about safety concerns is strongly encouraged.

#### **b) *Security of Belongings***

All students in the field placements are expected to have a secure place to store coats, handbags, cell phones, laptops, and other belongings while at the agency. It is preferable that the space be one that can be locked, and could be in a desk drawer or filing cabinet. Students should not leave handbags and other personal articles visible and unattended, even in an office with the door closed.

Valuables should not be brought to field placement settings. Items of value should not be left in cars, and should not be placed out of view just prior to leaving a vehicle. Neither the agency nor the Baccalaureate Social Work Program or UMBC can be responsible for lost, stolen, or damaged personal items.

#### **c) *Safety Issues Related to Working with Clients***

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

There may be times when students work with individuals who have difficulty with reality testing, dealing with overwhelming emotions, and controlling their anger. Some of them may be prone to violence and may possess a weapon. Other clients may be intoxicated, under the influence of drugs, in withdrawal, or may have other physical or mental health symptoms that impair their judgment or impulse control. Again, all social work students are to consult with their field instructors to prepare adequately for handling of specific situations that are potentially difficult or threatening, such as medical emergencies,

client substance abuse, suicide or homicide risks, potential abuse of others, and the presence of weapons.

d) *Safety Guidelines for Office Meetings*

If a student will be meeting with a client that may pose a safety risk, it is important for the student to discuss the situation promptly and fully with the field instructor. Based on the outcome of this discussion, there may be a decision that a student will not see the client or sees the client under specific circumstances or controls. However, if it is decided that a student will see the client, several points should be considered. Specifically, a client's mental state should be assessed. When considering the location of the meeting, it might be helpful to think about what is in the room, whether there is more than one exit, and where each person might sit. It may also be helpful to think about whether to include someone else in the meeting, and what to wear. When discussing the time of the appointment, it can be helpful to think about whether or not other people are around at the time being considered for the meeting. It is also important to discuss the plan for backup and assistance in the event that the client becomes agitated. A student should never see a potentially dangerous client alone without someone else in the agency knowing about the client, the appointment time and the location of the appointment. Students should keep field instructors and/or task supervisors informed about their schedules and whereabouts in and outside of the agencies during field placement days.

e) *Safety Guidelines for Travel by Car*

When a student is traveling by car to an agency or to home visits, it is advisable to know where he/she is going, and to look at a map before driving to unfamiliar areas. Students should remain alert, and lock doors and close windows. The student should tell someone where he/she is going and the expected amount of time she/he will be away from the office. The agency should have the students' cell phone number or other information on how to contact the student in the event of an emergency.

f) *Safety Guidelines for Travel by Foot or Public Transportation*

When traveling by foot or public transportation, it is advisable that students know where they are going and the route by which they will travel. Students are encouraged to carry no valuables with them. Money, license, keys, and other essentials might be carried in a pocket. If a handbag carried under the arm is grabbed, it is best to let go of it. It is helpful to dress in comfortable clothes that are loose fitting, and to wear sturdy, flat walking shoes. It is also helpful to be alert, and to walk with a purpose, as if one has a clear destination. One should be aware of people in the immediate area while refraining from seeming intrusive.

g) *Safety Guidelines for Home Visits*

It is important that students familiarize themselves with the clients' files prior to home visits. If there is a question of safety, students should plan accordingly with field instructors. It might be decided that meeting at a neutral place or going with another worker is the appropriate plan. Someone at the agency should always know the student's itinerary. It is helpful to stay alert and to think about what to wear, which room

to meet in, and where to sit. If a student ever feels threatened at any point during the visit, they are encouraged to err on the side of caution and appropriately terminate the visit. If clients seem to feel threatened by the student entering their dwelling, the student should desist and not force the issue. If a student hears a heated argument from inside the house or apartment, the student may decide to re-schedule the visit or call to assess the situation before entering the dwelling. A student should never see a potentially dangerous, threatening, intoxicated, belligerent, or angry client alone without someone else from the agency accompanying them. In general, a cell phone is very useful for students doing home visits.

h) *Health Safety*

Students should be alerted to the existence of biohazards. They should receive training and information from the agency about how to protect themselves from infectious diseases, should it be necessary at a particular agency.

Questions and concerns regarding the Field Education Safety Policy, Procedures, and Guidelines should be directed to the Assistant Dean for Field Education at 410-455-2008.

*The Field Education Office of the University of Maryland Baltimore County Baccalaureate Social Work Program thanks Simmons College and Boston University for sharing their safety policies which were used in developing this document.*

## UMBC

### Safety in the Field Student Checklist

The most important thing you can do to keep yourself safe this year is to have a discussion with your field instructor regarding safety. Please review this handout and find a time to discuss the topics below with your instructor. Once you have had the discussion, please have your field instructor sign and date this document, sign and date it yourself in IPT. Your faculty field liaison will then review it.

Safety questions to discuss with your field instructor:

- \_\_\_ What tips do you have for entering and leaving the building safely (especially after dark)?
- \_\_\_ Where are emergency numbers posted (police, fire, poison control)?
- \_\_\_ How does the agency deal with clients who are under the influence (drugs/alcohol)?
- \_\_\_ What is the agency's protocol for a suicidal client?
- \_\_\_ How should I handle a blood related incident (bloody noses etc.)?
- \_\_\_ Is there an internal code for asking for help in the agency?
- \_\_\_ What do I do if I need help while in the agency or while in the community?
- \_\_\_ What are the procedures for fire or severe weather?
- \_\_\_ How do I know if the agency is open or closed in the event of severe weather?
- \_\_\_ What should I do if a client becomes very upset or agitated?
- \_\_\_ What should I do if I think someone has a weapon?
- \_\_\_ Where should I store my personal items?
- \_\_\_ Who should I notify when I leave the agency so somebody knows where I am?
- \_\_\_ What tips do you have related to safety with regard to home visits?
- \_\_\_ Does this agency have any written policies and procedures related to safety? Can I have a copy?



**APPENDIX H**

**UMBC POLICY ON SEXUAL HARASSMENT**

**AND**

**POLICY OF NON-DISCRIMINATION ON THE BASIS OF SEXUAL  
ORIENTATION AND GENDER IDENTITY OR EXPRESSION**

## UMBC POLICY ON SEXUAL HARASSMENT

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This policy may be subject to change or revision. Any concerns should be directed to UMBC Department of Human Resources/Relation or The Department of Legal Affairs.

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At UMBC, we are committed to providing equal access and opportunity to all students, faculty and staff. Sexual harassment thwarts that commitment, and is against the law.

Sexual harassment can occur between peers, faculty and students, employers and employees, or staff and students. It may also occur between persons of the same or of opposite sexes.

For the purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or working environment at UMBC; or
2. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment at UMBC or an individual's participation in a UMBC-sponsored educational program or activity; or
3. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual.

### WHAT IS SEXUAL HARASSMENT?

- Sexual harassment can take many forms. Here are some examples:
- Sexual remarks about your clothing, appearance, anatomy or sexual activities;
- Being required to listen to sexually suggestive jokes and remarks, whether you want to or not;
- Unwanted or unnecessary physical contact or advances;
- Offers by your professor or employer for a better grade, letter of recommendation, a promotion, or a day off in exchange for sexual favors;
- Unwelcome requests for acquiescence in sexual acts;
- Verbal or physical demands for sexual intercourse.

## **WHAT CAN YOU DO?**

There are ways that sexual harassment can be discouraged or avoided. The following list describes some things you can do.

### **DO NOT IGNORE IT:**

If you feel you are being sexually harassed:

You may wish to tell him or her that you don't like the behavior and you want it to stop. You can do this in person, by telephone, or by letter.

### **SEEK ADVICE :**

Seeking the advice of another person is often helpful in evaluating the situation clearly. You may wish to talk with a close friend, a fellow student or coworker, or you may wish to consult with someone you trust on the faculty or staff, or in the administration.

### **SEXUAL HARASSMENT ADVISORS NETWORK:**

In addition, a network of advisors specially trained in issues related to sexual harassment has been formed on the UMBC campus. They are sensitive to the problems of sexual harassment.

Drawn from staff, administration and faculty, the advisors will be available to talk with you and discuss the options that are available to you.

### **FILING WRITTEN COMPLAINTS:**

Under UMBC's policy, all students, faculty or staff may file a written sexual harassment complaint with the Department of Human Resources/Relations (DHR/R) within 180 days of the offending behavior. The DHR/R will inform you of the two avenues of resolution available, informal mediation or formal review of the complaint.

Once a complaint is received by the DHR/R, the alleged harasser will be informed of the written charges filed. Under informal mediation, the DHR/R will seek a resolution to the complaint through counseling and discussion.

A formal review is a closed conference between the complainant, the alleged harasser, an outside hearing officer, and the legal counsel of both parties, if desired. After the conference, the hearing officer will provide a report of the findings to the Office of the Provost.

For the complete policy on "Prohibiting Sexual Harassment and Procedures for Complaints of Sexual Harassment" see policies in the faculty rights and responsibilities document.

# **POLICY OF NON-DISCRIMINATION ON THE BASIS OF SEXUAL ORIENTATION AND GENDER IDENTITY OR EXPRESSION**

## **PURPOSE**

This policy affirms that the University System of Maryland's (USM) commitment to the most fundamental principles of academic freedom, equality of opportunity, and human dignity includes the protection of members of the USM community from discrimination based on sexual orientation and gender identity and expression. These principles require that the treatment of students, faculty, and staff of USM institutions, and applicants for admission and employment, be based on individual abilities and qualifications and be free from invidious discrimination.

## **I. DEFINITIONS**

For the purposes of this policy, the following definitions apply:

A. "Gender identity or Expression" is defined as a person's actual or perceived gender identity, self-image, and appearance, behavior, of expression, regardless of whether that identity, self-image, appearance, behavior, or expression is different from that traditionally associated with the person's gender at birth.

B. "Sexual Orientation" is defined as the identification, perception, or status of an individual as to homosexuality, heterosexuality, or bisexuality.

## **II. PROHIBITION AGAINST DISCRIMINATION BASED UPON SEXUAL ORIENTATION OR GENDER IDENTITY AND EXPRESSION**

A. This policy specifically prohibits discrimination against students, faculty, and academic admissions, financial aid, educational services, housing, student programs, and activities, recruitment, hiring, employment, appointment, promotion, tenure, demotion, transfer, layoff or termination, rates of pay, selection for training and professional development, and employee services.

B. The USM reserves the right to comply with conditions on the application of this policy required by the terms of any bona fide employee benefit plan such as a retirement, pension, or insurance plan, and to enforce or comply with any Federal or State law, regulation, or guidelines, including conditions for the receipt of federal funding.

## **III. IMPLEMENTATION**

A. The protections of this policy shall be included in all appropriate USM and institution equal opportunity statements and related documents

B. The USM and each institution shall include the protections of this policy in its procedures to implement and enforce its equal opportunity and non-discrimination policies, including the identification of those officials responsible for receiving, investigating and resolving complaints of discrimination prohibited by this policy.

## **APPENDIX I**

### **STUDENT MONTHLY FIELD EDUCATION REPORT**

**Students should submit these reports via IPT, by the dates listed on the Field Calendar**

**University of Maryland, Baltimore County  
BACCALAUREATE SOCIAL WORK PROGRAM  
OFFICE OF FIELD EDUCATION  
STUDENT MONTHLY REPORT**

STUDENT \_\_\_\_\_ MONTH \_\_\_\_\_ YEAR \_\_\_\_\_

AGENCY \_\_\_\_\_

FIELD INSTRUCTOR \_\_\_\_\_ FACULTY FIELD LIAISON \_\_\_\_\_

*Students: Please complete this form with the reflections for this month and submit to your liaison in IPT by the dates listed on the Field Calendar.*

**Please tell us how many times in the last month you participated in the various assignments:**

- |                                  |   |
|----------------------------------|---|
| _____ Individual Clients         | _____ Referrals to Community Resources                          |
| _____ Family Assignments         | _____ Community Involvements/Contacts                           |
| _____ Group Assignments          | _____ Opportunities to Engage in Research                       |
| _____ Macro Assignments          | _____ Opportunities to link Clients to other Resources/Services |
| _____ Intakes/ Assessments       | _____ Other (Specify type)                                      |
| _____ Administrative Assignments |   |

**Tell us about supervision this month:**

- \_\_\_\_\_ Number of times you met with your instructor individually at a scheduled time
- \_\_\_\_\_ Number of times you met with your instructor and other students for group supervision
- \_\_\_\_\_ Check here if you didn't have formal scheduled supervision but met with your supervisor on an as needed basis

Total amount of time spent in the above types of supervision this month:

\_\_\_\_\_ 0-60 minutes    \_\_\_\_\_ 1-2 hours    \_\_\_\_\_ 3-4 hours    \_\_\_\_\_ 4-5 hours    \_\_\_\_\_ 5 or more hours

How helpful was supervision to you this month? Very Helpful - Somewhat helpful - Not helpful

5            4            3            2            1

**See reverse side.....**

*Please use the questions below to reflect on your field experience by considering important questions throughout the year. Please type your responses to the questions for the month and submit them as part of the monthly report. Your statements should involve critical thinking and reflection to demonstrate thoughtful consideration and should be approximately one page in length.*

**Month 1: September- Due October 1<sup>st</sup>**

What is your understanding of your role at the agency? What information/experiences do you still need to better understand your role?

Describe two safety issues that may come up at your agency. Describe what you have done to address your concerns.

**Month 2: October- Due November 1<sup>st</sup>**

What self-care tools are you using to manage the pressures of field and other responsibilities in your life?

Having a support system is an important part of self-care. Who/what are your support systems and how do they help you?

**Month 3: November- Due December 1<sup>st</sup>**

As you look back over the past semester, what are you most proud of and what is the most important thing that you have learned?

What goals do you have for the upcoming semester? What steps will you take to make those things happen?

**Month 5: January- Due February 1<sup>st</sup>**

What have you learned about yourself as a result of participating in field last semester?

What boundary issues have you experienced at your agency? How did you address them?

**Month 6: February- Due March 1<sup>st</sup>**

How have your values been challenged in your field placement? Give two examples of how you managed this.

**Month 7: March- Due April 1<sup>st</sup>**

Describe a time when you considered the Code of Ethics and applied it to your practice.

Do you feel like social work is the right profession for you? How did you come to that conclusion?

**Month 8: April- Due April 22<sup>nd</sup>**

Please tell us what your experience has been reflecting on these questions throughout the year; also make any suggestions for next year regarding the monthly reports.

## **APPENDIX J**

### **STUDENT EVALUATION OF FIELD EXPERIENCE**



**BACCALAUREATE SOCIAL WORK PROGRAM  
University of Maryland, Baltimore County**

**STUDENT EVALUATION OF FIELD EDUCATION EXPERIENCE**

NOTE: Student evaluation of the field education experience provides very important feedback to the program at UMBC and to individual field instructors. Your evaluation will be shared with your field instructor and your faculty liaison after your field placement has ended and your grade has been recorded. If you wish confidentiality regarding any part of this evaluation, please make a note at the end of this form (page 3, question 6). Thank you for your valuable cooperation.

Name of Agency: \_\_\_\_\_ Title IV-E \_\_\_\_yes \_\_\_\_ no

Name of Field Instructor: \_\_\_\_\_ Name of Liaison \_\_\_\_\_

<b><u>I.</u></b>	<b><u>Evaluation of Agency</u></b>						<b>Disagree</b>	<b>Agree</b>
1.	I received an adequate orientation to the overall agency, including an explanation of the agency's policies and procedures.	1	2	3	4	5		
2.	I received an adequate orientation to the specific service or department to which I was assigned.	1	2	3	4	5		
3.	I received an adequate orientation to my specific assignments.	1	2	3	4	5		
4.	I received an adequate explanation of my role as a student in training.	1	2	3	4	5		
5.	There was an acceptance of social workers as professionals in my agency.	1	2	3	4	5		
6.	I felt accepted as a student social worker and supported in my work by the interdisciplinary team.	1	2	3	4	5		
7.	I felt physically safe while providing the services of my agency.	1	2	3	4	5		
8.	I felt emotionally safe while providing the services of my agency.	1	2	3	4	5		

<b><u>II.</u></b>	<b><u>Evaluation of Field Instructor</u></b>						<b>Disagree</b>	<b>Agree</b>
1.	My field instructor was accessible and available.	1	2	3	4	5		
2.	My field instructor was helpful in translating concepts and theories into actual practice.	1	2	3	4	5		
3.	My field instructor was helpful in facilitating awareness of how to use my "self" consciously in relation to clients.	1	2	3	4	5		
4.	My field instructor was helpful in facilitating my work with non-social work staff.	1	2	3	4	5		

		Disagree				Agree
5.	My field instructor was helpful in facilitating my gaining an understanding of and carrying out my social work roles and tasks.	1	2	3	4	5
6.	My field instructor encouraged my own initiative and creativity.	1	2	3	4	5
7.	My field instructor was helpful in facilitating an awareness of my own values in relation to my client's values.	1	2	3	4	5
8.	My field instructor conveyed expectations clearly.	1	2	3	4	5
9.	I had a regular weekly tutorial conference with my field instructor.	1	2	3	4	5
10.	My field instructor assisted me in implementing the objectives of my individual learning contract.	1	2	3	4	5
11.	My field instructor provided regular feedback about my learning throughout the semester(s).	1	2	3	4	5
12.	My field instructor required me to complete process recordings or tape recordings of interviews on a regular basis throughout the semester(s).	1	2	3	4	5

**III. Evaluation of Assignments**

		Disagree				Agree
1.	I received an adequate number of assignments to meet my learning objectives.	1	2	3	4	5
2.	The case assignments I received promoted a learning of social work practice.	1	2	3	4	5

**Students: For question 3, rank the extent of your experiences in the following areas:**

		Low			High	
3.	A. Group Assignments	1	2	3	4	5
	B. Family Assignments	1	2	3	4	5
	C. Individual Clients	1	2	3	4	5
	D. Intake/Assessment	1	2	3	4	5
	E. Discharge/Aftercare Planning	1	2	3	4	5
	F. Community Involvements/Contacts	1	2	3	4	5
	G. Opportunities to Engage in Research	1	2	3	4	5
	H. Other_____	1	2	3	4	5

**Low**                      **High**

4. To what extent do you think your interventions influenced your clients' lives?                      1   2   3   4   5

**IV. Overall Evaluation (Please feel free to use the back if you need additional space.)**

1. Please describe the major strengths that you think this agency has to offer as a learning setting for students:
  
2. Please describe any major weaknesses that you see in this agency as a field setting:
  
3. Please describe your field instructor's major strengths as a teacher:
  
4. Please describe any areas in which you think your field instructor might improve as a teacher:
  
5. Do you have any suggestions regarding the overall operation of the Field Education Program from orientation to final evaluation?
  
6. Do you have any specific statement which you wish to be held confidential, that is not to be shared with the field instructor, the agency field education coordinator, if any, and/or the faculty liaison?

## **APPENDIX K**

### **STUDENT TIME SHEET**

**It is the student's responsibility to have their field instructor sign time sheets on a weekly basis in IPT**



AN HONORS UNIVERSITY IN MARYLAND

University of Maryland, Baltimore County  
Baccalaureate Social Work Program  
Office of Field Education

**\*Student Timesheet\***

This form has been designed to help students and field instructors monitor the amount of time the student spends working at their placement agency. This time sheet should be initialed by the field instructor on a weekly basis and submitted along with the monthly reports to the liaison by the dates listed on the Field Calendar. This document will ensure that you receive credit for your time in the field placement. *Make and save your entries each week, but do not sign this form until the end of the month.*

Student Name: [Student Name]

Week of:

DAY	TIME IN	TIME OUT	TOTAL HOURS
Monday	<input type="text"/>	<input type="text"/>	<input type="text"/>
Tuesday	<input type="text"/>	<input type="text"/>	<input type="text"/>
Wednesday	<input type="text"/>	<input type="text"/>	<input type="text"/>
Thursday	<input type="text"/>	<input type="text"/>	<input type="text"/>
Friday	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Total hours worked this week:</b>			

Field Instructor's Initials:  Date:

Week of:

DAY	TIME IN	TIME OUT	TOTAL HOURS
Monday	<input type="text"/>	<input type="text"/>	<input type="text"/>
Tuesday	<input type="text"/>	<input type="text"/>	<input type="text"/>
Wednesday	<input type="text"/>	<input type="text"/>	<input type="text"/>
Thursday	<input type="text"/>	<input type="text"/>	<input type="text"/>
Friday	<input type="text"/>	<input type="text"/>	<input type="text"/>

**APPENDIX L**

**COURSE INFORMATION**

- 1. SOWK 480 & 482 Field Instruction I & II Syllabi**
- 2. SOWK 481 Social Work Methods II Assignments**
- 3. SOWK 483 Social Work Methods III Assignments**

**UNIVERSITY OF MARYLAND, BALTIMORE COUNTY**  
**Baccalaureate Social Work Program**  
**Office of Field Education**  
**Field Instruction I & II, 480/482**

The field manual is available online at <http://socialwork.umbc.edu/field-education/field-forms/> and all field forms are located at [www.runipt.com](http://www.runipt.com). The Intern Placement Tracking (IPT) system is online field education software for field placement documentation and communication; it will also hold the data used to demonstrate students' achievement of 2015 CSWE Educational Policy and Accreditation Standards (EPAS) core competencies, related behaviors, and integrated dimensions of knowledge, values, skills, and cognitive and affective processes.

### **FIELD PROGRAM RATIONALE**

The field placement experience provides the opportunity for students to realize the goals and objectives of the Program through concrete, practical, and community-based interactions with clients and practicing professionals. It is, therefore, regarded as an integral component in the process of the student's professional development. The field placement courses are designed to provide a unique opportunity for each social work student to develop and apply the skills, knowledge, and values acquired in the classroom to practice in a local social service agency. It is through the two field placement experiences (SOWK 480 and SOWK 482) that the student begins to integrate theory and its practical applications; sharpen awareness of personal values, attitudes, strengths and limitations; and develop and enhance skills which result in successful social work practice. Another central goal of field education is to assist students in learning to understand and respect diversity. For this reason, every attempt is made to provide field students with opportunities to practice with persons from diverse backgrounds in agencies that provide culturally relevant services. Direct interaction with individuals and groups from diverse backgrounds, reflective supervision, process recordings, and regular field seminars all aid the student in developing greater cultural awareness and sensitivity.

### **COURSE RATIONALE**

Field Instruction I & II (SOWK 480/482) are designed to provide the student with broad social work experience at the generalist level in a social service agency. Grounded in a liberal arts base, the placement enables the student to begin to integrate and apply, within a particular agency, concepts from courses in human growth and development, social policy, research, and social work practice. The experiences and assignments are based on systems theory, the strengths perspective, and the problem-solving process, and enable the student to demonstrate beginning proficiency in the self-reflective and accountable use of the knowledge, values, skills, and cognitive and affective processes of the generalist practitioner.

### **COURSE DESCRIPTION**

Field Instruction I & II (SOWK 480/482) consists of 16 hours per week of experience in a social service agency for a total of 240 hours for the entire academic year. Attendance in monthly field seminars is also required. Students are expected to engage in a wide range of social work experiences, including a comprehensive orientation to the basic structure and operation of the agency system, the community served by the agency, and the resource systems available to clients. In addition, experiences should include opportunities to observe and participate in the delivery of client services, become familiar with social policies which impact the agency and its client systems, attend staff development and other agency meetings, and participate in a variety of experiences designed to familiarize the student with the broad range of roles and responsibilities of the agency and social worker.

Students are expected to function in accordance with personnel policies and practices of their assigned agency, and to be present at the agency 16 hours each week. In some instances, students may be asked to be available for evening or weekend assignments.

Students will perform their placement activities under the instruction and supervision of their assigned field instructor. In addition to regular contact as needed throughout the week, students and field instructors are expected to meet formally for at least one hour per week for direct supervision.

### **COURSE PREREQUISITES**

Students will have completed the following social work courses prior to acceptance for field placement with a grade of a 'C' or better: Introduction to Social Work (SOWK 250), Social Welfare, Social Policy and Social Work (SOWK 260), Human Behavior in the Social Environment 1 (SOWK 388), and Social Work Methods I (SOWK 397).

In addition to the social work prerequisites, students will have completed liberal arts courses in related disciplines including: English Composition, Human Biology, an Economics or Political Science course, Introduction to Sociology, and Introduction to Psychology as well as Arts and Humanities, Language courses, and other Social Science courses. These courses are essential in providing students with a liberal arts perspective and the orienting theories on which to build and apply social work knowledge, values, and skills in the field placement.

Other prerequisites for registering for SOWK 480 include: an overall GPA of 2.5 or better; a GPA of 2.5 in all social work courses; and having been referred to and accepted by a placement site that has been approved by the Office of Field Education.

Students registered for Field Instruction I & II (SOWK 480/482) must be concurrently enrolled in the respective companion practice methods courses, Social Work Methods I & II (SOWK 481/483). In addition, students must pass Field Instruction I and earn a 'C' or better in Social Work Methods I in order to register for SOWK 482 and SOWK 483.

### **COURSE COMPETENCIES & IDENTIFIED BEHAVIORS**

The objectives of the undergraduate field placement flow from the mission, goals, and objectives of the program and reflect the standards of the 2015 Council on Social Work Education (CSWE) - Educational Policy and Accreditation Standards (EPAS). In field, the course competencies place an emphasis on critical thinking, professional and ethical behavior, client interactions, and respect for human diversity. The placement activities, seminar, and field assignments will allow students the opportunity to achieve competence in the following core competencies, related behaviors, and integrated dimensions. Social work students:

#### **Competency 1 – Demonstrate Ethical and Professional Behavior**

- 1.1 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;
- 1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- 1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- 1.4 use technology ethically and appropriately to facilitate practice outcomes; and



1.5 use supervision and consultation to guide professional judgment and behavior.

### **Competency 2 – Engage Diversity and Difference in Practice**

- 2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- 2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- 2.3 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**

- 3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- 3.2 engage in practices that advance social, economic, and environmental justice.

### **Competency 4 – Engage in Practice-informed Research and Research-informed Practice**

- 4.1 use practice experience and theory to inform scientific inquiry and research;
- 4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- 4.3 use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Competency 5 – Engage in Policy Practice**

- 5.1 identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- 5.2 assess how social welfare and economic policies impact the delivery of and access to social services; and
- 5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

- 6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- 6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

- 7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 7.2 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;

- 7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- 7.4 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**

- 8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- 8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- 8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- 8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- 8.5 facilitate effective transitions and endings that advance mutually agreed-on goals.

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

- 9.1 select and use appropriate methods for evaluation of outcomes;
- 9.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- 9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- 9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

### **COURSE REQUIREMENTS AND ASSIGNMENTS**

Students must actively participate in 16 hours per week for a total of 240 hours per semester of field placement experience at a social service agency as a requirement for the course. Additional requirements for successful completion of the course include the following:

#### **1. Field Seminar**

An important component of field education is the field seminar, which is conducted monthly by the faculty field liaison. A faculty field liaison is assigned to each student, furnishing a link between the program, student, field instructor, and the agency. Faculty field liaisons are charged with supporting the placements that they oversee. As part of that support, faculty field liaisons meet with their students for a two hour seminar once every month, for a total of six seminars each academic year. Students will attend the seminars on one of their regularly scheduled field placement days. Attendance at and active participation in these seminars are mandatory and failure to attend and participate fully could result in a failing grade for the field placement.

The field seminars are small (6-12 students) and are designed to support student learning and problem-solving in the field by addressing topics common to all students (i.e., building relationships with clients, using supervision effectively) and by fostering mutual aid between students. In addition, faculty field liaisons have experience in the field and, as a result, can assist students in developing realistic expectations for the field placement. Other topics

introduced throughout the year may include: the NASW Code of Ethics, agency documentation, field-related paperwork (learning agreements and process recordings), professional behavior, supervision, field instructor and agency expectations, challenging or interesting client issues, diversity and cultural competence, evidenced-based interventions, group work, self-care, and termination with clients.

The concurrent methods courses (SOWK 481 & SOWK 483) differ from the field seminar in that the courses operate with a syllabus and a class agenda based on theories and content from the text book. Student cases and questions from field placements are only discussed if they are linked to the material being presented in class. Methods instructors will refer students to their faculty field liaison should specific questions arise about a field placement.

## **2. Learning Agreement and Evaluation**

The Learning Agreement is a formal document prepared early in the placement, identifying the specific learning activities that will be accomplished throughout the field placement experience. In developing the Learning Agreement, students and field instructors should include tasks specific to the agency and their needs. These tasks should be developed by the student and field instructor and should integrate the identified behaviors with agency activities and goals. The contract must be signed by the student and field instructor in IPT. The Learning Agreement can be accessed online at [www.runipt.com](http://www.runipt.com).

A student, field instructor, or faculty field liaison may initiate an **Addendum** to the original Learning Agreement. Addendums may be submitted at any time during the semester and can include changes or additions to the original Learning Agreement made after the due date. Addendums must also be signed by the student, field instructor, and faculty field liaison.

The Council on Social Work Education (CSWE) mandates specific educational competencies for all baccalaureate social work programs. These expected educational outcomes have been incorporated into the Social Work Program's field education Learning Agreement and Evaluation form (see Appendix B). Regardless of the field placement setting, it will reflect the kinds of generalist learning experiences the student will have in the agency in relationship to the core competencies, related behaviors, and integrated dimensions while working with individuals, families, groups, organizations, and communities. The learning goals, objectives, tasks, and/or assignments should be specific, measurable, and should be individualized to the specific student and agency.

The Learning Agreement and Evaluation are combined into one document so that measuring the students' progress will be more efficient. Student progress and performance in the field placement experience will be evaluated at mid-term and semester end by the student and the field instructor, utilizing the Learning Agreement and Evaluation form. The student and field instructor are expected to review the evaluation jointly during a weekly supervision meeting, using this opportunity to identify goals for strengthening skills. Mid-term and final evaluations are to be submitted to the faculty field liaison by the specified due dates.

The mid-term evaluation provides an opportunity for the student and field instructor to assess the student's progress towards goals and objectives of the field placement as specified in the Learning Agreement. The results of the mid-term evaluation may also be used to determine if placement modifications need to be explored. The final evaluation

should reflect the student's progress toward achieving expertise of social work competencies at the level of a BSW student.

### **Types of Agency Assignments:**

The following is a guide for developing specific student assignments that are related to the CSWE EPAS and should serve as a guide in developing the Learning Agreement. It would be ideal if students could have all of the following experiences during the course of their two semesters:

1. Four to six cases that involve direct work with individuals and/or families. The exact number should be related to the complexity and duration of the assignments and may vary based on other agency requirements. (Competencies 1, 2, 6, 7, and 8)
2. One or more group assignments in which the student has some direct leadership responsibility. These groups must include mutual support but may also include an educational component. Please see Appendix P for more information related to group experience expectations. (Competencies 6, 7, 8, and 9)
3. An opportunity to participate in a macro social work experience within the agency or community. (Competencies 6, 7, 8, and 9)
4. Participation in staff meetings and case conferences, including appropriate presentations by the student. (Competency 1)
5. If approved by field instructor, student can attend agency-sponsored or community-based trainings, continuing education events, or in-services. (Competency 3)
6. Opportunities to participate in research as part of the practice experience. This might include: information gathering and presentation, case studies, literature reviews and/or needs assessments. (Competency 4)
7. Participation in activities related to the formulation and evaluation of agency policies, such as board meetings or staff committees. (Competency 5)
8. Resource mobilization using the community as well as the agency in serving the client. (Competencies 6 and 8)
9. Involvement in the network of social agencies serving the clientele of the field placement agency. (Competencies 6 and 8)
10. Collaboration and consultation with other staff. (Competency 1)
11. Documentation to meet agency and academic requirements. (Competency 1)

### **3. Timesheets & Monthly Reports**

Students are required to maintain an accurate daily record of field placement hours and Learning Agreement activities. Time sheets are to be submitted via IPT for review and signature from the field instructor each week during weekly supervision. Time sheets will be submitted via IPT for faculty field liaison review each month along with the monthly report forms/narrative (see Appendices K & I). Forms are available online at [www.runipt.com](http://www.runipt.com).

### **4. Process Recordings**

The use of process recordings is particularly emphasized and encouraged by the program

as a learning experience for students (see Appendix E). For this reason, students are required to complete at least 2 process recordings per semester. Process recordings are expected to be submitted via IPT to the faculty field liaison after they have been reviewed by the field instructor. Students may also be asked to prepare written material and/or audio- or videotapes to be used for instruction. The exact form of this material is to be determined with the Field instructor and may be a combination of process recording, tapes, progress reports, assessments, summary recordings, etc.

### **EVALUATION AND GRADING OF STUDENT PERFORMANCE**

Ongoing evaluation is a key element of the field instruction process. The Learning Agreement and Evaluation form provides the specified competencies, corresponding behaviors, and integrated dimensions (from CSWE 2015 standards) against which the student is evaluated. Weekly supervision allows for ongoing evaluation of the student's performance, progress, and learning needs.

The program stipulates formal reviews of the student's performance and identification of further learning needs and objectives. It is important that the evaluation be based on the student's actual performance in field work rather than on his or her potential for future practice. The field instructor should complete the mid-term assessment and final assessments of each semester on the same evaluation form so that the program will have a clear indication of the student's growth. The Baccalaureate Social Work Program uses a pass-fail grading system for field education in the belief that students will be freer, without the pressure of letter grades, to risk and test their interactions with both the client system and their field instructors. The field instructor is asked to evaluate the student's performance and to recommend a grade. The faculty field liaison, in consultation with the field instructor, will assign the grade as pass or fail. However, the Office of Field Education retains responsibility for assignment of the field education grades into the UMBC grading system. A passing grade is earned by completion of required hours, completion of assigned learning activities, attendance in all field seminars, and positive evaluations from field instructors. A failure to complete or submit any of the placement assignments or documentation will prevent the student's successful completion of the course.

Students must pass both Field Instruction I (SOWK 480) and Social Work Methods II (SOWK 481) in the fall semester in order to be eligible to continue in both Field Instruction II (SOWK 482) and Social Work Methods III (SOWK 483) in the spring semester.

A successful academic education, a successful field education, and successful attainment of the CSWE core competencies are critical indicators of the student's readiness to assume professional responsibilities.

### **FIELD POLICIES AND PROCEDURES**

#### ***Absences - Scheduled and Unscheduled***

Students are expected to be in the field on a regular schedule. At the same time, students are asked to be flexible in the schedule of their hours when the demands of client service require it. In the case of unexpected absence or lateness, students must notify the field instructor within 20 minutes of the time the agency opens. It is requested that students call their field instructor personally and make a concerted attempt to speak directly with the field instructor. Students must make up any time they miss from field education within the same semester. In the role of social worker, students are important to their clients and the agency's dependable delivery of service. Unscheduled absences can be disruptive to clients, field instructors, and the operation of the agency. A pattern of missed time can seriously devalue the student's overall performance

no matter how effective he or she may be when present and could be grounds for dismissal from the field placement agency.

### ***Field Placement Expenses***

Students pay their own transportation costs to and from the agency. Agencies are asked to pay transportation costs required by field assignments and other petty cash expenses which students may incur in the course of carrying out field assignments. Students must follow agency procedures regarding reimbursement.

### ***Hours***

Students are placed with the expectation that they will remain in the same agency for the entire academic year. Field education starts in the fall and continues through the spring semester. There are no fees or registration required for the Winter Session, but students must continue their work with clients and their field placement assignments during January.

Students must complete 16 hours per week at their agency, for a total of 240 hours each semester, beginning the first day of field placement each semester. Students must be able to attend field 2 days per week, or at a minimum 4-6 hours per day, requiring an additional 1-2 days per week. Field days are dictated by agency needs. The specific hours of field instruction are also set by the field placement agency according to the hours that the agency's social work program is open for business. Students may choose to complete additional hours during the semester. However, additional hours may not be banked in order to end the field placement early. All students are required to stay at the agency until the last scheduled day of field each semester.

Students are expected to complete time sheets (see Field Manual Appendix K) and review them weekly with their field instructors during supervision.

### ***Policies Regarding the Granting of Incomplete Grades in Field Education***

A grade of "Incomplete" in Field Education may be given only in unusual circumstances and the majority of the hours need to have been completed prior to obtaining an "Incomplete" grade. The student must obtain permission for an "Incomplete" in Field Education from the field instructor, faculty field liaison, and either the Field Coordinator or the Assistant Dean of Field Education. The student, field instructor, and faculty field liaison must have a written contract, as well as a specific deadline for when all work must be completed. Under normal circumstances, the deadline is expected to be within two weeks of the end of the semester. If all work is not completed by the deadline, the student will receive a failing grade in the course.

### ***Resolution of Field Related Problems***

If difficulties arise in the placement, the student and field instructor should discuss directly. If the situation is not resolved, the student or field instructor should inform the faculty field liaison. If the problem persists, the faculty field liaison will contact the Field Coordinator or Assistant Dean for Field Education for follow up and problem resolution protocol. See page 30 of the Field Manual for further information.

### ***Safety Guidelines***

a) The UMBC Social Work Baccalaureate Program is responsible for providing all students and faculty field liaisons with general written information about safety in field placement (see Appendix G).

b) The Office of Field Education expects each agency to be responsible for orienting field placement students to the safety policies and procedures of that agency and setting. Such orientation should include, but not be limited to, discussion of safety issues in the community, within the agency building(s), with particular clients prone to violent behavior, and about clients who may be sharing living quarters with persons prone to violent behavior, to the extent that such information is known. Security of personal belongings of the field placement student while at the agency should be also covered. Procedures for the student(s) to follow in the event of a safety or security problem should be reviewed at the beginning of the placement with ample opportunity for questions and discussion as needed.

c) UMBC urges all agencies to make the same accommodations to ensure students' safety as they make for their own agency staff and in some situations the agency may need to make even greater accommodation for a student. If a student's concerns about safety interfere in whole or in part with the learning process, the faculty field liaison should be contacted by the field instructor to facilitate prompt exploration of the concerns.

### ***Student Conduct***

Students accepting a field placement must take seriously their commitment to their clients, their field instructor, the agency, and the program. It is expected that students will conduct themselves in a professional manner in their interactions with staff and clients. Students should refer to the NASW Code of Ethics for clarification and guidance (Appendix A) and the Academic Standards in Field Education (see below).

## **ACADEMIC STANDARDS IN FIELD EDUCATION**

### ***Professional Competence***

In the field, students must demonstrate professional conduct, relationship skills, and behavior consistent with the values and ethics of the profession as stated in the NASW Code of Ethics as well as EPAS Competency 1. Issues related to conduct, relationship skills, and behavior may or may not be included in the student's learning agreement, but will be considered in field grading and continuation.

A student's inability to meet specified professional and ethical standards signifies that a student is not adequately or appropriately performing at the level expected of an undergraduate social work student. The following presents examples, but not a complete list, of behaviors that may constitute professional incompetence:

1. The inability to establish and maintain constructive and appropriate interpersonal relationships with clients and agency personnel.
2. The inability or failure to engage in tasks associated with field education, such as making referrals, engaging in phone calls, making home visits, etc.
3. The inability to accept constructive feedback from field instructors, faculty field liaisons and other faculty, and/or an inability to make changes recommended by this feedback.
4. Failing to adhere to the time schedule for the placement hours.
5. Persistent lateness in meeting deadlines to complete work.

6. Rejection by three agencies during the field placement process for reasons related to appropriateness or readiness for placement.

### ***Ethical Competence***

The NASW Code of Ethics is the cornerstone of determining and guiding ethical behavior for social workers and students. Adherence to these ethical standards is a requirement and standard for the program. At the mandatory student field orientation in late August, all students are provided with a copy of NASW Code of Ethics Overview (see Appendix A) as well as the web site for NASW ([www.naswdc.org](http://www.naswdc.org)) where the complete text may be found. Violation of the NASW Code of Ethics could result in dismissal from the field.

Ethical concerns in the field placement will be brought to the student's attention by the field instructor, faculty, or faculty field liaison as soon as it has been observed. In this situation, the student, with the assistance of the field instructor and other faculty, may have an opportunity to initiate timely corrective steps when appropriate.

### **DISCONTINUATION FROM FIELD EDUCATION**

If discontinuation in the field placement is the outcome of the meeting with the faculty field liaison, field instructor, and the student, the Assistant Dean of Field Education and other parties as appropriate (i.e., Field Coordinator, Shady Grove Program Director, and/or Associate Dean), will meet with the student to discuss the situation and create a plan toward graduation. The student may be offered an opportunity to repeat his/her field experience after demonstrating that he/she has addressed the concerns leading to the original field termination or failure. Under no circumstances is an undergraduate student allowed to retake any portion of the field sequence more than once.

If the conclusion is reached that the student is unable to meet academic and/or professional and ethical standards in the field, or is otherwise unsuited to the profession, the appropriate faculty member/s will advise the student that they need to withdraw from the methods and field courses, as well as the Social Work major. Other options may include: 1) selecting another major or 2) withdrawing from the university.

### **PROCEDURES FOR REVIEWING AND APPEALING GRADES**

The University of Maryland, Baltimore County has established procedures for reviewing and appealing grades. The grade appeal policy applies to field education grades as well as to classroom grades. Students should first attempt to resolve such grievances informally, normally by consulting first with the faculty field liaison who assigned the grade, then with the Assistant Dean of Field Education, the Associate Dean, and finally with the Provost's Office. See the Student Guide Appendix G for a complete description of the grade appeal procedures and time lines.



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# **SOCIAL WORK METHODS II (SOWK 481)**

## **Generalist Social Work Practice with Individuals**

### **COURSE OVERVIEW**

The second social work methods course introduces students to a conceptual framework and a core set of interpersonal helping skills for generalist practice with individuals, families, groups, and communities. This course focuses on the common knowledge, values, and skills which underlie social work practice with diverse client systems in diverse practice settings and community contexts. This course must be taken concurrently with the first semester of field work.

The theoretical framework for this course reflects the ecological, strengths, and interactional perspectives and the interdependence between individuals and their environments. Course content is organized around four phases in the helping relationship: Pre-engagement, beginning or engagement, work or middle, and ending. This course introduces students to the core skills of helping in each of the four phases, paying particular attention to generalist practice with individuals.

By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal from the Social Work Program and/or the University. Students should consult the UMBC Student Handbooks for a full discussion.

This is a writing-intensive course. Unless otherwise indicated, all written work must conform to APA guidelines.

### **CORE ASSIGNMENTS**

*Agency analysis.* A paper in which the student describes key aspects of the agency and analyzes the ways in which the organization influences and shapes her or his social work practice.

*Group proposal.* A proposal for a new mutual aid group, or a modification to an already existing group, that is responsive to the needs of current or prospective clients and that reflects the theoretical and empirical literature.

*Analysis of initial client contact.* A paper in which the student reflects on personal feelings and reactions before, during, and after an early encounter with a client and identifies and analyzes her or his use of the skills of engagement and assessment. Paper must be accompanied by a process recording.

*Critique of intervention.* A paper in which the student critiques her or his work with a client across phases in the helping relationship and integrates and applies relevant research and theory.

## **SOCIAL WORK METHODS III (483)** **Generalist Social Work Practice with Groups, Families, and Communities**

### **COURSE OVERVIEW**

SOWK 483 is the third in the Social Work Methods sequence and is only offered in the Spring semester each year. Students taking this course must also be enrolled in SOWK 482, the second semester of field work. The focus of this methods course continues to be the conceptual framework for generalist practice developed in Methods courses I and II (SOWK 397 and 481). The emphasis will be on applying the core skills of helping identified in previous social work methods courses to generalist practice with groups, families, and communities, and indirect practice on behalf of client groups of all sizes.

By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal from the Social Work Program and/or the University. Students should consult the UMBC Student Handbooks for a full discussion.

This is a writing-intensive course. Unless otherwise indicated, all written work must conform to APA guidelines.

### **CORE ASSIGNMENTS**

*Proposal for macro-level intervention.* A proposal in which the student describes a macro-level intervention that addresses a client, community, or organizational problem and that reflects the theoretical and empirical literature.

*Professional self-assessment.* A paper in which the student discusses her or his development as a generalist social worker and assesses her or his strengths and weaknesses, utilizing the program's ten professional competencies.

*Assessment and analysis of a mutual aid group.* A paper in which the student assesses the functioning of a mutual aid group, integrating concepts associated with group work practice.

*Family assessment.* A paper in which the student assesses the functioning of her or his family of origin and/or creation, integrating relevant empirical and theoretical literature and reflects on her or his personal development within a family context.

## **APPENDIX M**

### **POLICY FOR STUDENTS WITH CHALLENGES**

## **Policy for Students with Challenges**

The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended, prohibits discrimination on the basis of disability and protects qualified individuals with disabilities from discrimination in educational programs. The law also requires that covered entities provide qualified individuals with disabilities with reasonable accommodations that do not impose undue hardship. An individual is considered to have a disability if that individual either (1) has a physical or mental impairment which substantially limits one or more of that person's major life activities, (2) has a record of such impairment, or (3) is regarded as having such impairment.

UMBC and the Baccalaureate Social Work Program are committed to providing all admitted students with opportunities to take full advantage of the University's educational programs. It is further the policy of the University to enable those with disabilities to participate as independently as possible in UMBC activities so that campus life will be enhanced and the individual lives of members of the University community will be enriched. The Baccalaureate Social Work Program recognizes that students with documented disabilities may need accommodations in order to complete the Baccalaureate Social Work Program.

All academic courses (including field education) require that students with documented disabilities, who require academic adjustments, auxiliary aids, or similar accommodations, contact the Office of Student Support Services at (410) 455-3250 and request accommodations. In addition, if formal accommodations are granted, the "letter of accommodation" needs to be given to the course instructor by the end of the second week of the class requiring accommodation or as soon as possible thereafter if a disability becomes known during the course.

Social work majors are asked to submit an approved accommodation request when they meet with the Assistant Dean of Field Education to discuss placement options. The Assistant Dean for Field Education will work with the Office of Student Services, the student, the faculty liaison, and the field placement agency to coordinate reasonable accommodations that do not impose any undue hardship on the Baccalaureate Social Work Program or the agency.

## **APPENDIX N**

### **GROUP WORK EXPECTATIONS**

## **UMBC FIELD ASSIGNMENTS: GROUP WORK EXPECTATIONS**

Expectations for a student group experience should include the following elements:

1. The group purpose must include mutual support but may also include an educational component.
2. For each session, the group topic must be prepared and outlined and must demonstrate proper preparation for the group.
3. Ideally, the group should consist of clients at the student's field placement location.
4. No more than two students or staff members should facilitate any one group.
5. A staff meeting or training presentation/class does not constitute a group.
6. A group conducted over time is preferred but in certain circumstances a one-time group session may be acceptable if it includes a time within the group for processing and mutual support. (If you are planning a one-session group, please consult with your liaison prior to the group experience.)
7. As a result of the group experience, the student should be able to identify:
  - Purpose of the group
  - The nature of mutual aid within the particular group
  - Stage of the group's development
  - Role behaviors
  - Communication patterns
  - Underlying themes
  - Student's personal reactions to the group process

**APPENDIX O**

**EMPLOYMENT- BASED FIELD PLACEMENT PETITION  
FORM**



Office of Field Education  
Baccalaureate Social Work Program  
University of Maryland, Baltimore County

Employment-based Field Placement Petition Form

Name \_\_\_\_\_ Phone \_\_\_\_\_ Email \_\_\_\_\_  
          Last                      First

Address \_\_\_\_\_  
                                    Street                                      City                      State                      Zip code

Academic year for which you are requesting: 20\_\_\_\_\_

The student and employee roles overlap in some ways yet are fundamentally different. Both students and employees participate in an orientation period and engage in training, which is often similar. Tasks they perform may at times be identical. Both are expected to comply with organizational policies and practices. However, the learning tasks of students are structured to enhance their education, not the agency's need for productivity. Supervision of a student, referred to as "field instruction", is differentiated from the supervision employees in an agency typically receive. It focuses on the identification and application of theory in practice, the development of critical thinking, evaluation of alternative practice approaches, and on student self-awareness. Agency supervision often focuses on attending to agency policy and procedures and on the important agency goal of productivity. Students do not carry the work load of paid staff, nor should they be expected to.

Given this general guide, proposal for placement in a student's place of employment will be considered only when the agency and student are able to create and support an educationally-based field learning experience. Placements will be approved only for organizations with multiple divisions that are able to demonstrate their capacity to permit the student to work with diverse client populations and be able to achieve the learning objectives of the field curriculum. The agency must be able to demonstrate that the student's employment responsibilities and assignments are separate and distinct from their field assignments. This can be accomplished through reassignment to another department or division on the student's designated field days (16 hours per week) which may or may not be in the same physical location.

In order to be considered for an employment-based field education, the student needs to submit the following information to the Assistant Dean of Field Education or Field Coordinator **prior to the date students begin the pre-placement process.**

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SIGNATURE VERIFYING ACTION TAKEN

Approved

Disapproved

Date

Asst. Dean of Field \_\_\_\_\_  
Education/Field  
Coordinator

DIRECTIONS: A petition memo with original signatures must be submitted and must include the information below. The field placement description, field instructor, and schedule must be different from current employment.

---

- Student Name
- Date
- Agency
  - Agency address/phone number
  - Outline of your current employment responsibilities
  - Work schedule (hours/days)
  - Employment supervisor
  
  - Description of field placement tasks/activities that are different from current employment position
  - Proposed days and hours for field placement
  - Proposed field instruction supervisor
  
- Student signature, current supervisor's signature, and proposed field instructor's signature must be included
  
- Petition must include the following statement:  
"If there is a change in employment status, student will notify the UMBC Office of Field Education immediately."

## **APPENDIX P**

### **FIELD EDUCATION STUDENT IMPROVEMENT PLAN**

**UNIVERSITY OF MARYLAND, BALTIMORE COUNTY**  
**Baccalaureate Social Work Program**  
**Office of Field Education**  
**Field Education Student Improvement Plan**

Date of Agency Meeting \_\_\_\_\_  
BSW Student \_\_\_\_\_ Telephone Number \_\_\_\_\_  
Field Instructor \_\_\_\_\_ Telephone Number \_\_\_\_\_  
Agency \_\_\_\_\_  
Faculty Field Liaison \_\_\_\_\_

This form is to be completed or can be used by the field instructor or the faculty field liaison whenever a meeting is conducted to address a concern raised about the field placement by the student or the agency. Each party should review and sign the document below. A copy is to be provided to the student, field instructor, faculty field liaison, and Assistant Dean of Field Education.

**Narrative of identified concern:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Previous attempts to address the problem (check all that apply):**

Educational feedback \_\_\_\_\_  
Increased supervision \_\_\_\_\_  
Changes in Learning Agreement \_\_\_\_\_  
Other \_\_\_\_\_  
Outcome of attempt: \_\_\_\_\_

**Plan for resolution (complete the following in concrete, behavioral terms):**

Student will \_\_\_\_\_  
\_\_\_\_\_ by (date) \_\_\_\_\_

Field Instructor will \_\_\_\_\_  
\_\_\_\_\_ by (date) \_\_\_\_\_

Faculty Field Liaison will \_\_\_\_\_  
\_\_\_\_\_ by (date) \_\_\_\_\_

Task Supervisor will (if applicable) \_\_\_\_\_  
\_\_\_\_\_ by (date) \_\_\_\_\_

Projected date of evaluation: \_\_\_\_\_

**Plan for evaluation (include concrete indicators of progress/problem resolution):** \_\_\_\_\_

\_\_\_\_\_

Field Incident Report completed by: \_\_\_\_\_

**I have been provided a copy of this document:**

\_\_\_\_\_  
Student                      Date

\_\_\_\_\_  
Field Instructor                      Date

\_\_\_\_\_  
Faculty Field Liaison      Date

\_\_\_\_\_  
Task Supervisor                      Date

\_\_\_\_\_  
Asst. Dean of Field      Date

## **APPENDIX Q**

### **SOCIAL MEDIA GUIDELINES**

## Social Media Guidelines

In the age of technology and information, social media (Facebook, MySpace, Twitter, YouTube, blogs, texting, etc.) can be helpful in building connections with colleagues and maintaining relationships with friends and family. However, the boundary between personal and professional matters is significant. Based on professional and ethical standards and the NASW Code of Ethics, social workers need to continually assess the implications/complications of using social media. Students enrolled in the Social Work Program are expected to behave in an ethical manner, in accordance with the NASW Code of Ethics, the UMBC Student Academic Conduct Policy, and the Baccalaureate Social Work Program Professional and Ethical Standards document.

The following are suggested guidelines for the use of social media by social work students:

- “Google” yourself to see what information is available on you
- Review and delete inappropriate posts, tweets, blogs, pictures, videos, etc.
- Be cautious in using online dating services
- Be very select about whom you friend, follow, etc.
- Be very select about what you “like,” as this may be viewed as a reflection of you
- Use the highest privacy settings when available for all social media sites
- Do not “look up”, friend, or follow past or present clients on social media
- Be cautious in revealing personal information such as: DOB, phone number, address, family members, place of employment, etc.
- Consider developing a professional media site such as LinkedIn
- Do not share client information via email or text
- Recognize that even “private” social media sites may be compromised and that information that has “gone viral” is not retrievable
- Be very cautious about what you share (in any format) about faculty, field agencies/instructors, peers, co-workers, employers, etc.
- In the event that a student’s social media profile, linkage, or behavior is considered in poor professional practice or an ethical violation, the student may be subject to a review by the Associate Dean or the Assistant Dean of Field Education