

UNIVERSITY *of* NORTH CAROLINA
P E M B R O K E

**Department of Social Work
Bachelor of Social Work Program
Field Practicum Manual
2019-2020**

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History

The University of North Carolina at Pembroke (UNCP) is a constituent institution of The University of North Carolina and is a fully accredited member of the Southern Association of Colleges and Schools. The Department of Social Work at UNCP has been granted full accreditation by the Council on Social Work Education (CSWE).

Maintaining accreditation by CSWE is considered a high priority by the members of the Social Work Department, the UNCP Administration, and by the General Administration of The University of North Carolina. Accreditation adds to the prestige of the Department of Social Work by demonstrating that national standards are met, which provides for graduates' greater employment possibilities. Some social work positions are open only to graduates of CSWE accredited programs. Most social work employers will give preference to graduates of CSWE accredited programs.

The Native Americans of Robeson County and the General Assembly of North Carolina, which appropriated \$500.00 in order to open a "normal school for Indians, first established the University of North Carolina at Pembroke in 1887." In the fall of that same year, the school opened with 15 students. The school's first name was the Croatan Normal School but soon was changed to the Indian Normal School of Robeson County. The institution has undergone many name changes, but on July 1, 1969, the General Assembly of North Carolina granted regional university status and the institution was given the name, Pembroke State University that was changed to The University of North Carolina at Pembroke (UNCP) in July 1996. The University has a rich cultural history of which the faculty and students of the Department of Social Work are very proud.

Mission of The University of North Carolina at Pembroke

Founded in 1887 as a school for the education of American Indians, The University of North Carolina at Pembroke serves a distinctly diverse student body and encourages inclusion and appreciation for the values of all people. UNC Pembroke exists to promote excellence in teaching and learning, at the graduate and undergraduate levels, in an environment of free inquiry, interdisciplinary collaboration, and rigorous intellectual standards.

Our diversity and our commitment to personalized teaching uniquely prepare our students for rewarding careers, postgraduate education, leadership roles, and fulfilling lives. We cultivate an international perspective, rooted in our service to and appreciation of our multi-ethnic regional society, which prepares citizens for engagement in global society. Students are encouraged to participate in activities that develop their intellectual curiosity and mold them into responsible stewards of the world.

UNCP faculty and staff are dedicated to active student learning, engaged scholarship, high academic standards, creative activity, and public service. We celebrate our heritage as we enhance the intellectual, cultural, economic, and social life of the region.

BSW Program Mission

The mission of the BSW Department of Social Work at The University of North Carolina at Pembroke seeks to prepare students for professional entry-level social work practice within a generalist model and to become leaders in enhancing the quality of life. In keeping with its rural setting and needs of the region's populace, the program attempts to impart to and teach students the skills necessary for implementing solutions to rural problems. It is particularly concerned with the consequences of injustice, and thus focuses on the empowerment of populations-at-risk and the advancement of economic, political and social justice in all communities.

Introduction to the Field Practicum

The field practicum is an identified sequence in the Program's curriculum. The field practicum for the student is one of the most important components of social work education. It gives the student the opportunity to integrate all his/her social work knowledge, values and skills learned in previous social work courses into his/her field experience. The student is supervised by a professionally trained social worker while they, in most cases, carry a caseload within the agency. The student is given the opportunity to assess all client systems from micro, mezzo and macro systems. He or she is, through the field experience, able to implement theories of practice and skills and utilize the generalist practice model. The student is also able to experience diversity perhaps never experienced before.

The field practicum is closely integrated with all aspects of the Department of Social Work curriculum and is an integral component of the curricula; it is consistent with the program's goals and objectives. The field experience reinforces identification with the purposes, values and ethics of the profession in a real world setting in which the student has the opportunity to actually translate classroom experiences into beginning-level professional practice. In a carefully chosen agency setting the student is able to begin the process of integrating empirical and practice-based knowledge. The student is afforded the opportunity to develop professional competence by doing, transforming his/her abilities and knowledge gained in social work courses into action. Specifically, students will develop the ability to use oral and written skills that are consistent with the language of the specific practicum setting. They will be able to evaluate agency policy within ethical guidelines. Field practicum objectives, described below, establish criteria by which students demonstrate achievement of program objectives.

Students, agency supervisors and faculty field supervisors plan activities that will support the development of generalist skills as specified in individualized learning contracts. Students will be exposed to a variety of social work roles and responsibilities. The field instruction includes a seminar that meets weekly throughout the semester. The purpose of the seminar is for students to share field experiences and to relate them to real world experiences. Students will have a minimum of 400 hours of field practicum experience.

Social Work Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the

competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below, followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods.

Competency 1: Demonstrate Ethical and Professional Behavior
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.
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
4. Use technology ethically and appropriately to facilitate practice outcomes.
5. Use supervision and consultation to guide professional judgment and behavior.
Competency 2: Engage Diversity and Difference in Practice
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. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
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
1. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
2. Engage in practices that advance social, economic, and environmental justice.
Competency 4: Engage In Practice-informed Research and Research-informed Practice
1. Use practice experience and theory to inform scientific inquiry and research.
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
3. Use and translate research evidence to inform and improve practice, policy, and service delivery.
Competency 5: Engage in Policy Practice
1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
2. Assess how social welfare and economic policies impact the delivery of and access to social services.
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
1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
1. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;
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
1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
5. Facilitate effective transitions and endings that advance mutually agreed-on goals.
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
1. Select and use appropriate methods for evaluation of outcomes.
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Criteria for Selecting Field Sites

The field experience is a cooperative relationship between local social service agencies and the Department of Social Work. Local social service agencies play two vital roles. They provide meaningful educational experiences for social work students and they contribute to the social work curriculum by providing settings where the students may develop adequate practice skills as entry-level social workers.

Field agencies are selected based on educational needs of the student and agency interest and commitment to participation in the field education process. To be considered for approval as a field agency, a practicum agreement must be completed. If the agency can provide a meaningful learning experience for students and if there is appropriate supervision, the Field Director will visit the agency. When agencies are approved for student placements, the Provost of the University, the Chair of the Department of Social Work and the agency administrator sign a

Social Work Practicum Agreement. Information about what agencies provide is made available to students to assist them in making informed choices about their placement.

After the University approves agencies, they are placed in an agency database that provides information pertaining to the contacts and the type of agency. Information concerning function and purpose, learning opportunities, types of programs, target group served, and demographics are also included.

The quality of the learning experience of students in placement, the continued presence of an approved supervisor and the geographic proximity to the UNCP service area are important considerations. Request for referrals and recruitment of effective field settings is a continuous process. Initial contact with agencies is made via an informal process. After an initial contact is made an interview is scheduled by the Field Director with the agency representative in order to discuss selection criteria in order to accept or to reject the setting.

The selection criteria for field agencies are as follows:

- 1-The agency is expected to provide an educational experience within the context of the generalist model of social work practice.
- 2-The agency is expected to be willing and able to provide appropriate supervision and instruction.
- 3-The agency is expected to support and to represent the student by attending orientation meetings and the annual social work symposium.
- 4-The agency is expected to offer facilities to provide effective social work practice experience consistent with generalist practice.
- 5-The agency is expected to complete evaluation forms and other documents in a timely manner.
- 6-The agency is expected to be able to schedule visits by the Field Director.
- 7-The agency is expected to provide adequate space and facilities for the student.
- 8-The agency is expected to provide a field supervisor with appropriate education.

The *Social Work Practicum Agreement* is then signed between the Agency and the University. The Memorandum clarifies and defines the roles and responsibilities of the University and the Agency regarding the field placement.

Student's Selection of Field Practicum Agency

The field practicum selection process is designed to permit students to select the placements they would like by ranking their areas of interest. Students select three (3) agencies that they are interested in and give this information to the Field Director. The Field Director then contacts each agency to determine if they are interested in student placement. Once an agency has confirmed they are interested, the Field Director contacts the student and informs them of the outcome. Students are then able to contact the agencies and arrange an interview prior to making the final decision. If the agency has never been used as a field site, the Field Director will meet with agency personnel to determine if the agency meets established criteria.

The Department of Social Work adheres to the NASW Code of Ethics. The Code discourages dual or multiple relationships between supervisors and supervisees. Students will not be placed

in an agency or under the supervision of a field supervisor that would constitute a dual relationship.

Out of Region Placement

Students are only placed in agencies no more than 120 miles from of UNCP campus. Placements in agencies outside Bladen, Columbus, Cumberland, Hoke, Moore, Richmond, Robeson and Scotland counties will require special consideration by the Department. Students may submit a written request to the Field Director for consideration.

The Interview Process

The interview process serves the following functions:

1. To assist the student in learning the functions and expectations of the field setting.
2. To give agency personnel the opportunity to meet and to assess the student's suitability.
3. To allow both the student and the agency to begin to formulate goals.
4. To allow the student and the field supervisor time to prepare for the placement process.

As a result, the student and/or representative of the field practicum setting can reject the tentative placement and/or the student after the interview. Neither the field setting, nor the student is required to offer a rationale for the rejection. The student's first choice is usually honored.

Finalization of Placement

After placements have been finalized, field supervisors and students receive information from the Field Director confirming the field practicum assignment and the date for field supervisor orientation. The *Social Work Practicum Agreement* is to be signed before placement can begin or forwarded to the Field Director during the first week of the field placement. Field supervisors are expected to retain a copy for agency records. The field work setting, and the student are under no obligations to accept the placement until the *Social Work Practicum Agreement* is signed.

Employment-Based Field Placements

The policy of the Department of Social Work is that an employment setting may be used as a field practicum if all the regular requirements of agencies and field supervisor are met in the setting. This placement must be clearly delineated as a learning experience and not a work experience, and therefore will require close supervision. Not all employment situations will be approved for field placement. Approval depends on how clearly the student and setting can describe the learning opportunity, how it differs from the student's regular employment, and how the field experience is supervised different from the students' employment.

Students who are requesting field practicum in their current employment setting must complete the *Employment-Based Field Application and Agreement* form.

The Field Director will review the application and make a recommendation to the BSW Program Director to ensure sure that role confusion will not occur between the student and employee role.

Field Supervisor

The field supervisor is an integral part of the BSW Program and provides a valuable service to the community and the profession. Field supervisors are selected by the agency and approved by the Field Director. Field supervisors must have a BSW or MSW degree from a CSWE accredited program.

The following criteria must be met by the field supervisors:

1. Demonstrate effective practice and communication skills
2. Committed to social work education, values, and ethics
3. Committed to working with students

If, due to extenuating circumstances, the agency does not have a field supervisor with an accredited social work degree, the program will accept individuals with an undergraduate degree and one-year post-graduate experience in social work. The Program will, however, provide a social work perspective for the student through field seminar meetings.

Orientation for Field Supervisors

Training and support of field supervisors occurs on an ongoing basis and is critical to the attainment of program objectives. For the Department of Social Work at UNCP to conform to standards set by the Council on Social Work Education (CSWE) regarding field work agencies, it is mandatory that all new field supervisors and new field agencies attend the orientation for field supervisors. This orientation is held the first week of the semester in the fall and spring semesters.

Field supervisors are provided a copy of the field manual; it has all the information regarding field instruction of the Department of Social Work. The Field Director facilitates this orientation and reviews the goals and objectives of the program with each participant.

In the spring of each year the Department of Social Work holds an annual symposium. This symposium provides an opportunity for regional human services personnel to interact with each other. The symposium offers opportunities for field supervisors to earn CEU's for state certifications and licenses; they also share their experiences with other field supervisors. The symposium also provides field supervisors formal and informal opportunities to ask and answer any questions regarding student evaluation.

Field Supervisor Responsibilities

1. Provide an educational experience within the context of the generalist model.
2. Provide appropriate supervision and instruction.
3. Attend the field supervisor orientation.
4. Offer facilities to provide experience consistent with generalist practice.
5. Complete evaluation forms and contracts in a timely manner.
6. Be willing to have visits by the Field Director during the semester.
7. Be able to provide adequate space and facilities for the student's experience.
8. Be able to provide scheduled supervisory meetings with student each week.

9. Complete the *Agency Evaluation of Field Program*.
10. The sharing of practical experience, knowledge and agency resources.
11. The development of a professional identity as an entry-level social worker.
12. The teaching of agency specific knowledge and the encouragement of skill development.
13. The evaluation of the student with feedback to facilitate professional growth on an ongoing basis.
14. Weekly scheduling of supervisory conferences to successfully complete the above tasks.

Methods of Supervision/Field Instruction

Students come to The University of North Carolina at Pembroke from a variety of backgrounds, experiences and interests. As a result, no two students are alike. This uniqueness is more evident in field work than at any other time during the student's academic career. It is expected that our students will be sincere, motivated, tolerant, empathetic and discreet. The field supervisors can also expect that the student will work efficiently, show flexibility and a readiness to perform the necessary tasks related to the learning experiences. It is important to recognize that the Social Work Curriculum is preparing students for generalist social work practice at the entry level.

It is essential that the roles of the field supervisor and the student are clearly defined if the transition from student to social work professional is to be a smooth one. Students typically show signs of ambivalence through this transition. As a result, planned supervisory meetings between student and Field supervisor are required. The Department of Social Work and the Council on Social Work Education require such conferences.

Individual, one to one, supervision is by far the most common form of supervision used by the agencies working with the BSW Program. Regular supervisory conferences are required in order to provide the students with ongoing support, increased learning and skill development through regular periodic assessment. "Periodic" is usually interpreted as one meeting for every 30 hours of supervised field work, or approximately one meeting every week. The Supervisor can use this time to offer a continuing oral assessment of the student's skills, attributes and progress.

The field supervisor should prepare for such meetings with the student, clarifying at the beginning the responsibilities he/she will have in the field setting. One of the functions of these meetings is to provide an on-going assessment of the student's performance. The student should be given an opportunity to be informed of the instructor's impressions. Ongoing constructive feedback contributes to a quality learning experience for the student, provides an opportunity for stimulation, and enables both the instructor and the student to develop a productive professional relationship. In summary, there should be ongoing communication of the strengths and needs of the student and, these needs should be addressed.

Awards for Field Supervisors

The Department of Social Work has an excellent working relationship with local field work agencies. Field supervisors are awarded in a variety of different manners at the annual Symposium. They are as follows:

- A continuing education activity is offered in the spring semester and contact hours are available to participants.
- An individual is selected as field supervisor of the year. Below is more information.

The Program offers a special award for fieldwork instructors who go beyond the normal expectations. Recipients are recognized as the *Field Supervisor of the Year* and presented with a plaque at the Annual Social Work Symposium. The award is offered annually to a field supervisor who meets the following criteria:

- The supervisor has offered his/her services to the Department of Social Work for three (3) consecutive academic years.
- The supervisor has consistently received above average ratings on student evaluations.
- The supervisor or the agency has made a significant contribution to the Department of Social Work or the local community.

Field Director Responsibilities

The Field Director is the representative of the Department of Social Work to the local field agencies. The Field Director is responsible for coordinating all field activities. However, no change in field placements may occur without the knowledge of the BSW Program Director. The major duties of the Field Director include, but are not limited to the following:

1. Visits every field practicum agency at least two times per semester.
2. Edits the *Field Experience Manual* to reflect current standards.
3. Organizes two on-campus meetings for field supervisors. One is orientation and training at the beginning of each semester and the other is the annual social work symposium.
4. Meets with field students at least once per week in a seminar fashion to discuss relevant issues.
5. Reports any difficulties or potential difficulties to the BSW Program Director.
6. Reads and comments on the students' journals.
7. Provides a final and mid-term grade for students based on the evaluations completed by the field supervisor.
8. Meets with the BSW Program Director to outline the progress of students.
9. Explains and represents the Department of Social Work to the network of field practicum agencies.
10. Meets with students who are having field issues on an individual basis.
11. Provides special supervision for students who have not been placed in a traditional social work setting or has a field supervisor who does not have either a BSW or MSW degree.
12. Seeks out and evaluates social service settings to be considered.
13. Evaluates and reevaluates current field practicum agencies to be included or excluded from future contracts.

The Field Director is also responsible for making available to, instructors, materials or experiences that would be helpful to them. These materials include but are not limited to:

1. Visits to campus, the library and other resources
1. *The University of North Carolina at Pembroke Catalog*
2. *Field Experience Manual*
3. *The Social Work Student Handbook*

The Department of Social Work is committed to providing ongoing consultation to local agencies in the community. Any agency that offers its resources as a field practicum can request in-service training (at no cost) from the Program's social work faculty. The offer is limited to the fields of expertise of each faculty member.

Student Responsibilities

The student, as the field supervisor and Field Director, has responsibilities to the placement agency and the Program. These responsibilities are discussed below.

Issues or Concerns of Placement

Field settings freely commit themselves to the education of social work students. They volunteer their facilities and the time of the staff. These agencies have established policies and procedures that the students are expected to follow. If a student is unclear or questions agency policies, it is the responsibility of the student to discuss the matter with the field supervisor and the Field Director.

Time Requirements

Students are contractually committed to complete a minimum of 400 clock hours of field work. These hours require students to work in the field four days (30-32 hours) a week. Students are not allowed to end the practicum once 400 hours are acquired. Students are required to continue in the practicum until the last week of class.

All students are required to attend the field seminar on as scheduled by the field seminar instructor. The seminar is of the utmost importance for the professional growth and development of the student. It also supports the transition of the student to entry-level professional and serves to integrate the classroom knowledge with the field experience. The BSW program is accredited by the Council of Social Work Education (CSWE). Prior to graduation, social work students must show mastery in the nine CSWE Accreditation Standards (EPAS) core competencies. The Department of Social Work provides sequential topics and experiential activities within a collaborative learning environment that offer students opportunities for knowledge building, skill acquisition, and self-awareness. Courses are designed to draw on assigned readings and personal experiences to build knowledge and to learn the values, skills, and behaviors necessary for social work practice. Experiential activities give students opportunities to practice skills learned and demonstrate appropriate professional behavior. Within this learning context, instructor-student and student-student intellectual exchanges, and peer observation and insights are critical for learning. Therefore, attendance and/or active participation is required (or mandatory) for all social work classes, unless an accommodation is provided to a student with a disability as determined under the ADA. (Contact the Accessibility Resource Center at 910-521-6695 for eligibility for services.)

Attendance is defined as presence during the entire period of a scheduled class or course activity or until student has completed a specified course activity. For online courses, students are

considered to be absent if they fail to participate in or complete scheduled course activities. The following are reasons for which an excused absence is allowed (instructor may verify or require documentation from appropriate sources):

- 1) Religious holidays (must meet the conditions specified in the Religious Holiday Policy)
- 2) Required appearance in a court of law
- 3) Required military duty
- 4) Participation in a University-sponsored activity (prior approval of instructor is required)
- 5) ADA/AA accommodation

Course instructors may at their own discretion allow other excused absences but are under no obligation to do so. In case of an excused absence, students are responsible for all course materials covered. The format of any make-up course activity, including examination will be at the discretion of the course instructor. In pursuance of UNCP Academic Policy, each course instructor establishes how many points (or how much credit) will be lost if a student is not in attendance/fails to complete a scheduled course activity.

It is paramount that students master the social work practice behaviors required to successfully complete their Department of Social Work. Any absence in a course, whether excused or unexcused, should not exceed 6 total course hours. The social work faculty believes that absences beyond 6 course hours (or equivalent online activities) will impede a student from successfully acquiring the required set of social work practice behaviors. **As a result, a student may be given grade F in a course if more than 6 course hours are missed.** Students are strongly encouraged to use any absences in a well-determined manner. Absences for a student with a documented disability (through the Accessibility Resource Center or Title IX Office) will be considered on a case-by-case basis.

The field supervisor and the field seminar instructor must be informed of all absences in advance when possible. Time missed must be made up. Students are encouraged to attend special events (workshops and seminars related to their field work placements). In order to attend such events, students must obtain written permission from the field supervisor. Failure to meet the attendance requirements or complete required assignments will result in the student being required to retake the field course.

Criminal Background Checks

Students should be aware that some field sites may require a health screening, drug testing, criminal background check and/or fingerprinting, and that these results may then be shared with the Field Director. It is the student's responsibility to inform the Field Director of any information that would be reasonably understood to have a direct impact on field practicum recommendations; for example, a felony conviction. Depending on the student's area of interest for field, other types of information that would potentially be relevant may include, for example, personal experience with domestic violence or sexual assault, a history of substance abuse and/or mental illness. If the student, or a close family member, received services from any local agencies that might be recommended as a field practicum based on the interests the student has indicated, that information should be provided as well. Students are encouraged to make an appointment with the Field Director to discuss any concerns about current issues or past

experiences that may impact field placement. This information may be disclosed to the BSW Program Director, a potential field supervisor and/or the field seminar instructor if it is relevant to the student's field placement. Students who have concerns about the release of any specific information should discuss this directly with the Field Director.

Recommended Degree Pathway for Social Work

Please visit the recommended degree pathway website for an outline to obtaining a BSW degree. The recommended degree path outlines a sample course plan towards graduating in four years. The path suggests taking courses in specific semesters, but there may be semesters when a course is not offered. Consult your advisor for your official degree planning.

The prerequisites for SWK 4900 Field Work and SWK 4910 Integrative Seminar include:

- SWK 2000 Introduction to Social Work
- SWK 2450 Human Diversity & Populations at Risk
- SWK 3050 Success and Professionalism in Social Work
- SWK 3450 Human Behavior & Social Environment I
- SWK 3480 Social Welfare Policies & Social Justice
- SWK 3800 Social Work Practice I
- SWK 3810 Statistics for Social Workers and Other Helping Professionals
- SWK 3850 Social Work Practice II
- SWK 3910 Understanding Social Research
- SWK 4450 Human Behavior & Social Environment II
- SWK 4600 Social Justice and Practice Ethics
- SWK 4800 Social Work Practice III

Denial of Admission into Field Practicum

Students may be denied admission to SWK4900/4910 (Field Work and Seminar) under the following circumstances:

1. Failure to maintain a minimum of a 2.5 GPA overall and a 2.5 in the major
2. Failure to make a "C" or above in ENG 1050, ENG 1060 and all social work major courses
3. Failure to have completed course prerequisites
4. Violation of UNCP Code of Conduct
5. Violation of academic or non-academic standards as outlined in the *BSW Student Handbook*

Student Evaluation of Field

In the interest of maintaining consistently high standards of quality in our field practicum settings, the BSW Program at The University of North Carolina at Pembroke recognizes the value of providing students with the opportunity to report their perception of the field experience. The students are required to provide a copy of the *Student Evaluation of Field Practicum* to the Field Director. The information provided is also used to help decide who will receive the Supervisor of the Year Award.

Field Supervisor's Evaluation of the Student and the BSW Program

One important element of supervision is evaluation. This is accomplished informally and formally during each semester:

1. Field visit
2. Conference calls
3. Midterm Evaluation
4. Final Evaluation

Field Performance Evaluation Forms

Field performance evaluation forms are the basis on which the grade for field work is determined. *Students are responsible for informing Field Supervisors as to due dates set for these evaluations.*

The student has the opportunity to link the academic world with the real practice of social work, to develop his/her professional identity and to learn a specific area of social work. The most difficult task of the field supervisor is to evaluate the student's experience. Since the spring of 1985, the Department of Social Work has used the pass/fail grading system. The P/F grading system requires that the instructor offer an evaluation that is descriptive of the student's strengths and needs that may not appear otherwise using the *Final Student Evaluation Form*.

It will be necessary for the field supervisor to give verbal feedback on a regular basis. Students must know where they stand prior to a written evaluation. Specifically, the *NASW Code of Ethics* states: "*The social worker who has the responsibility for evaluating the performance of employees, instructors, or students should share evaluations with them.*" Methods for dealing with student's evaluations are discussed during orientation meetings held for field supervisors in the Fall and Spring of each academic year. During this time, these issues are discussed in greater detail.

Agency Evaluation of Field Program

At the end of each academic year, the field supervisor is asked to complete the *Annual Field Work Questionnaire*. Supervisors are given the opportunity to evaluate:

1. The Field Director
2. The Curriculum
3. Services to the Supervisor

Grade Assignment

The course grade assigned for SWK 4900 is pass/fail. In order to receive a passing grade in SWK 4900, the field supervisor must render a minimum overall assessment of satisfactory.

Professional Integrity and Social Work Values

The BSW Program recognizes that preparation for professional practice requires more than scholastic achievement. The Program expects students to exhibit behavior that is consistent with professional performance. Such behavior is expected not only in the classroom but throughout the University and larger community.

Professional performance encompasses a commitment to social work mission and values as found in the NASW Code of Ethics. Signs of such professional performance include productive work with others; acceptance of supervision and criticism; respect for colleagues, supervisors, instructors and clients; advocacy for oneself in a responsible and respectful manner; and behaviors in accordance with Program and University policies and the laws of society.

The field of social work has a professional value base that provides an ethical foundation for competent practice. The best guide for professional integrity is the *Social Work Code of Ethics* approved by the National Association of Social Workers. All students are required to read this document and demonstrate their understanding during Seminar.

The University of North Carolina at Pembroke faculty recognizes that the social work value base provides students with the foundation for ethical social work practice. Professional values provide parameters that enable social workers to provide services to diverse client systems without imposing one's personal values. Adherence to professional values increases one's competence and effectiveness as a professional.

There are seven basic values that the Department of Social Work has identified as crucial to ethical practice. They are as follows:

1. *Individualization*--respecting the dignity and uniqueness of the individual. Do not generalize.
2. *Nonjudgmental attitude*--not being the client's parent or judge.
3. *Acceptance*--approval of the worth and dignity of the individual. Accept him/her as a human being even though you may not be able to accept some of his/her behavior.
4. *Controlled emotional involvement*--the client needs a professional response to a problem or need. The student social worker is not a friend of the client. Do not over react.
5. *Confidentiality*--treat all information with respect.
6. *Clients right to self-determination*--the client has the right to make choices that may not be congruent with the student's values system. Clients also have the right to make decisions that may result in poor outcomes.
7. *Advocacy and social action*--for the powerless, oppressed and the service eligible.

The BSW Curriculum is designed to assist each student in the making of a conscious effort to incorporate these values into their practice of social work.

Grievance and Student Dismissal Procedures

There may be, during the field placement, problems or concerns that may necessitate a grievance or student dismissal from the field placement. The grievance procedure is designed to mediate

problems and concerns of either the student or field supervisor. The student, field agency or Department of Social Work can initiate grievances.

The *Grievance Procedure* has a specific chain-of-command:

1. Field Supervisor/Student
2. Field Seminar Instructor
3. Field Director
4. BSW Program Director/Department of Social Work Chair

Grievance procedures are as follows:

1. The student and field supervisor are encouraged to attempt to resolve issues between themselves first. If this fails, the Field Director will be contacted by the student or field supervisor at which time a meeting will be established to discuss the grievance with all parties involved.
2. The Field Director will meet with the field supervisor and student to discuss any issues and see if the grievance or grievances can be resolved. The Field Director will document the grievance or grievances. The BSW Program Director will be notified of the decision that results from the meeting.
3. The student may appeal the decision of the meeting between the student, field supervisor and Field Director by writing a letter/email requesting appeal to the Field Director within three (3) working days of the decision. Within three (3) working days of the receipt of the appeal request, the Field Director will schedule a formal meeting with the BSW Program Director.
4. The student, if still not satisfied with the decisions made by the above process, may pursue a grievance outlined in the Student Grievance Policy found in the *UNCP Student Handbook*.

Student Dismissal Procedure

If the field setting finds that a student's behavior is inappropriate, the field supervisor should:

1. Inform the student of the existing difficulties and the possibility of dismissal. If there is no satisfactory improvement;
2. The field supervisor should contact the Field Director to discuss the problem in detail. The Field Director, the field supervisor and the student will cooperate in the drafting of a plan of action for strengthening the area(s) to be improved.

If the problem is not resolved:

The field supervisor will write a letter/email to the student and to the Field Director stating the provisions of the *Social Work Practicum Agreement* that have been violated and the effective date of termination of the agreement. The final evaluation will accompany this letter/email. Termination of the student's placement will be effective on the date that the agreement is terminated.

The BSW Program Director will receive a letter from the Field Director documenting the problem situation. The student will receive a copy and the original will be retained in the student's electronic file.

The student can request a new field practicum site however, depending on the timing of the student termination from the field site, there may not be time to secure a new practicum site during the same semester. The practicum may be retaken at the start of the next semester. The student can also choose to receive an "F" as a grade for field work.

Academic Credit for Life and Work Experience

The Department of Social Work has a written policy that states that it does not grant social work course credit for life experience nor for previous work experience. It does not grant credit for life experience or previous work experience in lieu of field practicum or courses in the professional foundation areas. This policy appears in the *BSW Program Student Handbook*, and *Field Experience Manual*.

The policy for academic life and work experience declares that the field work experience is of central importance for the educational development of the social work major. However, life and work experience in and of itself is not considered "field experience". The process by which the experience is gained is considered the hallmark of social work education. The key element of the field work experience is the integration of course work, qualified supervision, and freedom to address concerns in a nurturing but academic environment. As a result, the Department of Social Work will not accept academic credit for past life work experience.

Student Safety

The safety of students in field practicum is of major importance to the BSW Program. It is important that students feel safe to carry out their responsibilities in the field. Students are made aware that the practice of social work has potential to involve personal risk. To minimize risk, students are not allowed to transport clients in their own personal vehicle or an agency (company) vehicle. Students must be accompanied by their field supervisor and another agency employee on all home visits. Students and field practicum sites are made aware of this rule in orientation and in field seminar. Students are to be made aware of and follow additional agency-specific safety protocols. If safety concerns arise for a student, it is imperative that the student discuss these safety concerns with their field supervisor immediately. This discussion also must be shared with the Field Director. Students are not to take needless risks during their field work. If a student is threatened or injured while in the field practicum or is involved in an incident when their safety could have been compromised, the student should report the event immediately to their field supervisor and the Field Director.

Multiple Students at One Placement

As the Field Director matches the interests of students with opportunities available in field agencies, sometimes more than one student requests the same placement. Since a primary objective is to maximize the satisfaction of both students and field agencies, occasionally

multiple students will be placed in the same agency. This situation can create some special conditions, some positive and some negative.

Having more than one student in the same agency can produce certain benefits:

1. Students can car pool together, if feasible.
2. Students can support one another during the field work process.
3. Students can learn from one another as they share their ongoing experiences.
4. Multiple students tend to increase each students' productivity in the agency.

There are also potential pitfalls in having more than one student in the same agency:

1. Field supervisors may report difficulty in individualizing the student- their abilities, interests, strengths, and needs.
2. A student who is unsure about his/her abilities as a beginning social work practitioner may attempt to make himself / herself look good at the expense of the other.
3. A student may attempt to lose his/her identity by becoming dependent on the other student.

The Field Director and the field supervisor are encouraged to become aware of warning signs:

1. Field supervisors may report difficulty in individualizing the student--their abilities, interest, strengths, and needs.
2. One or both students are hypercritical of the other.
3. One student frequently seems to be the voice for both students.
4. A student may attempt to lose his/her identity by becoming dependent upon the other student.
5. Tension is present in their relationships with each other.

If the field supervisor or the Field Director identifies problems, he/she should communicate these concerns to one another. It is also important for the Director of the Department of Social Work to be informed of such concerns. The Department of Social Work embraces a philosophy of open communication and commitment to working through problems in a respectful and mutually beneficial way.

Liability Protection

Field placements are an essential part of students' education. Their involvement may also place them in situations in which they are vulnerable to legal action. Lawsuits are unpleasant. They are also expensive. **Students must obtain professional liability coverage for duties performed as part of their social work practicum.** Proof of liability insurance is required prior to a student's first day in the field agency. It is the responsibility of the student to purchase liability insurance prior to, or effective by, the first day of field practicum. Student membership in NASW is encouraged. The association offers students a special reduced membership dues rate. See NASW Assurance services for student liability insurance application and information. All students are required to sign a *Waiver of Liability*.

Federal Family Educational Rights and Privacy Act (FERPA)

Certain personally identifiable information about students (“education records”) may be maintained at The University of North Carolina General Administration, which serves the Board of Governors of the University system. This student information may be the same as, or derivative of, information maintained by a constituent institution of the University; or it may be additional information.

Whatever their origins, education records maintained at General Administration are subject to the Federal Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA provides that a student may inspect his or her education records. If the student finds the records to be inaccurate, misleading, or otherwise in violation of the student’s privacy rights, the student may request amendment to the record. FERPA also provides that a student’s personally identifiable information may not be released to someone else unless (1) the student has given a proper consent for disclosure or (2) provisions of FERPA or federal regulations issued pursuant to FERPA permit the information to be released without the student’s consent. A student may file with the U.S. Department of Education a complaint concerning failure of General Administration or an institution to comply with FERPA. Faculty members who have any questions about records, documents, or procedures that may be covered under FERPA should contact the University Registrar or the Legal Assistant to the Chancellor for clarification (UNCP Faculty Handbook).

Privacy of Student Academic Information (FERPA)

The University of North Carolina at Pembroke complies with all provisions of the Family Educational Rights and Privacy Act of 1974. The full statement of the University’s policy is available in the Office of the Registrar located in Lumbee Hall. With some exceptions, students have the right to inspect and to challenge the contents of their education records. Access to academic records is coordinated through the Registrar’s Office. Students wishing to inspect their records should contact the Office of the Registrar in Lumbee Hall.

The University routinely releases to the public so-called directory information, as follows: the student’s name, address, telephone listing, major field of study, participation in officially recognized activities and sports, weight and height of athletic teams, dates of attendance, degrees and awards received, and previous educational agency or institution attended by the student. Any student who wishes to have the above directory information withheld must complete and sign a request in the Registrar’s Office. This request must be renewed at the beginning of each semester

Sexual Harassment Policy

Sexual harassment is any unwelcome physical or verbal conduct of a sexual nature which interferes with another’s ability to receive an education or work. Harassment on the basis of sex is a violation of Section 703 of Title VII of the Civil Rights Act of 1964 (amended in 1972). It is further interpreted to be a form of sex discrimination prohibited by North Carolina General

Statute 126-16 and Title IX of the Education Amendments of 1972. Title VII is enforced by the U.S. Equal Employment Commission, and Title IX is enforced by the Office for Civil Rights in the U.S. Department of Education. Consequently, The University of North Carolina at Pembroke will not tolerate sexual harassment of its students, faculty, or employees.

Sexual harassment at UNCP will be grounds for disciplinary action, up to and including termination of employment or student status.

The following actions may be considered sexually harassing behavior: 1) unwanted sexual advances, propositions, or questions; 2) unwelcome touching of a person's body or clothing; 3) public displays of sexually demeaning objects, photographs, posters, or cartoons in a manner that is intended to interfere with work or education; 4) implied or overt threats, or punitive action as the result of rejection of sexual advances or rejection of romantic involvement; and 5) sexual assault.

Victims of sexual harassment should either contact Campus Police or present the information in writing to the UNCP Title IX Coordinator. Members of the University community are prohibited from acts of reprisal against individuals who bring complaints or are involved as witnesses in any action connected with this policy.

Summary Statement

The Field Experience Manual is designed to guide field supervisors, social work students and the Field Director in the execution and documentation of the field experience for the Department of Social Work at The University of North Carolina at Pembroke. If there are questions or other concerns, please contact the Field Director at (910) 775-4090 or latricia.freeman@uncp.edu.