



UNT-Dallas Bachelor of Social Work Program

**SOCIAL WORK FIELD EDUCATION
MANUAL**

UNT-Dallas Social Work

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Welcome to Field Education – UNT Dallas BSW Program

Welcome to Field Education in the University of North Texas at Dallas Bachelor of Social Work (BSW) Program. Social work is a dynamic and multifaceted profession that requires students to develop a strong foundation of knowledge, skills, values, and ethical practice to effectively serve individuals, families, groups, organizations, and communities. Field education is the signature pedagogy of social work education and is central to your professional development. It provides the opportunity to integrate and apply classroom learning in real-world practice settings while working with diverse client populations across the Dallas–Fort Worth community and beyond.

Through the field internship, students build professional competence, strengthen their practice skills, and deepen their commitment to the NASW Code of Ethics and the mission of the UNT Dallas BSW Program. Field also supports students in developing their professional identity and preparing for entry-level generalist practice. Many students describe field as one of the most meaningful, transformative, and challenging components of the BSW curriculum.

This Field Manual is designed to guide students, field instructors, and agency partners in creating a successful and enriching internship experience. While the manual provides comprehensive policies, procedures, and expectations specific to the UNT Dallas BSW Program, it may not address every situation that arises. Students and field instructors are encouraged to contact the UNT Dallas BSW Field Director or Field Office with any questions or concerns to ensure clarity, support, and success throughout the field experience.

Program Accreditation Status

The UNTD BSW Program is seeking Candidacy status for accreditation by the Council on Social Work Education (CSWE).

Candidacy for a Baccalaureate of Social Work program by the Council on Social Work Education's Commission on Accreditation indicates progress toward meeting criteria for program quality; this is evaluated through a peer review process. A program that has attained Candidacy has demonstrated a commitment to meeting the compliance standards set by the Educational Policy and Accreditation Standards but has not yet demonstrated full compliance.

Students who enter programs that attain Candidacy in or before the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains Initial Accreditation. Candidacy applies to all program sites and delivery methods for an accredited program.

Candidacy is typically a three-year process and attaining Candidacy does not guarantee that a program will eventually attain Initial Accreditation. Attaining accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

In Texas, the Texas State Board of Social Work Examiners allows graduates of BSW programs that are in Candidacy for Accreditation with CSWE to take the exam for licensure at the level of Licensed Bachelor of Social Worker (LBSW).

UNTD BSW Program Mission Statement

The mission of the Baccalaureate Social Work (B.S.W) program at the University of North Texas at Dallas is to prepare students to become generalist social work practitioners. The program is dedicated to equipping students with the necessary knowledge, values, and skills for work with individuals, families, groups, organizations, communities, and populations who are at risk, particularly in urban settings. The program aims to promote critical thinking while promoting the application of evidence-based knowledge from a global perspective. Additionally, the program will emphasize the importance of human diversity in practice and adopt a person-in-the-environment framework and a strengths-based perspective for working with client systems. Moreover, the program will prepare students to operate ethically and passionately while promoting human and community well-being in a rapidly changing environment. The program aims to provide opportunities for students to confront various types of injustices, including environmental, economic, and social injustice, and to address conditions that limit human rights and perpetuate poverty.

UNTD BSW Program Goals

The goals of the UNTD BSW Program are the following:

1. To prepare professional social workers who competently practice with a solid ethical base founded upon the values and principles of the profession.
2. To prepare professional social workers to apply knowledge and skills in practice environments.
3. To prepare professional social workers to effectively incorporate a global perspective and dimensions of diversity in practice.
4. To prepare professional social workers to act as agents of positive social change by understanding and analyzing injustice and implementing social, economic, and environmental justice strategies.

Bachelor of Social Work Education Program Faculty

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Purpose of Field Education and Seminar Courses

Supervised field instruction is the critical culminating activity towards a Social Work degree. The field internship provides students with opportunities for practice experience in a social service agency, under the supervision and direction of a trained social worker referred to as a field instructor. The field internship is a critically important element of any social work education program, in fact, the CSWE has declared field the "Signature Pedagogy" of the profession.

The purpose of the field experience is to continue and complete the social work education curriculum in a practical setting and to demonstrate social work competencies in an experiential way. The internship and corresponding seminar course allow students to apply theories and concepts learned in the classroom to practical situations in agencies. Field education socializes the student to the internship site, practice, and the profession. Students develop skills in direct and indirect services, including policy, planning, and administration. Through their participation in the internship, students gain experience working with individuals, families, groups, and communities and demonstrate competence in all areas of social work practice.

On-site supervision is provided by a field instructor. All field instructors are licensed and have a Social Work degree. Supervision will be an interactive process where students will assume responsibility for their professional growth and practice decisions.

While in field placement, the student is expected to meet specific learning objectives related to the effective practice of social work. In the UNTD BSW Program, each student is evaluated for mastery of the nine core competencies using two measures: 1) the Final Field Evaluation completed by the field instructor, and 2) the completion of a Comprehensive Exam in the final semester.

Throughout the UNTD BSW Field Education Program, students will complete a total of 400 field internship hours as specified by program requirements.

Upon completion of Field Education, the student should be able to:

1. Demonstrate the knowledge, values, and skills of social work practice in alignment with the Social Work code of ethics and application in a field instruction setting.
2. Integrate theory and practice in the provision of social services across system learning and exchange.
3. Demonstrate professional work habits, including time management and planning.
4. Demonstrate knowledge of human diversity, social and economic justice, discrimination, and oppression, which include strategies for the amelioration of injustice.
5. Demonstrate effective use of supervision and constructive criticism as tools for learning.

Field Seminar

All internships are accompanied by a field seminar. The field seminar courses provide students with the opportunity to process learning in their internship with an emphasis on the application of social work theory, knowledge, ethical principles, and skills to practice. Field seminar courses are taught by UNTD BSW faculty who serve as "faculty liaisons" who help oversee the progression of each student's field education experience.

Objectives for Field Internships

The Council on Social Work Education has delineated nine core competencies that any BSW-level graduate should demonstrate as they enter the profession. While in their field internship placement, students are asked to demonstrate each of these competencies in several ways, so that by the end of the internship experience they are confident that they will enter the profession at a level of competence identified as crucial by the UNTD BSW social work faculty.

Individual internship experiences are designed so that students have an opportunity to engage in a range of helping roles and processes. Students are encouraged to see how skills developed in one setting may be transferred to other settings and are helped to gain more autonomy at the practice setting as their competencies expand.

Students are expected to demonstrate competency in the following CSWE Core Competencies while in field:

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
3. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

In order to demonstrate proficiency in these nine core competency areas, students will engage in and be evaluated on their ability to effectively engage in 20 related behaviors, again as recognized by the Council on Social Work Education (See 2022 CSWE EPAS Document below).

ROLES AND RESPONSIBILITIES

Role of the Director of Field Education

The Director of Field Education, or "field director" is responsible for the development of the field education program including planning, implementing, monitoring, and evaluating the program, in collaboration with the UNTD BSW Program Director and faculty. The field director is the person with primary responsibility for field placement assignments. Placement decisions may be made in consultation with other social work faculty and with students' needs in mind. The field director is a full-time faculty member who maintains communication with the field sites and the field instructors.

The essential functions of the UNTD BSW Field Director are to:

1. Serve as the initial contact between the student(s), the agency, and the university.
2. Maintain a viable "agency bank" for student placements. The field director will recruit potential internship agencies and meet with the administrators to clarify the expectations of both the field setting and the university and to reach agreements on how the agency and school will work together. This includes executing Agency Affiliation Agreements between the agency and the University of North Texas at Dallas.
3. Oversee field application process/procedures and review student applications for field placement and, with the field office staff, select appropriate field placements, considering each student's needs, career goals, and available sites.
4. Identify appropriate agencies and connect students to potential field instructors for interviews.
5. Assist agency administrators to identify and assign social work supervisors or a qualified faculty liaison for social work student learners; and when necessary, identify and assign a faculty liaison to the agency/setting.
6. Provide orientation and/or training to students, field instructors, and the faculty liaisons about the purposes, objectives, and desired educational outcomes of field instruction.
7. Maintain contact with the student, faculty liaison, and field instructor regarding student performance.
8. Assist in organizing and facilitating the UNTD BSW Advisory Board committee as well as the field instructors' trainings and meetings.
9. Establish and monitor field education policies/procedures and participate in continuous evaluation processes.
10. Serve as a gatekeeper for the profession.

Role of the Field Liaison

Faculty field liaisons are faculty members whose primary responsibility is to ensure that each student's internship experiences meet their educational needs and that students have the opportunity to develop and demonstrate competency in social work practice. They serve as links between the UNTD BSW Program and the field internship site and must maintain regular contact with students and field instructors to assess field performance and provide supportive services and resources as needed. Faculty field liaisons may serve as advisers, monitors,

consultants, teachers, mediators, and advocates. They typically teach field seminar courses. The essential functions of field liaisons are to:

1. Visit assigned students in their field internship sites and confer with students and field instructors regarding students' performance. A minimum of one contact per semester is required; more visits/contacts may take place if needed.
2. Assist students and field instructors in identifying and implementing educational opportunities and tasks that will allow students to develop and demonstrate competence.
3. Interpret the UNTD BSW program's policies, procedures, and expectations of the field internship sites.
4. Participate in the resolution of student/internship problems.
5. Participate in the student's performance evaluation process.
6. Participate in the ongoing evaluation of the field instruction program.
7. Assist the field director in identifying potential internship sites.
8. Serve as a gatekeeper of the profession.

Role of the Field Instructor

The agency field instructor should have a commitment to social work education and the development of new professionals and be prepared to coordinate, direct, and supervise the student's fieldwork. Field instructors are never to view their role only as "signing off" on student activities but rather as an "educator in the field" wherein they provide valuable and necessary critical feedback on student performance including strengths and areas for growth.

The responsibilities of agency field instructors are to:

1. Successfully complete new field instructor training prior to placement of students or as soon as the training is offered following placement of a student.
2. Conduct a comprehensive orientation for the student to the placement and agency at the start of the field placement. Suggested content includes:
 - A written orientation schedule outlining dates and times of agency orientation, in addition to the content that will be covered
 - Written expectations regarding dress code, leave time and holidays, and attendance
 - Specific agency information concerning administrative structure with names and titles of administrative staff, financial structure, pertinent policies and procedure, etc.
 - Information regarding insurance requirements by agency and insurance coverage provided (i.e., automobile insurance covering the student if clients are to be transported by student)
 - Specific agency reporting requirements (Provide copies of forms in addition to outlines for intakes, psychosocial assessments, social history and other such reports.)
 - Written information as to how the student is to identify self in 1) written client or

agency records, 2) written reports, 3) correspondence, 4) oral contacts with clients, families and outside professionals.

- The agency policy on confidentiality (Provide written information on informed consent and privileged communication as it applies.)
 - Outline procedures for client emergencies (i.e., suicidal or homicidal threats, issue of duty to warn, etc.)
 - A written copy of personnel policies as they relate to students
 - Description of agency security and safety precautions and procedures
 - Expectations regarding supervision of student and supervision of client activities
3. Supervise students in their fieldwork, overseeing the entire range of field experiences, and keeping notes of supervisory contacts.
 4. Ensure student's activities are meeting field education objectives.
 5. Within the first two to three weeks of the internship, develop and sign the student's Learning Contract and make ongoing revisions as necessary. Ensure that the student Learning Contract is based on the generalist method; provide the necessary experiences to meet the educational goals, such as selecting appropriate cases or groups for instructional purposes and to select other meaningful learning experiences, such as participation in staff meetings, conferences, visits to other agencies, assigned readings, etc.
 6. Maintain regular contact with the student and other agency supervisors (task supervisors) involved in the supervision of the student.
 7. Formally meet with the student at least one hour a week for direct supervision. Regular supervisory conferences may be supplemented with additional brief supervisory contacts, teleconferencing, and/or telephones contacts, depending on the student's needs. The formal meeting may entail:
 - Requiring the student to prepare an agenda for the meeting including work with clients, practice and policy issues, ethical dilemmas, etc.
 - Giving the student feedback on their performance in a variety of ways
 - Focusing on the student's skill development
 - Keeping notes of observations, interactions, and supervision with the student
 - Case reviews
 - Analysis of programs or policies
 - The impact of gender or ethnicity on practice and policy
 - The NASW Code of Ethics
 - Theoretical analysis of social work interventions
 - Evaluation of field instructor's own supervisory practices
 - Evaluating the intern's strengths and weaknesses
 - Issues such as assertiveness, use of humor, rescuing, handling aggressive clients, coping with stress, etc.
 8. Completion of the student's midterm and final evaluation. The student should be provided a signed copy, which will be submitted to their field seminar instructor/faculty liaison by posted deadline dates found in the syllabus.

9. Meeting with the BSW Field Director or designated faculty liaison, in person or virtually, at least once during the semester during the intern's placement.

Role of the Task Supervisor

In some agencies, day-to-day supervision of student activities may be provided by a task supervisor who may be a professional from another discipline or a social worker who does not meet the requirements to be a field instructor. In such cases, the field instructor continues to serve as the "teacher" who helps the student integrate classroom learning with field learning. **Students are still required to participate in a formal supervision meeting with their approved field instructor** at least one hour per week to discuss the student's progress and performance in the agency and to ensure the student understands the social work aspects of the placement by integrating classroom theory and learning with practice experience.

Task supervisors may provide specific, time-limited tasks or supervise the student on a daily basis, directing day-to-day activities, teaching and guiding the student in their assignments, and giving them feedback on their performance.

Basic expectations of all task supervisors include:

- Participating in planning the student's activities during the internship
- Review the student's Learning Contract and suggest revisions as needed
- Provide primary, direct supervision of the student's daily activities
- Assign cases and projects congruent with students' educational goals
- Orient students to the agency and their assignments
- Give on-the-spot positive and constructive feedback to students regarding their performance
- Focus on the student's skill development and professional demeanor
- Keeping notes of supervisory contact
- Consulting with the BSW Field Director or faculty liaison related to the student's skill areas that need extra attention
- Prepare or assist in the preparation of the midterm and final evaluation of the student's performance along with the field instructor
- Being familiar with the BSW Social Work Field Education Manual
- Meeting with the field director and/or faculty liaison at least once each semester of the student's practicum, to address student progress being made
- Notifying the field director and/or the field faculty liaisons when problems arise

Role of the Student

Students are active adult learners and as such are expected to take responsibility for their own learning in the field placement. The essential functions of the student are to:

1. Functioning professionally in accordance with the NASW Code of Ethics.
2. Becoming familiar with the agency's structure, functions, policies, resources, and procedures. Students have the right to expect an agency orientation that addresses safety issues and to have a placement free from discrimination or harassment.

3. Complying with all internship site policies and procedures, including but not limited to: confidentiality, punctuality, dress code, and meeting required internship hours.
4. Committing to the required hours of internship per week and being present at the internship during designated times.
5. Developing a learning contract in cooperation with your field instructor that includes specific learning tasks that will provide students with the opportunity to develop and demonstrate social work competencies and practice behaviors appropriate to the generalist or advanced internship.
6. Actively participating in field seminar and completing all field seminar assignments, including maintaining an accurate field log that includes hours spent in the internship.
7. Displaying appropriate initiative and taking responsibility for one's individual learning experience.
8. Participating actively in weekly supervisory conferences with field instructor and taking responsibility, along with the field instructor, for identifying issues to be addressed in supervision.
9. Participating in ongoing self-evaluation and identification of strengths and weaknesses. Students should read through their midterm and final evaluations and provide additional comments, if desired.
10. Evaluating the field instructor, internship site, and field education program.
11. Contacting the field instructor and the faculty liaison immediately if serious problems or difficulties arise in the agency.

Role of the UNTD BSW Advisory Council

The Advisory Council serves as a link between the social work education program and the practice community. It provides input and feedback about curriculum and field education. The BSW Field Advisory Council is comprised of social work practitioners and administrators from various human service agencies, including internship sites; BSW faculty, and students currently enrolled in the program. Its responsibilities include:

1. Maintaining awareness of the changing social work environment and its implications for staffing needs and educational preparation.
2. Meeting at designated times to assess, plan, and evaluate the BSW Program and BSW Field Education Program.
3. Recommending changes in the BSW Program and BSW Field Education Program content with the knowledge that final decisions are made by the BSW Field Director in consultation with the BSW faculty.

REQUIRED QUALIFICATIONS FOR AGENCY FIELD SETTINGS

The Field Partnership

The field partnership represents a collaboration between the social work education program and community agencies to provide quality social work education. The partners share responsibility for providing learning experiences that help students integrate classroom learning with practice and achieve program competencies. This partnership begins during the placement process and is sustained throughout the field internship. Without the commitment and dedication of each in the action system, the internship will not fulfill its ultimate goal: to assist in the preparation of a social work practitioner who has a strong professional identity and is capable of knowledge and value-guided practice.

The Agency

In the field partnership, the UNT-Dallas Bachelor of Social Work program assumes central responsibility and leadership for the educational focus of the student's learning experience. However, agencies are a critical resource in a field program and carry significant responsibility for the education of students. The UNT-Dallas Social Work Program's selection of agency settings and field instructors is a crucial part of ensuring the educational focus of the field and the overall success of the field program.

Fortunately, the DFW region has a sufficient number of human service agencies representing diverse functions, sizes, and structures, and serving a variety of client populations to meet the program's needs for field placements. Universities are affiliated with a broad spectrum of agencies which enables the program to be selective in the choice of appropriate settings. Available agencies may differ from semester to semester due to changes in staffing or ability to work with students. A variety of agencies are utilized in areas of service such as mental health, health, schools, and child welfare, that serve a diversity of client populations including the elderly, children and adolescents, communities, and families. Students seeking placements beyond the DFW region or out of state must work closely with the Field Education Office to identify appropriate agencies that align with program requirements.

The field director makes decisions about the suitability of an agency setting for internship placement of social work students in field instruction. Discussion may be initiated by an agency or by the UNT-Dallas Program to consider whether an agency is appropriate for field instruction. Contact is typically made with the agency by telephone or email. The agency provides an Agency Field Application and a Field Instructor Application to obtain additional information about the field site as well as the potential field instructor(s). A face-to-face visit to learn more about the agency and to inform agency personnel about the social work program including its curriculum requirements for field instruction may also take place. The program director, field director, and/or assigned faculty liaison may contact an agency to discuss student placement opportunities.

Criteria for selection of an agency as a setting for student placement include the following:

1. The internship site must be able to provide structured learning experiences deemed appropriate for undergraduate-level social work students and which meet BSW Program expectations and allow students opportunities to develop and demonstrate CSWE-designated competencies and practice behaviors.

2. The willingness of the agency executive and staff to support the educational goals of the BSW Program. The internship site and field instructor must be willing to allow the student to have early hands-on experience with clientele.
3. The internship site must have appropriately educated and trained personnel to supervise student(s). This includes persons with an MSW from an accredited program with at least two years post-MSW practice experience. An agency may be considered if it provides a unique opportunity for services but must arrange for appropriate social work supervision for a student as approved by the UNTD BSW Program. In some circumstances, students may be temporarily supervised by BSW faculty.
4. A primary purpose of the organization, or the identified program or department within an organization, must be to address human needs. This can include the areas of social policy formulation, administration, evaluation, research, direct service delivery, etc.
5. The agency/organization cannot engage in discriminatory practices in either the hiring of personnel, the acceptance of students or clientele. The personnel at the site should demonstrate commitment to diversity and social justice through hiring and populations served, including gender, race, ethnicity, social class, religion, disability, national origin and sexual orientation.
6. The agency/organization must support the placement and allow sufficient release time for the field instructor to provide educational supervision to the student as well as allow time for field instructors to receive BSW Program training for field supervision.
7. The agency/organization must have the necessary administrative capacity to sustain student activities (space, phones, privacy when needed, administrative support, etc.).
8. The agency/organization must provide necessary measures to protect students' safety. This may minimally include training in policies and procedures for conducting home visits; interacting with potentially difficult clients; and handling emergencies, as well as appropriate screening of student assignments by field instructor(s).
9. The agency/organization must have a system of community accountability. This is demonstrated by a representative board of directors; fiscal accountability via the budget review process; or, in the case of private-for-profit direct service organizations, be subject to periodic review by an accrediting agency.
10. The agency must communicate changes in supervision to the field director as soon as possible in order to make the necessary arrangements for student supervision.
11. Complete the required Field Agency Application and be willing to have a site visit as deemed appropriate and conducted by the BSW Field Director or other assigned social work faculty member.
12. Social Workers serving as field instructors must complete and submit a Field Instructor Application and résumé to the BSW Field Director.

13. Communicate as needed with the BSW Field Director or other faculty liaisons to ensure optimal student outcomes either in person, by e-mail, or phone.
14. Agree to field visits by the field director or field liaison as requested, typically one per semester.
15. Agree to submit all practicum-related paperwork and student evaluations in a timely manner.

These criteria represent the basic elements for safeguarding the educational nature of the field experience. Graduate field placements are chosen with the following goals:

1. The placement will support the advanced generalist model of social work.
2. The agency will be able to provide students with these basic requirements: individual cases, intake/assessment opportunities, a group experience and an administration and/or planning experience. These basic requirements serve as a means to implement and demonstrate the nine competencies throughout the placement experience and ensure students have exposure at all system levels.
3. The student will be in a practice setting which will expand, enhance, and/or introduce new elements into his/her previous work and educational experiences.
4. The setting will provide a “learning” or “educational” experience for the student, rather than a “work” or “observation” experience.

Agency Affiliation Agreements

The relationship between the University and agencies that provide field instruction is governed by an Agency Affiliation Agreement, which is signed by representatives of both organizations. The agreement spells out the responsibilities of each party in providing field instruction.

Agencies wishing to affiliate with the BSW Program to provide practicum opportunities should complete and submit the “Agency Affiliation Agreement” to the field director prior to the start of a student’s internship. The BSW field director will send out an Agency Affiliation Agreement to the agency as required to establish a formal contracted relationship between the agency and the university regarding student placements. The agency will return the signed Agreement to the field director who will forward the Agreement to the appropriate signatory authorities at both universities. If revisions are required, the field director will forward the Agreement to the Office of General Counsel for UNT-Dallas for final approval before signatures are obtained. A final, signed copy of the Agreement will be provided to the agency by the UNT-Dallas BSW Field Office.

Signed Agreements begin upon execution by the parties and will continue for two years. The Agreement may be renewed for an additional one-year term upon written agreement by the parties. The Agreement may be terminated at any time and for any reason by any Party upon not less than 90 days prior written notice to the other parties.

UNTD BSW FIELD EDUCATION POLICIES

The field director is responsible for locating and contracting with agencies and identifying field instructors who meet specific criteria for field education, along with the screening, assigning, and overseeing of students who apply for the field placement. It is imperative that students become familiar with and adhere to the following policies and procedures to prepare for field internships. All field instructors and students receive a copy of the BSW Field Education Manual as a guide to the internship. It is expected that field instructors and students will read through the manual and contact the field director with any questions, comments, or concerns as soon as possible.

Pre-field Planning and Orientation Meeting

Students are required to attend a mandatory pre-field planning and orientation meeting prior to beginning field. At this meeting, students will receive information about field requirements and processes. The purpose of this meeting is to prepare students for the field practicum and explain the process of applying and interviewing for field placement.

Applying to Field

Students must submit a completed Application for Field Instruction to the UNTD BSW Field Director by the deadline announced. The application includes demographic information and information about the student's employment/volunteer experience, interests, location preferences, and special needs. Students must have an overall GPA of 2.5.

Eligibility Requirements

Students must meet the following requirements to be eligible for field:

1. Completion of required social work prerequisite courses with required grades.
2. Overall GPA of 2.5 or better.
3. Completion of required Field Application.
4. Attendance at mandatory field orientation meetings.
5. Compliance with professional and ethical standards.
6. Demonstration of emotional and mental stability.
7. Evidence of professional development.

The Field Placement Process

The field director reviews applications and contacts students to arrange an initial meeting to discuss field options. Students cannot arrange their own placement or contact agencies directly without permission from the field director.

The Initial Meeting with the Field Director

Students meet individually with the field director to discuss their interests, learning needs, and career goals. The field director will discuss possible placements that can offer appropriate learning opportunities and meet student needs. Students will receive contact information for one or more agencies and instructions for contacting field instructors to arrange interviews.

FIELD AGENCY INTERVIEW AND APPROVAL PROCESS

Agency Interview

Students are responsible for contacting agencies to arrange interviews with potential field instructors. Students should treat this as a job interview and dress and conduct themselves professionally. The interview allows both parties to determine if the placement is a good fit. Students should be prepared to discuss their learning goals and interests. Field instructors should discuss the agency's mission, programs, learning opportunities, and expectations of students.

Confirmation of Placement

After the interview, both the student and field instructor should contact the field director to confirm whether they wish to proceed with the placement. If both parties agree, the placement will be confirmed. If either party does not feel the placement is appropriate, the student will be referred to another agency.

Drug Testing and Background Checks

Many agencies require drug testing and/or criminal background checks before accepting students for placement. Some agencies conduct these tests at their own expense; at others, students may be required to obtain and pay for these tests. Students should be aware that a positive drug test or criminal history may make them ineligible for placement at certain agencies and may impact their ability to complete the program and become licensed.

DENIAL OF PLACEMENT IN A FIELD AGENCY

Out-of-Area Placements

The UNTD BSW Program generally places students in agencies within the Dallas/Fort Worth metropolitan area. Requests for placements outside this area will be considered on a case-by-case basis. Students requesting out-of-area placements must have a strong academic record and demonstrate the ability to work independently.

Employment-Based Internships

Field instruction is an educational experience, not an employment obligation. While the BSW program at UNTD generally discourages students from completing their internships at their place of employment, it recognizes that economic and family responsibilities may create hardships for some students. To support students facing such challenges while upholding academic integrity, the program offers accommodations under specific conditions.

The following guidelines must be met for a student to complete their practicum at their place of employment:

1. The practicum must provide a new, well-supervised learning experience distinct from the student's regular job responsibilities.
2. The practicum assignment must involve different tasks and a different client population than the student's current role.
3. A structured internship schedule, outlining specific days and hours dedicated to the practicum, must be approved and signed by the agency field instructor, the student, and the Director of Field Education.
4. The student must have a field instructor separate from their employment supervisor to prevent role conflicts.

These accommodations will only be granted if they align with the students' educational development and the goals of the BSW program. The Director of Field Education, the student, and the field instructor will collaborate to ensure that practicum activities are distinct from prior work, contribute to professional growth, and fulfill all learning objectives.

Distinction Between Field Education Supervision and Employment Supervision

The BSW Program recognizes the importance of maintaining a clear distinction between field education supervision and employment supervision, however, there may be times when both are provided by the same supervisor. To uphold the integrity of the educational experience:

Field Education Supervision should focus on student learning, skill development, and competency assessment, following the CSWE Educational Policy and Accreditation Standards (EPAS). Field supervision should include weekly reflective discussions, case reviews, and professional development tailored to the student's academic goals.

Employment Supervision, on the other hand, pertains to the student's job responsibilities, performance evaluation, and organizational expectations unrelated to field education.

Supervisors occupying a dual role must conduct separate meetings for field supervision and employment-related supervision to ensure that the educational objectives of field education are met independently of employment obligations.

Field Education Continuation or Change in the Event of Employment Termination

In cases where a student's employment at an agency serving as their field placement site is terminated, the BSW Program is committed to supporting the student's continued field education experience. The following policies will apply:

1. **Assessment of Placement Viability** – The Field Director will evaluate whether the student can remain in the placement as a non-employee, considering factors such as agency policies, supervision availability, and ethical concerns.
2. **Alternative Placement Assistance** – If continued placement is not viable, the program will assist the student in securing an alternative field placement that aligns with their educational needs and competency development.
3. **Credit for Completed Hours** – Field hours completed before employment termination will be counted toward field education requirements, ensuring that students do not lose progress due to unforeseen employment changes.
4. **Individualized Transition Plan** – Students will receive personalized guidance to minimize disruption to their field education and academic progress, including potential temporary field assignments or modified learning agreements.

This policy ensures that students continue to receive a high-quality field education experience, regardless of employment changes, while maintaining adherence to CSWE accreditation standards and UNT-Dallas academic policies.

Outside Employment

Students should carefully consider their ability to balance the demands of field placement with outside employment. The field placement must be the priority, and work schedules must be arranged to accommodate the required field hours and activities. Students are encouraged to discuss any employment-related concerns with the field director.

Life/Work Experience

The UNTD BSW Program does not grant social work course credit for life experience or previous work experience. All students must complete the required field placement hours regardless of prior experience.

Changing Placements

Once confirmed, students are expected to remain in their assigned placement for the duration of the field experience. Requests to change placements will be considered only in extraordinary circumstances such as:

- Agency closure or reorganization that significantly impacts the placement
- Loss of field instructor with no qualified replacement available
- Unethical or illegal activities in the agency
- Hostile work environment or harassment
- Agency's inability to provide adequate learning opportunities

Students who wish to request a change of placement must discuss their concerns with their field instructor and faculty liaison before contacting the field director. The field director will make the final decision about placement changes.

Expectations for Students Related to Field Internship

Students are expected to conduct themselves as representatives of the UNTD BSW Program and the social work profession. They are expected to demonstrate professional behavior and adhere to the NASW Code of Ethics.

Students with Accommodation and Accessibility Needs

Students who need accommodations for disabilities should register with the Office of Disability Services and notify the field director. The field director will work with students and agencies to arrange appropriate accommodations.

Professional Ethics and Conduct

Students are expected to demonstrate behavior consistent with the NASW Code of Ethics and professionally conduct themselves at all times. This includes maintaining appropriate boundaries with clients and agency staff, respecting confidentiality, and demonstrating respect for all individuals.

Reporting to the Field Agency

Students are expected to report to their field agencies at the agreed-upon times and to notify their field instructor if they will be absent or late. Students should follow agency policies regarding attendance and notification of absences.

Hours Required

Students must complete the required number of field hours as specified by the social work education program. Students are expected to be at their field placement during normal agency business hours unless alternative arrangements have been approved by the field instructor and faculty liaison.

Continuing Education Opportunities

Students are encouraged to take advantage of training and continuing education opportunities available through their field agencies. Time spent in agency-sponsored training may count toward required field hours if approved by the field instructor.

Leave Time/Illness/Emergencies

Students who must miss field hours due to illness or emergencies should notify their field instructor as soon as possible and plan to make up missed hours. Extended absences may require documentation and approval from the field director.

Excessive Absences

Students who miss excessive field hours may be required to extend their placement to complete the required hours. In some cases, excessive absences may result in removal from the placement.

Inclement Weather/Snow Days

Students should follow agency policy regarding closures due to inclement weather. If the agency is open but the student believes travel would be unsafe, they should contact their field instructor.

Internship Site Holidays/University Holidays/Other Closings

Students should discuss holiday schedules with their field instructors at the beginning of placement. Students may observe university holidays but may need to adjust their schedules to complete required hours. Agency holidays may not correspond to university holidays.

Incompletes

In rare circumstances, students may request an incomplete grade for field. This requires approval from the field instructor, faculty liaison, and field director. Students must have a plan for completing remaining hours and assignments.

Field Seminar

The field seminar course provides an opportunity for students to integrate classroom learning with field experience. Attendance and participation in seminars is mandatory. Students who miss more than two seminars may be required to repeat the course.

Transportation and Travel

Students are responsible for their own transportation to and from field placements. Some agencies require students to transport clients. Students who transport clients must have a valid driver's license and current auto insurance. Students should follow agency policies regarding travel reimbursement.

Professional Liability Insurance

All students are required to carry professional liability insurance while in field placement. Students must provide proof of insurance before beginning their placement.

Adherence to Agency Policies and Procedures

Students are expected to follow all agency policies and procedures, including dress code, documentation requirements, and safety protocols.

Students with Criminal History

Students who choose to accept admission to the UNT BSW Program who have a criminal history/record should be made aware that they may have difficulty being accepted into a field internship placement. Without being accepted into and satisfactorily completing the required internship placement(s), students will not be able to earn a degree in social work. While there may be agencies that accept students who have an arrest record and/or criminal history/record for placement, it is the student's responsibility to check with the Texas State Board of Social Worker Examiners (or other similar licensing agency in the state in which they wish to practice) to determine if their criminal history/record would render them ineligible for social work licensure. Students with a criminal history should discuss this with the field director during the placement process. A criminal history may limit placement options and the ability to become licensed.

Professional Behavior and Demeanor

In addition to demonstrating effective social work practice skills, students are also expected to demonstrate an acceptable level of professional behavior. As with any work environment, students will be evaluated along several dimensions of professional behavior. Some examples of these include, but are not limited to:

1. Maintain appropriate professional boundaries
2. Demonstrate respect for clients, colleagues, and supervisors
3. Complete assignments in a timely manner
4. Accept and integrate feedback
5. Take initiative in learning
6. Demonstrate ethical behavior
7. Maintain confidentiality
8. Dress and behave professionally
9. Teamwork
10. Willingness to participate in remedial work
11. Attire and professional appearance cooperation;
12. Proper notification if work or a meeting will be missed
13. Behavior in meetings such as falling asleep or improper cell phone use
14. Timeliness in submitting reports and other material

Field instructors and faculty may utilize various sources of information to evaluate professional behavior. This includes, but is not limited to, observations of both formal and informal interactions with field instructors, professors, co-workers, clients, and other students; written work; email communications; telephone conversations; information provided on forms; behavior in classes and meetings; body language; tone of voice; oral presentations; and more. Students should assume that every aspect of their practice and professional presentation is being evaluated, similar to what is expected of job applicants, graduate school applicants, and employees in the professional world.

Field instructors and social work professors possess decades of experience in social work practice, supervision, evaluation of employees and students, and social work education. This expertise will guide our assessments. A student's professional behavior will be evaluated using this experience, along with feedback from the student and the agency. One of the main purposes of evaluating a student's professional behavior is to help ensure that students are employable and able to maintain employment.

Failure to maintain professional standards of conduct could result in a failing grade and removal from the program. All students are expected to adhere to the policies found in the UNT-Dallas BSW Social Work Student Handbook, the NASW Code of Ethics and the Texas State Board of Social Worker Examiners Code of Conduct.

Sexual Harassment

The UNTD BSW Program has zero tolerance for sexual harassment. It is the policy of UNT-Dallas that no member of the university community may sexually harass another. Any employee or student will be subject to disciplinary action for violation of this policy. Sexual harassment is illegal under Title VII of the Civil Rights Acts of 1964 and Title IX of the Educational Amendments Act of 1972. In some cases, sexual harassment may subject one to prosecution under the criminal sexual conduct law. Students who experience sexual harassment should report it immediately to their faculty liaison and the field director.

Statement on Civility

Students are expected to demonstrate civility and respect in all interactions with clients, agency staff, field instructors, faculty, and peers. This includes:

1. Using respectful language and tone
2. Listening actively to others
3. Being open to diverse perspectives
4. Managing conflict constructively
5. Taking responsibility for one's actions
6. Demonstrating cultural humility

A referral may be made to the Dean of Students for students who engage in uncivil, inappropriate, overly distracting, or threatening behaviors and a failing grade may be issued for the course.

Academic Dishonesty

Academic dishonesty includes plagiarism, cheating, fabrication of information, and misrepresentation of work. Students who engage in academic dishonesty in field or seminar will be subject to university policies and may be removed from their placement and the program.

The Learning Contract

Students are required, with input from his/her field instructor, to complete and adhere to a Learning Contract throughout their internship placement(s). This important document is negotiated between the student and the agency field instructor and is meant to outline how practice opportunities are provided for students to demonstrate the identified core competencies and practice behaviors of their foundation placement that are mandated by the CSWE. The contract highlights the partnership between the student, the field instructor, and the agency and must be thoroughly discussed prior to execution. This contract sets forth the context of the field experience, its parameters, and the expectations of both the student and the field instructor. The learning contract is a written agreement between the student and field instructor that outlines

learning objectives and activities for the placement. The contract should be developed within the first few weeks of placement and reviewed regularly. The contract must address the nine CSWE core competencies and include specific activities that will allow students to demonstrate these competencies.

Evaluation of Student Performance in the Internship

Evaluation is an on-going process between the agency field instructor, the student, the field liaison, and the BSW Field Director. Evaluation extends over the entire semester of the field placement experience. It is a process of objectively appraising professional development, particularly in relation to the stated core competencies and behaviors for each field course. Evaluations should be viewed as a valuable and growth-producing component of social work education. Students are evaluated at midterm and at the end of the semester using the UNTD BSW Field Evaluation form. The evaluation assesses student performance on the nine CSWE core competencies. Students should review their evaluations with their field instructors and develop plans for continued growth.

Grading

Grades are assigned by the BSW faculty liaison and/or BSW Field Director, not by the agency-based field instructor. However, input is obtained from the field instructor in the agency during the field agency visits and via midterm and final evaluations. Students receive one grade for the field internship and seminar. Students must perform at a “C” level or better in order to obtain credit for the internship and seminar class. Students who earn a “C” or below in SOWK 4656 will be required to retake the course and the internship in their entirety.

Grades in field internship range from “A” through “F”. A grade of “B” is considered to be the normative grade, reflecting good solid professional social work performance at the beginning level. A grade of “A” reflects superior, exceptional performance in all areas of practicum performance; a grade of “C” or below is considered marginal performance. A grade of “D” or “F” reflect that the student has not mastered the content through the field experience. If a grade below a “C” is earned in field internship or seminar, the course must be retaken. If a grade of “D” or “F” is earned in field internship or seminar, a review of student performance will be undertaken in order to determine if the student should continue in the program or be terminated.

To receive a passing grade, students must:

1. Complete all required field hours
2. Demonstrate satisfactory performance on all CSWE core competencies
3. Complete all required assignments and documentation
4. Attend and participate in field seminar
5. Demonstrate professional and ethical behavior

Students who do not meet these requirements will receive a failing grade.

GUIDELINES FOR STUDENT SAFETY

Guidelines for Personal Safety Student safety is a priority for the UNTD BSW Program. The program takes student safety seriously and prioritizes student safety when in the field. It is expected that students, field instructors, and agencies will collaborate to enhance safety and minimize risk in the field setting. Each agency and field instructor is responsible for providing students with a comprehensive orientation to the agency's safety policies and procedures. This orientation should include, but not be limited to, discussion of safety issues within the agency (during evening and weekend hours, client office visits, etc.), in the community, (i.e.- during home visits), and with particular clients such as outlining procedures for client emergencies (i.e., suicidal or homicidal threats, issues with duty to warn, etc.). Agencies will provide guidance on procedures for students to follow in the event of a safety or security problem. The agency should make the same accommodations to ensure students' safety as it does for staff. Students should not be forced to engage in any activities in which they feel at risk. If a student feels unsafe, they should immediately contact their field instructor and their faculty field liaison to discuss their concerns.

While fulfilling the internship requirements, students must also be attentive to the need for personal safety and act accordingly to minimize these risks. During the internship, students should discuss safety issues along with other issues of infection control, personal injury, and risk assessment with their field instructor. Students with any safety concerns or questions should contact the field director to discuss these issues and seek guidance. Below are some guidelines for personal safety.

General Personal Risk-Reduction Guidelines

1. Be aware of your surroundings at all times
2. Trust your instincts - if a situation feels unsafe, remove yourself
3. Follow agency safety protocols
4. Inform field instructor of any safety concerns
5. Keep personal belongings secured
6. Avoid working alone in isolated areas when possible
7. Know emergency procedures and exits
8. Keep emergency contact information accessible
9. Report safety incidents immediately

What to do if Attacked or Seriously Threatened at an Internship Placement

- Follow agency procedures to manage the immediate situation and to report the incident.
- Seek medical care if needed. Notify and debrief with your field instructor.
- Notify the school (the seminar instructor or the field director) as soon as possible.
- Recognize that a physical attack or threatening behavior is frightening and that you may later respond emotionally to the stress. Seek professional help to address these feelings.

- Conduct a comprehensive post-incident evaluation with staff, outlining a plan to increase safety, if indicated.

Remediation and Termination from an Agency

Remediation Efforts

Performance issues that may lead to the termination of an internship can differ significantly. Generally, they reflect noncompliance with established policies and procedures, ethical or work performance problems, or violations of previously set expectations.

The following guidelines outline the process when a student is not progressing at an acceptable level:

1. If a significant incident or ongoing problems arise at any time during the internship, the field instructor will contact the field director and/or the assigned faculty field liaison for consultation as soon as the issue is identified.

2. The field director and/or assigned faculty field liaison will provide guidance to the student and/or the agency field instructor, either by telephone or in person. If necessary, a visit to the agency may include separate discussions with both the student and the agency field instructor. Relevant past academic and performance information may also be shared.

3. The student, field instructor, and field director will engage in an analysis of the problem.

4. The student will receive formal notification that their performance is below standard.

5. Performance issues will be clearly articulated (either verbally or in writing) by the agency field instructor, field director, and/or the assigned faculty field liaison. Guidelines, expectations, and consequences will be provided to the student in writing through a Corrective Action Plan, which outlines the steps students should take to improve their performance. Specific examples of the identified problem areas and recommendations for improvement (if applicable) will be communicated, along with the consequences of failing to meet these expectations.

6. Poor performance, or a single incident that puts clients at risk, including unprofessional or unethical behavior, may result in immediate termination from the internship. The agency field instructor and the field director will aim to make this decision jointly; however, as agencies supervise students voluntarily, any agency has the right to terminate an internship without prior notice if they feel they can no longer work with the student. Such a termination will result in a failing grade for both the internship and the seminar if it is due to the student's conduct or performance issues.

Examples of conduct that could result in being “terminated” from an agency include but are not limited to:

1. Excessive absences
2. Chronic lateness
3. Inability to accomplish objectives

4. Repeated exhibition of poor practice skills
5. Inappropriate relationships with clients or staff
6. Insubordination
7. Failure to take direction
8. Alcohol or drug use
9. Failure to attend supervision
10. Inability to get along with co-workers
11. Ethical violations
12. Legal violations
13. Agency policy violations

Concerns are addressed according to two categories:

Low Level Concerns are categorized according to the following behavior, although they are not limited to them:

- No evidence of harm or risk of harm to self or others, agency or university
- A specific identifiable problem area
- Demonstrated student awareness, initiative, and ability to resolve the issue
- Evidence that the impact is limited to the student directly involved in the issue

High Level Concerns include, but are not limited to, behaviors in which there is:

- Evidence of harm or risk of harm to oneself, others, agency, or university
- Direct violation of the student's respective home institution's Student Code of Conduct, NASW Code of Ethics, agency policies or standards, other relevant policies governing social work practice
- Failure to demonstrate minimal level of competency on one or more of the CSWE and/or Advanced Generalist Practice identified behaviors
- Diffuse concerns that affect multiple aspects of the learning environment
- Concern regarding how the student's behavior negatively impacts the learning environment for others
- Concern because the student is already on remediation status for a low-level concern and s/he failed to successfully remediate according to the Corrective Action Plan
- Additional performance concerns while the student is already on remediation status

Unsuccessful Remediation Efforts

If the student's performance still does not meet minimum expectations as indicated on the Corrective Action Plan or by the due date of the final evaluation, the agency field instructor will complete the narrative portion of the evaluation form specifying the reasons for the student's failure to meet expectations. The quantitative and qualitative portions of the evaluation should clearly indicate the inadequate or unsatisfactory areas of performance. If the student does not meet the required minimum expectations of performance within the timeframes specified, a failing grade is earned.

Termination from a Field Placement and Grade Appeals

In some cases, the field director may determine it is not appropriate for the student to remain in the placement due to student behavior, performance, or other factors. If a student is released from an agency due to a student's documented unprofessional or unethical behavior, or substandard performance issues, the student will receive a failing grade. The student's grade and subsequent termination from the placement is based on the student's behavior or performance, which has violated policies of the agency, the University, the UNTD Social Work Program, and/or any standards set by the NASW Code of Ethics and the Texas State Board of Social Worker Examiners Code of Conduct. The field director and other BSW faculty may determine if the student can be offered a second field placement after the completion of a Corrective Action Plan.

Appeal Process for Denial of Admission to Field Instruction or Termination from Field Instruction

Students have the right to appeal decisions that result in denial or termination from field placements. Additionally, students have the right to request exceptions to field policies.

The formal appeals/exceptions process for field is as follows:

- 1) The student shall submit a written appeal to the field director. The appeal should explain why the student is requesting the appeal or exception to policy and then detail exactly what the student would like to see as an outcome.
- 2) If the appeal/request for exception is not resolved favorably, then the student may submit a written appeal to the BSW Program Director. The appeal should explain why the student is requesting an appeal or exception to policy and then detail exactly what the student would like to see as an outcome.
- 3) The BSW Program Director will assemble a committee to review the appeal and make a final determination of the outcome.

Requests for Reinstatement

Any adverse action short of discontinuation from the program must be followed by a written plan of remediation (Corrective Action Plan) that is jointly developed by the student, the field director, the BSW Program Director and other social work faculty as appropriate. Specific remedial action, specific time-frames and specific responsibilities must be delineated in the plan. When a problem presents itself, it is the intent of the social work faculty to find a fair and equitable resolution which protects student rights, upholds the standards of professional conduct and

protects the welfare of future clients. Termination from the BSW Program is a likely outcome of termination from a field placement.

In situations when a student is dismissed from their internship and wishes to be reinstated into the BSW field program, she/he must complete a type-written request for reinstatement to field and another placement, stating their reasons and responsibility for failure in the prior internship, along with how they plan to resolve the problem area (i.e., attend a workshop on confidentiality, personal counseling, etc.). This request is submitted to the field director within 30 days following the date of the termination. The field director reviews the letter and all pertinent information jointly with the BSW Program Director. Students eligible for reinstatement must demonstrate an ability and willingness to function at a professional level of conduct, complete any recommended Corrective Action Plan for remediation within stated timeframes, and otherwise be judged ready for readmission by the social work faculty. Some forms of gross misconduct may render the student ineligible for readmission to the field program and could result in the student's dismissal from the UNTD BSW Program. If it is decided that the student will be offered another internship placement **the entire internship MUST be repeated**, with no credit given for previous hours earned in another internship placement. The student must re-register for the full credit hours of the appropriate corresponding seminar course during the identified semester.

A second agency placement is contingent on the student's demonstrated remediation of issues that resulted in the original termination from the first placement. Disclosure of any performance problems and a copy of the last field evaluation form (if available) may be provided to the new potential field instructor if a second placement is sought. The decision whether a student is allowed to enter a second placement in another semester is contingent on a number of factors and will be at the professional discretion of the social work faculty. In general, a student will not be allowed to enter a second placement during the same semester they were terminated from the original placement since all hours will still need to be re-earned and there will be insufficient time to do so.

Additional Placement Opportunities

The UNTD Social Work Program reserves the right to deny a second placement based on student behavior, performance issues, and/or the student's refusal to allow University representatives to share information about the termination with the new agency. The student will need to meet with the social work faculty to discuss future plans and appropriateness of continuation versus termination in the BSW Program. The BSW Program **WILL NOT** offer a third internship.

Termination from the Social Work Program

Students whose academic performance is consistently problematic or marginal, and/or student who are unable or unwilling to function at the level of an advanced social work practitioner may be terminated from the program. Examples of unacceptable performance that could lead to termination include:

- The student's BSW GPA falls below 2.0
- The student received a grade lower than a "C" in a Practice Course, Integrative Seminar or Field Internship, regardless of overall or Social Work GPA

- If a student demonstrates an inability or unwillingness to acquire and integrate professional standards into professional behavior, and/or has an inability or unwillingness in acquiring professional skills and reaching an acceptable level of competency, and/or has an inability or unwillingness in controlling stress, emotional dysfunction, or behavioral reactions that may affect professional functioning, the student will be terminated from the BSW Social Work Program.

In short, students must function at the level of a professional at all times or face termination from the program.

Student Rights and Responsibilities/Grievance and Appeal Procedures

Students who wish to appeal an adverse decision by the faculty or who wish to file a grievance against the program, or any employee or representative of the program, may do so by first submitting a written summary of the grievance or appeal to the BSW Program Director within 10 days of the action which prompted the grievance or appeal. The student should outline grounds for grievance/appeal and provide supporting documentation. The BSW Program Director must respond to the student in writing within 10 days, indicating the course of action to be pursued, including time frames, opportunities for the formal presentation of the grievance or appeal and the names of individuals who will participate in the grievance process which may include other faculty. If the appeal is denied, the student may then submit a written summary of the grievance or appeal to the chair of Undergraduate Program within 10 days following notice of denial by the BSW Program Director. Again, the student should outline grounds for grievance/appeal and provide supporting documentation. The respective chair must respond to the student in writing within 10 days, indicating the course of action to be pursued as previously mentioned. If the grievance or appeal is not resolved at this level, it becomes subject to the respective formal university-wide grievance and appeal procedures.

Students are in many ways considered partners in the educational process. Their input is valued and necessary. UNTD have statements regarding student rights at each institution and those are available at: https://law.catalog.untDallas.edu/policies/code-of-conduct?utm_source=chatgpt.com

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Council on Social Work Education
Educational Policy and Accreditation Standards (EPAS-2022)

The nine Social Work Competencies are listed below. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors. (CSWE)

Competency & Description	Practice Behaviors
<p>1. Demonstrate Ethical and Professional Behavior</p> <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision-making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current</p>	<ol style="list-style-type: none"> 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 within the profession as appropriate to the context; 2. demonstrate professional demeanor in behavior, appearance, oral, written, and electronic communication; 3. use technology ethically and appropriately to facilitate practice outcomes; and 4. use supervision and consultation to guide professional judgment and behavior.

Competency & Description	Practice Behaviors
<p>contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.</p>	
<p>2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.</p>	<ol style="list-style-type: none"> 5. Advocate for human rights at the individual, family, group, organizational, and community system levels; and; 6. Engage in practices that advance human rights to promote social, economic, and environmental justice.
<p>3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and</p>	<ol style="list-style-type: none"> 7. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

Competency & Description	Practice Behaviors
<p>in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and 10 2022 Educational Policy and Accreditation Standards values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.</p>	<p>8. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.</p>
<p>4. Engage in Practice-Informed Research and Research-Informed Practice</p> <p>Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use</p>	<p>9. Apply research findings to inform and improve practice, policy, and programs; and</p>

Competency & Description	Practice Behaviors
<p>research to inform their practice decision-making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.</p>	<p>10. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.</p>
<p>5. Engage in Policy Practice</p> <p>Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role</p>	<p>11. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and</p> <p>12. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.</p>

Competency & Description	Practice Behaviors
<p>of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.</p>	
<p>6. Engage Individuals, Families, Groups, Organizations, and Communities Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.</p> <p>Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</p>	<p>13. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and;</p> <p>14. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.</p>
<p>7. Assess Individuals, Families, Groups, Organizations, and Communities Social workers understand that assessment is an ongoing component of the dynamic and interactive process of</p>	<p>15. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and</p>

Competency & Description	Practice Behaviors
<p>social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision-making.</p>	<p>interprofessional conceptual frameworks, when assessing clients and constituencies; and;</p> <p>16. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.</p>
<p>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals,</p>	<p>17. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and;</p> <p>18. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.</p>

Competency & Description	Practice Behaviors
<p>families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.</p>	
<p>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</p>	<p>19. Select and use culturally responsive methods for evaluation of outcomes; and;</p> <p>20. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.</p>



UNT-Dallas Bachelor of Social Work Application for Field Placement

NOTE: This document will be reviewed by the BSW Director of Field Education in determining readiness for field placement. You should complete it in a thorough and professional manner. The BSW Program does not grant field credit for previous work or life experiences.

Name: _____ Date: _____

UNTD ID#: _____

Anticipated Graduation Date: _____ DOB: _____

Local Address: _____

Permanent Address (if different): _____

Home Phone: _____ Work Phone: _____ Cell Phone: _____

E-mail address: _____ Driver's License #: _____

List any languages, other than English, in which you are conversant: _____

Emergency Contact Name: _____ Relationship: _____

Emergency Contact Phone: (1) _____ (2) _____

Please note any particular restrictions or considerations that should be taken into account in arranging field placement.

Social Work Courses Completed

Course #	Course Name	Where Taken/Date?	Grade	Enrolled now?	When scheduled?
Generalist					
SOWK 2311	Introduction to Social Work and Social Welfare				
SOWK 2312	Social Work with Children and Families				
SOWK 3333	Human Behavior and the Social Environment I				
SOWK 3313	Mental Health and Social Work (prerequisites: SOWK 2312)				
SOWK 3323	Diversity and Culturally Competent Practice				
SOWK 3321	Social Welfare Policy and Services				
SOWK 3322	Social Welfare Policy Analysis				
SOWK 3343	Human Behavior and the Social Environment II				
SOWK 4323	Social Work Practice I				
SOWK 4333	Social Work Practice II				
SOWK 4343	Social Work Research				
SOWK 3313	Mental Health and Social Work				
SOWK 3323	Diversity and Culturally Competent Practice				
SOWK 3321	Social Welfare Policy and Services				
SOWK ----	Social Work Elective				
Field					
SOWK 4656	Social Work Field Practicum				
SOWK 4357	Social Work Integrative Seminar				

VOLUNTEER EXPREIENCE RELATED TO SOCIAL WORK (including field experience)

Briefly describe any experiences you have had as a volunteer in any type of human service organization.

Briefly describe and give dates for your paid work experience.

What skills / interests / hobbies / experience do you have which might be helpful in the field?

Briefly discuss your special interests in regard to field placement in terms of age group, special populations, service settings, etc.

Are there any placements or populations that would be problematic for you?

While a criminal history does not necessarily eliminate you from participation in field placement, there are certain settings in which a criminal history check is required. Some agencies have internal rules that would preclude placement of students with a criminal history. Have you ever been found guilty of a crime or pled anything other than not guilty to a criminal charge, or do you have any criminal charges pending?

YES or NO (please circle)

If yes, please explain:

Possible Social Work Settings

The following are brief descriptions of several different practice settings with which professional social workers are involved.

Child Welfare/Advocacy/Adoptions

Typical agencies include Children's Protective Service, Big Brothers & Big Sisters, child advocacy centers, and adoption agencies. Primarily involved in protecting children from abuse and neglect, placing children, and providing supportive services.

Mental Health

Serves a variety of clients with issues of mental illness and/or mental retardation. Agencies might include places like MHMR, State Schools, residential centers, and some private psychiatric hospitals.

Criminal Justice

Involves working with offenders and victims engaged in the criminal justice system. Could include advocacy work with the courts, police departments, and the District Attorney's office, as well as working with offenders in adult or juvenile probation.

Medical Social Work

Typically involves work in hospitals, hospice agencies, community health clinics, rehabilitation centers, or organizations that serve specialized populations such as Health Services of North Texas.

Social Work in School Settings

Both Communities in Schools programs (CIS) and local independent school districts employ social workers to provide direct services to students and their families.

Aging

Social workers provide direct care and family services to older Americans in a variety of settings.

Note: Hot career path for social workers!!!

Domestic Violence

Work could include case management in a shelter or outreach center, advocacy in the courts or prosecutor's office, or work with children from violent families.

The final decision regarding field placement is made by the social work faculty, taking into consideration the preferences of the student, the student's educational needs, availability of sites, the quality of field instruction, and the acceptance of the student by the field instructor and agency. Your input is requested in order to appropriately match student interests, needs, and abilities with agency practice opportunities. If you have a particular agency you would like the faculty to consider, please identify it below under "Additional Comments". Again, please remember that faculty makes the final placement decision.

Please indicate your priorities in field settings. Pick three and rank order them by preference.

- ___ Adoptions
- ___ Child Welfare/Advocacy
- ___ Domestic Violence/Intimate Partner Abuse
- ___ Community Mental Health
- ___ Criminal Justice
- ___ Emergency Social Services
- ___ Medical Social Work
- ___ Chemical Dependency Treatment/Substance Abuse
- ___ Social Work in School Settings
- ___ Juvenile
- ___ Aging
- ___ Hospice Social Work
- ___ Domestic Violence
- ___ General assistance with adults
- ___ Macro Practice
- ___ CPS Programs

Geographical Preference

Note: Not all settings are available in all areas. Let us know if geographical location is your primary concern.

- ___ Dallas County Area
- ___ Tarrant County
- ___ Denton County Area
- ___ Collin County
- ___ Other (Specify: _____)

Do you have any special needs or accommodations as outlined by ADA?

Additional Comments: On the back of this page, please provide any additional information that will be helpful in assigning you to a practicum site.

**OFFICIAL AGREEMENT
FOR SOCIAL WORK STUDENTS ENTERING FIELD PLACEMENT**

I, _____, understand that participation in the field as a graduate practicum student requires adherence to certain professional standards. If accepted into the field practicum, I agree to:

1. Attend the required field orientation meeting conducted by the program, complete my application, and meet all deadlines required for interviewing and completing paperwork for the field placement in a timely manner.
2. Read, understand, and adhere to the Codes of Conduct/Ethics of the Texas State Board of Social Work Examiners and the National Association of Social Workers, the UNT-Dallas field manual, and the Student Code of Conduct.
3. Follow all laws of the State of Texas and all other jurisdictions in which I might practice.
4. Review all agency policies and procedures within two weeks of beginning the practicum and to comply with agency policies and procedures while in the field.
5. Come fully prepared and participate actively in all scheduled meetings with the agency Field Instructor. I agree to meet at least weekly with the Field Instructor for supervision and notify the Field Instructor if I miss any supervision sessions. I understand that it is my responsibility to arrange supervision meetings with the Field Instructor.
6. Come fully prepared and participate actively in all practicum seminar classes. I understand that missing more than two classes in a 15-week semester or in the summer block may result in my failing the practicum.
7. Provide proof of insurance if using my vehicle for agency business.
8. Conduct myself in a professional manner at all times. This includes being punctual, reliable, and responsible in all field practicum assignments, as well as interacting in a professional manner with all clients and co-workers.
9. Negotiate a learning contract with my Field Instructor and submit it in writing to the practicum instructor by the third seminar meeting.
10. Attend all meetings and turn in all assignments related to the practicum and the seminar class as specified in the syllabus.
11. Inform the program and the field agency of current address, phone number, and e-mail at all times so that I may be reached.

I understand that failure to comply with this agreement might result in a failing grade for the practicum and that substantial violation of this agreement could result in dismissal from the program.

Signature: _____ Date: _____

FIELD AFFILIATION APPLICATION

UNIVERSITY of NORTH TEXAS AT DALLAS
Bachelor of Social Work Program
7300 University Hills Blvd.
Dallas TX. 75241-4605
972.338.1354

Agency name: _____

Address: _____

Telephone number: _____ Web Address: _____

Director or Administrator: _____ E-Mail Address: _____

Field Instructor(s) names, degrees, licenses, and years of experience:

Additional Telephone number(s): _____

Additional E-Mails: _____

About the UNTD Field Experience

The UNTD student field experience includes a minimum of 400 hours of professional activities in the agency in a block format (over one semester). All field placements must be generalist in nature, and field instructors must be knowledgeable about generalist practice.

According to the Council on Social Work Education, the accrediting body for Social Work education, “the 2022 Educational Policy and Accreditation Standards (EPAS), the Council on Social Work Education (CSWE) defines generalist practice as:

“Grounded in the liberal arts and the person-in-environment framework, generalist practice uses a range of social work knowledge, skills, values, and ethical principles to engage, assess, intervene, and evaluate practice with individuals, families, groups, organizations, and communities.”

Will the student field experience be generalist in nature? YES ___ NO ___

Will students have opportunities to work directly with client systems? YES ____ NO ____

Required Qualifications for Field Instructors

Social workers interested in serving as field instructors for the UNTD Social Work Program must meet the following criteria:

- 1) Graduated from a CSWE-accredited social work program with a BSW or MSW
- 2) Have a minimum of two years of professional social work practice.
- 3) Be eligible for licensure as a social worker
- 4) Agree to provide ongoing supervision and consultation with students, with a minimum of one meeting per week
- 5) Attend a two-hour Field Instructor training
- 6) Attend one Orientation to Field meeting at the beginning of the semester
- 7) Agree to attend additional training as offered and provide feedback and consultation to the program about the field component.

Selection Criteria for Field Settings

It is the intent of the UNTD Social Work program to partner with a variety of agencies to provide students with quality generalist opportunities to begin their social work careers. The selection of field settings is done with the best interests of the students in mind. Agencies must meet the following criteria in order to be considered for field placements:

- 1) Have one or more full-time social workers on staff who meet all of the “Required Qualifications for Field Instructors” described above.
- 2) Be a stable, safe agency that is engaged in services consistent with generalist social work practice.
- 3) Offer sufficient breadth and depth of opportunities to allow students to practice and demonstrate generalist competence as defined by the Nine Core Competencies and the 31 Professional Behaviors identified by CSWE
- 4) Communicate as needed with the UNTD Field Director or other faculty liaisons to ensure optimal student outcomes
- 5) Agree to field visits by the Field Director or Field Liaison as requested, typically one per semester
- 6) Agree to submit all practicum-related paperwork and student evaluations

Field Instructor Training

Field instructors who partner with UNTD are expected to attend orientations at the beginning of the semester and to undergo a one-time field instructor training (2 hours). The training program is offered once per semester and is free of charge.

Grant Writing _____
Advocacy _____
Participation in planning/policy meetings _____

Please Note: Students must have opportunities to practice at micro, mezzo, and macro levels.

6. Please indicate any other information you would like to share with us concerning your agency that has relevancy to a field education placement.

7. Is a Stipend available and/or agency related travel expenses reimbursed? ____ Yes ____ No

8. Can your agency provide evening and/or weekend hours for field? If yes, what hours would be available?

Name of person completing application _____

Title _____

Date application completed _____

Thank you for your interest in partnering with the Social Work program at UNTD!

Please return to:

Stacey d'Aonne Reynolds, DSW, LCSW-S
Director of Field Education
University of North Texas at Dallas
7300 University Hills Blvd.
Dallas TX. 75241-4605
972.338.1354

UNT-DALLAS BSW Student Learning Agreement

Agency Name: [Type here]

Agency Address: [Address here]

Student Information	Instructor/Supervisor Information		Agency Info
Name: Click or tap here to enter text. Walden Email: Click or tap here to enter text. Phone: Click or tap here to enter text.	Name: Click or tap here to enter text. Preferred Email: Click or tap here to enter text. Phone: Click or tap here to enter text.		Description: Click or tap here to enter text.
Academic Term Example: Fall 2025 [Type here]	Date Placement Begins & Ends Example: Jan-2nd-25 to May-31-25 [Type here]	Population Served Click or tap here to enter text.	

Proposed Schedule: Click or tap here to enter text.

Weekly Face to Face Supervision Meeting (Day/Time) 1-hour: Click or tap here to enter text.

Describe what your regular tasks will be at the agency: Click or tap here to enter text.

Importance of the Learning Contract

Purpose of the Learning Contract: The learning contract is designed to ensure students are mindful about the learning expectations in their field placement. It was developed to help students and supervisors/instructors plan a well-rounded experience that will help students meet the learning objectives.

Learning Objectives: The Council on Social Work Education (CSWE) requires students gain competency in nine areas of social work practice. These areas of practice are defined as *core competencies* of the profession. Each *core competency* requires particular behaviors students should be able to engage and gain competency in. Students should provide examples of activities in the agency they can participate in to help them meet the learning objectives. Some examples of activities are provided. This is not an exhaustive list, so others can be added. **Students must have an opportunity to complete tasks in all nine areas of competency.**

Connection to the Student Evaluation: Not only is the learning contract a helpful tool to plan the learning goals for the term, but it connects directly to the evaluation points in the student evaluation. Field Instructors/supervisors will be asked to complete student evaluations. Each student is evaluated on the nine core competencies of social work. Having a solid learning agreement aligns the learning goals with the student's evaluation, so no areas are missed.

Instructions

Negotiating the Agreement: The learning contract should be completed by **week 3** at the agency. This is a collaborative process, where the field instructor/supervisor and student meet to establish goals for the term. Once agreed upon, all parties will sign the contract. The student will then submit the agreement to the Faculty Liaison. During the evaluation session, toward the end of the semester the student and instructor/supervisor should meet to discuss progress and challenges with the plan and develop ways to adjust the learning for the remainder of the placement and the next semester.

Form Layout:

Each grid is devoted to one of the nine *Social Work Core Competencies*. **Students must have experience in all nine competencies.**

Section Descriptions:

Expected Behaviors – The expected behaviors are those that are identified by the Council on Social Work Education (CSWE). These behaviors should be demonstrated by students during the term of the field placement/internship.

Agency Activities-These are examples of particular activities that students can do at the agency to demonstrate the expected behaviors. Most of these are general to all settings. ***The student is NOT required to create all new agency activities.*** However, if they don't quite match, feel free to ***add/change these to fit with the context of your agency.*** Check all activities that apply.

Method of Evaluation- In this area, you and your supervisor will identify methods for evaluating the agency's activities. Examples of methods of evaluation could include: self-evaluation, feedback from supervisor, feedback from field instructor, observation, observation by supervisor, etc.

Agency Expectations: Discuss the expectations regarding illness, holidays, personal time, make up for lost time, notification and coverage during absences, etc. Students should be provided an orientation or policies & procedures to read. Please indicate that a discussion was completed (both initial): [Click or tap here to enter text.](#)/[Click or tap here to enter text.](#)

Behaviors and Activities

By the end of the internship, the student will have demonstrated competency in each of the following areas of performance as a beginning generalist social worker:

Core Competency	Expected Behaviors: Students will be evaluated on these at the end of the semester	Agency Activities to help you achieve the expected behaviors. Check all that apply.	Method of Evaluation	Due Date
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	<input type="checkbox"/> Familiarize self with clients' rights and respect these at all times and adhere to the <i>NASW Code of Ethics</i> .	Self-evaluation	

(Professional)	decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.	<p>__Advocate for those who are incapacitated, incompetent and those who cannot represent their own best interests.</p> <p>__Discuss personal values in supervision when they conflict with the values of the profession.</p>	<p>Observation by supervisor</p> <p>Feedback from supervisor</p>	
(Professional)	2. Demonstrate professional demeanor in behavior, appearance, oral, written, and electronic communication.	<p>__Dress professionally, use appropriate, professional language and behavior.</p> <p>__Read agency policies and uphold those policies throughout the entire time of internship.</p>	<p>Self-evaluation</p> <p>Feedback from supervisor</p>	
(Professional)	3. Use technology ethically and appropriately to facilitate practice outcomes; and	<p>__Adhere to agency polices about technology and record keeping.</p>	<p>Feedback from supervisor</p> <p>Self-evaluation</p>	
(Professional)	4. Use supervision and consultation to guide professional judgment and behavior.	<p>__ Seek guidance when you experience and ethical dilemma. (Debrief w/ supervisor).</p> <p>__Discuss case scenarios with my supervisor and faculty liaison that require ethical reasoning.</p>	<p>Feedback from supervisor</p> <p>Feedback from field instructor & supervisor</p>	
(Professional)		Add other activities here (if necessary):		

<p>Advance Human Rights and Social, Racial, Economic, and Environmental Justice</p> <p>(Human Rights)</p>	<p>5. Advocate for human rights at the individual, family, group, organizational, and community system levels; and</p>	<p>__Identify barriers clients face when accessing services at my agency or at other agencies and discuss them during supervision.</p> <p>__Discuss with supervisor about how social, economic, and environmental factors affect client outcomes.</p>	<p>Self-evaluation & feedback from supervisor</p> <p>Feedback from supervisor</p>	
<p>(Human Rights)</p>	<p>6. Engage in practices that advance human rights to promote social, economic, and environmental justice.</p>	<p>__Become familiar with a local or national organization that advocates for your population.</p> <p>__Work with instructor/supervisor to engage in advocacy for needs and services for clients.</p>	<p>Self-evaluation</p> <p>Advocate & feedback from supervisor</p>	
<p>(Human Rights)</p>		<p>Add other activities here (if necessary):</p>		
<p>Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</p> <p>(Diversity)</p>	<p>7. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and</p>	<p>__Interact with those who are different from you based on age, SES, color, culture, disability, ethnicity, gender, religion, sexual orientation, etc.</p>	<p>Self-evaluation</p>	
<p>(Diversity)</p>	<p>8. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias,</p>	<p>__Discuss in supervision and in class the strengths of engaging diversity and the challenges you have when engaging difference.</p>	<p>Feedback from supervisor</p>	

(Diversity)	power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	__Engage in self-reflection about personal biases related to client population and discuss with supervisor.	Self-evaluation & feedback from supervisor	
(Diversity)		Add other activities here (if necessary):		
Engage in Practice-Informed Research and Research-Informed Practice (Research)	9. Apply research findings to inform and improve practice, policy, and programs; and	__Research the context and treatment models used by the agency.	Self-evaluation	
(Research)	10. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	__Read current research/literature on best practices with the population you serve. Discuss those articles with your supervisor. __Work with your supervisor to create a brief-interview questionnaire that could be used during an intake process with your population.	Self-evaluation & feedback from supervisor Collaborate w/& get feedback from supervisor	
(Research)		Add other activities here (if necessary):		
Engage in Policy Practice (Policy)	11. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and	__Become familiar with local, state, federal and agency policies that affect the client population and discuss them in supervision and in class.	Self-evaluation & feedback from supervisor & instructor	

(Policy)	12. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	<p>__Explore how the service delivery in the agency is affected by social welfare policies.</p> <p>__Find opportunities at the agency or in advocacy organizations to work with others to advocate to advance human rights and justice.</p>	<p>Feedback from supervisor</p> <p>Self-evaluation</p> <p>Feedback from supervisor</p>	
(Policy)		Add other activities here (if necessary):		
<p>Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>(Engagement)</p>	13. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and	<p>Individuals</p> <p>__Identify how knowledge of HBSE impacts engagement with clients.</p> <p>Families</p> <p>__Initiate professional relationships with families to support client needs.</p> <p>__Identify how knowledge of HBSE addresses familial relationships with clients.</p> <p>Groups</p> <p>__Identify how knowledge of HBSE impacts the interaction of group members.</p> <p>Organizations</p>	<p>Feedback from supervisor</p> <p>Self-evaluation & feedback from supervisor</p> <p>Observation & feedback from supervisor</p> <p>Self-evaluation</p>	

		<p>__Consult with organizations to assist with client needs.</p> <p>Communities</p> <p>__Identify the communities' role in impacting client success.</p>	Self-evaluation & feedback from supervisor	
(Engagement)	14. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	<p>Individuals</p> <p>__Show care, empathy, and genuineness with clients to initiate professional relationships with clients.</p> <p>Families</p> <p>__Reflect on interactions with a family and with what went well and what could have been improved (and how).</p> <p>Groups</p> <p>__ Remain calm and collected when engaging in group activities with clients.</p> <p>Communities</p> <p>__Connect with community organizations that provide services related to the clients you serve.</p>		
(Engagement)		Add other engagement activities (individual, family, groups, organizations, or communities):		

<p>Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>(Assessment)</p>	<p>15. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and</p>	<p>Individuals</p> <p>__ Utilize agency appropriate intake forms, tools, and processes to assess clients' needs, strengths, and limitations to inform appropriate intervention strategies.</p> <p>Families</p> <p>__ Assess family dynamics and develop intervention goals and strategies to help clients improve those dynamics.</p>	<p>Self-evaluation</p> <p>Observation & feedback from supervisor</p>	
<p>(Assessment)</p>	<p>16. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.</p>	<p>__ Determine the need of the family system of the client and provide resources and services to them.</p> <p>Groups</p> <p>__ Work with groups to assess needs and to inform group intervention goals and strategies.</p> <p>__ Utilize the intake needs assessment to inform the design and development of groups for clients.</p> <p>Organizations</p> <p>__ Discuss with your supervisor the needs of clients, the strengths of the services offered, and the areas where more services may be needed.</p>	<p>Feedback from supervisor</p> <p>Self-evaluation & feedback from supervisor</p>	

		<p>__Assess how other organizations assist with clients' needs and where there may be gaps in services.</p> <p>Communities</p> <p>__Assess the role the community plays in providing services for your clients (financial, legislative, advocating, etc.). Discuss these findings with your supervisor.</p>	<p>Self-evaluation & observation/ feedback from supervisor</p> <p>Feedback from supervisor.</p>	
(Assessment)		Add other assessment activities (individual, family, groups, organizations, or communities):		
<p>Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>(Intervene)</p>	<p>17. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and</p>	<p>Individuals</p> <p>__Use agency-appropriate processes to help clients set goals.</p> <p>__Discuss with supervisor relevant prevention strategies with clients served.</p>		

<p>(Intervene)</p>	<p>18. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.</p>	<p>__Assist clients by negotiating, mediating, and advocating for needed services.</p> <p>__Talk with supervisor about planning for termination with clients.</p> <p>__Work with clients to transition services when they transition from your services.</p> <p>Families</p> <p>__Work with supervisor on advocating for families.</p> <p>Groups</p> <p>__Participate in interdisciplinary team meetings.</p> <p>__Discuss with supervisor a group that could better be improved and how.</p> <p>Organizations</p> <p>__Determine organizations that could further assist your clients' needs.</p> <p>Communities</p> <p>__Promote good interactions between the client and their social systems by being knowledgeable of various available resources.</p>		
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(Intervene)		Add other intervention activities (individual, family, groups, organizations, or communities):		
<p>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>(Evaluate)</p>	<p>19. Select and use culturally responsive methods for evaluation of outcomes; and</p>	<p>Individuals</p> <p>__Explore how the agency assesses outcomes for its clients and discuss with supervisor.</p> <p>__Meet with clients to assess the progress of their goals and make changes in treatment plans as necessary.</p> <p>__Review client progress and analyze their success.</p>		

	<p>20. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.</p>	<p>Families</p> <p>__Use family sessions to better evaluate the true condition of your client.</p> <p>Groups</p> <p>__Follow up w/ patients participating in group therapy, and educational groups to observe change in demeanor and behavior.</p> <p>Organizations</p> <p>__Evaluate how support resources support clients' needs.</p> <p>Communities</p> <p>__Explore if funding sources at the agency require certain outcomes and discuss with supervisor.</p> <p>__Evaluate effectiveness at the micro, mezzo, and macro levels.</p>		
(Evaluate)		<p>Add other evaluation activities (individual, family, groups, organizations, or communities):</p>		

SIGNATURES

X Click or tap here to enter text.

Student Signature

X Click or tap here to enter text.

Field Instructor Signature

X Click or tap here to enter text.

Printed Name

X Click or tap here to enter text.

Printed Name

X Click or tap here to enter text.

Date

X Click or tap here to enter text.

Date

UNT-Dallas BSW Program

Field Instructor Evaluation of Student Performance

Student Name:	Date:
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MIDTERM

FINAL

Rating Scale for Evaluation of Field Placement Performance	
<i>Directions - Circle the appropriate response to the student's performance on each identified practice behavior utilizing the following key:</i>	
Rating	Description
4	Complete mastery of key behavior; <i>excellent with little room for improvement</i>
3	Fully demonstrated mastery of key behavior; <i>above average with some room for improvement</i>
2	Adequate mastery of key behavior; <i>good but with room for improvement</i>
1	Nearing mastery of key behavior; <i>average with considerable room for improvement</i>
0	Failed to demonstrate mastery of key behavior; <i>below average with significant room for improvement</i>

Please provide comments under any competency statement that is scored at the highest or lowest levels, and otherwise as desired. Your critical feedback is invaluable to students as they learn to assess their own progress as a practitioner, as well as learn to use feedback from supervision. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. This evaluation is intended to give the intern feedback about her or his performance.

The field instructor's rating of these items will be considered when calculating the grade that is given to the intern; however, the faculty liaison has the responsibility of assigning the grade for the course. Course grades will be based on the faculty liaison's overall evaluation of the student's performance in placement in conjunction with the field instructor's evaluation; intern logs; seminar participation; and other assignments throughout the semester.

The following scale may be helpful when determining will be used:

- 4 is equivalent to 100 (excellent with little room for improvement)**
- 3 is equivalent to a 95 (above average with some room for improvement)**
- 2 is equivalent to 85 (good but with room for improvement)**
- 1 is equivalent to 75 (average with considerable room for improvement)**
- 0 is equivalent to 60 (below average with significant room for improvement)**

I. COMPETENCY AREAS:

Please refer to the learning contract and evaluate the completion and quality of specific tasks performed in each of the following areas. Please rate both mastery of the overall competence area and individual practice behaviors.

Competency I: Demonstrate Ethical and Professional Behavior		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
1.	Make ethical decisions by applying the standards of the NASW Code of Ethics.	0	1	2	3	4
2.	Use reflection and self-regulation to manage personal values and maintain professionalism.	0	1	2	3	4
3.	Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication	0	1	2	3	4
4.	Use technology ethically and appropriately to facilitate practice outcomes	0	1	2	3	4
5.	Use supervision and consultation to guide professional judgment and behavior	0	1	2	3	4

Comments:

Competency II: Advance Human Rights and Social, Economic, and Environmental Justice		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4

Self-Reflection		0	1	2	3	4
Behaviors:						
9.	Apply their understanding of social, economic, and environmental justice to advocate for human rights.	0	1	2	3	4
10.	Engage in practices that advance social, economic, and environmental justice	0	1	2	3	4

Comments:

Competency III: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
6.	Apply and communicate understanding of the importance of diversity and difference in shaping the experiences in practice at the micro, mezzo, and macro levels	0	1	2	3	4
7.	Present themselves as learners and engage clients and constituencies as experts of their own experiences	0	1	2	3	4
8.	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	0	1	2	3	4

Comments:

Competency IV: Engage in Practice-Informed Research and Research-Informed Practice		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
11.	Use practice experience and theory to inform scientific inquiry and research	0	1	2	3	4
12.	Apply critical thinking to engage in analysis of qualitative and quantitative research methods and findings	0	1	2	3	4
13.	Use and translate research evidence to inform and improve practice, policy, and service delivery	0	1	2	3	4

Comments:

Competency V: Engage in Policy Practice		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
14.	Identify social policy at the local, state and federal level that impacts well-being, service delivery, and access to social services	0	1	2	3	4
15.	Assess how social welfare and economic policies impact service delivery and access	0	1	2	3	4
16.	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	0	1	2	3	4

Comments:

Competency VI: Engage with Individuals, Families, Groups, Organizations and Communities		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
17.	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	0	1	2	3	4
18.	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	0	1	2	3	4

Comments:

Competency VII: Assess Individuals, Families, Groups, Organizations and Communities		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4

Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
19.	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	0	1	2	3	4
20.	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data	0	1	2	3	4
21.	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	0	1	2	3	4
22.	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	0	1	2	3	4

Comments:

Competency VIII: Intervene with Individuals, Families, Groups, Organizations and Communities		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
23.	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	0	1	2	3	4
24.	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	0	1	2	3	4

25.	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	0	1	2	3	4
26.	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	0	1	2	3	4
27.	Facilitate effective transitions and endings that advance mutually agreed-on goals	0	1	2	3	4

Comments:

Competency IX: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities		0	1	2	3	4
Multi-dimensional assessment:						
Skills		0	1	2	3	4
Values		0	1	2	3	4
Knowledge		0	1	2	3	4
Self-Reflection		0	1	2	3	4
Behaviors:						
28.	Select and use appropriate methods for evaluation of outcomes	0	1	2	3	4
29.	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	0	1	2	3	4
30.	Critically analyze, monitor, and evaluate intervention and program processes and outcomes	0	1	2	3	4
31.	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	0	1	2	3	4

Comments:

II. PROFESSIONAL BEHAVIOR (no written explanations necessary for this section)

KEY: **0 = Poor**
 1 = Needs Improvement
 2 = Adequate
 3 = Good
 4 = Excellent

Punctuality	0	1	2	3	4
Dependability	0	1	2	3	4
Appropriate appearance and attire	0	1	2	3	4
Adherence to agency policies and procedures	0	1	2	3	4
Writing ability	0	1	2	3	4
Interaction with co-workers, supervisors and (if appropriate) other students	0	1	2	3	4
Willingness to be a team player and cooperate with others	0	1	2	3	4
Assertiveness	0	1	2	3	4
Attitude	0	1	2	3	4
Ability to accept supervision	0	1	2	3	4
Gives proper notification if work or a meeting will be missed	0	1	2	3	4
Timeliness in submitting reports and other material	0	1	2	3	4
Demonstrates appropriate respect for supervisors	0	1	2	3	4
Handles adversity appropriately	0	1	2	3	4
Neatness in presented and written material	0	1	2	3	4
Takes responsibility for his or her own behavior	0	1	2	3	4
Motivation	0	1	2	3	4
Emotional maturity	0	1	2	3	4
Originality	0	1	2	3	4

Overall, his or her presentation is professional

0 1 2 3 4

Brief Summary Statement regarding student progress toward learning objectives and suitability for practice as a beginning generalist social worker:

_____ Date _____
Field Instructor's Signature

_____ Date _____
Student's Signature