

COLLEGE OF SOCIAL WORK HANDBOOK

and

FIELD EDUCATION MANUAL

for

STUDENTS, AGENCY FIELD INSTRUCTORS, and

PROFESSORS

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Teaching is not the filling of the pail but the lighting of the fire.....W.B. Yeats

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COLLEGE OF SOCIAL WORK HANDBOOK AND FIELD MANUAL FOR STUDENTS, AGENCY FIELD INSTRUCTORS, AND PROFESSORS

Introduction

The College of Social Work derives its academic programs and educational activities from the regional and institutional needs, priorities, and interests of the Commonwealth of Kentucky as a whole and from the human service delivery system in particular. This environment consists of both physical and ideational components including: the mission, goals, and resources of the University of Kentucky; the history of the College of Social Work; the social welfare needs of the Commonwealth of Kentucky; and, the experience, expertise, and interests of the College's faculty.

Social Work Education at the University of Kentucky

The University of Kentucky

The University of Kentucky serves as the flag-ship institution of higher education in the state. Faculty at this land grant university prepare students for an increasingly complex and diverse world through teaching, research, and service. The University seeks to become one of the nation's premier universities and a sustaining source of intellectual, economic, cultural, and social resources.

The University has a three-fold mission: first, to offer undergraduate, graduate, postgraduate, professional, and lifelong learning informed by scholarship and research, and guided by a spirit of integrity and mutual respect; second, to conduct research, scholarship, and creative activities that promote human and economic development through the expansion of knowledge and its application in the sciences, social sciences, arts, humanities, business, and the professions; and, third, to provide outreach and public service to support the citizens of the Commonwealth through collaboration with its educational, professional, business, healthcare, and agricultural partners here and abroad, and to disseminate, share, and apply knowledge (U.K. Strategic Plan, 1998).

History of the Social Work Program

The University of Kentucky Board of Trustees established a department of social work within the College of Arts and Sciences in 1938. This undergraduate Bachelor of Arts in Social Work (B.A.S.W.) program was transferred to the newly created College of Social Professions (later named the College of Social Work) in 1969. A year later the College's Master of Social Work (M.S.W.) program was admitted to candidacy status by the Council on Social Work Education and in 1972 the M.S.W. program was fully accredited.

Both the M.S.W. and B.A.S.W. programs are the largest in the Commonwealth, having graduated over 4,000 social work professionals, the majority of whom serve the state and the region. The College has offered the Doctor of Philosophy in Social Work (Ph.D.) since 1997 when a joint program was established with the University of Louisville. The University of Kentucky is the only school in the state that offers social work programs at all three levels of professional education.

College Mission

The College of Social Work at the University of Kentucky seeks to provide the highest quality social work education in the context of the University's historic mission as a Land Grant and Research Extensive institution. Our educational programs are grounded in the social and behavioral sciences and philosophy and designed to educate professional social workers who are ethical, compassionate, knowledgeable, and dedicated to the profession's purposes and values. Furthermore, our College

embraces a research mission in which the competing forces of contemporary intellectual life, based in free inquiry, elucidate and give substance to questions regarding human problems and their alleviation.

MSW Program Goals

The M.S.W. program goals are:

- to prepare social work practitioners who are ethical and humane, and who are committed to community enhancement, diversity in all its forms, and to the pursuit of social justice;
- to educate students for effective, knowledge-driven, research-based advanced social work practice in one of the two concentrations: Mental Health or Families and Communities;
- to contribute to the enhancement of human services in the Commonwealth and the nation; and,
- to contribute to the advancement of social work professional knowledge and skills and develop a reputation for excellence of its knowledge-building activities.

BASW Program Goals

The B.A.S.W. program goals are:

- to educate students for entry-level generalist practice in social work;
- to educate students who are ethical and humane and who understand the role of social work and social welfare in a democratic society;
- to prepare students for graduate study in social work;
- to contribute to the enhancement of human services in the Commonwealth and the nation, especially in public social service agencies; and,
- to contribute to the advancement of social work professional knowledge and skills and develop a reputation for excellence of its knowledge-building activities.

For a listing of the objectives for the Master of Social Work Program and the Bachelor of Arts in Social Work Program, see Appendix I.

College Structure

Administrative Organization

The College of Social Work is a single unit, with no departments or divisions, headed by a Dean. The Faculty is guided by the *Rules of Procedure of the Faculty of the College of Social Work* which delineates the functions and responsibilities of the faculty. Several faculty hold administrative positions and carry out responsibilities relative to their program areas. The administrative positions include: Associate Dean for Research, Director of Graduate Studies, Director of the Undergraduate Program, Director of the Doctoral Program, Director of Field Education, and Assistant to the Dean. These faculty members also serve as ex officio members of pertinent College committees. For example, the Graduate Director and the Undergraduate Director both serve on the Curriculum Committee and the Admissions, Advising, and Student Concerns Committee.

The College's six standing committees process complex issues and make recommendations to the full faculty for its consideration. In addition to the Curriculum Committee and the Admissions, Advising, and Student Concerns Committee, the standing committees include the Alumni and Development, Budget Advisory, Faculty Appointment, Promotion and Tenure, and the Research and Scholarship Committees. Members of the Committees are elected for two-year terms on a staggered basis. The Dean may appoint any of the administrative officers to represent her/him on these committees.

Social Work Faculty

The Faculty of the College of Social Work bring a wide range of experience and expertise to bear on the many social problems of the Commonwealth. Faculty conduct research and publish in a myriad of areas including: child maltreatment, family violence, public child welfare, neighborhood poverty, school social work, juvenile justice, health, gerontology, child and family mental health, adoption, foster care, community development, welfare reform, forensic mental health, substance abuse, workplace policies and work and family issues. Faculty engage at the local, state, regional, national, and international levels to combat poverty and community problems, in general, and child and family problems in particular. The Faculty also participate in initiatives such as the Lexington Living-Wage Campaign, various food banks and homelessness projects, welfare reform movements, peace and justice initiatives, and community action programs. All of these endeavors enrich the context in which the Faculty teach so that students can emerge as social work professionals capable of meeting the social welfare challenges of the twenty-first century.

CURRICULUM

Description of Curriculum Practice Areas

Foundation social work practice.

A generalist perspective orients the foundation practice sequence with the intention that students be prepared for the advanced year of study in a concentration. Through the generalist perspective faculty encourage students to reflect upon their beliefs, world-views, and value stances. Student must confront long-held beliefs and test them against moral theories, ethical and moral rules, and current research findings.

The Introduction to the Social Work Profession course familiarizes students with the following aspects of the College's practice framework: the problem-solving method, an asset based community assessment and development perspective, an individual and community practice perspective focusing on strengths and assets using a biopsychosocial practice approach, an empowerment based viewpoint, a knowledge of oppressed peoples, the necessity for principled based practice including the values of self-determination, respect for all individuals, and client-centered practice.

In both Foundation practice courses, students actively engage in their own learning. Through the problem-based learning approach, Faculty encourage students to be proactive practitioners in the field, asking many questions and performing tasks because they are scientifically based and not because someone told them to do so. The Faculty teaches them to develop an evidence-based practice style, performing assessments and doing interventions for which they have scientific findings that back up what they do. They are constantly being encouraged to be self-reflective practitioners who often ask the question, "Why do I practice as I do?" Students develop a mind set for practicing methods based upon research that indicates what is effective.

The Foundation curriculum comes full circle in the Foundation Field course when students, who have been introduced to a practice perspective and who have developed a scientific mind set, apply what they have learned to real life situations. In the field they implement their knowledge.

Decision-making, whether clinical, ethical, political, managerial, or programmatic is the quintessential characteristic of the advanced social worker. Becoming a wise decision-maker comes not only with experience, but also with an education that from the start requires that students

develop habits of a reflective, ethical, research-minded practitioner. All the foundation courses push students toward independent inquiry and integrative learning. Students leave the foundation year more fully understanding how social workers practice and ready for answers to the more complex questions of advanced practice.

Description of M.S.W. Concentrations

Mental Health Concentration.

The College Faculty view persons with severe mental illness as one of the most needy and oppressed populations in the United States. Mental health practice is delivered most frequently in the public and non-profit sectors by practitioners who work with children and adults presenting with multiple and interacting disabilities generated by mental illness, substance abuse, HIV/STDs, and developmental traumas such as child abuse and neglect, chronic poverty, and criminal victimization. The current mental health research points to the necessity of biological interventions, but has also unequivocally demonstrated that psychosocial, systemic, and community-based interventions are equally important to effective service outcomes. Students learn to engage, assess, develop service plans, treat, manage, and evaluate outcomes for cases involving children, adults, and families who struggle with severe mental health problems.

Family and Community Concentration.

The College Faculty believe in building upon existing family strengths and community assets to enhance levels of social capital among individuals, small groups, and communities. The concentration focuses on understanding the intersection between family and community systems for defining social problems that adversely impact vulnerable populations. Like the Mental Health concentration, the Family and Community concentration emphasizes scientific research. Upon this foundation, students learn to conduct family and community assessments, analyze demographic data, and develop intervention strategies with families, within neighborhoods, and in communities. Students may sub-specialize in this concentration in school social work, gerontology, child welfare and community development. In addition, they may earn a certificate in School Social Work and/or Aging.

Scholarships and Assistantships

Public Child Welfare Certification Program (PCWCP).

The Cabinet for Families and Children collaborates with 10 Kentucky undergraduate social work programs, including the University of Kentucky. Students interested in a public service career working with children and families, should contact the PCWCP coordinator at 627 Patterson Office Tower or call 323-7484.

Millennium Scholarships.

The Graduate School annually awards six of these \$1,000 scholarships, but not to students who receive assistantships.

Fay Friedman Scholarship Award.

The Bluegrass Regional Mental Health-Mental Retardation Board awards \$1,000 to one M.S.W. student each year. The College nominates three students by July 1. Student applicants provide a vita and a summary of their accomplishments and future career goals.

See the Graduate School Admissions Officer, 615 Patterson Office Tower for information on the *Dorothy A. Miller and Evelyn Black scholarships, Veterans Administration Stipends, and the Eidetik Co-op Program.*

Research Assistantships.

The number of research assistants hired depends upon budgetary constraints. Students earning a research assistantship work approximately 20 hours per week and obtain free tuition and free health insurance.

Teaching Assistantships.

Only doctoral students receive appointments as teaching assistants. They are given a stipend plus tuition. The Teaching/Learning Center conducts a mandatory orientation for all new teaching assistants every August.

Full-time employees of the University can not be teaching assistants or research assistants. Any TA or RA who does not need health insurance should communicate this in writing so that the Graduate School does not purchase health insurance unnecessarily for that person.

Admissions

B.A.S.W. Program

Applications for admission to the College of Social Work must be received by the Records Office of the College, 613 Patterson Office Tower, no later than May 1 for summer sessions, August 1 for the fall semester, and December 1 for the spring semester. Admission criteria can be found on the web at www.uky.edu/SocialWork/

M.S.W. Program

Applications for admission to the College of Social Work must be received by February 1 for the fall semester and November 1 for the spring semester. Students must apply to both the Graduate School and to the College. Criteria for both can be found at their respective web sites: www.uky.edu and then select “Graduate School” from the site index; and, www.uky.edu/SocialWork/

off-campus M.S.W. sites.

The College offers the M.S.W. program at three off-campus sites, with a coordinator and advisor at each site. These include: the Southeast Kentucky, Morehead, and Northern Kentucky sites.

Ph.D. Program

Applicants to the doctoral program must apply to the Graduate School as well as to the College. The deadlines for receipt of all materials is November 15th for the spring semester and July 1st for the fall semester. The UK-UL Joint Program Admissions Committee reviews all materials for both institutions. See the following web site for details: www.uky.edu/SocialWork/prospective/phd/

Student Concerns

Student Listserve Requirement

All College of Social Work students must register with the appropriate BASW, MSW, or PhD listserv. See the College website at: <http://www.uky.edu/SocialWork/current/listserv.htm>

Staff and Faculty as Students

Through the Employee Education Program at the University of Kentucky, Staff and Faculty may have six credit hours of tuition waived a semester, up to 18 credit hours per year.

Students with Financial Difficulties

Students who need a time extension or other special arrangements to pay their full tuition should contact the Financial Ombud at 257-3406 ext 262.

Student Advisement

Only full time regular faculty members serve as student advisors. Advisement serves multiple purposes: first, to guide students through the University and College curriculums, seeing that all requirements are met and that they are taken in their correct sequence; second, to enable students to select courses that encourage their professional interests and their strengths; third, to help students make good educational decisions regarding course load, the selection of electives, and withdrawing from a course or from the University when illness or personal problems arise; and lastly, to help students decide if the profession of social work serves as a good career decision for them.

The Student Records Office assigns undergraduate advisors to all pre-major and major social work students. The Graduate Admissions Office assigns advisors to all graduate students. The College expects undergraduate students to make an appointment with their advisors a week before they are to register. These pre-planned appointments allow the record offices to update a student's record and the faculty member to study the student file ahead of time. Both parts of this process maximize the potential effectiveness of advisement for all students.

Students may change their advisors through the appropriate records office. A new advisor will be assigned relevant to faculty advising load and availability.

The web page of the College contains advisement policies and procedures for all students and prospective students see www.uky.edu/SocialWork/.

Students Taking Courses without the Pre-requisites

The Dean has the authority to drop students who do not meet the pre-requisites for the courses in which they have enrolled. Students may encounter tuition and fee liabilities in the event that such action must be taken.

Students Earning Incomplete Grades

Students who earn an Incomplete Grade ("I") for a course must get in touch with the Faculty member who had been teaching the course. The Faculty member will have completed an "Incomplete Grade Form" obtained from the Student Records Office. The Registrar will automatically change an "I" grade into an "E" grade if the student does not fulfill the course requirements within one year of having earned the "I".

Student Associations

The College strongly supports and endorses the Student Social Work associations, including the Student Social Work Association (SSWA) and the University of Kentucky National Association of Black Social Workers (UK-NABSW). The latter is an organization formed to provide opportunities to African-American students for learning social advocacy and organizing skills; to take an active role in the local African-American community through voluntarism; and, to provide support to African-American students in their academic pursuits.

Two faculty members and/or professional staff are specifically assigned to support and encourage the endeavors of these two organizations.

Student Representation on Faculty Standing Committees

The College recruits both graduate and undergraduate students to serve on all standing committees except the Appointment, Promotion, and Tenure Committee. Ideally a student will serve for at least one academic year and may be reappointed by the Dean to the same or to a different standing committee for an additional year of service.

Library Resources

Social Work students have access to one of the country's premier university libraries, one that houses 12,000 books associated with the study of social work. The main library of the University of Kentucky holds collections of close to 3 million books, 30,000 current periodicals, and 78,000 audio-visual materials. Social work students also may use the Education, Law, Medical, and Lexington Community College libraries.

Social work students in the off-campus programs have access to the educational resources of Morehead State University, Northern Kentucky University, and Hazard Community College, as well as the main University of Kentucky library through the University's extension librarian and electronic services. Students can find many social work journals online and in full text. The University library appoints a librarian liaison for the College of Social Work who may be contacted throughout the work week for help with any number of tasks.

College of Social Work Programs

Training Resource Center (TRC).

The Training Resource Center is a complex of programs funded through the state Cabinet for Families and Children. It provides direct services to certain populations and assists the Cabinet staff in improving their professional practice. This team delivers innovative training, technical assistance, assessments, and evaluations to human service providers and parents working to improve the well-being of children and families in the state. These include the Foster Parent Training Program, the Adoption Support Program, The Community Collaboration for Children Project, Citizen Review Panels, and Successful Transitions.

Comprehensive Assessment and Training Services (CATS).

The Comprehensive Assessment and Training Services is a joint venture between the College of Social Work and the Department of Psychiatry. The program provides multidimensional assessment of children and families with substantiated evidence of abuse and neglect. CATS offers clinical training to students in social work, nursing, and medicine as it conducts ongoing research in early trauma, attachment disorders, and substance abuse. These areas are researched in combination with particular mental health issues. The CATS program was a finalist for the 2002 Gold Award given through the American Psychiatric Association.

Community Outreach and Partnership Program.

A Housing and Urban Development (HUD) grant funds the Community Outreach and Partnership Program. The Colleges of Social Work and Architecture, along with the Department of Family Studies, collaborate with the Lexington East End community to enhance community viability, safety, and housing.

Field Education Manual

Introduction

Field Education courses in the College of Social Work encourage you to think beyond yourself, to ask the most complex questions, and to try out your knowledge and skills in the arena of practical experience. As you struggle with ideas and test them in the real world, you will have the opportunity to explore, to grow, to become well educated for a career in social work.

The College of Social Work Faculty, Agency Field Instructors, and Field Education Professors form a partnership that will support you, challenge you, and help you become a professional social worker who acts compassionately, thoughtfully, and in keeping with the *NASW Code of Ethics* (see Appendix A). You will apply principles and standards as you encounter ethical dilemmas and, in good faith, seek to make reliable and ethical judgments. The Faculty, your Agency Field Instructor, and your Field Education Professor are prepared to guide you in all these efforts.

The field information in this handbook has been developed to help you understand the policies and procedures of the Field Education Program. The information here is appropriate for students on all campuses. The Field Education Forms used by the Program are included. Please use this handbook to enhance your field education experience. It will help prevent and solve problems relative to your field practice experience. We recommend keeping it to read and to reference.

The Field Office welcomes your feedback regarding the information on field education contained in this handbook. Your input can be given through three important routes: your Field Education Professor, the Field Advisory Board, and the Field Education Office.

*Philosophy of Field Education**

Field education constitutes an integral and necessary part of social work education. It is every bit as important as other parts of the curriculum and its purpose is fundamental to a sound education in social work. Field education, the field placement, is the opportunity for students to "try out" or "practice" the practice of social work. Under the direction of a well-versed and competent social worker who enjoys working with students, student social workers are given the opportunity--sometimes forced to seize the opportunity--to try out their ideas and skills, to test themselves, to find out how to practice social work, how to "be" a social worker. Through the field education partnership, the right opportunities must be found for student learning, assuring that students have a variety of experiences and that there is some growing depth to what students do and to what is expected of them.

One of the real components in a successful field education program lies in something simple but often very hard to do -- and that is for Field Instructors, Field Education Professors, and Student Interns to engage in on-going, candid, meaningful dialogue about the educational process, about professional social work practice, about community agencies, about research, and about the social work curriculum.

One axiom must be kept in mind -- that field education is about the education of individual students, one-by-one. The very essence of field education involves the individual student's goals, learning style, history, aspirations, fears, worries, intelligence, and energy. This is not to say that students are not expected to conform to some group norms, to agency policies or to the agreed upon standards for ethical conduct and professional behavior. But rather to underscore the fact that each student will approach field education experiences in very different ways, will process experiences differently,

will see different things, and will ask different questions of their field instructors and field education professors. And so, the process of learning in the field is both highly individualized and highly idiosyncratic, even while group expectations and norms are set and students are expected to abide by those.

The College of Social Work wants to educate students in the most up-to-date and fitting ways in order for graduates to take their places along side field instructors across the Commonwealth. Complex social problems compel the College to graduate not only social workers who can effectively puzzle through issues and whose ethical conduct is irreproachable, but also social workers who are willing to take some bold risks to make their communities better places for everyone.

*As explained by Dean Kay S. Hoffman, Field Instructor Seminar, Regency Center, April 26, 1999, Lexington, KY.

Accreditation

The Bachelor's and Master's program for the College of Social Work conform to the structure and guidelines of the Council on Social Work Education (see Appendix B). The College programs were reaccredited by the Council on Social Work Education (CSWE) in 2002.

The Council on Social Work Education states that field education should: reinforce students' identification with the purposes, values, and ethics of the profession; foster the integration of empirical and practice-based knowledge; and, promote development of professional competence.

Definitions

Field Education Program: Overall program that oversees undergraduate and graduate field instruction, including M.S.W. field education instruction at the Morehead campus, Northern Kentucky campus, and the South East Kentucky campus.

Field Education Office: The campus office, located in 677 Patterson Office Tower, that manages the Field Education Program.

Director of Field Education: The Director is responsible for the Field Education Program and issues related to the Field Education Program.

Field Education Administrative Officer: The Administrative Officer oversees the day to day management of the Field Education Office.

Field Education Professor: Faculty responsible for overseeing the student intern's field experience, including the pre-planning needed for field, conducting the campus-based field seminar, conducting mid-term and final evaluations, and **assigning the grade earned by the intern.**

Field Instructor: The on-site community-based instructor for the student intern; the instructor meets with the student weekly for at least one hour and prepares written mid-term and final evaluations.

Practice Methods: Generalist practice for all first-year M.S.W. student interns and BASW Interns. Advanced Practice for second-year M.S.W. interns in either the Mental Health or Family/Community Concentration.

Three-way Conference: a meeting by phone or in-person of the student intern, field instructor, and field education professor.

Field Education Program Mission, Goals, and Objectives

field education mission.

The mission of the Field Education Program is to provide mutually supportive and positive learning environments that cultivate leadership, increase knowledge, refine skills, and strengthen social work values in student interns as they are prepared for professional practice through work in their field sites.

field education goals.

The primary goal of the Field Education Program is to prepare graduates who are committed and knowledgeable about how to improve the quality of life for vulnerable individuals, families, groups, and communities, locally, nationally, and internationally. Undergraduate students are prepared for generalist practice by course work built upon a liberal arts perspective and the generalist social work curriculum which includes classes in practice, policy, research, and human behavior and the social environment. This preparation helps students to further develop their problem-solving capabilities, critical thinking skills, writing, speaking and communication skills in their field settings. First year graduate students prepare for the Advanced Curriculum by studying the basic social work foundation courses. Second year graduate students choose either the Mental Health or Family/Community Concentration to further their capacities for Advanced Practice. Family/Community Concentration students can sub-specialize in School Social Work, Child Welfare, Community Development, or Aging.

field education objectives.

Through foundation and advanced placements, a field integrative seminar, and field advising sessions, the Field Education Program strives to help students meet the following objectives:

- to adhere to, analyze, and apply the *NASW and NABSW Codes of Ethics (see Appendix A)* in practice
- to develop learning contracts for each field placement
- to demonstrate a commitment to social and economic justice and to the elimination of oppression, discrimination, and poverty
- to integrate and apply professional foundation and advanced concentration levels of knowledge, values, and skills necessary for direct and indirect service provision to individuals, families, groups, communities, and organizations
- to understand and demonstrate with various client systems a knowledgeable and disciplined use of professional self
- to engage in empirically based practice
- to develop professional relationships with a variety of client systems
- to expand the ability to think critically and apply scientific reasoning to professional practice
- to examine relevant policy issues for use in social work practice
- to effectively communicate with client systems, instructors, peers, and staff in the field agency
- to make productive use of field education instruction
- to practice with cultural competency

Structure of the Field Education Program

Field Advisory Board

The Field Education Advisory Board for the College of Social Work (see Appendix D for the 2004-05 slate of members) first convened on April 14, 2000 at Spindletop Hall Faculty Alumni Club. At its bi-annual meetings, the Board addresses ways to promote its purposes and functions, which are:

1. to promote the Field Education Program in the Lexington, Northern Kentucky, Morehead, and Southeast Kentucky areas;
2. to provide fiscal guidance in the development of the Field Education Program;
3. to bring social justice sensitivity to bear on the Field Education Program;
4. to promote communication with and among faculty, students, field instructors, alumni, and the public to promote the Field Education Program; and
5. to serve as an avenue for feedback to the College regarding various community needs.

Field Education Office

The Director and the Administrative Officer staff the Field Education Office. Three Clinical Faculty reside in the eastern, northern, and southeast Kentucky areas and provide on site administration of the Field Education Program for the off-campus programs. All maintain communication with student interns, faculty, and field instructors and monitor the implementation of the Program.

Field Education Model for Placing Students in Field Sites

The Field Education Office assigns students University field education professors the semester before they enter an agency placement. Each professor has approximately 12 students and is responsible for pre-placement planning, finalization of the agency placement, and teaching the field seminar. Professors will also visit agencies at least twice during the field semester.

During the pre-planning process, professors are responsible for interviewing their students, discussing with them their previous work and volunteer experiences, their learning needs and goals, and any special circumstances that they may have. Together the professors and students decide on a site and set up an interview between the student and the agency field instructor. If the Agency Field Instructor and Student find that the match looks promising, the student confirms the placement with the Field Professor. Otherwise, the student goes back to the professor and together they come up with an alternative choice.

Students complete field courses only at approved field sites and may not arrange for interviews at a field site without approval of their University field education professor. Current approved agencies are invited to a Field Fair each semester. Agencies are individually listed in the Manual of Field Sites. The listing is continuously updated and kept in the Field Education Office. It can be found on the College's web posting at www.uky.edu/SocialWork/FieldEducation.

Rationale for the Field Placement Model

The College has found over a 30 year time span that this model provides a good foundation for individualizing the placement of field students. Professors take their time getting to know their students, they develop an in-depth knowledge of many agencies, and match students with agencies that appear most likely to provide the kind of setting that the students want and need. **The foundation courses (SW 444, SW 640) require agency placement by the Field Education Office.**

This process ensures that an on-going relationship is established among the Agency Field Instructor,

University Professor, and Student before the field semester even begins. This helps to ensure that coordination and monitoring is established among the three parties and avoids last minute problems.

This model reinforces inter-college and agency field collaboration. Through direct agency contacts, professors keep up-to-date on what is happening in various agencies. Field Professors learn about changes in personnel, research protocols, funding, and service delivery programs. This knowledge provides them with important data for future student placement. Agencies may request research or board participation of field professors.

Field professors conduct the seminar based on the theoretical underpinnings of experiential learning theory and social learning theory. The seminar provides an opportunity for the professor to learn about practice issues and potential problems that the students encounter in the field. The students learn valuable lessons from one another and from the seminar content.

The Director of Field Education works closely with the field education professors to ensure that consistency of expectations exists across field sites and in the various sections of the field seminars.

Agency Selection and Monitoring

The College of Social Work selects agencies as field sites that: strongly desire to help students integrate classroom and field learning, can provide rich and appropriate learning experiences which grow in complexity over a semester, have qualified professionals to provide field instruction, and commit to offering at least one hour of individual field instruction per week.

Criteria for approving field education sites:

- agency has completed the Needs Assessment Survey which is on file in the Field Education Office
- agency field instructors have a current resume on record in the Field Education Office and have been certified by the Field Education Office
- agency has a BASW/MSW with two years post-graduate professional experience to serve as field instructor(s)
- agency field instructor(s) can provide a minimum of one hour weekly field instruction
- agency can provide varied and increasingly complex tasks for students to master throughout a semester
- agency has adequate physical facilities (e.g. desk space, telephone access) to accommodate students
- agency has a commitment to provide students with a conducive learning environment
- agency's policies are in compliance with the Social Work Code of Ethics

Monitoring field education sites:

The College monitors the quality and quantity of the learning experiences provided by approved agencies. Yearly, the Field Education Office distributes surveys for the "Agency Information for the Field Education Data Base" (see Appendix E). When University professors and students identify new agencies that they wish to be considered for approved sites, these agencies are sent the Agency Information Survey and a Memorandum of Agreement (see Appendix F). At the end of each semester, students and professors complete an evaluation form of the agency and the agency field instructor (See Appendix G & H). Program and personnel changes that may affect student learning, as well as agency field

instructor attendance at field education seminars and workshops are documented. Those agencies not complying with the College’s standards are dropped from the approved agency listing. The College of Social Work faculty provide feedback regarding the quality of agency placements.

Agency Field Instructors complete an evaluation of the University Field Education Professor (see Appendix I) and personnel changes are made when warranted.

Agency Field Instructor Qualifications and Responsibilities

Agency Field instructor qualifications include: a Master’s degree in Social Work from an accredited school of social work and two years post-master’s social work experience for instructing graduate students; and, a Bachelor’s degree in Social Work and two years post-bachelor’s social work experience for teaching undergraduates.

Agency Field Instructors have many responsibilities including:

- model the values and ethics of the social work profession
- provide one hour of weekly supervision to the student
- develop a comprehensive learning agreement along with the student and field professor
- select appropriate educational tasks in line with the learning agreement
- assign applicable educational materials
- attend three-way conferences
- complete a mid-term and final evaluation of the student’s performance
- work collaboratively with the field education professor
- attend field instructor workshops

Agency Field Instructor Training.

The College of Social Work certifies agency field instructors. These instructors are required to a comprehensive training course given by the Field Education Office. A discussion of the College of Social Work Handbook and Field Manual for Students, Agency Field Instructors, and Professors is included in the training. This training provides Field Instructors with the information they need to assist the student in achieving their Field Education goals.

Field Education Courses

Pre-requisite Courses

It should be noted that certain courses must be completed before each field course. (See course descriptions in the University Bulletin for the specific requirements of each course).

Field Education Prerequisite Courses

| B.A.S.W. | Required Field Courses* | Prerequisite(s)** |
|----------|-------------------------|-------------------|
| | SW 444 | SW 300; SW 420 |
| SW 445 | SW 400; SW 444 | |

| | | |
|--------|--|---|
| M.S.W. | SW 640 | SW 600; 620; 625; 630; 650 |
| | SW 740 Mental Health Concentration | SW 640; ***SW 700; ***SW 704 or Advanced Standing |
| | SW 741 Family & Community Concentration | SW 640; ***SW 701; ***SW 727 or Advanced Standing |

*See Appendix J for the field course descriptions.

**Graduate Part-time students may follow a different course sequence than that outlined above.

***It is strongly recommended that students take these courses prior to or concurrent with the field course.

General Requirements

Undergraduate students must complete two field education courses, usually during their junior and senior years. Graduate students complete three semesters of field courses with the exception of advanced standing students who complete two semesters. Careful planning with your advisor will insure that you have the necessary prerequisites for beginning field work. The planning process begins in **early April** for summer and spring field courses [**Note:** Summer internships may not be available at all off-campus sites] and in **early October** for spring field course. Field assignments must be finalized with the field education professor by **May 15** for summer and fall field courses and by **December 15** for spring field courses.

Field Education Course Requirements

Once you begin your field education course, your time should be managed carefully to insure fulfillment of all responsibilities. In addition to the agency placement, you will have to attend a field integration seminar at least 12 weeks in the semester. You will be required to complete a number of written reports, logs or journals as described in the syllabus provided by the field education professor. Failure to complete these assignments on time and failure to regularly attend and participate in the seminar can result in a student earning a lower grade or even failing the field education course despite satisfactory performance in the agency.

Specific Time Requirements

The **undergraduate** practicum requirement is **360 hours for each course** or, for example, 8 hours on Monday, Wednesday and Friday each week in the Fall and Spring terms. Seminars, conferences, and related learning are included in the total hours. For **graduate** students, the requirement is **300 hours for each semester** or about six hours daily for three days during the Fall and Spring terms. These are minimum requirements and cannot be waived or reduced. In fact, some agencies insist that a student devote more hours to the placement than the minimum required.

Specific Time Requirements

| | | Minimum Field Education Hourly Requirements | | |
|--------|-----------------|---|-------------------|--------------------------|
| | | 15 Week Fall and Spring Semester | | 8 Week Summer Session |
| Course | Credit Hours | Total | Average Hrs/wk | Average Hrs/wk |
| SW 444 | 8 | 360 | 24* | 45 |
| SW 445 | 8 | 360 | 24* | 45 |
| SW 640 | 4 | 300 | 20* | 37.5 |
| SW 740 | 4 | 300 | 20* | 37.5 |
| SW 741 | 4 | 300 | 20* | 37.5 |

*includes the field seminar

Field Education Planning Process

Because of the logistics involved in coordinating field education preregistration, procedures for field courses differ from other courses. The preregistration process begins several weeks prior to the regular University preregistration process. Your field education professor is assigned by the Field Education Office. You must plan your placement through your field education professor, prior to making any commitment to an agency. Students must complete field courses only at approved field sites and may not arrange for interviews at the field site without approval of University field education professor. Also, you will not be permitted to take the field courses unless your Field Education Request Form (see Appendix K) has been received in the Field Education Office sufficiently early to allow time to complete the planning process. This planning process includes discussing with the professor your previous experience, special circumstances and your learning needs. Students follow the steps below to secure a placement:

1. Obtain the **Field Education Request Form** from the Field Education Office or the Off-campus Coordinator's Office or download from the web site at www.uky.edu/SocialWork then click on Field Education.
2. Submit the completed Field Education Request form to POT 677; Lexington, KY 40506-0027 or email to blwall1@uky.edu by the established deadline **to be posted in the Field Education Office.**
3. Complete criminal background record check forms and submit with Field Education request form. (Beginning 4/2006) See policy statement.
4. Check the field course section/and field education professor assignment on the door of the Field Education Office, POT 677 or on the Field Education web-site. Off-campus students should check with personnel in the Off-campus Coordinator's Office. These **assignments are posted beginning October 25th** for spring practicum; **and beginning April 8th** for Summer and Fall field courses.
5. November 1 (April 8) contact your assigned field education professor to plan your placement (this may be done by telephone, e-mail, or in person). Your professor will only consider agencies that have a written agreement with the College of Social Work.
6. Register for the field course section to which you have been assigned. ***If you register for a different section, you will be changed to the assigned section.***

7. Contact an agency representative to arrange your placement interview after you have received approval to do so from your field professor. Agency time is valuable. Do not call the agency repeatedly. Accommodate the agency in setting a time for the interview.
8. Dress appropriately for the interview . Field Instructors will interview you as they would a job candidate. Be prepared. Arrive on time. Anticipate the questions you are likely to be asked and inquire about the kind of orientation you can expect to receive. If approved, negotiate the starting date, ending date, days and hours of placement, day and time for field instruction (one hour a week minimum). If you are planning to deviate more than a few days from the official semester calendar, prior approval of your field education professor is required.
9. Confirm your placement with your field professor by **December 15** for spring field courses and **May 15** for summer and fall field courses. **Failure to contact your field professor could result in your being dropped from the course.**

Following the above procedures helps to insure a successful placement.

Field Education Policy Statements

- Automobile
Transportation of agency clients:
 Students in field placement are not permitted to transport clients in their personal vehicles. The COSW liability policy will cover students involved in automobile accidents in the course of their field placement duties, but not clients of the agency. If an agency agrees to allow the student to transport clients in the agency owned vehicle, the student should review the agency policy regarding client transportation and the insurance coverage of the agency.
- Background Checks
Criminal Background Check:
 All Students (undergraduate and graduate) enrolled in the COSW will be required to sign permission for a criminal records check by the Kentucky Administrative Office of the Courts (AOC) which covers any charges in the state of Kentucky, and for a Child Abuse or Neglect check with the Cabinet for Health and Family Services prior to beginning their first field placement.* (Fees for these checks will be deducted from the student's practicum fee for the semester.) The results of these checks will be forwarded to the student and to the agency of placement and kept on file for a period of five years with the COSW field office. The agency may require additional records checks or drug testing in accordance with their individual agency policies. Any agency has the discretion to refuse student placement based on information obtained through these record checks. Students who remain in the COSW or return to the COSW will submit to this process every 5 years.

* Students who are enrolled in off-campus programs that reside in a state adjacent to Kentucky will have a background check from their home state.

CRIMINAL BACKGROUND POLICY

If students have pending felony charges that have not been adjudicated at the time they seek to begin a practicum in a social work course, they will not be allowed to begin a practicum. This policy is based upon the need to have an official listing of actual felony charges so that agencies may be able to appropriately screen students who complete a practicum in their settings. The pending nature of the charge means that a student could be found guilty or innocent of the charge. If found guilty of the charge, it may impact the agency's compliance with barrier crimes laws. Also if a student is judged guilty and incarcerated, there is extreme

disruption to the agency and clients served. It is for this reason that students with pending felony charges will not be allowed to seek to complete a practicum until felony charges have been resolved. Students should discuss any questions about this policy with faculty.

Students who have a criminal background should understand that some agencies are precluded by law from accepting them in field placement. Additionally, some agencies are unwilling to supervise students having certain criminal charges. The Field Education Office will make every effort possible to assist students in securing a field placement. However, if this cannot be accomplished due to criminal charges, the student may not be able to complete the degree program. Students should also be aware that even if field placements are secured and a degree is awarded, certain criminal offenses may preclude them from obtaining employment as a social worker.

PLEASE NOTE: KRS 335 (the Kentucky statute addressing social work licensure) states that a person convicted of a felony may not receive a social work license.

The Field Education Experience -- Suggested Time-Lines

Note: This is a typical schedule for field instruction, but is not mandated for students or field instructors.

First semester in an agency.

Week One

- orientation to the agency
- introduction to agency staff
- agency tour
- explanation of agency functions and student's role in the agency
- expectations for student: dress, time schedule, specific agency requirements
- set time for weekly one hour educational supervision
- writing a draft of the learning agreement
- notes taken for first instructional meeting

Week Two

- collect data on agency structure and functions
- read previous agency case records and reports
- observe how client systems enter the agency system
- observe field instructor functioning within the agency
- ask field instructor and field education professor to read the learning agreement draft

Week Three

- read current records
- read about types of cases served in the agency
- see requests for services
- read about consumer complaints
- attend agency conferences, meetings, and staff meetings
- observe other professionals functioning within the agency
- co-lead client sessions (individual, group, organizational)
- select several cases
- hold three-way conference with field instructor/field professor

Week Four

- along with field instructor, select cases
- initial client case contact
- conduct intake interview

- determination of mutual appropriateness of client and agency
- begin problem identification process
- secure data for a social history
- initial contact with community groups, organizations, or agencies

Week Five

- goal setting with client system
- establishment of client/worker relationship
- mutual assessment of problems
- summary recording

Week Six

- complete a process recording of an individual, groups session, community meeting
- ask field instructor and field professor for feedback on use of weekly instructional sessions
- review possible intervention skills
- begin the intervention process
- begin to make appropriate referrals; link client system with available resources

Week Seven

- completion of agency analysis for seminar assignment
- discussion with field instructor of agency analysis
- preparation for and completion of the mid-term evaluation. Hold three way conference with Field Education professor and Field Instructor (by phone or in person)(see Appendix L for the form)
- continue with present assignments and begin adding to workload

Final Weeks

- visit referral agencies
- revamping of learning agreement in light of mid-term evaluation

Semester End

- make home visits
- written self-evaluation
- preparation for and completion of the final evaluation. Hold three way conference with Field Education professor and Field Instructor (by phone or in person)(see Appendix M for the form)
- terminate with clients or explain holiday break (i.e. student's absence) if continuing on next semester

Second semester for advanced concentration students.

Weeks One and Two

- re-establish learning agreement
- continue relationships with first semester client systems
- make decision with field instructor as to what case study will be prepared
- continue with minimum of weekly one hour field instruction

Weeks Three and Four

- increasing professional skills
- participation in professional meetings
- manifestation of development of professional identity
- discuss with client system issues of confidentiality and ask for permission to audio tape client session for instructional use
- begin preparation of case study

Weeks Five and Six

- student has total responsibility for case records

- plan, assist with agency fund-raising
- plan, assist with in-service activities
- prepare for mid-term evaluation

Weeks Seven through Eleven

- identify and handle any inadequacies of the agency service delivery system in consultation with field instructor
- interview past clients for evaluation of agency services
- work with and assist client systems in forming new resource systems
- begin to determine appropriate case endings: transfer, termination, referral

Final Weeks

- transfer, terminate or refer client systems
- involve client population in outcome evaluation
- articulate future professional plans
- prepare for final evaluation
- terminate with field instructor and agency personnel

Time-Line for Field Education Professors

Before Placement:

- obtain field education course list and copies of the Practicum Preference Forms from the Field Education Administrative Officer
- ascertain availability of placements
- schedule student interviews
- interview students to discuss experiences and options and to advise on process for agency interview
- make sure prospective field sites are all approved
- check with the Administrative Officer to make sure all field instructors are certified
- revise syllabus (except for the course description and course objectives which remain constant)
- prepare student packets including syllabus, academic calendar, evaluation forms, etc.
- prepare packets for field instructors
- call new field instructors to answer last minute questions

Learning Agreement

The **learning agreement** forms the basis, background, and framework for the performance evaluation. This three-way agreement is signed by the student intern, field instructor, and field education professor and should be completed by the third seminar class.

Students should begin writing their learning agreements after reading the Field Education Handbook for Student Interns, Field Instructors, and Field Education Professors, learning some of the agency's expectations, consulting with their field education professors, and thinking about the goals and objectives they have for their field experience. Goals provide a general sense of direction – the target for which one aims. For instance, a student may have the goal of developing skills to work with adolescents in groups. Objectives follow from goals, that is, they are activities that help one reach a goal. Objectives should always be measurable so that it is easy to monitor whether or not they have been accomplished. **Action verbs** should be used, a **specific date set** for when the objective should be accomplished, and, if possible, **quantities** should be **identified**, that is, the number of times an action will be taken, or the amount of time that will be spent doing a task

(Royse, Dhooper, & Rompf, 2003)¹. For example, a student may want to lead three adolescent group sessions or read five articles on group interventions, or spend four hours observing a group social worker. Typically, learning agreements should contain at least ten goals with corresponding objectives. **Four** of these **goals** should **pertain to** the integration of knowledge for each of the four core curriculum areas: **policy, practice, human behavior and the social environment, and research**. Students should also considering developing goals relative to values and ethics, the use of supervision and instruction, and personal and professional growth.

Think of the learning agreement as a “working document”. It is subject to change as new goals are identified. Some goals maybe deleted because they are either unrealistic or impossible to achieve within the time constraints. Be sure the field education professor and the field instructor initial any addendums or deletions to the original learning agreement.

The **learning agreement** should follow this **format**:

Student Name
 Student Address
 City State Zip Code
 Phone Email Fax
 Agency Phone Fax
 Address
 City State Zip Code
 Field Instructor Phone Email
 Other Supervisor (if applicable)
 Field Education Professor
 Field Period Dates: From To:
 Weekly Instructional Supervision Day Time Place
 Hours in the Agency
 Goals and objectives (approximately ten)

Examples of Goals and Objectives (Note: some are drawn from Royse, Dhooper, & Rompf, 2003)
 Below are examples of goals that might be written for a learning agreement. All of these goals would not be applicable to one agency site.

Sample of a **Practice Goal**.

Goal: To Improve Interviewing Skills

Objective 1: read a book on interviewing during the first week of placement and discuss any questions with the field instructor

Objective 2: observe five interviews with clients by the end of the semester

Objective 3: by October 1 review all my notes on interviewing from my practice class

Objective 4: video tape two interviews with a seminar participant by November 15

Objective 5: conduct 12 interviews with clients by December 1

Evaluation: a. ask field instructor to assess interviewing skills at the beginning, middle, and end of the semester

Goal: To Learn the Community’s Social Service Delivery System

¹Field Instruction: A Guide for Social Work Students
 Allyn & Bacon Press

- Objective 1: by February 14 interview two social workers at organizations to which the agency frequently makes referrals
- Objective 2: read 20 recently closed cases by March 14 to identify referrals that were made
- Objective 3: spend two hours reading the agency materials by April 2
- Objective 4: by May 27 visit United Way's Information and Referral Center and interview two staff members about services available
- Evaluation: a.. update the agency referral resource materials by adding at least 15 new referral sources

*Note: a similar goal for an **advanced practice student** might have these two objectives:*

- Objective 1: by March 2 list the major social service agencies in the area to which referrals are commonly made, describe the operation of these systems, and analyze how these systems are linked to the field setting*
- Objective 2: by April 24 review the agency's policies and procedures for monitoring the efficiency and effectiveness of their referral processes*

Goal: To learn fund-raising skills by involvement in a significant fund-raising activity

- Objective 1: read three fund-raising articles assigned by the field instructor by September 7
- Objective 2: by September 10 interview the agency director for approximately 45 minutes to discuss the agency's plans/strategies for fund-raising
- Objective 3: spend five hours studying the agency's fund-raising records including at least two grant applications by September 30
- Objective 4: research possible sources of grant funding for the agency's programs by October 6
- Objective 5: select one grant-funding source and prepare one grant proposal by November 30
- Evaluation: a. the field instructor's assessment of the student's mastery of the grant-writing process and the quality of her effort as discussed in the final evaluation of December 8
- b. submission of a grant application by December 4

*Sample of a **Human Behavior Goal**.*

Goal: To learn about the physical, emotional, and social dilemmas associated with the early stage of Alzheimer's Disease and to understand the needs of those persons experiencing early stage Alzheimer's disease.

- Objective 1: ask Helping Hand field instructor to recommend five articles and two book chapters on Alzheimer's disease; read these by January 18
- Objective 2: spend two hours visiting Alzheimer's Associations in three communities and gather information about Alzheimer's disease from those programs by January 28
- Objective 3: discuss the specific program literature and findings from agency contacts with the field instructor, agency director, and other staff February 3
- Objective 4: reread three articles studied in Human Behavior and the Social Environment to review typical behaviors of Alzheimer's patients when they have left their routine and safe environments by February 5
- Objective 5: by February 21 assist in preparing an educational session for family members of Alzheimer's patients; particular emphasis will be given to the needs of early stage Alzheimer's patients
- Evaluation: a. implementation of the educational session by April 17
- b. review the assessments of the educational session by the participants on or before April 25

*Sample of a **Policy Goal.***

- Goal: To gain a deeper understanding of how the state's General Assembly makes legislation
- Objective 1: review chapters 7,8, and 9 in last semester's policy book regarding the legislative process by January 7
- Objective 2: read the Legislature's Web page each week
- Objective 3: interview two local legislators regarding their positions on health coverage for the underinsured by February 16
- Objective 4: observe one meeting each of the House and Senate and one meeting of the Health and Education Sub-committee by March 1
- Objective 5: track the progress of a particular bill (ideally a health insurance coverage bill) through the legislature by April 30
- Evaluation: every other week student will present to the seminar class a one-page summary of legislative activities relevant to health care insurance and coverage of the underinsured

*Note: a similar goal for an **advanced standing student** might have these two objectives:*

- Objective 1: analyze the process observed at a policy making meeting of the House or Senate by February 23*
- Objective 2: examine the relationship between current federal health insurance policy and the impact of that policy on the delivery of services at the field site by April 10*

*Sample of a **Research Goal.***

- Goal: To use methods learned in research to further advocacy for improved health coverage for the underinsured
- Objective 1: to contact the local health department for needs assessment data regarding the extent of under-insured people in the tri-county area by September 1
- Objective 2: analyze this data in order to write a report in preparation for participating in a legislative committee hearing September 14
- Evaluation: by September 21 meet for one hour with a research professor to make sure the data has been competently analyzed

- Goal: To develop a deeper sense of self-awareness regarding my values and my understanding of ethical behavior
- Objective 1: by November 30 describe in a paper four instances where the NASW Code of Ethics guided my behavior
- Objective 2: analyze a value conflict/ethical dilemma that occurred in my field work by November 30 and include this analysis in my paper mentioned in objective 1 for this same goal
- Objective 3: discuss with my field instructor at least three ethical/value related issues as they surface this semester; this discussion will occur by November 23
- Evaluation: at the mid-term and final evaluation ask my field instructor to assess my ability to adhere to, analyze, and apply the *NASW Code of Ethics* in practice

Agency Visits

Students can expect their field education professors to have contact with their Field Instructors at least three times during the semester: at the beginning to work out details of their learning agreement; for a mid-term evaluation; and for a final evaluation. At a minimum, the beginning and one of the other two evaluations must be an in-person contact for all three parties.

Grading

The **Field Education Professor assigns the grade that the student has earned for the internship.**

See the course syllabus for how your field professor weights each assignment.

Avoiding Problems/Agency Expectations

Agency representatives have communicated that they have the following expectations of students:

1. Adherence to the NASW Code of Ethics which sets forth values, principles, and standards to guide social workers' conduct. The code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Students are urged to pay particular attention to the confidentiality provisions.

2. Regular and on-time attendance; skipping is seen as evidence of the lack of professionalism (time missed for any reason must be made up).
3. Willingness to learn and to take initiative
4. Asking questions - especially when in doubt about policies and procedures
5. Appropriate professional dress (Check with the field instructor and practicum professor if in doubt about appropriate dress)
6. Sobriety and good judgement are expected from all students (do not go to the agency under the influence of or impaired by mood altering or intoxicating substances) Note: Some agencies have a "Drug and Alcohol -Free Workplace" policy. You will be expected to follow these guidelines.

Finally, remember that you are representing the University of Kentucky, College of Social Work - not just yourself. We count on you to help maintain good relations between the agency, the College of Social Work, and the University.

When Problems Occur

Make it a practice to deal with concerns and problems before they become overwhelming. When students have a concern, they are advised to take the following steps in sequence:

1. Talk to your field education professor or field instructor and attempt to resolve the issue.
If you do not reach a satisfactory resolution:
2. Speak with your faculty advisor. If there is no resolution with your advisor:
3. Speak to the appropriate director: if this is a field related issue, talk to the Director of Field Education. Otherwise, talk to the Director of Graduate Studies or the Undergraduate Program Director. If you cannot resolve the issue:
4. Speak with the Dean of the College of Social Work. If there is still no solution:
5. Speak with the University of Kentucky Ombud.

Sexual Harassment

Be aware that the possibility of **sexual harassment** to you or to your client is an area of concern. Sexual harassment is unwanted sexual or gender based behavior that occurs when one person has formal or informal power over the other. There are three elements to sexual harassment:

- A. The behavior is unwanted or unwelcome.
- B. The behavior is sexual or related to the gender of the person.
- C. The behavior occurs in the context of a relationship where one person has more formal power than the other (such as a supervisor over an employee or a faculty member over a student) or more informal power (such as one peer over another).

What is the **difference between flirting and sexual harassment**? Flirting is a shared activity between two people. Sexual harassment is unwelcome conduct of a sexual nature which interferes with the education or work of others.

If you believe that you are or have been sexually harassed:

- understand that it is not your fault
- report the situation to someone who can discuss the situation knowledgeably
- do not be intimidated by the threat of retaliation
- be open to the possibility of misinterpretations of genuinely friendly gestures.

Liability Insurance

All students enrolled in practicum courses in the College of Social Work are required to carry personal liability insurance. The insurance policy is underwritten by the University of Kentucky and is charged at the time of registration for each field education course. A \$75 fee covers the cost of liability insurance and other field education materials. A copy of the policy is available upon request.

Using Place of Employment as Field Education Site

Internships in a student's place of employment will have to be approved by the Director of Field Education. Complete the Practicum/Employee Form (see Appendix M) and submit it to the Field Education Office, 677 POT by **November 15** for spring internships, and by **April 15** for summer and fall internships.

The Practicum/Employee Forms and attachments will not be reviewed unless all of the required information is given. The Director of Field Education will notify the student and field education professor in writing as to whether or not the proposal was approved.

Answers to Frequently Asked Field Questions:

1. What do I do if no agency will approve my placement?

Answer: First, your field education professor would need to determine why you are having difficulty in obtaining a suitable placement. If the difficulty appears to be related to some form of unlawful discrimination (gender, disability, sexual orientation, race or age discrimination), the field professor will follow established procedures for correcting the situation. If, on the other hand, the difficulty is the result of your lack of preparation or perceived skill deficiencies during the interview, the field professor will try to assist you in correcting the deficiencies or may ask you to delay your placement until a suitable one can be found.

2. May I start my placement early or finish late?

Answer: Your starting and ending dates should approximate the University academic calendar. Students who want to start the field placement early must get permission ahead of time from their Field Education Professor and their Field Instructor. Because liability coverage does not begin until a student registers for a field class, **under no circumstances may a student begin a placement before being officially registered for the field class.** Students may not "bank" hours and complete their agency work way before the end of the semester.

3. Is it possible for students to complete two practicum courses in one semester?

Answer: Undergraduates must take SW444 and SW445 during different semesters because SW444 is a prerequisite for SW445 and the number of hours required in the field prohibits taking them concurrently. MSW students are also expected to complete one field course per semester.

4. Will I be paid for my field work?

Answer: In most cases the answer is no. Exceptions are: existing University affiliated work-study, selected internships, and stipend programs.

5. How many placements may I complete in one agency?

Answer: Because of individual differences in the backgrounds of students and variations in agency resources, this question must be answered by your field professor. In general, graduate students are to complete SW640 in an agency different from the agency where they complete SW740 or SW741. In general, undergraduates are to complete SW444 and SW445 in two different agencies.

6. Why have I been assigned to a different field professor than the one I chose during preregistration?

Answer: You are assigned to a field professor by the field education office after the Practicum Request Form deadline. If you have a special request, submit the form early and discuss any special concerns in your essay.

7. Once I begin my placement, what do I do if I discover the placement is not the right one for me?

Answer: Before you do anything, you must discuss the situation with your field professor. Your field professor will offer guidance on how to deal with the situation--perhaps work to modify the placement or supervision arrangements or if appropriate, work out plans for an amicable change in placement (see XV. Practicum Course Withdrawal)

Field Course Withdrawal

In rare instances, circumstances require that a student withdraw from a field course. Because of consequences for both agencies and agency clients, withdrawing from a practicum course is much more serious than withdrawing from other university courses. Students who experience grave difficulties that require such withdrawal should follow this step-by-step process:

1. Immediately contact your field professor to arrange a meeting for discussing your withdrawal (you and/or your field professor may want your field instructor to attend this meeting).
2. Prior to your meeting with your field professor, write a report outlining the specific reasons why you can not continue in practicum.
3. Present the report to your field professor during your meeting. After your discussion, your professor should sign your report, indicating her/his approval or disapproval of your withdrawal from the field education course.
4. Bring your signed report to the Director of Field Education. Copies of this report will be made available to your field professor and to your field instructor.
5. If your withdrawal from the field education course is approved, take your report, signed by the Director of Field Education, to the Student Records Office in 613 Patterson Office Tower. The student records officer will file the report.
6. Students who do not follow this withdrawal process must appear before the Practicum Review Committee to gain permission to register again for field.

Practicum Review Committee

The Practicum Review Committee shall examine all reports (see Appendix O for the Report Form) of serious violations concerning student interns. The Committee may hold hearings to make findings of fact. The Committee shall make recommendations to the Dean of the College of Social Work concerning actions to be taken regarding reported violations.

The Committee shall examine the following types of alleged violations:

- the violation of a client's rights

- the violation of the University of Kentucky/College of Social Work's policies, rules, and procedures
- the violation of the *NASW Code of Ethics*

When a student has been asked to leave an agency, the Practicum Review Committee will automatically review the situation.

Special Requirements of Certain Agencies

Fayette County Public Schools.

Students who wish to complete a placement in any component of the Fayette County Public School system (e.g. in a Family Resource Center, a Youth Services Center, in a school social worker's office, etc.) must submit to a police background check and bring a copy of the results to the Field Education Office. The background check is done by the U.K. Police Department at no cost to the student. Students volunteering for SW300 must also have a criminal records check done.

Bluegrass Mental Health/Mental Retardation Board (CCC in the Bluegrass Region).

Students wishing to complete a placement in any of the component programs of the Bluegrass Mental Health/Mental Retardation Board must complete an employment application, provide a complete transcript and letters of reference. Also, final approval of the placement must come from the Center Director.

Hospital and Nursing Home Placements.

Most hospitals and nursing homes have enacted federally required Occupational Safety and Health Standards which require that students and volunteers have certain immunizations and receive certain safety training prior to beginning their experience in the facility.

Students Returning from Suspension from the University of Kentucky or from a Period of Inactivity of Greater Than One Term (excluding the summer term)

Students returning from suspension must do at least one semester of classroom course work before they will be allowed to register for a Field Course. Students returning to school after a period of inactivity of greater than one term cannot register for a field course without the written permission of the Director of Field Education.

International Placements

The Field Education Office has several resources that detail the possibility of field education in an international setting. Students may also consider a four week summer program in Morelia, Mexico where they will live with a Mexican family. For more information, inquire at the Field Education Office.

Additional Field Questions:

We hope the information in this guide helps you to be successful in your field education experiences. If there are additional questions about the field not covered in this guide, you may direct them to the Administrative Officer in the Field Education Office, P.O.T. 677, telephone 257- 6667.

The College of Social Work Handbook and Field Education Manual on the Web

To view this Handbook on the web, see www.uky.edu/SocialWork/handbook.pdf

APPENDICES

Appendix A - NASW Code of Ethics

To view the NASW Code of Ethics see the web site: www.naswdc.org

click on About NASW
then click on Code of Ethics

Appendix B - NABSW Code of Ethics

www.nabsw.org

Appendix C - CSWE Educational Policy and Accreditation Standards

To view the CSWE Educational Policy and Accreditation Standards see the web site:

www.cswe.org

**UNIVERSITY OF KENTUCKY
COLLEGE OF SOCIAL WORK
FIELD ADVISORY BOARD
Fall 2005**

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| Lynn Wallace | Pam Weeks, J.D. | |

Agency Information for Field Education Data Base

Please complete by email, if not possible type or print legibly. If you would like them E-mailed , please contact Lynn Wallace at blwall1@uky.edu.

Today's Date: _____ **Campus** for most of your students: Haz MSU
 Lex NKU

1. Agency Name _____

Address _____
street city county state zip code

2. Contact Person/phone number _____

3. Agency e-mail address _____

4. Does your agency require a criminal records check? Yes No Drug Testing? Yes No

5. Check only those that best describes your agency's areas of service:

- | | | |
|---|--|---|
| <input type="checkbox"/> Disabilities | <input type="checkbox"/> Health/Medical | <input type="checkbox"/> Macro/Community Organizing |
| <input type="checkbox"/> Aging | <input type="checkbox"/> Child Welfare | <input type="checkbox"/> Corrections/Criminal Justice |
| <input type="checkbox"/> Mental Health | <input type="checkbox"/> Schools | <input type="checkbox"/> Substance Abuse |
| <input type="checkbox"/> Basic Human Services | <input type="checkbox"/> Residential Treatment | |

6. Which best describes the nature of your agency focus:
 macro (administrative, policy making, community organizing, etc)
 micro (direct service, to individual, family & children)
 both

7. Learning Opportunities for Students (Please check all that apply)

| | | |
|--|--|---|
| <input type="checkbox"/> Counseling | <input type="checkbox"/> Case Management | <input type="checkbox"/> Grant Writing |
| <input type="checkbox"/> Assessments | <input type="checkbox"/> Intake | <input type="checkbox"/> Community Organizing |
| <input type="checkbox"/> Administrative | <input type="checkbox"/> Program Evaluation | <input type="checkbox"/> Research |
| <input type="checkbox"/> Public Speaking | <input type="checkbox"/> Judicial Interactions | <input type="checkbox"/> Advocacy/Lobbying |
| <input type="checkbox"/> Education | Other _____ | |

8. Would you consider this an appropriate agency/organization for:
Undergraduate students? Yes No Graduate Students? Yes No
If yes, 1st yr. (SW 640 Generalist Practicum)
2nd yr. (SW 740 Mental Health); or
(SW 741 Family/Community)

9. Possible hours students could intern (Please check all times that best apply)
 Daytime 8:00-5:00 (M-F) Evenings 5:00-9:00 (M-F) Weekends (Day) (Evenings)

Appendix E - Agency Information for Field Education Data Base

10. Is there a BASW supervisor for students with two years post-BASW graduation experience on staff? _____
Is there an MSW supervisor for students with two years post-MSW graduation experience on staff? _____

11. Who? (List all Field Instructors)

(Include a vita or resume for each designated Field Instructor)

12. Is your agency wheelchair accessible? _____ Yes _____ No

13. Is each identified Field Instructor available to provide a minimum of 1 hour of individual supervision to each student per week? _____ Yes _____ No

14. If the agency does not have a qualified BASW or MSW Field Instructor, what arrangements can the agency make for the qualified teaching and supervision of students? Please explain.

15. How many students would you prefer per semester? _____ graduate _____ undergraduate

16. Does your agency have adequate physical facilities (e.g. desk space, telephone access) for the above-named number of students? _____ Yes _____ No

17. Which additional learning opportunities does your agency afford students?

- _____ in-service training _____ workshops
- _____ agency educational programs _____ conferences
- _____ attendance at staff meetings where social service issues are discussed and analyzed
- _____ make hospital rounds

18. Can students be given increasingly complex tasks to master throughout the semester (e.g. advance from making observations to performing certain functions)? _____ Yes _____ No

19. Are your agency policies in compliance with the National Association of Social Workers Code of Ethics? _____ Yes _____ No

20. Would your agency be willing to participate in College of Social Work orientations and training seminars for Field Instructors? _____ Yes _____ No

21. Would your agency offer MSW students the opportunity to conduct a research program evaluation project to meet their research course requirements? _____ Yes _____ No

Appendix E - Agency Information for Field Education Data Base

Please print a paragraph that describes your agency/organization and the opportunities available for students. You may also want to attach an agency brochure. This information is very important for student recruitment to your field site.

MEMORANDUM OF AGREEMENT

BETWEEN

THE UNIVERSITY OF KENTUCKY COLLEGE OF SOCIAL WORK

AND

AGENCY NAME: _____

AGENCY ADDRESS: _____

FOR

COOPERATIVE EDUCATIONAL PRACTICUM PROGRAM FOR SOCIAL WORK STUDENTS

Whereas the University of Kentucky College of Social Work, hereafter referred to as the University, and _____ hereafter referred to as the Agency, have decided to establish a cooperative educational practicum program for social work students of the University, the parties hereby agree as follows:

I. RIGHTS AND RESPONSIBILITIES OF THE UNIVERSITY:

The University shall have the following rights and responsibilities:

1. Assigning faculty to work with the Agency.
2. Assigning students acceptable to the Agency, including termination of placement.
3. Planning student experience in consultation with the appropriate Agency personnel.
4. Orienting Agency personnel to the College of Social Work and its educational programs.
5. Evaluating student performance in consultation with the appropriate Agency personnel.

II. RIGHTS AND RESPONSIBILITIES OF THE AGENCY:

The Agency shall have the following rights and responsibilities:

1. Providing supervised field practicum to students.
2. Providing adequate facilities for students accepted by it for placement.
3. Cooperating and consulting with the appropriate faculty in planning, supervising, and evaluating student experience.
4. Informing the University of any specific requirements or conditions for students acceptable to it.
5. Terminating students' practicum in consultation with the appropriate College faculty.

III. RIGHTS AND RESPONSIBILITIES OF STUDENTS:

1. Students activities will be in accordance with the courses in which they are enrolled. They will develop individual learning contracts as approved by the appropriate College faculty and Agency personnel.
2. Students participating in the practicum are not employees of the Agency and are not entitled to wages, workers compensation, unemployment compensation or future employment, unless the Agency decides otherwise.

IV. FINANCE:

There are no financial obligations for the function of practicum training activities for either party while social work students are assigned to the Agency.

LIABILITY:

Claims for damages sustained to either person or property as the proximate result of negligence of the University of Kentucky, its officers, agents or employees while acting within the scope of their employment are governed by the provisions of KRS 44.070 et seq. The University of Kentucky maintains general liability insurance for each student in every practicum.

V. AFFIRMATIVE ACTION:

The University of Kentucky is an equal opportunity educational institution, and the Agency agrees not to discriminate in employment, provision of benefits or otherwise on account of race, color, creed, age, sex, national origin, religion or handicap.

VI. TERM OF AGREEMENT:

This agreement shall be effective from the date of its execution and shall be reviewed annually by the two parties. Subject to such revisions as are mutually agreeable at the time of annual review, submitted as written amendments to modify this agreement, the duration of the agreement shall be continuous. Either party may terminate the agreement at the end of any year (as measured from the date of execution) upon written notice at least three months in advance.

VII. SIGNATURES:

In Testimony whereof, Witness the duly authorized signatures of the parties hereto to the duplicate originals.

APPROVED BY:

FOR THE UNIVERSITY

FOR THE AGENCY

Date: _____

Printed Name

Executive Vice President for
Finance & Administration
Lexington Campus

Title

Date: _____

RECOMMENDED BY:

Date: _____

Printed Name

Dean, College of Social Work
University of Kentucky
Lexington, Ky. 40506-0027

Title

Date: _____

**UNIVERSITY OF KENTUCKY COLLEGE OF SOCIAL WORK
STUDENT EVALUATION OF THE FIELD INSTRUCTOR & AGENCY**

Student Name: _____

Circle one: BASW/ MSW

Agency: _____

Date: _____

Field Instructor: _____

For each item, please circle the rating that best describes your field placement experience. To help us evaluate field placements consistently, please use the following definitions of each rating.

- 1=Poor quality (below minimum expectations)
- 2=Marginal quality (barely met minimum expectations)
- 3=Adequate quality (generally met expectations)
- 4=Above average quality (met expectations very well)
- 5=Exceptionally high quality (went well beyond expectations)

Quality of Agency as Practicum Environment

1. Level(s) of practice opportunities available (check all that apply):
 ___ individuals ___ couples ___ families ___ groups ___ organizations ___ communities

- | | Poor
Quality | | | | | High
Quality |
|--|-----------------|---|---|---|---|-----------------|
| 2. Agency environment/facilities (space to work, clerical support, resources to support work): | 1 | 2 | 3 | 4 | 5 | |
| 3. Orientation to agency/information provided about agency: | 1 | 2 | 3 | 4 | 5 | |
| 4. Orientation/information about risk factors associated with working in the agency setting: | 1 | 2 | 3 | 4 | 5 | |
| 5. Consistent availability of learning activities and opportunities at the agency: | 1 | 2 | 3 | 4 | 5 | |

Field Instructor Qualities

- | | | | | | |
|---|---|---|---|---|---|
| 6. Interest in student's learning and professional development: | 1 | 2 | 3 | 4 | 5 |
| 7. Availability to provide supervision: | 1 | 2 | 3 | 4 | 5 |
| 8. Ability to serve as professional role model: | 1 | 2 | 3 | 4 | 5 |
| 9. Effectiveness in helping students understand the agency setting: | 1 | 2 | 3 | 4 | 5 |
| 10. Effectiveness in helping students understand their roles and tasks within the agency setting: | 1 | 2 | 3 | 4 | 5 |

Appendix G - Student Evaluation of the Field Instructor and the Agency
Field Instructor Qualities (continued)

11. Ability to help students integrate classroom knowledge with field learning:

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

12. Effectiveness in helping students understand practice techniques:

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

13. Effectiveness in providing support to students when necessary:

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

14. Effectiveness in providing criticism to students when necessary:

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

15. Effectiveness in assigning tasks/activities that help students meet learning needs:

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

16. Frequency of supervisory sessions with field instructor:

___ monthly ___ every two weeks ___ weekly ___ 2 or more times per week (explain)

17. Average duration/length of supervisory sessions with field instructor:

___ more than one hour ___ one hour or less

18. Overall quality of supervision by field instructor:

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

19. Overall quality of field education provided by agency:

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

Comments:

After all grades are filed, the Practicum Office may discuss my feedback with my field instructor:

Circle one: YES NO

Signature authorizing discussion: _____

Date: _____

Appendix G - Student Evaluation of the Field Instructor and the Agency

Agency _____

Date _____

Describe five agency activities from which you learned most.

1. _____
2. _____
3. _____
4. _____
5. _____

Which days and times do you think the agency is the busies?

Days: _____

Times: _____

___ The activity level is even throughout most days and times

___ I am not sure

Describe at least one thing you wish you had known going into this field experience.

Name the people who were most helpful to you reaching your learning contract goals:

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

What would you recommend that a student do (or avoid) to get the most learning in this field site?

Field Education Professor Evaluation of the Agency

Professor _____ Date _____

Agency _____

Field Instructor(s) _____

I recommend this field site for the following field education course(s) (Please check all that apply)

SW444 SW 445 SW640 SW740 SW 741

I do not recommend this field site

This placement seems most suitable for a student with:

No social work experience Some social work experience Considerable social work experience

This site offers valuable experience in the following areas (Please check all that apply):

| | | |
|--|--|---|
| <input type="checkbox"/> Mental Health | <input type="checkbox"/> Criminal Justice | <input type="checkbox"/> Disabilities |
| <input type="checkbox"/> Medical | <input type="checkbox"/> Employee Assistance | <input type="checkbox"/> Schools |
| <input type="checkbox"/> Hospice | <input type="checkbox"/> HIV/AIDS | <input type="checkbox"/> Residential Treatment |
| <input type="checkbox"/> Government | <input type="checkbox"/> Fund raising | <input type="checkbox"/> Substance Abuse |
| <input type="checkbox"/> Children | <input type="checkbox"/> Adolescents | <input type="checkbox"/> Lobbying/Advocacy/Organizing |
| <input type="checkbox"/> Elderly | <input type="checkbox"/> Adults | Other: _____ |

This site offers these learning opportunities (please check all that apply):

| | | |
|--|---|---|
| <input type="checkbox"/> Counseling | <input type="checkbox"/> Case Management | <input type="checkbox"/> Grant Writing |
| <input type="checkbox"/> Assessments | <input type="checkbox"/> Intake | <input type="checkbox"/> Community Organizing |
| <input type="checkbox"/> Administration | <input type="checkbox"/> Program Evaluation | <input type="checkbox"/> Research |
| <input type="checkbox"/> Public Speaking | <input type="checkbox"/> Judicial Interaction | <input type="checkbox"/> Advocacy/Lobbying |
| <input type="checkbox"/> Education | Other: _____ | |

This field placement provides practice opportunities with (check all that apply):

individuals couples families groups organizations community groups

My advice to professors thinking about placing a student in this setting would be:

**Evaluation of the Field Education Professor
by the Field Instructor**

The University of Kentucky College of Social Work Field Education Office wants to ensure that students have high quality educational field education experiences. Field education professors and field instructors must work collaboratively to assure that students are given the opportunity to learn and practice professional social work skills and behaviors. Field professors are expected to provide information to students and field instructors about field requirements. They are to visit the field site at the beginning of the semester to formalize the learning agreement with the student and the field instructor. Field professors should also make contact with the field instructor and the student at midterm and at the end of the semester to review the learning agreement and to go over the College's form for evaluation of student performance. Feedback about the performance of the field professors will help us improve the field education program. Please complete this brief questionnaire. For each item, please check or circle the answer that best describes the field education professor's performance.

Field Education professor: _____ Practicum: ___444 ___445 ___640

Semester: _____ ___740 ___741

1. Did the field education professor visit the field site to meet with the student and field instructor within the first few weeks of the semester? ___Yes ___No

2. Did the professor review the learning agreement with the student and field instructor?
___Yes ___No (Comment)_____

3. Did the professor ask the field instructor to evaluate the student at midterm?
___Yes ___No (Comment)_____

4. Did the professor meet with the field instructor and the student to conduct a final evaluation?
___Yes ___No (Comment)_____

5. How well did the professor explain the expectations of the practicum?

| | | | | |
|------------|----------|----------|------|-----------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all | Not well | Somewhat | Well | Very well |

6. How accessible was the professor (particularly if you had a question or an issue to discuss)?

| | | | | |
|--------------------------|----------------------|-------------------------|-----------------------|--------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all accessible | Seldom accessible | Sometimes accessible | Usually accessible | Very accessible |

7. Overall, how would you rate the field education professor's performance?

| | | | | |
|-----------|------|---------|------|-----------|
| 1 | 2 | 3 | 4 | 5 |
| Very poor | Poor | Average | Good | Excellent |

Other comments (use back if needed)

**BACHELOR OF ARTS IN SOCIAL WORK
COLLEGE OF SOCIAL WORK
UNIVERSITY OF KENTUCKY**

The Bachelor of Arts Degree Program in Social Work is grounded in the University and College missions and is inextricably tied to the goals of a liberal arts education at the University of Kentucky. Those goals include educating informed, responsible citizens who will use their education toward human and societal betterment.

The specific Baccalaureate Program goals in the College of Social Work are:

- To educate students for entry level generalist practice in Social Work;
- To educate students who are ethical and humane and who understand the role of social work and social welfare in a democratic society;
- To prepare students for graduate study in Social Work;
- To contribute to the enhancement of human services in the Commonwealth.

The objectives for the BA program in Social Work are drawn from the mission of the University and the College, derived from the Curriculum Policy Statement, but are specific to the special nature of baccalaureate education at the University of Kentucky.

1. Students will master the art and science of critical thinking in such a way that they can make application to the practical and complex situations found in generalist practice.
2. Students will understand the nature of diversity and how it influences societal forces and individual lives.
3. Students will understand the complexities of various forms of discrimination and oppression as they apply to human groups and to individuals within groups.
4. Students will develop life long habits of social and civic responsibility that is the grounding for social change.
5. Students will be able to interpret and apply the unique spatial and cultural components of Kentucky to culturally competent assessments and interventions in social work practice.
6. Students will understand the nature of the Social Work profession, its dynamic role in communities and its historic and contemporary place in society.
7. Students will conduct themselves ethically by adhering to the moral ideals and rules embedded in Social Work.
8. Students will acquire the requisite knowledge and skills that underlie assessment and interventions in generalist practice with individuals, families, groups and communities.
9. Students will be able to respond with immediacy to the impact of policy directives on clients and agencies.

Appendix I - Missions, Goals, and Objectives of the Master and Bachelor Social Work Programs

10. Students will develop the necessary analytic and methodological skills to evaluate their own practice and to apply research findings to their own practice.
11. Students will be able to critically assess the role of the agency or organizational workplace and conduct themselves appropriately and ethically within those settings.
12. Students will understand how to make use of appropriate supervision.

**MASTER OF SOCIAL WORK PROGRAM
COLLEGE OF SOCIAL WORK
UNIVERSITY OF KENTUCKY**

The Master of Social Work Program is grounded in the University and College missions and is an integral part of graduate education at the University of Kentucky. Providing the highest quality professional education and employing an exceptionally talented faculty, the specific goals for the MSW program are:

- To educate students for advanced practice in one of two concentrations: mental health or family and community practice in Social Work;
- To educate students who are ethical and humane and who understand the role of social work and social welfare in a democratic society;
- To educate students who bring research questions to bear upon their professional practice;
- To educate students whose worldview is broadly and humanely defined and who can make use of complex knowledge in their practice and in their community;
- To contribute to the enhancement of human services in the Commonwealth and the nation.

The objectives for the Master of Social Work Program are drawn from the mission of the University and the College, derived from Social Work's accrediting body, the Council on Social Work Education, but are specific to the special nature of graduate education at the University of Kentucky.

1. Students will use critical thinking in such a way that they can make application to the practical and complex situations found in advanced practice.
2. Students will understand the nature of diversity and how it influences societal forces and individual lives.
3. Students will understand the complexities of various forms of discrimination and oppression as they apply to human groups and to individuals within groups.
4. Students will apply principles of civil and social responsibility to their professional practice and to their broad role as a professional.
5. Students will be able to interpret and apply the unique spatial and cultural components of Kentucky and to use those skills and knowledge as points of departure for becoming locality relevant and culturally competent social workers.
6. Students will understand the complex nature of the Social Work profession, its role in social welfare and social services and its standing in the professions both nationally and internationally.
7. Students will understand, question and interpret social policies guiding mental health services or family and community services.
8. Students will develop the requisite communication skills to influence policy changes—organizational and governmental.

Appendix I - Missions, Goals, and Objectives of the Master and Bachelor Social Work Programs

9. Students will conduct themselves ethically by adhering to the moral ideals and rules embedded in the NASW Code of Ethics Social Work and will be able to critically examine Social Work's Code of Ethics in light of ethical principles.
10. Students will understand the dynamic role social work plays in communities and will use these understanding in their assessments and interventions.
11. Students will acquire the requisite and advanced knowledge and skills that underlie assessment and interventions in advanced practice in mental health or family and community.
12. Students will develop the necessary analytic and methodological skills to evaluate their own practice and to apply research findings to practice.
13. Students will be able to carry out the research process from problem identification to application to practice or policy.
14. Students will be able to critically assess the role of agent of change within the agency or organizational workplace and will have the ability to make changes that support ethical conduct and fair treatment of all persons associated with the agency or workplace.
15. Students will understand the nature of supervision in social work, both clinical and organizational, and will have the essential skills to carry out supervision in agency settings.
16. Students will have an understanding of administrative skills in human services and will know the literature that underlies organizational culture and administrative structures.

SW444: EDUCATIONAL PRACTICUM I (8 credit hours)

COURSE DESCRIPTION

Introduction to the social work practicum under faculty direction in a Teaching-Learning Center. Students will begin to apply knowledge from prerequisite courses in experiences which utilize social work practice skills with emphasis on individuals, families and small groups, toward goals of prevention, restoration and enhancement of social functioning. Includes 24 hours per week of seminar and experiential learning. Prereq: SW300 and SW420. For majors only.

Teaching-Learning Center:

The Teaching-Learning Center is a concept which emphasizes multiple and integrative experiences. The Teaching-Learning Center provides a mechanism for learners to experience and to develop in their ability to integrate knowledge, behaviors and skills from a number of learning sources: field education seminars, agency assignments, agency educational instruction and supervision, student, field instructor, and field education professor conferences, and related learning experiences on the campus and/or in the community.

Course Objectives:

This course will:

1. provide students the opportunity to experience professional social work and develop their professional social work identity
2. apply the problem-solving process and strengths perspective as utilized in social work practice with client systems of different sizes
3. discuss effective utilization of supervision
4. apply principles for developing professional relationships with people from different cultural, racial, economic, ethnic, sexual orientation and religious backgrounds
5. apply the social work skills of listening, observing, providing feedback, confronting, and interviewing with individuals and groups
6. help students analyze social work practice from a theoretical perspective, e.g. examine factors which affect the helping relationship with client systems of different sizes; review the basis for the professional judgments made in efforts to be helpful to client systems
7. reexamine and practice techniques of professional writing and documentation
8. discuss practice and program evaluation in terms of client outcomes
9. identify agency policies that establish agency structure, roles and functions of agency staff, and agency decision-making processes
10. engage students in behavior which will demonstrate their respect for people of color, women, differently abled, Gays and Lesbians or any group that is oppressed because of their differences from the majority group
11. require students to identify and analyze ethical issues and basic principles regarding ethical decision-making in their practicum setting

(Note: Copies of individual class syllabi are kept in the Field Education Office (677 POT). These will be provided upon request).

SW445: EDUCATIONAL PRACTICUM II (8 credit hours)

COURSE DESCRIPTION

This course continues the process of social work practicum under faculty direction in a Teaching-Learning Center. Students will continue to apply knowledge from prerequisite and concurrent courses in experiences which utilize social work practice skills with individuals, families, small groups, and with organizations and communities, toward the goals of prevention, restoration and enhancement of social functioning. Includes 24 hours per week of seminar and experiential learning.

Prereq: SW 400 and SW 444; for majors only.

Teaching-Learning Center:

The Teaching-Learning Center is a concept which emphasizes multiple and integrative experiences. The Teaching-Learning Center provides a mechanism for learners to experience and to develop in their ability to integrate knowledge, behaviors and skills from a number of learning sources: field education seminars, agency assignments, agency educational instruction and supervision, student, field instructor, and field education professor conferences, and related learning experiences on the campus and/or in the community.

Course Objectives:

This course will:

1. provide students the opportunity to experience professional social work and develop their professional social work identity
2. apply the problem-solving process and strengths perspective as utilized in social work practice with client systems of different sizes
3. discuss effective utilization of supervision
4. apply principles for developing professional relationships with people from different cultural, racial, economic, ethnic, sexual orientation and religious backgrounds
5. continue to refine skills necessary to perform such roles as caregiver, broker, advocate, outreach worker, and case manager
6. help students analyze social work practice from a theoretical perspective, e.g. examine factors which affect the helping relationship with client systems of different sizes; review the basis for the professional judgments made in efforts to be helpful to client systems
7. reexamine and practice techniques of professional writing and documentation
8. discuss practice and program evaluation in terms of client outcomes
9. identify agency policies that establish agency structure, roles and functions of agency staff, and agency decision-making processes
10. engage students in behavior which will demonstrate their respect for people of color, women, differently abled, Gays and Lesbians or any group that is oppressed because of their differences from the majority group
11. require students to identify and analyze ethical issues and basic principles regarding ethical decision-making in their practicum setting

(Note: Copies of individual class syllabi are kept in the Field Education Office (677 POT). These will be provided upon request).

SW640: THE FOUNDATION PRACTICUM (4 credit hours)

COURSE DESCRIPTION

This introductory field-based course under faculty direction requires that students apply and integrate generalist social work knowledge from the foundation curriculum. Students study the special strengths and needs of populations-at-risk for reaching their full potentials. Emphasis is given to the beginning development of social work practice skills for work with individuals, families, groups, organizations, and communities toward the goals of restoration and enhancement of social functioning. Students examine many social work roles in the direct delivery of social services with specific attention paid to the NASW Code of Ethics. Experiential learning of 300 hours including weekly seminars.

Pre-requisites: SW 600, SW 620, SW 625, SW 630, and SW 650.

Course Objectives:

This course will:

1. provide students the opportunity to experience professional social work and develop their professional social work identity
2. apply the problem-solving process and strengths perspective as utilized in social work practice with client systems of different sizes
3. discuss effective utilization of supervision
4. apply principles for developing professional relationships with people from different cultural, racial, economic, ethnic, sexual orientation and religious backgrounds
5. continue to refine skills necessary to perform such roles as caregiver, broker, advocate, outreach worker, and case manager
6. help students conduct comprehensive agency client assessments
7. reexamine and practice techniques of professional writing and documentation
8. discuss practice and program evaluation in terms of client outcomes
9. require students to identify agency, local, state, national, and international policies that promote or impede social justice for the agency client population
10. require students to identify and analyze ethical issues and basic principles regarding ethical decision-making in their practicum setting

(Note: Copies of individual class syllabi are kept in the Field Education Office (677 POT). These will be provided upon request).

SW 740: MENTAL HEALTH CONCENTRATION PRACTICUM (4 credit hours)

COURSE DESCRIPTION

This field-based course prepares student to practice as social workers at the advanced level in an area of concentration. Students perform a variety of tasks including assessment, case management, psycho-education, as well as individual, family, and/or community -based interventions. Placement in a human service agency and experiential learning of 300 hours including weekly seminars. May be repeated to eight hours. Prereq: SW 640 or Advanced Standing.

This field-based course under faculty direction prepares students to practice as clinical social workers at the entry level in public and private mental health, substance abuse, and similar assessment and treatment settings. Students work with all age groups, performing a variety of tasks including individual, family, couples, and group assessment, psychotherapy, psycho-education, and case management. Learning is accomplished at the assessment, treatment, program, policy development and implementation levels.

Course Objectives:

1. Discusses the impact of the biopsychosocial transactions relevant to mental health problems
2. Teaches clinical decision making skills, including assessment, treatment planning, and intervention with individuals, families, couples, groups, and organizations
3. Explains how to help individuals develop competencies to improve their environments and to access resources
4. Teaches students the process of using professional and scientific knowledge necessary for effective assessment, diagnosis, treatment planning, and intervention
5. Makes a critical examination of ethical dilemmas as they occur in the field setting
6. Reexamines sound ethical and consistent problem-solving and decision-making skills
7. Prepares students to develop working relationships with diverse groups and populations-at-risk
8. Reviews principles that demonstrate respect for all clients without regard to race, ethnicity, culture, gender, age, ability level or sexual orientation
9. Reviews basic research principles applicable to clinical social work and facilitates students integrating these principles in their agencies
10. Enhances students' abilities to apply relevant contemporary social policy developments in the field

SW 741 FAMILY/COMMUNITY CONCENTRATION PRACTICUM (4 credit hours)

COURSE DESCRIPTION

In this required internship students continue to apply and refine their skills and competencies under faculty direction. Placement in a human service agency and experiential learning of 300 hours including weekly seminar. May be repeated to eight hours. Prereq: SW 640 or Advanced Standing.

This field-based course under faculty direction prepares students to practice as social workers at the advanced level in public and private settings. Students work in community-based agencies that provide services to individuals, families, schools, neighborhoods, and communities. Students may work with children, adolescents, adults, the aged, families, and community organizations. Students perform a variety of tasks including assessment, case management, psycho-education, family and community-based interventions. Students have the opportunity to sub-specialize in school social work, child welfare, or aging.

Course Objectives:

1. Prepares students to understand the impact of the interaction between the individual and the environment
2. Teaches skills for making changes in the environment and for accessing resources
3. Surveys principles for assessing and intervening with individuals, families, schools, neighborhoods, and communities
4. Reviews knowledge of politics, power, decision-making, problem-solving, and conflict resolution for the role of change agent
5. Identifies ethical dilemmas as they occur in the field setting
6. Applies sound ethical and consistent problem-solving and decision-making skills
7. Prepares students to develop working relationships with diverse groups and populations-at-risk
8. Reviews principles that demonstrate respect for all clients without regard to race, ethnicity, culture, gender, age, ability level or sexual orientation
9. Prepares students to access the professional literature to guide program development and practice intervention
10. Reviews basic research principles and facilitates students integrating these principles in their agencies
11. Enhances students' abilities to identify relevant contemporary social policy developments in the field
12. Reintroduces the concept of change agent specific to the students' roles in the policy process

FIELD EDUCATION REQUEST FORM

University of Kentucky
College of Social Work
677 Patterson Office Tower
Lexington, KY 40506-0027

1. Date Form Completed: _____ 2. Status _____ 3. Check Campus _____
____ Undergraduate _____ LEX _____ NKU
____ Graduate _____ MSU _____ HAZ

4. Name _____ 5. SS# _____

6. E-mail _____ 7. Advisor _____

8. Current Mailing Address _____
Street City State Zip Code

9. Permanent Address _____
Street City State Zip Code

10. Work Phone: () _____ 11. Home Phone: () _____

12. Practicum Course Requested: SW 444 (8) _____; SW 445 (8) _____; SW 640 (4) _____
Mental Health SW 740-A (4) 1st Semester _____; SW 740-B (4) 2nd Semester _____
Family/Community SW 741-A (4) 1st Semester _____; SW 741-B (4) 2nd Semester _____

13. Semester and Year to be Taken: ___ Fall ___ Spring ___ Summer; 20__

14. Will you have completed these courses by the end of the current semester? YES___ NO___
Prerequisites: SW 444: SW300 and SW420; SW 640: SW600, 620, 625, 630, 650;
Strongly recommended prior to or concurrently: SW 740-A: SW 700 and 704; SW 741-A: SW 701 and SW 727

15. Previous Undergraduate and Graduate Field Education Course Number(s) and Agency Site(s)
SW___ Agency Site _____ SW___ Agency Site _____
SW___ Agency Site _____ SW___ Agency Site _____
SW___ Agency Site _____ SW___ Agency Site _____

16. Current Employer _____ Hours per week _____

Address _____
Street City State Zip Code

Appendix K - Field Education Request Form

17. Immediate Work Supervisor: _____

18. Past Employment: _____ Dates: _____

_____ Dates _____

19. Volunteer Experience: _____ Dates: _____

_____ Dates: _____

20. Undergraduate Education: _____

Major

College or University

Dates

21. What areas of service are of interest to you?

____ Aging

____ Child Welfare

____ Corrections/Criminal Justice

____ Disabilities

____ Health/Medical

____ Macro/Community Organizing

____ Mental Health

____ Schools

____ Substance Abuse

____ Basic Human Needs

____ Residential Treatment

22. Are there particular agency sites of interest to you? If so, please list: _____

23. Do you have reliable transportation? ____ Yes ____ No
Are you dependent upon public transportation? ____ Yes ____ No

24. Do you have any physical limitations? ____ Yes ____ No

25. What hours are you able to do your field placement? ____ Daytime ____ Evening ____ Weekend
(limited opportunities for these times)

26. What would you say are the strengths that you would like to build on in a field placement?

27. What would you say are the skill areas you would like to develop in field placement?

____ Interviewing

____ Referring

____ Assessing

____ Documenting

____ Listening

____ Problem Solving

____ Networking

Appendix K - Field Education Request Form

28. Do you receive any financial aid that requires a particular kind of field experience?

_____Yes _____No If yes, identify_____

29. Are you in a program sponsored by the Cabinet for Families and Children? _____Yes _____No

If yes, identify: Public Child Welfare Certification Program

Stipend Program

Tuition Assistance

Leadership Institute

No, but I am interested in learning more about the Cabinet's programs

Attach to this request form: (1) A short description of your career goals, and knowledge and skills you wish to develop in Field Education (2) special considerations which may affect your placement, (e.g., health/mental health problems; child care or other family obligations; physical limitations; past or present legal problems which may preclude certain kinds of placements). Please note that the requirements for a Field Education course may necessitate changes in your customary schedule for work or other responsibilities.

Although some revisions are being made you are encouraged to read the Field Education Handbook, as it will answer many questions you may have.

Signature

(All requested information must be provided in order for this form to be processed.)

For Office Use Only

University of Kentucky College of Social Work Field Placement Evaluation Form

NOTE: FIRST PAGE TO BE COMPLETED BY STUDENT

BASW Semester _____ 444 _____ 445 _____

Student Name: _____

Agency: _____

Agency Address/Phone: _____

Field Instructor: _____

Seminar Instructor: _____

Duties and Responsibilities: (Briefly describe the kinds of learning experiences the student completed. The types and numbers of cases assigned should be included.)

Use of evaluation form: This form should be completed twice, once at mid-term of the semester and once at the end of the semester. **If you rate a student at either level 1 or 5, you must comment in the space provided.** Ratings are as follows:

- NA = No opportunity to assess this performance**
- 1 = Consistently performs at an inadequate level**
- 2 = Inadequate performance at times**
- 3 = Acceptable performance**
- 4 = Acceptable with evidence of high levels of performance at times**
- 5 = Consistently high levels of performance**

Appendix L - BASW and MSW Evaluation of Student Performance in Field Placement

| A. Social Work Values, Ethics and Professional Self | Mid-Term Semester Rating | End of Semester Rating |
|---|---------------------------------|-------------------------------|
| 1. Work performance exhibits professional social work values and ethics | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 2. Demonstrates an awareness of different value systems, including one's own, that impact social work practice | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 3. Uses supervision appropriately in regard to casework, community resources, and ethical dilemmas | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 4. Describes clients and behaviors in non judgmental terms | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 5. Participates in staff/community meetings; understands formal meeting protocols such as Roberts Rules of Order. | NA 1 2 3 4 5 | NA 1 2 3 4 5 |

Comments (rating 1 or 5):

| B. Human Behavior/Social Environment Knowledge | Mid-Term Semester Rating | End of Semester Rating |
|---|---------------------------------|-------------------------------|
| 1. Demonstrates ability to connect a presenting problem to the elements of a biopsychosocial assessment | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 2. Understands and applies at least (3-5) theories of individual development and behaviors across the lifespan as these affect agency clients | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 3. Identifies and uses culturally competent practice in working with client systems in regard to race, religion, gender, age and disability | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 4. Listens and accurately attends to client's messages; demonstrates empathic listening | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 5. Demonstrates ability to integrate personal style with appropriate interventions with clients; maintains professional boundaries | NA 1 2 3 4 5 | NA 1 2 3 4 5 |

Comments (rating 1 or 5):

Appendix L - BASW and MSW Evaluation of Student Performance in Field Placement

| C. Social Work Practice Knowledge | Mid-Term Semester Rating | End of Semester Rating |
|--|---------------------------------|-------------------------------|
| 1. Identifies and uses the various roles of the social worker in generalist practice | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 2. Selects appropriate strategies and includes client involvement in the problem solving process | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 3. Identifies community resources and eligibility criteria; advocates on client system's behalf for needed services/benefits | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 4. Expresses self clearly to clients and staff and documents interactions according to agency standards | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 5. Actively seeks support, instruction, and constructive criticism from field instructor and agency staff | NA 1 2 3 4 5 | NA 1 2 3 4 5 |

Comments (rating 1 or 5):

| D. Social Work Policy Knowledge | Mid-Term Semester Rating | End of Semester Rating |
|---|---------------------------------|-------------------------------|
| 1. Identifies and applies an understanding of how social, political, and economic factors impact client functioning | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 2. Identifies the components of a federal or state policy of central importance to the clients and community served by the field placement agency | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 3. Identifies and discusses the elements of governance, budgeting, and operating policies of the field placement agency | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 4. Identifies at least one unmet need for the client system served by the agency and suggest an alternative strategy to meet the service gap | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 5. Demonstrates at least one administrative practice skill designed to improve service delivery to the client system | NA 1 2 3 4 5 | NA 1 2 3 4 5 |

Comments (rating 1 or 5):

Appendix L - BASW and MSW Evaluation of Student Performance in Field Placement

| E. Social Work Research Knowledge | Mid-Term Semester Rating | End of Semester Rating |
|---|---------------------------------|-------------------------------|
| 1. Demonstrates the ability to gather data and analyze problems | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 2. Articulates a research question pertinent to the field placement agency | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 3. Recognizes and uses empirically based literature to enhance social work practice | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 4. Participates in at least one activity that monitors and evaluates outcomes in practice | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 5. Demonstrates an understanding of research and its application to social work practice | NA 1 2 3 4 5 | NA 1 2 3 4 5 |

Comments (rating 1 or 5):

| F. Professional Workplace Behavior | Mid-Term Semester Rating | End of Semester Rating |
|---|---------------------------------|-------------------------------|
| 1. Reports to the placement regularly in a timely manner. Follows agency policies in regard to absences | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 2. General appearance (dress and grooming) meets agency standards | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 3. Organizes work responsibilities and uses time productively | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 4. Shows initiative; demonstrates the ability to Stay on task in the absence of direct supervision | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 5. Follows agency policies and procedures, works well with colleagues | NA 1 2 3 4 5 | NA 1 2 3 4 5 |

Comments (rating 1 or 5):

Appendix L - BASW and MSW Evaluation of Student Performance in Field Placement

Hours Completed at Mid-Term: _____ % of Goals Completed in Learning Agreement _____

Summary of Strengths/Weaknesses at Mid-Term:

(Field Instructor)

(Date)

Student Comments Regarding Evaluation and Field Experience:

(Student)

(Date)

Hours Completed at Final: _____ % of Goals Completed in Learning Agreement _____

(Optional) Recommended Grade _____

Summary of Strengths/Weaknesses at Final:

(Field Instructor)

(Date)

Student Comments Regarding Evaluation and Field Experience:

(Student)

(Date)

(Seminar Instructor)

(Date)

University of Kentucky College of Social Work Field Placement Evaluation Form

NOTE: FIRST PAGE TO BE COMPLETED BY STUDENT

MSW Semester _____ 640 _____ 740 _____ 741 _____

Student Name: _____

Agency: _____

Agency Address/Phone: _____

Field Instructor: _____

Seminar Instructor: _____

Duties and Responsibilities: (Briefly describe the kinds of learning experiences the student completed. The types and numbers of cases assigned should be included.)

Use of evaluation form: This form should be completed twice, once at mid-term of the semester and once at the end of the semester. **If you rate a student at either level 1 or 5, you must comment in the space provided.** Ratings are as follows:

- NA = No opportunity to assess this performance**
- 1 = Consistently performs at an inadequate level**
- 2 = Inadequate performance at times**
- 3 = Acceptable performance**
- 4 = Acceptable with evidence of high levels of performance at times**
- 5 = Consistently high levels of performance**

Appendix L - BASW and MSW Evaluation of Student Performance in Field Placement

| A. Social Work Values, Ethics and Professional Self | Mid-Term Semester Rating | End of Semester Rating |
|---|---------------------------------|-------------------------------|
| 1. Work performance exhibits professional social work values and ethics | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 2. Demonstrates an awareness of different value systems, including one's own, that impact social work practice | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 3. Uses supervision appropriately in regard to casework, community resources, and ethical dilemmas | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 4. Describes clients and behaviors in non judgmental terms | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 5. Participates in staff/community meetings; understands formal meeting protocols such as Roberts Rules of Order. | NA 1 2 3 4 5 | NA 1 2 3 4 5 |

Comments (rating 1 or 5):

| B. Human Behavior/Social Environment Knowledge | Mid-Term Semester Rating | End of Semester Rating |
|---|---------------------------------|-------------------------------|
| 1. Demonstrates ability to connect a presenting problem to the elements of a biopsychosocial assessment | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 2. Understands and applies at least (3-5) theories of individual development and behaviors across the lifespan as these affect agency clients | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 3. Identifies and uses culturally competent practice in working with client systems in regard to race, religion, gender, age and disability | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 4. Listens and accurately attends to client's messages; demonstrates empathic listening | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 5. Demonstrates ability to integrate personal style with appropriate interventions with clients; maintains professional boundaries | NA 1 2 3 4 5 | NA 1 2 3 4 5 |

Comments (rating 1 or 5):

Appendix L - BASW and MSW Evaluation of Student Performance in Field Placement

| C. Social Work Practice Knowledge | Mid-Term Semester Rating | End of Semester Rating |
|--|---------------------------------|-------------------------------|
| 1. Identifies and uses the various roles of the social worker in generalist practice | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 2. Selects appropriate strategies and includes client involvement in the problem solving process | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 3. Identifies community resources and eligibility criteria; advocates on client system's behalf for needed services/benefits | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 4. Expresses self clearly to clients and staff and documents interactions according to agency standards | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 5. Actively seeks support, instruction, and constructive criticism from field instructor and agency staff | NA 1 2 3 4 5 | NA 1 2 3 4 5 |

Comments (rating 1 or 5):

| D. Social Work Policy Knowledge | Mid-Term Semester Rating | End of Semester Rating |
|---|---------------------------------|-------------------------------|
| 1. Identifies and applies an understanding of how social, political, and economic factors impact client functioning | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 2. Identifies the components of a federal or state policy of central importance to the clients and community served by the field placement agency | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 3. Identifies and discusses the elements of governance, budgeting, and operating policies of the field placement agency | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 4. Identifies at least one unmet need for the client system served by the agency and suggest an alternative strategy to meet the service gap | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 5. Demonstrates at least one administrative practice skill designed to improve service delivery to the client system | NA 1 2 3 4 5 | NA 1 2 3 4 5 |

Comments (rating 1 or 5):

Appendix L - BASW and MSW Evaluation of Student Performance in Field Placement

| E. Social Work Research Knowledge | Mid-Term Semester Rating | End of Semester Rating |
|---|---------------------------------|-------------------------------|
| 1. Demonstrates the ability to gather data and analyze problems | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 2. Articulates a research question pertinent to the field placement agency | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 3. Recognizes and uses empirically based literature to enhance social work practice | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 4. Participates in at least one activity that monitors and evaluates outcomes in practice | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 5. Demonstrates an understanding of research and its application to social work practice | NA 1 2 3 4 5 | NA 1 2 3 4 5 |

Comments (rating 1 or 5):

| F. Professional Workplace Behavior | Mid-Term Semester Rating | End of Semester Rating |
|---|---------------------------------|-------------------------------|
| 1. Reports to the placement regularly in a timely manner. Follows agency policies in regard to absences | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 2. General appearance (dress and grooming) meets agency standards | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 3. Organizes work responsibilities and uses time productively | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 4. Shows initiative; demonstrates the ability to Stay on task in the absence of direct supervision | NA 1 2 3 4 5 | NA 1 2 3 4 5 |
| 5. Follows agency policies and procedures, works well with colleagues | NA 1 2 3 4 5 | NA 1 2 3 4 5 |

Comments (rating 1 or 5):

Appendix L - BASW and MSW Evaluation of Student Performance in Field Placement

Hours Completed at Mid-Term: _____ % of Goals Completed in Learning Agreement _____

Summary of Strengths/Weaknesses at Mid-Term:

(Field Instructor) (Date)

Student Comments Regarding Evaluation and Field Experience:

(Student) (Date)

Hours Completed at Final: _____ % of Goals Completed in Learning Agreement _____

(Optional) Recommended Grade _____

Summary of Strengths/Weaknesses at Final:

(Field Instructor) (Date)

Student Comments Regarding Evaluation and Field Experience:

(Student) (Date)

(Seminar Instructor) (Date)

Field Education/ Employee Application

Attach to this application: (1) a current job description, (2) a description of the proposed field experience with learning objectives, (3) a description of the differences between your current job and the proposed placement, (4) a letter from your employer (immediate supervisor) agreeing to this placement proposal and stating a plan for your current job duties while in the field. ***This application will be processed only if all 4 components are included.***

Date: _____

Name: _____ Social Security #: _____

Address: _____
Street City State Zip Code

Home Phone: _____ Work Phone: _____

Field Education Course Number: SW _____ Semester & Year to be taken: _____

Field Education Professor: _____ Your Email: _____

Previous Undergraduate and Graduate Field Education Course Number(s) and Agency Site(s):

SW _____ Agency Site _____ SW _____ Agency Site _____

SW _____ Agency Site _____ SW _____ Agency Site _____

SW _____ Agency Site _____ SW _____ Agency Site _____

Current Employer _____

Address: _____
Street City State Zip Code

Phone _____ Hours per week _____ Hired or began volunteering _____
(Year) (Month)

Appendix M - Field Education/Employee Application

Name of Proposed MSW Field Instructor and Degree _____

Name of Immediate Supervisor _____

(This person may not be the same as your Field Instructor)

Please write the day of the week, time, and place for your weekly supervisory conferences
(minimum of one hour per week required by the Council on Social Work Education)

Day _____ Time _____ Place _____

Field Education Hours (list days and times) _____

Work Hours (list days and times) _____

Please send this proposal to:

Beth Mills, M.S.W.
Director of Field Education
603 Patterson Office Tower
College of Social Work
University of Kentucky
Lexington, Kentucky 40506-0027

The Director will notify the student in writing as to whether the proposal was approved or not and will send copies of the proposal to the student's Field Education Professor.

PRACTICUM REVIEW COMMITTEE REPORT FORM

**University of Kentucky
College of Social Work
Practicum**

This form is to be completed as soon as a serious problem is identified with a student's practicum placement. This form must be forwarded to:

Beth Mills, M.S.W.
Director of Field Education
University of Kentucky
College of Social Work
603 Patterson Office Tower
Lexington KY 40506-0027

Student's Name: _____

Agency's Name: _____

Field Instructor (i.e. agency supervisor): _____

Practicum Professor: _____

I. Nature of Problem:

(Include date when problem first identified, exact nature of conduct and names of persons involved).

II. If relevant, describe specific section(s) of the *NASW Code of Ethics*, University of Kentucky Regulations, College of Social Work's Policies and Procedures or Agency Policies and Procedures allegedly violated (attach copy of the section).

Appendix N - Field Education Review Committee Report Form

III. If there is tangible or documentary evidence, please describe and attach copies (e.g. letters, forms, etc.).

IV. Witnesses to the violation:

| Name | Address | Telephone Number |
|-------|---------|------------------|
| <hr/> | | |
| <hr/> | | |

V. How has the problem been address so far?

Signature of Person Making this report: _____

Title: _____ Phone: _____ Date: _____

Action Taken by Director of Field Education:

- Referred to Practicum Professor
- Referred to Director of Graduate Studies
- Referred to Undergraduate Program Director
- Referred to Practicum Review Committee
- Other _____

Signature of Director of Field Education: _____

Date: _____

**COLLEGE OF SOCIAL WORK
PROBATION, DISMISSAL AND REINSTATEMENT POLICY'**

An undergraduate (pre-major or major) or graduate student may be dismissed from the College of Social Work for failure to make satisfactory progress. In the Social Work program, the college continuously monitors the progress of all social work students. Consistent with University regulations and the CSWE requirements that social work programs have policies for "terminating a student's enrollment ...for reasons of academic and professional performance," the following rules apply in the College of Social Work (CSW):

ACADEMIC PERFORMANCE:

For Students accepted to the Bachelor of Arts in Social Work (BASW) Program, the rules for academic probation, dismissal and reinstatement are comparable to those established by the University for undergraduate colleges and also include criteria for student performance in required social work courses:

- a. A student who fails to maintain a cumulative GPA of 2.5, or who has two consecutive terms with term GPAs below 2.5 regardless of cumulative GPA, or who earns a grade of 'E' in any required social work course, shall be placed on academic probation.
- b. A student can be removed from academic probation if, following probation, 2.5 term GPAs are earned for two consecutive semesters and a passing grade is earned in any previously failed social work required course.
- c. A student who has been on academic probation for two consecutive semesters or who continues a grade of 'E' in any required social work course after exercising the repeat option shall be dismissed from the College.
- d. A student who has been dismissed from the College for academic reasons and has remained outside the program for at least a semester and a summer session may petition for reinstatement. Petition for reinstatement is to be made in writing to the Dean and shall include a written statement by the student specifying why he/she should be considered for reinstatement. After consultation with the Director of the Undergraduate Program and other faculty as appropriate, the Dean may choose to accept or deny the petition. The Dean may require that the student agree to certain conditions in order to be reinstated (i.e. take additional course work, writing class, tutoring, etc.). The Dean shall inform the student, in writing, that he/she has been reinstated or reasons for denial of the petition for reinstatement.
- e. A student who has been dismissed for academic reasons and reinstated shall, upon reinstatement, be placed on academic probation and be subject to item (b) in this section above any conditions required for reinstatement.

Effective for students entering programs Fall, 2002

Appendix O - College of Social Work Probation, Dismissal and Reinstatement Policy

For Students in the Graduate Program, the rules for academic probation, dismissal from the College, and application for readmission are comparable to those established by the University and the Graduate School and **also include** the following criteria for student performance in required social work courses:

- a. For a student who receives a grade of 'C' or below in any required social work course, the College will notify that student that a 'C' in a second required social work course will result in a recommendation of dismissal from the program.
- b. For a student who receives a grade of 'C' or below in two required social work courses, the College will recommend to the Graduate School that the student be dismissed from the College for academic reasons.
- c. A student who has been dismissed from the College for academic reasons can apply for readmission to the Graduate School after two semesters or one semester and the 8-week summer term. Petition for readmission is to be made in writing to the Graduate School and shall include a written statement by the student specifying why he/she should be considered for readmission. After consultation with the College and other faculty as appropriate, the Graduate School may choose to accept or deny the petition. The Graduate School may require that the student agree to certain conditions in order to be readmitted (i.e. take additional course work, writing class, tutoring, etc.) The Graduate School shall inform the student, in writing, of any conditions for readmission or reasons for denial of the petition for readmission. A student who has been dismissed from the College must also reapply to the College of Social Work and meet conditions for readmission set by the College before readmission may occur.
- d. A student has the right to appeal any decision by the College or the Graduate School and should follow the procedures set forth by the University.

PROFESSIONAL PERFORMANCE

Graduate and undergraduate students of the College of Social Work are held to the highest standards of professional performance. These standards are reflected in the University of Kentucky Code of Student Conduct that applies within the university setting and the NASW Code of Ethics that applies within practicum settings.

For students found to have violated the University of Kentucky Code of Student Conduct, procedures outlined in Part I of the Student Rights and Responsibilities Handbook will be followed. Part I addresses the rules, procedures, rights and responsibilities governing non-Academic relationships and includes the identification of offenses that are punishable by disciplinary action, the role and responsibilities of university officials, recommended sanctions and the right and procedure of student appeal.

For students found to have violated the NASW Code of Ethics within the professional or practicum setting, the Policies and Procedures For Addressing Practicum Student Violations developed by the College of Social Work will be followed. This Policy Statement addresses the establishment, role, and procedures of the Practicum Committee to examine and hold hearings on reports of serious violations and the types of problems to be brought before the Practicum Review Committee.