



MSW

FIELD EDUCATION HANDBOOK



SCHOOL OF SOCIAL WORK



UNIVERSITY OF
ARKANSAS

J. William Fulbright College of Arts & Sciences
School of Social Work
479.575.5039 | socialwork.uark.edu

COMMITMENT TO EQUAL EDUCATIONAL OPPORTUNITY

The UA School of Social Work

The mission of the School of Social Work is to improve the lives of vulnerable persons, families, groups, organizations and communities, especially those in economic risk. We achieve this mission by using evidence-based practices to educate social work leaders/practitioners; emphasizing critical thinking and self-awareness; facilitating collaborative relationships in the community; and conducting original research.

The University of Arkansas at Fayetteville School of Social Work is committed to providing an equal educational opportunity to all students regardless of their economic or social status, race, color, gender, creed, sexual orientation, disability, veteran's status, age, marital or parental status, or national origin.

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The Campus Council of the University of Arkansas, Fayetteville, does not condone discriminatory treatment of students or staff on the basis of age, disability, ethnic origin, marital status, race, religious commitment, sex or sexual orientation in any of the activities conducted upon this campus. Members of the faculty are requested to be sensitive to this issue when, for example, presenting lecture material, assigning seating within the classroom, selecting groups for laboratory experiments, and assigning student work. The University faculty, administration, and staff are committed to providing an equal educational opportunity to all students.

The University of Arkansas

The University of Arkansas is committed to the policy of providing educational opportunities to all qualified students regardless of their economic or social status, and will not discriminate on the basis of race, color, sex, creed, sexual orientation, disability, veteran's status, age, marital or parental status, or national origin.

University of Arkansas
School of Social Work
MSW Field Education Handbook
TABLE OF CONTENTS

I. INTRODUCTION	
Field Application Process	2
II. FIELD EDUCATION PROGRAM MISSION, GOALS, OBJECTIVES	
School of Social Work Mission, Goals, Objectives.....	3
MSW Program Goals and Objectives	4
Field Education Goals/Objectives.....	4
Foundation Competencies.....	4,5
Advanced Competencies.....	6
III. FIELD EDUCATION PROGRAM STRUCTURE	
Intern Placement Tracking.....	8
Field Education Program	9
Field Glossary	9
Student Placement Process	10
Workplace Internship Policy.....	11
Requesting a New Internship Site.....	11,12
Criteria for Selection of Field Education Sites.....	13
Field Instructor Certification Process.....	14,15
IV. COURSE REQUIREMENTS AND EXPECTATIONS	
Overview.....	15,16
Field Seminar Requirements.....	17
Roles and Responsibilities	17-19
Completion of Hours and Absence from Field.....	20
V. MONITORING/EVALUATION	
Monitoring Student Progress	21
Mid-Term and Final Evaluation.....	22
Student/Field Liaison Evaluation of Field Internship.....	22,23
When a Student is Not Making Satisfactory Progress in Field.....	23
Change of Placement	24,25
Removal of a Student from Field.....	25,26
VI. SEXUAL HARASSMENT POLICY.....	26
VII. OUT OF REGION/INTERNATIONAL PLACEMENT.....	27
VIII. APPENDIX.....	29
IX. STANDARDS FOR SOCIAL WORK EDUCATION.....	29-38

I. INTRODUCTION

MSW Field Application Process

The following is a list of the steps to apply for Field Education internship placement. Missing any step in this sequence may delay your Field Internship placement. **It is important to note that criminal charges or convictions may negatively effect a student's placement options, or preclude the student from placement at all.**

Field Education Application

- ❖ Student will be granted access to Intern Placement Tracking site.
- ❖ **Read** the MSW Field Education Handbook thoroughly.
- ❖ Complete the MSW Field Internship Application **prior** to making a Field advising appointment. Indicate three areas of interest for internship placement.
- ❖ Schedule an appointment with the Field Education Program Director when the advising calendar is sent out via e-mail. If the MSW Field Internship Application Form has not been completed **2 business days prior** to the scheduled Field advising appointment, the appointment will be cancelled, and the student will be provided an alternate advising appointment after all other MSW students have been advised. Please come to Field advising prepared to discuss areas of interest, learning and professional goals.
- ❖ Student will receive an e-mail with referral for interview for possible placement. Pertinent contact information for the interview will be provided in the e-mail.
- ❖ Student will craft a professionally written e-mail to request an interview with the potential internship placement.
- ❖ If accepted for placement, student will complete the **Field Internship Acceptance Form**, which is located on the Field page of the School of Social Work website. Please return the signed form to the Field Education Program Director.
- ❖ Students should arrange their schedule so that they can attend internship for full days if feasible, attending internship **no less than four hours at a time**.
- ❖ **If a student is deemed field ready, the Field Education Program may make no more than three referrals for placement interview per semester. After each denial for placement, the student will be reassessed for field readiness. If a student is unable to secure placement after three referrals for interview, they will be deemed inappropriate for field placement for that semester.**

II. FIELD EDUCATION PROGRAM MISSION, GOALS, OBJECTIVES

School of Social Work Mission, Goals, and Objectives

Mission: The mission of the School of Social Work is to improve the lives of vulnerable persons, families, groups, organizations and communities, especially those at economic risk. We achieve this mission by using evidence-based practices to educate social work leaders/practitioners, emphasizing critical thinking and self-awareness, facilitating collaborative relationships in the community, and conducting original research.

This mission is achieved through the research, education, and outreach activities of the School's students, faculty, and professional staff. Central to all of these activities is the search to understand and address the complex influences of human, geographical, and cultural diversity on personal, social, and economic prosperity and justice. A fundamental goal inherent in the mission is poverty reduction.

Research and education in innovative policies, programs, and technologies for personal, community, social, and economic development are hallmarks of the School. Collaborative and assets-based education and practice approaches are used to prepare non-profit, public, and private sector leaders and practitioners who are committed to social and economic justice and equipped with essential tools for community and organizational development, management, and finance. These professionals are prepared to effectively lead organizations and to assist individuals and communities in developing the social and economic capital and infrastructures necessary to move permanently out of poverty and attain well-being. The School prepares professional social workers with the technological and intervention skills for direct practice to effectively assist consumers in the development, accumulation, and use of internal and external assets in order to enhance social competence, problem solving skills, and a sense of purpose and future. Special attention is placed on understanding the political and philosophical underpinnings of strengths-based service delivery with a view of consumers as resilient clients and communities that possess the strengths and power necessary to thrive.

MSW Program Mission Statement

The mission of the University of Arkansas MSW program is to use the body of knowledge, values, and skills of the social work profession to:

1. Develop new social work knowledge through the conduct of research in the spirit of scientific inquiry and the use of new technologies, especially in the area of poverty reduction;
2. Educate competent and effective advanced leader/practitioners committed to fundamental social work values including service, social justice, integrity, the dignity and worth of every person, competence and human rights; and
3. Apply research findings in outreach efforts through service and leadership in the development of social service delivery systems to improve the quality of life of poor and other vulnerable persons, families, groups, organizations and communities in Arkansas, nationally, and globally.

Field Education Goals/Objectives

The Field curriculum is designed to allow students to accomplish advanced practice skills, knowledge, and values consistent with the mission, goals, and objectives of social work and the MSW program through effective performance in field internship. Special expectations include demonstration of leadership skills and ability for independent practice, preparation for intervention with global issues, use of current technology for practice, and successful interdisciplinary collaboration.

The educational objectives of the field sequence are consistent with the program's overall education objectives. Upon successful completion of all courses in the field sequence, students must demonstrate accomplishment of each MSW program educational objective.

FOUNDATION COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behaviors

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
4. Use technology ethically and appropriately to facilitate practice outcomes; and
5. Use supervision and consultation to guide professional judgment and behavior

Competency 2: Engage Diversity and Difference in Practice.

1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and

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

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

1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
2. Engage in practices that advance social, economic, and environmental justice

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

1. Use practice experience and theory to inform scientific inquiry and research
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
3. Use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5: Engage in Policy Practice

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
2. Assess how social welfare and economic policies impact the delivery of and access to social services
3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

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

1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

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

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

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

1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
5. Facilitate effective transitions and endings that advance mutually agreed-on goals

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

1. Select and use appropriate methods for evaluation of outcomes
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes
4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

ADVANCED COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

1. Demonstrate the achievement of overall competency, including the capacity for continuous self-reflection, monitoring and evaluation, and consultation and supervision from others, resulting in professional and autonomous practice from a MSLC perspective.
2. Recognize and manage personal values in a way that allows professional values to guide practice consistent with the MSLC perspective.
3. Demonstrate advanced social change and leadership skills at all levels (direct practice, education, research, policy practice, administration) of their work.
4. Demonstrate understanding and integration of the values and principles of ethical social work practice at an advanced level of practice, including the ability to independently resolve ethical dilemmas consistent with the relevant Codes of Ethics.

Competency 2: Engage Diversity and Difference in Practice.

1. Demonstrate the ability to use a MSLC perspective and intersectionality theory, to communicate understanding of the complex interrelationships of multiple diversities including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, geographic location, political ideology, race, religion, sex, and sexual orientation.
2. Demonstrate the ability to use the dimensions of traditional and alternative paradigms, to demonstrate that difference can have a variety of significant influences on how and

whether persons experience oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

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

1. Demonstrate the ability to recognize, understand, synthesize, and articulate the complex global interconnections of oppression and, based on theories of justice, use social change and leadership skills from a MSLC perspective to promote social justice and human rights.
2. Demonstrate the capacity to advocate for and influence change in a manner that is consistent with a MSLC perspective and social work values and ethics.
3. Demonstrate knowledge of the ideas and concepts related to the notions of social justice, advocacy, leadership, social change, social support, social networks, and social capital consistent with a MSLC perspective.

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

1. Demonstrate the ability to present and justify arguments or positions using quantitative or qualitative research or knowledge and/or logical, rational models of thinking based on knowledge from practice experience (wisdom) that are consistent with a MSLC perspective and with social work ethics
2. Demonstrate the ability to distinguish, appraise, and integrate multiple sources of knowledge necessary to effectively present and justify arguments or positions, using evidenced-based research and/or logical, rational models of thinking based on practice experience (wisdom) that are consistent with a MSLC perspective.
3. Demonstrate the ability to be a producer of evidenced-based knowledge.

Competency 5: Engage in Policy Practice

1. Demonstrate advanced knowledge, based in a MSLC perspective, of policy practice grounded in historical and emerging strategies and tactics for policy practice across system levels (organizational, local, state, national, and international) with attention to financial, organizational, administrative, technological, and planning processes required to deliver services across the life course.
2. Demonstrate advanced skills in social work practice including the ability to link theory, policy-practice, and research/ evaluation, and to employ leadership skills to demonstrate and promote such a linkage.

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

1. Demonstrate advanced skills in the development of appropriate client system relationships from a MSLC perspective.
2. Demonstrate the ability to assume the role of learner and engage those diverse systems with whom they work as informants (teachers), consistent with a MSLC perspective.

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

1. Demonstrate the ability to use a MSLC perspective to understand, synthesize and assess issues that impede the exercise of basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education across all system levels.
2. From an MSLC perspective, demonstrate the acquisition of advanced knowledge grounded in historical and emerging strategies and tactics for assessment across system levels.

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

1. From an MSLC perspective, demonstrate the ability to identify the interventions, tactics or strategies that are appropriate for a given situation.
2. From an MSLC perspective, demonstrate the ability to employ the interventions, tactics or strategies that are appropriate for a given situation.

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

1. Demonstrate the use of a MSLC perspective to analyze models of assessment, prevention, intervention and evaluation.
2. Demonstrate the ability to creatively analyze, raise critical questions about and evaluate (e.g. diversity related or fit with social work values) existing research, literature, intervention/ models, policies, and theories and in formulating new research, literature, interventions/models, policies, and theories.
3. Demonstrate an understanding of the impact and role of research in achieving or impeding social and economic justice.

Demonstrate knowledge of the ways in which technology can aid in advanced social work practice and skills in using technology in advanced social work practice in evaluation.

I. FIELD EDUCATION PROGRAM STRUCTURE

Intern Placement Tracking

The School of Social Work Field Education Program utilizes the web-based system Intern Placement Tracking (IPT) to manage information related to students, field instructors, and agencies. Information on IPT is password protected. All forms related to field education are located on IPT, for ease of use in the field and real time accessibility and information sharing between students, task supervisors, field instructors, and field liaisons.

Field Education Program

The Field Education Program consists of faculty and staff committed to providing students with the opportunity to demonstrate advanced practice skills, knowledge, and values consistent with the mission, goals and objectives of the MSW program through effective skill development in field internships.

The following is a glossary of terminology related to field education, followed by expanded descriptions of the roles and responsibilities of all partners.

FIELD GLOSSARY

Field Education Program Director: The Field Education Program Director provides overall management of the Field Education Program. The Field Education Program Director assesses student readiness for field and collaborates with the student to determine the best placement “fit” based on student skills and interests as well as agency resources and availability.

Field Liaison: The field liaison is the faculty member whose primary responsibility is to see that the student’s internship experiences are educational and meet the established learning objectives. This is achieved by integrating curriculum content in Field seminar, monitoring educational opportunities offered by the agency, connecting CSWE competencies and skill development, and evaluating the student’s progress.

Field Instructor: The field instructor is a social worker that has received an MSW degree from a CSWE-accredited program. The field instructor provides a minimum of one hour of supervision per week to the student. In most cases, the field instructor will be on site at the assigned field placement; however when a master’s level social worker is not available at placement, this role will be filled by a master’s level social worker who is not on staff at the agency, and who has been approved by the Field Education Program. Frequently, this master’s level social worker will be responsible for assigning learning tasks for the student at placement.

Task Supervisor: The task supervisor is the agency employee that assigns tasks to the student and who assists in evaluating the daily performance of the student. The task supervisor maintains regular contact with the field instructor and field liaison regarding the student’s progress in field placement.

Field Placement/Internship: The Field placement or internship is a part of the social work student’s formal educational requirements, consisting of an ongoing work assignment at an organization which allows the student to apply social work theory, values, ethics, and competencies to practice. This work assignment is directly supervised by a field instructor and/or task supervisor.

Field Seminar: Field Seminar is the academic component of the social work student’s field experience. In addition to working in an agency setting, the student is required to concurrently attend a weekly, two-hour seminar designed to integrate curriculum content with direct practice knowledge and experiences.

Student Placement Process

Once a student fulfills the requirements for entry into the graduate field program and has been determined 'field ready', the student will review the list of possible MSW field placements on the SCWK field education program website. The prospective field students will complete and submit the MSW Field Application Form on the Intern Placement Tracking website. The application is submitted during the semester prior to field placement. Application and advisement for placements for summer and fall semesters will occur in the spring semester prior to placement. Following completion of the MSW Field Application Form, an individual field advising appointment is scheduled with the Field Education Program Director or designated staff member of the Field Education Program. The purpose of this meeting is to consider the student's career goals, specific social work interests, and any other relevant information before proceeding with referral for interview for possible placement. **Students are prohibited from arranging their own placements; unsanctioned contact with approved field organizations could result in a student being removed from the placement process, thereby making them ineligible for Field.**

The Field Education Program Director will refer the student via e-mail to a placement for interview. Following receipt of referral for possible placement, the student will contact the agency designee with a professionally written e-mail to request an interview for placement. The interview for placement provides the agency and student with an opportunity to determine appropriateness of fit for placement, and to review general expectations and responsibilities. If the student is accepted for placement, the student and field instructor/task supervisor complete and sign the Field Internship Acceptance form and return it to the Field Education Program Director.

The Field Education Program Director makes all referrals for possible placement. Placement referrals take into consideration student's interests regarding practice areas, information provided during field advising and application, placement availability, field readiness, and interviews with the Field Education Program. Every effort is made to ensure that students have field experiences that are consistent with students' interests and educational needs/objectives. The Field Education Program Director will make every effort to place students within 50 miles of the University of Arkansas main campus in Fayetteville. Reasonable efforts will also be made to place students in the locale of their residence if they reside more than 50 miles from campus.

While the Field Education Program will make reasonable efforts to assist a student in securing a placement, the field student is ultimately responsible to meet agency criteria for selection and placement. If necessary, the Field Education Program's responsibility is to make up to three placement referrals for the student if the student is deemed field ready. In general, students are referred for interview for possible placement to one agency at a time. If a student is deemed unsuitable by an agency for placement, the Field Education Program Director may make up to two more interview referrals depending on ongoing assessment of the student's field readiness, for a total of three possible interview referrals. **Students who are deemed unsuitable for placement by three agencies are considered ineligible for a field internship placement. This policy does not include inability to be accepted for placement due to transitions or changes within the referral agency. A student unable to obtain an internship placement after three interview referrals will not be referred for additional placement interviews that semester. If at any point a student is deemed not to be field ready, they will not be referred for interview for possible placement.**

Workplace Internship Policy

Students who wish to explore the possibility of using their place of employment as an internship site may submit a completed Workplace Internship Request in writing to the Field Education Program Director. The Field Education Program Director in consultation with the Field Education Committee considers requests on a case-by-case basis. Requests must include the following:

STUDENT

- a. A clear delineation between paid employment duties and internship responsibilities. Duties and responsibilities must be significantly different from those routinely done in the students' role as employee with the agency. The volume of responsibilities also must be reduced to reflect the internship as a learning experience rather than an ordinary workload.
- b. Supervisor name and title for employment and proposed internship must be provided. The two supervisors may not be the same person.
- c. Provision of a licensed certified social work (LCSW) instructor who has not supervised the intern in other employment responsibilities.
- d. Identify the employment department, and the proposed internship department. If these departments are in separate locations, please identify.
- e. A schedule of hours for the internship clearly delineated and separated from employment work hours, signed by both the employment supervisor and the proposed field instructor.
- f. Payment: If the agency is going to provide payment, it must be a stipend or **payment outside of payment for regular employment responsibilities.**

AGENCY

- a. Written approval from (a) an agency administrator, (b) current employment supervisor, and (c) proposed field instructor, agreeing to the proposed internship.
- b. Written documentation that internship time will be focused on MSW degree learning activities, not employment duties.

If a workplace internship is approved, only one of the two required internships may be conducted in the agency in which the student is or has been employed. Final approval of the work site internship depends on all of the above criteria being met. The field liaison will monitor the agreed upon terms; failure to comply with the agreement may result in removal of student from the internship.

Students are generally discouraged from working part-time or "PRN" for the same agency at which they are interning. If the student seeks to do so during non-internship hours, a **written proposal must be submitted to the Field Education Program Director** as detailed in the Workplace Internship policy. Failure to provide this documentation may result in the student's dismissal from the field agency.

REQUESTING A NEW INTERNSHIP SITE

Agency personnel who are interested in becoming a new internship site are encouraged to contact the Field Education Program Director to determine if the agency will be able to accommodate the

learning opportunities required for social work students. If so, the agency may complete the Field Organization Application and Field Instructor Application. The Field Education Program Director will arrange a visit to the proposed internship site to assess the appropriateness of the agency for the student's learning needs. Following the visit, the Field Education Program Director, in consultation with the Field Education Committee, will determine if the agency is approved. Application to become a new site must be completed a minimum of 3 months prior to proposed placement.

Field Instructors

Field instructors for MSW students must hold a master's degree in social work from a CSWE-accredited program. For cases in which the agency offers valuable learning experience and does not have a social worker with a CSWE-accredited master's social work degree, the school ensures that the placement is consistent with the philosophy and practice of social work by arranging alternate social work supervision. This may be accomplished in several ways:

- a. A School of Social Work faculty member may be assigned to provide social work supervision for the student while the task supervisor provides onsite supervision of activities. In these cases, the faculty member is expected to provide supervision with the student for a minimum of one hour per week.
- b. The organization/agency or the School of Social Work, depending on resource allocation, may designate a social worker that holds a master's degree from a CSWE-accredited program to provide off-site supervision. In this case, a task supervisor is assigned to direct student activities on site at placement.
- c. An agency social worker with a master's degree from a CSWE-accredited social work program that is not the primary field instructor may provide weekly social work supervision to ensure that the student has an understanding of their work from a social work perspective.

Criteria for Selection of Field Education Sites

The selection of a field setting is based on the agency's commitment to shared responsibility for professional graduate education and on the level of staff expertise and experience. To help ensure successful placements and high quality learning experiences for the student, the School of Social Work carefully assesses all potential placement settings. Specific criteria for selecting graduate field placement agencies include the following:

1. The presence of a solid commitment by the administrator and/or staff to provide professional educational learning opportunities in cooperation with the School of Social Work;
2. Willingness to designate a field instructor who (a) is a master's level social worker holding a degree from a CSWE-accredited program, and (b) whose schedule will allow for development of student learning opportunities of appropriate depth, breadth, and variety; and attendance at any meetings or trainings required by the Field Education Program;
3. The agency performs functions within the scope of what is generally recognized as professional social work. If social work is not the principal function of the agency, social work is identified as a sufficient professional service offered by the agency, and the social work practitioners are accepted by the agency as professional staff;
4. The willingness of participating personnel to provide students with educationally guided professional social work experiences;
5. The availability of staff willing and able to devote time to the additional assignment of a student along with their normal workload;
6. The presence of staff expertise in the form of professional education, experience, or other credentials which assures knowledgeable field supervision;
7. Willingness to accept students without regard to race, religion, gender, sexual orientation, age or disability;
8. Willingness to allow students to actively participate in the overall agency program and activities, as appropriate to educational needs and practice competencies of the student;
9. Willingness to provide access to agency case records, which are pertinent to student activities and learning needs;
10. Willingness to provide support services and appropriate facilities for student use, including an adequate and regular place from which the student can operate, clerical services, necessary supplies and equipment, access to telephone, and (if possible) reimbursement for travel expenses incurred during the course of assigned duties;
11. The agency's reputation within the social service community for assuring standards of competent practice and service.

Organization/Agency Application Process

1. Agencies meeting the criteria are encouraged to complete and submit an electronic Organization/Agency Application to the Field Education Program.
2. The Field Education Program will review applying agencies for approval. Agencies will be notified of acceptance status by mail, with any special conditions noted in the Field Education Program's letter to the agency.

Field Instructor Certification Process

Criteria for Selection of Field Instructors:

Social workers wanting to become a field instructor for the School of Social Work must complete an application and be approved by the Field Education Program Director and Field Education Committee. Approved field instructors must practice in an approved field internship site.

1. Field instructors hold a master's degree in social work from a CSWE-accredited program. It is preferable that the field instructor be licensed in the state of Arkansas as an LCSW or LMSW. Occasionally practitioners from other disciplines may be considered appropriate task supervisors, however, students will still be supervised by a field instructor with a master's degree from a CSWE-accredited program.
2. Field instructors must practice in a School of Social Work approved internship site.
3. Field instructors must demonstrate a commitment to the education of MSW students and have adequate time and resources to supervise a student on a consistent basis.
4. Field instructors must observe the NASW Code of Ethics and operate within its context.
5. Field Instructors must complete Field Instructor Orientation. It is offered both in-person and online each semester.

Field Instructor Application

1. Eligible individuals within qualifying agencies who have an interest in providing field instruction will complete an application in addition to the general organizational application.
2. The Field Education Program shall determine field instructor certifications.
3. Qualifications for certified field instructors include the following criteria:
 - a. Master's degree from CSWE accredited social work program
 - b. LMSW, or LCSW preferred
 - c. Expertise in the area of practice
 - d. Experience in field instruction preferred
4. Field instructors certified by the School of Social Work shall participate in training by the school each year to maintain certification.
5. Field instructor certification shall be considered valid for three years, at the end of which the field instructor will be contacted by the Field Education Program to update and resubmit the application for review.
6. A field instructor's certified status may be reviewed at any time by the Field Education Program Director and Field Education Committee if concerns develop regarding the quality of the educational experience, supervisory relationship, or if ethical concerns arise regarding

the field instructor's behavior. The Field Education Program Director in conjunction with the Field Education Committee may suspend certification status at any time.

7. Any field instructor whose certification has been suspended may appeal this to the Field Education Program Director in writing. The Field Education Program Director and the Field Education Committee will review any such appeals and reply to the organization and field instructor within 90 days of appeal submission.

IV. COURSE REQUIREMENTS AND EXPECTATIONS

The purpose of the graduate field program is to provide students with the opportunity to demonstrate advanced practice skills, knowledge, and values consistent with the mission, goals and objectives of the MSW program through effective performance in field internships. Special expectations include demonstration of leadership skills, and ability for independent practice, preparation for intervention with global issues, use of current technology for practice, and successful interdisciplinary collaboration. The application of social work knowledge to a practice setting is facilitated by field instruction and weekly seminars. Field internships and co-requisite seminars are educationally directed, agency-based learning experiences enabling students to demonstrate advanced social work knowledge, skills, and values. Students are expected to progress to higher skill levels as they move through the field sequence culminating in the ability, upon graduation, to engage in advanced social work practice with persons across the life course and in multiple system contexts.

Two-year students (Spring of Foundation Year)

SCWK 5434: Foundation Field Internship (330 hrs. 3 days/week)	4 hrs.
SCWK 5412: Foundation Field Seminar	2 hrs.

Advanced standing students (Summer)

SCWK 5444: Field Internship III (240 hrs., 3 days/week)	4 hrs.
SCWK 5442: Field Seminar III	2 hrs.

3-year extended program (Summer of 3rd year)

SCWK 5434: Foundation Field Internship (330 hrs., 3 days/week)	4 hrs.
SCWK 5412: Foundation Field Seminar	2 hrs.

All students (Fall of Advanced Year)

SCWK 6444: Advanced Field Internship I (330 hrs., 3 days/week)	4 hrs.
SCWK 6442: Advanced Field Seminar I	2 hrs.

All students (Spring of Advanced Year)

SCWK 6454: Advanced Field Internship II (330 hrs., 3 days/week)	4 hrs.
SCWK 6452: Advanced Field Seminar II	2 hrs.

The MSW field program consists of six courses including three 4-credit hour field internships and three 2-credit hour field seminars. Field courses span three semesters of graduate work: SCWK 5412/5434 (two-year option) and SCWK 5422/5444 (advanced standing option) are the first field internships and accompanying seminars in the series. The second in the series is SCWK 6442/6444 (Advanced Field Seminar I and Advanced Field Internship I). These courses are followed by SCWK 6452/6454 (Advanced Field Seminar II and Advanced Field Internship II). Together they constitute the graduate field instruction sequence. The purpose of the graduate field program is to provide students with the opportunity to integrate masters level social work theory, practice knowledge, skills, and values with an agency-based learning experience. The application of social work knowledge to a practice setting is facilitated by agency-based field instruction provided by an approved field instructor or task supervisor, and accompanied by weekly seminars. The field program enables students to demonstrate acquisition of the advanced social work knowledge, skills, and values they have acquired as they proceed through the classroom curriculum.

FIELD SEMINAR REQUIREMENTS

Two-year and three-year MSW students complete a minimum of 990 clock hours of agency-based professionally supervised practice experience. Advanced standing students complete a minimum of 900 clock hours of agency-based professionally supervised practice experience in recognition of prior completion of a minimum of 400 clock hours at the baccalaureate level. Accompanying field seminars meet once a week for two hours.

Field Seminar

Seminar is a co-requisite with field internship. Student competencies are explored in the field sequence and, as such, evaluation of performance leading to mastery of these competencies is essential. Each field seminar is similarly designed as a small group, solution-oriented learning environment where students complete assignments reflecting their ongoing learning process and skill development with focus on professional development. Field seminar is an interactive class that requires student engagement both with their field liaison and with their student colleagues. Assignments specific to the seminar class can be found in the syllabus on the designated class Blackboard site.

Seminar Section Assignments

All students register in one section of field seminar, and enrollment of these students is distributed among available sections by the Field Education Program Director. Seminar section assignments are made based on available resources, type of internship, student grouping, and other issues which might affect the student learning environment. As such, for some students the School of Social Work may change the initial registration to reflect the assignments made by the Field Education Program Director.

Student Professional Liability Insurance

Prior to beginning a field experience, each student is required to arrange for professional liability (malpractice) insurance. Insurance is necessary to protect the student against litigation or assertions of malpractice. This is needed to protect the student against possible lawsuits brought by clientele. Professional liability insurance is available through the School of Social Work and expected to be paid directly to the School of Social Work during the first week of internship. Failure to pay for insurance, or provide proof of coverage, will result in the student being withdrawn from internship.

Roles and Responsibilities

The Field Education Program Director is Expected to:

1. Assume responsibility for the overall management and direction of the Field Education Program.
2. Assign a field liaison to work conjointly with the agency-based field instructor.
3. Provide suggested learning goals to aid the design of learning objectives and the selection of learning activities by the student and field instructor.
4. Provide guidelines, evaluation tools, and protocols for the evaluation of the student.
5. Provide needed orientation and training to field instructors.
6. Be available to the student, the field liaison and the field instructor to facilitate a resolution to problems that may arise.
7. Monitor and evaluate the quality of internship experiences provided by the various agencies and organizations utilized as field placements.

The Student Intern is Expected to:

1. Meet all academic pre-requisite and co-requisite requirements for field education.
2. Read the Field handbook, and demonstrate understanding of its policies.
3. Meet with the field instructor on a regular basis, at a minimum, weekly.
4. Prepare for all meetings with the field instructor and alert the field instructor to topics that need to be discussed during the upcoming meeting.
5. Meet with the field instructor and the field liaison jointly at least twice during each semester.
6. Be in attendance at the agency on days and at times agreed on by the student and field instructor, and if unable to attend, notify the agency supervisor and prior to or at the start of the work day.
7. Behave in a professional manner: take responsibility to understand and carry out assigned duties, meet all deadlines, and seek direction when needed.
8. Identify themselves as a social work intern in all professional interactions and interventions.
9. Demonstrate awareness and adherence to all relevant professional standards, including, but not limited to the NASW Code of Ethics.
10. Carry out agency related assignments in a manner consistent with agency policy and procedures.
11. Prepare records and reports in accord with agency policy, procedures, and format.
12. Identify learning needs and prepare a learning contract with specific learning activities that are acceptable to the field instructor and field liaison.
13. Purchase professional liability insurance, and provide proof of professional liability insurance.
14. Take responsibility for ensuring personal safety while performing internship duties.
15. Complete and submit all field monitoring and evaluation forms and reports required by the agency and school.
16. Discuss with the field instructor, field liaison, or Field Education Director any areas of significant disagreement, dissatisfaction, or confusion related to the field experience.
17. Complete the required number of hours and course requirements for the field internship.
18. Meet all course requirements of field seminar.

The Field Instructor and Field Agency Are Expected to:

1. Describe and explain what is expected of the student during placement with the agency.
2. Provide the student with a thorough orientation to the agency, its purpose, structure, policies, procedures, and ethical standards.
3. Provide regularly scheduled supervision to the student (at least weekly).
4. Provide the student with suitable work space, equipment and support staff.
5. Include the student in regular staff meetings and staff training sessions.
6. Assign duties and responsibilities that are appropriate to the student's learning needs and that are increasingly difficult, demanding, and challenging.
7. Assign duties and responsibilities that help the student develop a broad range of social work knowledge and skills.
8. Work with the student in ways that recognize the internship first and foremost as a learning experience.
9. Monitor the student's work and progress and regularly provide feedback.
10. Evaluate the student's performance in a fair, respectful, rigorous, and thorough manner.
11. Meet at least twice each semester with the student and Faculty Liaison to discuss the internship and student's progress.
12. Complete all evaluation forms and reports required by the school.

13. Model ethical practice and refrain from any inappropriate or unethical behavior toward the student (e.g., verbal abuse, sexual harassment, dual relationships).

The Field Liaison is Expected to:

1. Assume responsibility for assisting in the development of a learning plan that will provide the student with an array of appropriate and challenging learning opportunities.
2. Monitor the student's internship experience and assist in evaluating the student's performance.
3. Assist the Field Instructor and other agency personnel in connecting the school's expectations of students, the social work curriculum, the school's goals for internship, and the agency's goals for internship.
4. Facilitate the student's learning by providing guidance and serving as a source of information.
5. Meet at least twice each semester with the student and the field instructor to discuss the internship and evaluate the student's progress.
6. Assist the student in integrating social work theory and the specific experiences of the practicum through facilitation of field seminar.
7. Participate in arranging and securing a mid-term and final evaluation of the student's performance in field.



Completion of Hours and Absence from Field

All students are expected to complete the requisite number of hours in field within the parameters of the semester in which they are enrolled in Field. If this is not going to be accomplished within the time frame of a semester, the student may receive an “incomplete” or fail the course. When an incomplete is assigned for the grade; the student must make arrangements with approval from the Field Education Program Director and the internship placement for completion of internship hours. Failure to make arrangements to fulfill the course requirements will result in the student receiving a failing grade.

It must be noted that the student cannot begin the second semester of field until a grade has been earned for the previous semester. When this cannot be accomplished, the student will have to postpone field until eligible for matriculation into second semester field. If the hours required cannot be completed by the end of the semester for students in their final field placements, the student may receive an “incomplete”, which will delay graduation.

If a field student is absent for a significant period of time, there are four options:

- a. Withdraw from field, with the consent of the field liaison and the Field Education Program Director;
- b. Be assigned by the Field Education Program Director to repeat the semester either in the same agency or a different one;
- c. Earn an “incomplete” and complete internship requirements the next time that field course is offered, or under special circumstances, complete the course requirements with an extension of time and approval from the field placement; or
- d. Earn a failing grade.

Students may take off all school holidays and any holidays observed by the agency. It is the student’s responsibility to make their internship placement, including their field instructor and task supervisor, aware of University holidays. The student must still, however, complete all required field hours. If the student elects to work through a holiday with the approval of their field instructor and field liaison, the hours earned will count toward the required hours. Students in general are not allowed to work internship hours on holidays, evenings, or weekends. Students who wish to complete internship hours on holidays, evenings, or weekends, must complete a Request for Special Internship Hours form one week prior to the completion of the internship hours. If a student receives special permission from their field instructor and field liaison to work after hours, the field instructor or other appropriate task supervisor must be available to the student by phone, if not in person for supervisory consultation if needed.

Students may be given time away from the agency to attend conferences or other educational activities if the activity is relevant to the student’s learning experiences. This is done only with the advance approval of the field instructor. Students may count up to 16 hours of continuing education per semester as field hours. Other community meetings and agency specific training shall count as regular internship hours with approval from the field instructor.

V. MONITORING/EVAULATION

Monitoring Student Progress

Monitoring of student progress is important for the field instructor, the field liaison, and the student. Each must take responsibility to ensure that monitoring is an on-going process that takes place from the first day of field until the last day. Evaluation of practice takes many forms; student self-evaluation, evaluation provided by the field instructor, task supervisor, and field liaison are all integral parts of performance-informed practice.

The student and the field instructor will meet on a weekly basis for supervision to review the learning contract, adjust tasks and assignments, and discuss progress. Supervision is to be provided by the approved field instructor in order to facilitate the student's developing social work perspective. The field liaison will monitor student progress via the weekly journal entries, participation in field seminar, individual meetings and through open communication with the field instructor. It is also the student's responsibility to monitor her/his progress by appropriate use of supervision and ongoing review of the learning contract and progress toward learning goals.

The mid-term evaluation plays a significant role in monitoring student progress, facilitating communication between the field instructor, field liaison, and student, and identifying any need for mid-course corrections to the learning plan. At the mid-term point, it is important that all parties are in agreement with the evaluation of progress, the need for any changes, and future monitoring expectations.

Evaluation of Field Experience

Evaluation is a critical component for learning and overall professional growth. It is especially important during field internships, since the student is expected to be continuously refining their social work skills and preparing for independent social work practice. Evaluation provides essential information on the student's strengths and identifies areas where additional growth is needed. Because parts of the evaluation process are subjective, it is imperative to have open communication between all parties involved in the field internship. The student, the field instructor, and the field liaison all play essential roles in the evaluation process and in making field a meaningful professional learning experience.

The fundamental purposes of student evaluation in field internships can be categorized by the following:

- a. Evaluation provides the student with an assessment of competency development in the knowledge, skills, values, attitudes and behaviors necessary for advanced professional practice.
- b. Evaluation provides the student with guidance, encouragement and incentive to continue professional growth.
- c. Evaluation provides the program and the student with a written record of performance.
- d. Evaluation is an important piece for shaping effective practice in the professional development of students.

Evaluation, in the form of performance feedback, is an integral part of the supervisory/teaching conferences between the graduate student and the field instructor and/or field liaison. Students meet regularly, a minimum of once a week, with the field instructor for this purpose. The weekly field seminars serve as another source of feedback through peer and field liaison consultation.

In summary, evaluation is ongoing throughout each of the field courses and provides critical analysis of performance by the student, other student colleagues, the field instructor, and the field liaison. Formal evaluations of student performance are conducted and documented at mid-term and at the end of each field internship course. The following sections offer a more detailed description of the formal evaluation process.

Mid-Term Evaluation

This evaluation occurs at the mid-point of the semester. The meeting is scheduled at a time when the field instructor, field liaison, student, and task supervisor (if applicable) can all be in attendance. Both the student and the field instructor should have their written evaluation completed at the time of the meeting with the field liaison. It is good practice for the field instructor to have reviewed the evaluation with the student prior to the mid-term evaluation meeting, so the meeting is not the first time the student receives the evaluative feedback, allowing the student an opportunity to formulate questions, or a plan to address any areas of concern. In addition to assessing the student's progress, this is the time to adjust assignments, reaffirm or modify the learning contract, and in general, make plans for effective use of time remaining in the semester.

Final Evaluation

The final evaluation also involves the student, the field instructor, and the field liaison. The final evaluation allows for a comprehensive review and documentation of student performance. As with the mid-term evaluation, the field instructor and student are encouraged to make the evaluation process as collaborative as possible, discussing openly student strengths and areas for growth/improvement.

Field Evaluations and Reference Requests

Field evaluations are stored electronically by the School of Social Work and are available upon request to third parties if the student has signed a release of information for that purpose. Third parties include, but are not limited to, potential employers, other schools, licensing boards, etc. These documents may be obtained by e-mailing a request to scsw@uark.edu. Please include name, graduation date, contact information, and name and address of the school or university requesting the evaluation.

Student/Field Liaison Evaluation of Field Internship

In addition to evaluation of student performance, both student and field liaison complete an evaluation of the field internship. The purpose of this evaluation is to assist the field instruction staff with future planning. The information derived will be used in on-going evaluation of internship sites

and field instruction. Data regarding the placement and field instructor evaluations are compiled and evaluated by the Field Education Program Director and the Field Education Committee. These data are utilized to provide feedback to the agency and the field instructor regarding strengths and areas for improvement. Additionally, this information will be used to inform programming for field instructor training and orientation.

When a Student is Not Making Satisfactory Progress in Field

At any point during the course of a student's placement, an agency, the Field Education Program Director, Assistant Field Education Program Director, Director of the School of Social Work, Associate Director of the School of Social Work, or the Student Standards and Support Committee can remove the student from placement and bypass the problem solving suggestions listed below. In such a situation the reason for removal of the student and any efforts made by the agency to remediate the student issue will be documented on the Termination Form and/or Supervision Form. If the student is terminated from placement by the agency, they will not be referred for another placement that semester. The student will be free to re-enroll in the internship class at the next possible opportunity that the internship class is offered provided the Field Education Program deems them 'field ready'. If at any time the student is referred to the Student Standards and Support Committee, the Field Education Program defers to the committee's recommendations.

1. When a student is not progressing at a satisfactory rate any or all of the below may occur:
 - a. The field instructor may notify the field liaison as soon as a problem is identified.
 - b. The field liaison may arrange a conference with the field instructor.
 - c. The field instructor, field liaison, and/or student may meet to discuss and assess the problem.
 - d. The student may be given formal notification that his/her performance is substandard as documented on the Immediate Intervention Form. Guidelines are developed in writing for the student to improve the standard of performance. In this process, the student may be referred to or request the involvement of the Student Standards and Support Committee. Any party can request the involvement of the Student Standards and Support Committee by making a request in writing for referral from the Field Education Program Director.
 - e. If the student does not meet the requirements of internship within the allotted time frame, a failing grade is earned.

2. If it is determined by the Field Education Program Director, with input from the field liaison and/or field instructor, that there is a legitimate and compelling reason that the student did not meet the learning and professional objectives of placement, the Field Education Program Director, field liaison, field instructor and/or Student Standards and Support Committee may allow the student extra time to complete the internship. It is important to note that substandard performance is not considered a legitimate and compelling reason for the student not to meet the learning and professional objectives of field placement. The decision to allow additional time to complete learning and professional objectives is based on the student's work to date, the agency's willingness to commit continued resources, the field instructor's willingness to commit extra time, and the student's commitment to the identified plan. When it is possible that a student may meet the learning and professional objectives of internship if given extra time:

- a. The student will be assigned an “incomplete”, and a specific plan will be identified to complete the internship hours and learning activities/assignments, following the University policy and timeline regarding assignment of “incomplete”.
 - b. If the student has not accomplished the objectives of field by the end of the extension, the student may earn a failing grade.
3. If a student does not wish to spend the additional time necessary to successfully complete the field assignment, the options are as follows:
 - a. Formally withdraw from the field seminar and internship courses, or
 - b. Earn a failing grade for both courses.
 4. Documentation of student progress can be assessed using the following tools:
 - a. Direct observation of skills
 - b. Client records
 - c. Seminar assignments
 - d. Feedback from other agency staff or other professionals
 - e. Written work
 - f. Use of supervision
 - g. Field instructor assessment of performance
 - h. Field liaison assessment of performance

Change of Placement

Changes in field placement after the placement has started are only considered in extreme cases. Factors such as a shift in area of interest, or outside employment are not sound academic reasons for change of placement.

The following are policies regarding the change of students from an agency or organization.

1. If the student requests a change of placement:
 - a. The student will discuss issues warranting the proposed change in placement with the field liaison. The field liaison, student and field instructor may meet and discuss the issues involved. If the issues can be resolved, the student will remain at the placement.
 - b. Should the student still desire a change in placement after a meeting to attempt resolution of the issues, the field liaison will discuss the issues with the Field Education Program Director in order to clarify the status of the student and agency.
 - c. A joint conference with the Field Education Program Director, field liaison and student may occur. The agency field instructor may or may not be involved in this meeting.
 - d. If the decision is made to remove the student from the field placement, and the student is ‘field ready’, a suitable agency will be contacted and arrangements will be made for the student to interview for a possible alternate placement. This shall be accomplished as soon as feasible so the student will not fall behind in internship hours. **There is no guarantee that an alternate placement can be made. In this situation, the same protocol for field advising will be followed. Original referral counts as one referral for the semester. The student may receive two other referrals for possible placement if necessary and the student is deemed field ready. The Field Education Program will make no more than three referrals for placement interview per**

- semester. If a student is unable to secure placement after three referrals for interview, they will not be placed for field that semester, and will be referred to Student Standards and Support Committee.**
- e. If a change of placement is granted within the first two weeks of internship, and the student has been actively involved in appropriate internship activities, the student may count hours earned at the initial placement toward the total internship hours requirement for the semester.
2. An agency may request removal of a student from placement for any reason. Should an agency request the removal of a student, for whatever reason:
 - a. The School of Social Work will remove the student within a time frame that is agreeable to the agency.
 - b. Either prior to, or after removal of a student from the agency, depending on the urgency of the removal and/or the agency concerns, the field liaison will discuss the situation that led to the agency request with the agency and Field Education Program Director, and the Termination Form will be completed.
 - c. If the agency simply wishes to explore whether a student should be removed from placement, the field liaison and/or Field Education Program Director may meet with agency representatives to determine options.
 - d. If it is possible for the student to complete placement, with special attention from the school, it is deemed better for the student's overall learning.
 - e. If this is not possible, and the student is terminated from placement by the agency, they will not be referred for another placement that semester. The student will be free to re-enroll in the internship class at the next possible opportunity that the internship class is offered provided the Field Education Program deems them 'field ready'.

Removal of a Student from Field

A student *may* be removed from field under the following circumstances:

1. Request of the student.
2. Request of the placement agency.
3. Recommendation from Student Standards and Support Committee.
4. Decision of the Field Education Program, including the recommendation of the field liaison in consultation with the Field Education Program Director. The following are grounds to remove the student from field:
 - a. Failure to maintain confidentiality about a client as mandated by agency policy and/or the NASW Code of Ethics.
 - b. Failure to abide by the NASW and Arkansas Code of Ethics.
 - c. Failure to follow the policies or procedures of the School of Social Work or the University of Arkansas.
 - d. An attempt or threat to harm oneself.
 - e. An attempt or threat to harm someone else.
 - f. Repeated tardiness at the agency and/or tardiness without notification.
 - g. Repeated absences from the agency and/or absence without notification.
 - h. Repeated change in scheduled field hours without prior approval.

- i. Refusal to accept supervisory direction from field instructor, task supervisor, or agency staff.
- j. Inappropriate behavior in connection with the field placement.
- k. Student's lack of progress in correcting issues or concerns identified in field instructor or field liaison documentation.

Students who are at risk of being removed from field for any reason may be referred to the Student Standards and Support Committee to make recommendations to the student and Field Education Program regarding the student's status.

The final decision regarding removal from field may be made by the Field Education Program Director, the agency, Student Standards and Support, Associate Director of the School of Social Work, or the Director of the School of Social Work. The student may appeal the decision following the guidelines in the UA SSW Graduate Student Handbook.

Whether the student will be allowed to return to field in the same or a different agency will depend on the seriousness of the incident requiring termination from placement and/or the ability of the student to work through the issues resulting in termination from placement.

VI. SEXUAL HARASSMENT POLICY

It is the policy of the University of Arkansas to prohibit sexual harassment of its students, faculty and staff. Incidents of sexual harassment are demeaning to all persons involved and impair the ability of the institution to perform its educational function. Sexual harassment of students may constitute discrimination under Title IX of the Education Amendments of 1972 and sexual harassment of employees is prohibited under Title VII of the Civil Rights Act of 1964.

Sexual harassment of students includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct which takes place when: submission to the conduct is either explicitly or implicitly a term or condition of an individual's academic status or advancement; submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual; and/or such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile or offensive learning environment.

Students who believe that they have been subjected to sexual harassment are encouraged to report the problem promptly to their academic dean or to the Dean of Students. University grievance procedures are available to individuals who wish to pursue complaints of sexual harassment. Students may use the Student Complaint Procedure or the Student Academic Appeal Structure. For additional and specific information refer to the "Sexual Harassment Policy" in the graduate catalog.

VII. OUT OF REGION/INTERNATIONAL PLACEMENTS

Students may qualify for out of region or international placements. Any student interested in such a placement should arrange a meeting with the Field Education Program Director at least **6 months prior to placement. Students are eligible for out of region/international placement for their final placement only.** Only students in good academic standing and who are not under any type of oversight by the Student Standards and Support Committee may qualify for out of region/international placement. In order to begin the process of determining feasibility of out of region/international placement, the student will:

1. Inform the Director of Field Education Program Director by email as early as possible of interest in out of region/international placement. Identify the area of practice interest and region preferred.
2. Submit three reference letters to the Field Education Program Director indicating appropriateness of student for this type of placement.
3. The student will provide the Field Education Program Director a list of potential placement agencies which the Field Education Program Director will utilize to determine placement opportunities
4. A proposed site may only be approved after confirmation of appropriate learning opportunities for the student, appropriate supervision, application and approval by the Field Education Committee.
5. Following approval of a placement, the referral process utilized for in area placements will be utilized.



APPENDIX

VIII. STANDARDS FOR SOCIAL WORK EDUCATION

Adapted with permission from the University of Texas at Austin School of Social Work *Standards for Social Work Education*. Revised 10/12/2013.

Criteria for Evaluating Academic Performance, Policies & Procedures for Review of Academic Performance

Standards for Social Work Education

- 1.0 Introduction to Standards
- 2.0 Criteria for Evaluating Academic Performance
 - 2.1 Basic Abilities
 - 2.1.1 Communication Skills
 - 2.1.2 Interpersonal Skills
 - 2.1.3 Cognitive Skills
 - 2.1.4 Physical Skills
 - 2.2 Emotional and Mental Abilities
 - 2.2.1 Stress Management
 - 2.2.2 Emotional and Mental Capacities
 - 2.3 Professional Performance Skills
 - 2.3.1 Professional Commitment
 - 2.3.2 Professional Behavior
 - 2.3.3 Self Awareness
 - 2.3.4 Ethical Obligations
 - 2.4 Scholastic Performance
 - 2.4.1 Undergraduate Students
 - 2.4.2 Graduate Students
 - 2.5 Sources of Information
 - 2.6 Accommodations for Disabilities
- 3.0 Policies & Procedures for Review of Academic Performance
 - 3.1 Performance that May Result in Review and/or Dismissal
 - 3.2 Three Levels of Review
- 4.0 Academic Grievances
 - 4.1 Procedures for Handling Grievances
 - 4.1.1 Undergraduate Students
 - 4.1.2 Graduate Students

Standards for Social Work Education

1.0 Introduction

This document sets out the Standards for Social Work Education that applies to students enrolled at the School of Social Work at the University of Arkansas, effective Fall 2013. Because of the nature of professional social work practice, the School of Social Work has different expectations of students than do non-professional programs. The standards are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns. The ultimate goal of the Standards is to help students have a successful experience at the School of Social Work.

Persons who teach and supervise students, along with program directors, will assess student academic and professional performance and apply their professional judgment to determine if standards are being met during a student's educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process.

All social work students will be provided with and expected to read the *Standards for Social Work Education*, the *National Association of Social Workers Code of Ethics*, and the *Ethical Principles and Guidelines for UA Social Work Students*. They will then be asked to sign an acknowledgment that they have read, are aware of the contents, and will abide by the documents. The signed form will be kept in the students' files.

2.0 Criteria for Evaluating Academic Performance in BSW and MSW Programs at The School of Social Work

In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the School of Social Work evaluates the academic performance of its students in four general areas: Basic Abilities to Acquire Professional Skills; Mental and Emotional Abilities; Professional Performance Skills and Scholastic Performance. Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in a program. Both professional behavior and scholastic performance comprise academic standards.

2.1 Basic Abilities Necessary to Acquire Professional Skills

2.1.1 Communication Skills

Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.

- a) Written: Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty.

- b) Oral: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

2.1.2 Interpersonal Skills

Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for actions and considers the impact of these actions on others.

2.1.3 Cognitive Skills

Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in the classroom and field. Demonstrates grounding in relevant social, behavioral and biological science knowledge and research—including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

2.1.4 Physical Skills

Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations. (See section on Accommodations for Disabilities for clarification.)

2.2 Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice

2.2.1 Stress Management

Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and by developing supportive relationships with colleagues, peers, and others.

2.2.2 Emotional and Mental Capacities

Uses sound judgment. Seeks and effectively uses help for health, behavioral health or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

- Compromise scholastic and other performance,
- Interfere with professional judgment and behavior, or
- Jeopardize the best interests of those to whom the social work student has a professional responsibility (as outlined in the current *Codes of Ethics of the National Association of Social Workers and the Arkansas Social Work Licensing Board and Ethical Principles and Guidelines for UA Social Work Students*).

2.3 Professional Performance Skills Necessary for Work with Clients and Professional Practice

2.3.1 Professional Commitment

Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics and the Code of Ethics of the Arkansas Social Work Licensing Board. Demonstrates commitment to the essential values of social work that include respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).

2.3.2 Professional Behavior

Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in the classroom, field, and community. Appearance, dress, and general demeanor reflect a professional manner. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive and professional manner.

Works effectively with others, regardless of level of authority. Advocates for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as uses such feedback to enhance professional development.

2.3.3 Self Awareness

Exhibits knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

2.3.4 Ethical Obligations

Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics and the Code of Ethics of the Arkansas Social Work Licensing Board.

- Adherence to the NASW Code of Ethics and the Code of Ethics of the Arkansas Social Work Licensing Board.
- Disclosure of criminal charges and/or convictions occurring prior to admission to the School of Social Work, occurring during the course of study, or occurring prior to admission and becoming known after admission.
- Systematic evaluation of clients and their situations in an unbiased, factual way. Suspension of personal biases during interactions with others.
- Comprehension of another individual's way of life and values. Empathic communication and support of the client as a basis for a productive professional relationship.
- Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance,

regardless of the person's age, class, race, ethnicity, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.

- Demonstration of respect for the rights of others. Commitment to clients' rights to freedom of choice and self-determination.
- Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
- Demonstration of honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.
- Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

2.4 Scholastic Performance

2.4.1 Undergraduate Students

A grade of "C" or better must be earned in all core social work courses. If a grade of "D" or "F" is earned in a core social work course, the course must be retaken with a grade of "C" or better prior to taking the course for which that course is a pre-requisite. BSW students must maintain a 2.5 GPA in social work courses and a 2.0 GPA overall. Students who fail a social work course will be allowed to repeat the course one time and can repeat up to two different social work courses. Should a student receive a "D" or "F" in a social work course, the student must notify the BSW Program Director in writing of the received grade. The student should also identify a plan to retake the course with the approval from his or her advisor and program director.

For additional information see "Continuation and Grading Policies" in the current *BSW Student Handbook* at <https://fulbright.uark.edu/departments/social-work/undergraduate/bsw-handbook-9-19-17.pdf>

2.4.2 Graduate Students

Students may earn two "C" grades toward the MSW degree, provided maintains a 3.0 GPA is maintained. Students who earn "C" grades are encouraged to meet with their advisor to discuss any academic challenges they may be experiencing. An academic performance review may be called if a student earns two "C" grades in required social work courses. MSW students who earn a "D" or "F" grade or more than two "C" grades, including field, will automatically be dismissed from the MSW program.

For Graduate School policies related to academic requirements, standing, probation and dismissal see "Academic Requirements/Policies" at http://grad.uark.edu/dean/GRADUATE_STUDENT_HANDBOOK.pdf

2.5 Sources of Information for Academic Performance Criteria

Information about students in the School of Social Work meeting academic performance criteria will be solicited by appropriate faculty and may include but is not limited to any of the following:

- Feedback from faculty, work supervisors, or supervisors of volunteer human service activity or other field experiences
- Feedback from agency-based field instructors
- Observation of classroom, volunteer, or field behaviors
- Performance in oral and written assignments, examinations, social work skills labs, or other appropriate coursework
- Student personal statements or self-assessments
- Interviews with faculty or other professionals
- Taped interview situations (audio or video)
- Feedback from students, staff, university (UA or other colleges and universities), helping professionals, or community
- Feedback from faculty in other social work programs that student may have attended
- Signed confidentiality statements, scholastic honesty statements, contract to adhere to NASW Code of Ethics or the Standards, other contracts between the School and the student

2.6 Accommodations for Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the School of Social Work. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance.

Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify the Center for Educational Access (CEA) Office of Students with Disabilities and provide documentation as needed. The CEA Office of Students with Disabilities makes recommendations for accommodations. The School of Social Work will review academic performance criteria in light of individual student circumstances to explore issues of appropriateness and accommodation. An initial assessment, subsequent plan, use of outside experts (including CEA) and periodic checks between the School of Social Work and the student are appropriate courses of action in making accommodations.

3.0 Policies and Procedures for Review of Academic Performance

Three levels of review can occur at the School of Social Work in reviewing student academic performance. The level of review depends upon the potential severity of the concern. Information disclosed during student meetings with faculty, program directors, or school administrators will not be kept confidential if the information raises concerns about professional performance. Faculty and/or program directors will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem solving about the concerns. They will follow University procedures related to student performance issues.

3.1 Performance that May Result in a Review and/or Possible Dismissal from the School of Social Work

Student reviews can occur under any of the following circumstances:

- Failure to meet or maintain academic requirements as stated under Scholastic Performance
- Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage to the student (faculty must adhere to the University's Academic Integrity guidelines, policies and procedures)
- Behavior judged to be in violation of the current NASW Code of Ethics
- Any threat or attempt to harm to oneself or someone else
- Failure to report criminal charges and/or convictions occurring prior to admission to the School of Social Work, occurring during the course of study, or occurring prior to admission and becoming known after admission.
- Consistent pattern of unprofessional behavior
- Failure to meet any of the Standards for Social Work Education: School of Social Work

Criteria for Evaluation of Academic Performance

3.2 The Three Levels of Review

Level 1

A Level 1 review involves a faculty member and a student. When a faculty member has concerns about a student enrolled in the social work program meeting any of the academic criteria, whether related to professional behavior or scholastic performance, that faculty member will:

- Discuss those concerns directly with the student and seek to work with the student to resolve the difficulties, documenting the dates and content of all meetings. If a problem arises in field internship, the agency-based field instructor will discuss concerns directly with the student and faculty liaison.
- Provide written documentation of the concern to the appropriate program director (BSW, MSW). If problems originate in field, it is the responsibility of the faculty liaison to apprise the Field Education Program Director. The Field Education Program Director will forward documentation to the student's program director in order to help identify potential patterns and issues related to the student. At this point, the documentation will be retained by the program director and does not become a part of the student's permanent file. In many instances, meetings between faculty and students resolve the concerns and do not necessarily lead to the next level of review.

Level 2

A Level 2 review is initiated by the program director (or Field Education Program Director if problem arises in field) when concerns have not been resolved at Level I, or if multiple reports (indicating a pattern of behavior), or one report of a serious nature, are made. The program director will meet with the student and faculty member(s) to assess the nature of the problem. When the problem arises in field, the agency-based field instructor, faculty liaison, and Field Education Program Director will conduct the review with the student.

If further action is required, the program director, or Field Education Program Director, will determine and monitor a plan of action to address the concerns and maintain documentation of all meetings with the student. When resolution is not achieved at Level 2, or a plan of action is not

appropriate due to the seriousness of the concern, the program director will inform the student that a request for a Level 3 review is being made. The Field Education Program Director will consult with the appropriate program director prior to requesting a Level 3 review.

Level 3

In the School of Social Work, the Student Standards and Support Committee, consisting of faculty members appointed by the Chair, is the entity that conducts Level 3 reviews. A Level 3 review is more often conducted when concerns have not been resolved in prior reviews; when issues relate to a student not meeting the criteria for academic performance (often involving professional or ethical behaviors); or when the student is being considered for withdrawal or dismissal from the program. The purpose of the committee is to gather information related to the concerns, determine the nature of the problem (if one is confirmed to exist), and identify alternatives for its remediation.

When a Level 3 review is called, the committee will convene a meeting within 3 working days to review the referral and may request participation or interviews with appropriate faculty and others with information related to the concerns (see Section 2.5 for possible information sources). The student will be notified in writing of the concerns and a meeting date, with sufficient time to prepare for and attend the meeting. When necessary, the student will be excused from class to attend the meeting, without consequences to attendance grade. The student has the right to be accompanied by a support person, should they choose to do so. Some examples of persons that a student might find helpful are a representative from the Office for Student Affairs, their advisor, or another faculty member. The committee must be informed of the name and affiliation of the support person prior to the meeting. The support person's role is non-participatory (i.e., does not speak for the student or provide or refute evidence) and serves only as an observer and provider of moral support. Due to the potentially sensitive nature of the review, including information related to other students, currently enrolled UA students may not serve as support persons.

Following the review, members will deliberate and make recommendations regarding the student's situation. Outcomes may include:

- Continue the student in the program with no conditions.

In these situations, the concern has been addressed and no further action by the student or program is required.

- Establish formal conditions for the student's continuance in the program.

In these situations, specific conditions must be met in order for the student to remain in the program. Action may include establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support; placing the student on probation and monitoring the student during the probationary period; referring the student to counseling and/or advising services; allowing the student to follow a reduced course load or delay entry to the field practicum; or requiring the student to withdraw from the program with the option of reapplying.

- Consult with and/or refer to the Dean of Students.

In some instances, depending on the nature of the problem, the University's Office of the Dean of Students may be consulted. If a referral is made to that Office after consultation, the student will be notified in writing about the nature of the concern and the fact that the referral is taking place.

Situations which may result in referral to the Office of the Dean of Students include scholastic dishonesty, hazing, racial or sexual harassment, possession or use of firearms or other weapons on University property, damage or destruction of University property, and conduct that endangers the health or safety of any University student, employee, or campus visitor.

- Counsel the student to change majors/degree programs and/or discontinue the student in the program.

In some situations, it will be recommended that the student no longer continue in the social work program. The student will be counseled to voluntarily withdraw from the program and change major or degree program. If the student chooses not to withdraw, he or she will be discontinued in the program. In either case, the student will be provided with documentation regarding the specific reasons for their dismissal and the conditions, if any, under which they may re-apply.

In any Level 3 review, there must be documentation of the problem areas as well as verification that these concerns have been discussed with the student and attempted to be ameliorated, when appropriate.

Written recommendations will be submitted to the Director of the School of Social Work, or his or her designee, who will review the recommendations and related documentation. Based on the review, the Director may choose to accept the recommendations, or accept with modifications. The Director will notify the student of his or her decision in writing, within five working days of receiving the recommendation from the committee. When discontinuation in the major or degree program has been recommended, and further advising is deemed appropriate, the student will be offered the opportunity to meet with an academic advisor to discuss alternate majors or degree programs at the University of Arkansas.

Students' Right to Appeal: If a student believes that a decision resulting from an academic performance review is unjust, an appeal may be made to the School's Chair. The student must notify the Chair of the intent to appeal within 72 hours of notification of the decision. A written appeal must be submitted to the Chair within 10 calendar days of notification of intent to appeal. The appeal should include: a clear statement of the reason for the appeal, any documentation supporting the student's claim, and a proposal for an alternate outcome. The Chair will provide written notification of his or her decision within 5 working days of receiving the written appeal. The Chair's decision serves as the School of Social Work's final level of appeal.

4.0 Academic Grievances

4.0.1 Graduate Students

Pursuant to the Academic Grievance Procedures for Graduate Students provided in the *Graduate Student Handbook*, students enrolled in the MSW program have the right to redress grievances related to academic matters, including decisions that are the result of reviews outlined in Section 3.0. Students are assured freedom from reprisals for bringing a grievance.

<http://grad.uark.edu/dean/governance/gs-grievanceprocedures.php>

4.0.1 Undergraduate Students

Pursuant to the Student Academic Appeals procedures provided in the current *Undergraduate Catalog*, students enrolled in the BSW program have the right to redress grievances related to academic matters, including those that are the result of reviews outlined in Section 3.0 of these Standards for Social Work Education. Students are assured freedom from reprisals for bringing a grievance.

<http://catalog.uark.edu/undergraduatecatalog/academicregulations/studentacademicappeals/>

4.1 Procedures for Handling Academic Grievances

4.1.2 Undergraduate Students

An undergraduate student who has an academic grievance involving a grade dispute shall discuss the matter with the faculty member involved. If the dispute is not resolved, and for all other academic grievances, the student can appeal the matter to the program director (or Field Education Program Director if matter arises in field). If not resolved at this level, the student may then appeal to the School of Social Work director. If the dispute remains unresolved, the student will follow the procedures outlined in the *Undergraduate Catalog* “Student Academic Appeals/Grade Appeal Structure for Undergraduate Students”.

<http://catalog.uark.edu/undergraduatecatalog/academicregulations/studentacademicappeals/>

4.1.2 Graduate Students

A graduate student who has an academic grievance involving a grade dispute shall discuss the matter with the faculty member involved. If the dispute is not resolved, and for all other academic grievances, the student may appeal the matter to the program director (or Field Education Program Director if the matter arises in field). If not resolved at this level, the student may then appeal to the director of the School of Social Work. If the dispute remains unresolved, the student will follow the procedures outlined in the current *Graduate Student Handbook*.

<http://grad.uark.edu/dean/governance/gs-grievanceprocedures.php>

4.2 Non-Academic Grievances

Student-initiated grievances that are not academic in nature are addressed in other documents. Social work students should refer to the *Undergraduate or Graduate Catalogs* for more detailed discussion of specific grievance procedures