

University of the District of Columbia Social Work Program

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Field Education Manual 2025-2026

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MESSAGE FROM THE DIRECTOR OF FIELD EDUCATION

Greetings Students and Field Instructors,

Welcome to the University of the District of Columbia Social Work Practicum Education experience!

Practicum is the culminating requirement for social work students. It is an invaluable experience that allows students to apply their generalist social work knowledge, skills, and values in an urban social service setting. Under the supervision of skilled and experienced social workers, students can achieve academic and professional competence.

The Social Work Program recognizes that agencies are operating under enormous pressure. Nevertheless, social workers recognize the significance of practicum experience and agree to serve as field instructors. The Program sincerely appreciates social workers' willingness to provide our students with a rich and rewarding learning environment and experience. Together, we share the responsibility, joy, and commitment in preparing the next generation of social workers.

This manual is a required resource for all students participating in field education. It outlines the expectations, policies, and procedures that govern the field experience at the University of the District of Columbia and defines its integral role within the undergraduate social work curriculum. Students are expected to read the manual in full and refer to it regularly throughout their placement to ensure alignment with program standards and professional responsibilities.

A special note to students:

The practicum experience can be difficult but rewarding. It is most important as the context where you demonstrate the capacity to integrate and apply what you learned in the classroom with the activities and associated professional practice behaviors required for the field. Students need to prepare well in advance of their field placement by making arrangements in their lives to accommodate the rigors of practicum. Please be mindful that you serve as ambassadors for yourselves, the Program, the University, and the social work profession. Professionalism, responsibility, and maturity are fundamental for placement and success in the field internship.

Thank you again to our community partners. You are integral to student success. All the best for an exciting, instructive, and transforming learning experience.

Dr. Kahlil Green

University of the District of Columbia
Director of Field Education, Bachelor of Social Work

WELCOME FROM THE BSW PROGRAM DIRECTOR

Dear BSW Students,

Welcome to the transformative journey that is social work education at UDC. You are entering a program rooted in equity, service, and empowerment - designed to prepare you for professional practice and cultivate your voice as a change agent in our communities.

At UDC, learning extends beyond the classroom. Our curriculum is intentionally immersive, connecting you with real-world experiences across diverse populations – from youth and older adults to returning citizens and families navigating complex systems. Through structured field placements, you'll engage in service-learning that fosters critical thinking, ethical practice, and compassionate action. These experiences are complemented by reflective classroom seminar dialogues that deepen your understanding of systemic challenges and empower you to advocate for meaningful change.

As a generalist practitioner, you will develop the skills to work with individuals, families, groups, and communities – always with an eye toward urban realities and multicultural strengths. You will be mentored by faculty who are educators, advocates, and experienced practitioners deeply committed to your growth.

The senior practicum will be a capstone moment, allowing you to apply your learning in agency settings and demonstrate your readiness to serve. But even before that, every course, every conversation, and every field experience will shape your professional identity.

We are proud to walk alongside you as you become the social worker our city – and our world – needs. Lean into this experience with curiosity, courage, and conviction. You belong here, and your journey matters.

Dr. Lamont Simmons

University of the District of Columbia
Program Director, Bachelor of Social Work

GLOSSARY OF KEY TERMS

Key Terms

Field Education

The supervised component of the BSW curriculum is where students apply classroom learning in real-world social work settings. Often referred to as “practicum.”

Practicum

Used interchangeably with “field education,” this term emphasizes the experiential learning process through agency-based placements under professional supervision.

Field Instructor

A qualified social worker at the placement site who provides supervision, guidance, and evaluation of the student’s performance during the practicum.

Field Liaison

A faculty member or designated representative of the Social Work Program who facilitates communication between the university and the field site, monitors student progress, and supports both student and field instructor.

Practice Behaviors

Observable actions that demonstrate a student’s application of social work competencies in the field setting.

Competencies

The core areas of knowledge, skills, and values that students are expected to develop and demonstrate during their practicum, aligned with CSWE standards for generalist practice.

Learning Contract

A formal agreement developed collaboratively by the student, field instructor, and field liaison that outlines specific learning objectives, activities, and expected outcomes aligned with core competencies. It serves as a roadmap for the practicum experience.

Evaluation

The assessment of student performance based on competencies and practice behaviors.

Supervision

A structured, regularly scheduled process in which the field instructor provides guidance, feedback, and support to the student. Supervision is essential for professional development, ethical practice, and integration of classroom learning into fieldwork.

SECTION 1: SOCIAL WORK PROGRAM MISSION AND GOALS

HISTORY OF THE SOCIAL WORK PROGRAM

The Social Work Program at the University of the District of Columbia grew out of programs originally established as part of the Federal City College. The Program was initially approved as the Social Welfare Rehabilitation Department in 1970-1971. At that time, the Committee on Collegiate Accreditation was concerned about the diversity of backgrounds of faculty in Urban Studies. It was felt that the range of backgrounds justified the formation of two separate academic units-Urban Studies and Social Welfare Rehabilitation. From 1971 to 1972, the Social Welfare Rehabilitation Department was established to educate students for entry-level professional practice as social work generalists. The Council of Social Work Education's Commission on Accreditation initially accredited the Program in 1976. Subsequent reaccreditations of the Program occurred in 1983, 1990, 1998, 2006, 2013, and 2020. The program initially offered a B.A. degree and currently grants a B.S.W. degree.

THE MISSION OF THE SOCIAL WORK PROGRAM

The primary mission of the Bachelor of Social Work Program is to prepare professionally competent, ethically based, social work generalists who have the skills to collaborate with diverse client systems to respond to issues and resolve problems in contemporary urban living. The Program aims to produce practitioners who utilize an evidence-informed approach to empower individuals, groups, communities, and organizations, address issues of oppression and discrimination, and facilitate change that promotes personal growth and social and economic justice. The Program also promotes life-long learning, professional development, and prepares students for graduate education in social work and related fields.

The Program aims to foster an environment that promotes the worth and dignity of persons and client systems, client self-determination, respect for diversity, and responsibility for one's professional development as critical values.

GOALS OF THE SOCIAL WORK PROGRAM

The Program goals derived from the mission are:

1. To provide a sound educational experience with knowledge, skills, and values requisite for preparing competent, ethically based social work generalists;
2. To design and implement a strengths-based educational experience aimed at understanding and resolving issues and problems in contemporary urban living with a focus on the empowerment of clients and client systems;

3. To utilize a variety of approaches and teaching methodologies to enhance student learning, encourage development of competencies, and enhance appreciation of the need for continuing professional growth;
4. To provide a variety of experiences that support appreciation of diversity in humans and institutions, and diversity of choice in selection of career path options and/or graduate study;
5. To develop linkages with public and private agencies, groups, and organizations to ensure ongoing exchange of information and ideas as feedback to the Program; and
6. To model professional function and provide social work consultation and services to professional and community groups or organizations.

CORE COMPETENCIES AND OBSERVABLE BEHAVIORS

The social work curriculum develops knowledge and skills to understand complex social issues. It emphasizes the acquisition of the ability to assess and intervene directly and indirectly at the micro, mezzo, and macro levels. In each stage, students are taught to think critically, analyze, and evaluate their practice. The curriculum is cumulative and guided by a social-ecological and strengths perspective to empower individuals, families, groups, organizations, and communities in diverse urban environments.

Developed in accordance with the Council of Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS) of 2015, the Program prepares students to master its competencies that are the expected outcomes for social work graduates. Students are expected to demonstrate the ability to integrate and apply the competencies in the context of their internship assignment and experiences.

The competencies are demonstrated through associated behaviors, used to plan and evaluate the practicum experience. The competencies and behaviors are described below.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand ethical decision-making frameworks and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between

personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and practical. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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

Competency 2: Engage in Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape human experience and are critical to forming identity. The dimensions of diversity are understood as the intersectionality of multiple factors, including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that a person's life experiences may include oppression, poverty, marginalization, alienation, privilege, and power because of differences. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

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

Social workers understand that every person, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

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

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

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

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and

implementation within their micro, mezzo, and macro practice settings. They actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

- identify social policy at the local, state, and federal levels that impact well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- 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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social

workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in assessing diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance the capacities of clients and constituencies;

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

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

Students are prepared for entry-level generalist practice through intentional development of core social work competencies. These competencies, aligned with CSWE standards, shape the curriculum and guide student learning across academic and practicum experiences. Section 1 outlines each competency in detail, establishing the foundation of performance expectations in the field.

SECTION 2: OVERVIEW OF PRACTICUM EDUCATION

PURPOSE OF PRACTICUM EDUCATION

Field education aims to prepare undergraduate students for generalist practice by mastering CSWE competencies. The field experience allows students to acquire practice skills, engage in practice roles, and test out theories and principles in delivering services to individuals, small groups, families, organizations, and communities. Students are placed in various agencies and organizations and practice professional social work skills through supervised participation in the agency's work. Students are expected to complete at least 400 clock hours of social work internship experiences and remain in the assigned placement throughout the academic year.

Social work Practicum placements are designed to provide students with opportunities to:

1. Apply classroom learning in a practice setting and use social work values and ethics as a screen for decision-making and action;
2. Gain an understanding of the formal structure of agencies and institutions, their purpose, functions, and services;
3. Link theories with social work practice;
4. Develop effective interviewing and communication skills;
5. Gain an understanding of the informal structure of agencies and institutions, their value system, power and authority structure, communication system, etc.;
6. Observe social workers and other agency staff persons in various professional roles in the agency and the community;
7. Establish and maintain a professional relationship with individuals, families, groups, communities, and/or resource systems to empower client systems;
8. Increase their understanding of the impact of discrimination and oppression on social problems, such as poverty, inadequate housing/homelessness, incarceration, mental illness, senior/child maltreatment, and substance abuse, and the consequences for individuals, families, and communities;
9. Appraise policy and its impact on client and service delivery systems;
10. Select and appropriately utilize evidence to inform practice;
11. Apply principles of social work practice to enhance social functioning and to address issues of social, economic, and environmental justice for clients and their important systems;
12. Participate in experiences that promote personal and professional development; and
13. Evaluate the effectiveness of social work.

GOALS AND OBJECTIVES OF PRACTICUM PLACEMENT

The field practicum's values, goals, and objectives are grounded in the Social Work Program's mission and core values and aligned with the Council on Social Work Education's (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS). The practicum serves as a critical learning environment in which students apply classroom knowledge to real-world practice, demonstrating core competencies in alignment with professional standards. Field education is intentionally structured to cultivate anti-oppressive, equity-driven practice; promote culturally responsive engagement; and foster the development of ethical, competent, and reflective social work professionals. Through intentional collaboration with community agencies and experienced field instructors, the practicum supports student achievement of individualized learning outcomes while advancing the profession's commitment to social justice.

FIELD EDUCATION COMPETENCIES

Students are prepared for entry-level generalist practice by intentionally developing and demonstrating core social work competencies. These competencies guide student performance planning, implementation, and evaluation throughout the two-semester practicum. Field placements offer diverse settings where students apply knowledge, skills, and values in real-world contexts, demonstrating competency through observable practice behaviors. By the end of each placement, students are expected to exhibit foundational competence across all designated areas listed below.

- **Competency 1:** Demonstrate Ethical and Professional Behavior
- **Competency 2:** Engage Diversity and Difference in Practice
- **Competency 3:** Advance Human Rights and Social, Economic, and Environmental Justice
- **Competency 4:** Engage in Practice-informed Research and Research-informed Practice
- **Competency 5:** Engage in Policy Practice
- **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities
- **Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities
- **Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities
- **Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

PRACTICUM ROLES AND RESPONSIBILITIES

The Director of Field Education provides overall leadership for the field education experience, ensuring its quality and alignment with program goals. This role is supported by the BSW Social Work Program Director and faculty members who may lead the Integrating Field Seminar and serve as Liaisons to Field Instructors supervising seminar students.

The Director's core responsibilities include planning, implementing, monitoring, and evaluating the field education program. Specific duties include:

1. Establish criteria for the selection of qualified field agencies;
2. Establish criteria for the selection of qualified field instructors;
3. Recruit new placements;
4. Monitor and evaluate placements;
5. Develop and facilitate in-service workshops for field instructors at least once a year;
6. Match students with available field agencies that provide qualified social workers to serve as field instructors;
7. Develop and distribute a field instruction calendar;
8. Provide information, support, and consultation to field instructors;
9. Obtain feedback from field instructors or agency intern coordinators
10. Share and receive articles related to the student's specific agency assignment, provide reporting and evaluation forms to the agency and/or field instructor;
11. Diffuse any problems and discuss resolutions to problems and issues;
12. Evaluate the quality of learning experiences and the learning environment;
13. Establish a communication link between the agency and the school;
14. Meet with the agency internship coordinators or field instructors as may be required;
15. Conduct a pre-placement interview with the student and;
16. Conduct site visits in exceptional cases (e.g., complex student situations).

Faculty Liaison

Faculty Liaisons are faculty members who teach the integrative seminar and serve as the primary academic point of contact during the field education experience. They ensure that students' field learning remains focused on the intentional development of core social work competencies, as outlined by the Council on Social Work Education (CSWE).

Faculty Liaisons act as a bridge between the field agency and the academic program, maintaining regular contact with both the student and field instructor to assess progress, support competency development, and address any

challenges that may arise. They also facilitate the practicum seminar, guiding students in integrating theory, research, policy, and practice across micro, mezzo, and macro levels.

Their role supports students in demonstrating ethical and professional behavior, engaging diversity and difference, and applying classroom learning to real-world contexts. Through ongoing communication, evaluation, and mentorship, Faculty Liaisons help ensure students meet the expected practice behaviors associated with each CSWE competency.

Faculty Liaison responsibilities include:

- Ensuring the educational focus of the student's field experience
- Serving as the link between the field agency and the Program
- Maintaining regular contact with the student and field instructor to assess performance and address challenges
- Facilitating the practicum seminar and guiding the integration of field and classroom learning
- Supporting the ethical decision-making, professional development, and competency growth
- Collaborating with field instructors to align learning goals and expectations
- Providing academic support and connecting students to relevant resources

Faculty liaisons are expected to conduct at least one agency visit per semester to monitor student progress, provide consultation, and address concerns. If the student demonstrates satisfactory progress during the second semester, this visit may be conducted virtually using Webex, Zoom, or Blackboard Collaborate. Additional site visits may be arranged at the discretion of the faculty liaison, based on student needs or agency circumstances.

Student Responsibilities in Practicum Education

Students are central to the field education process and are regarded as adult learners responsible for directing their growth and development within the practicum setting. Professionalism is reflected in all aspects of field participation, including appropriate dress, demeanor aligned with agency norms, and respectful, collaborative behavior. Students must attend all scheduled field placement days outlined in the Field Education Agreement and fully engage in a three-hour weekly seminar supporting integrating classroom learning with field experience.

The following responsibilities reflect core expectations for conduct, performance, and professional development throughout the practicum:

Student Responsibility	Alignment to CSWE Competency
Follow agency policies and procedures, including attire.	Competency 1: Demonstrate Ethical and Professional Behavior
Build and maintain effective working relationships with clients, colleagues, and agency personnel.	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Uphold the ethical principles and values of the social work profession.	Competency 1: Demonstrate Ethical and Professional Behavior
Demonstrate punctuality and reliability, honoring scheduled hours and fulfilling assigned tasks.	Competency 1: Demonstrate Ethical and Professional Behavior
Foster collaborative relationships with the field instructor, agency staff, and client systems.	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Develop a learning contract with the field instructor, seminar instructor, and field education director.	Competency 1: Demonstrate Ethical and Professional Behavior
Apply classroom knowledge in the field setting, integrating theory with practice.	Competency 4: Engage in Practice-informed Research and Research-informed Practice
Engage in self-assessment to identify strengths and areas for professional growth.	Competency 1: Demonstrate Ethical and Professional Behavior

Take initiative in their learning, actively contributing to their development as a practitioner.	Competency 1: Demonstrate Ethical and Professional Behavior
Demonstrate proactive engagement with all learning opportunities in the field.	Competency 1: Demonstrate Ethical and Professional Behavior
Complete all assignments from the field instructor on time and with accountability.	Competency 1: Demonstrate Ethical and Professional Behavior
Receive and incorporate feedback constructively and professionally.	Competency 1: Demonstrate Ethical and Professional Behavior
Seek guidance and communicate concerns about field experiences promptly and respectfully.	Competency 1: Demonstrate Ethical and Professional Behavior
Attend and participate fully in the field seminar, completing all related assignments.	Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Agency Role

The effectiveness of field education relies heavily on the active commitment and engagement of agency leadership. Agency management plays a vital role in fostering a supportive learning environment by ensuring that field instructors are afforded the necessary time, resources, and encouragement to mentor students effectively. This institutional support is essential for students' academic growth and professional development. Moreover, agencies provide students with critical exposure to diverse models of social service delivery, organizational leadership, and the role of agencies in responding to complex community and societal challenges.

Field Instructor

Field Instructors play a vital role in student interns' education and professional development. As supervisors, educators, mentors, advocates, and gatekeepers to the profession, they provide both administrative and educational oversight throughout the practicum experience. The supervisory

relationship is central to students' learning and preparation for competent, ethical social work practice.

Field instructors are agency-based, licensed social workers with an MSW from a CSWE-accredited program. They bring professional expertise, practice wisdom, and a commitment to teaching that supports students in becoming generalist social work practitioners. Field instructors guide students' day-to-day activities, promote integration of classroom learning with field experience, and model professional values and behaviors.

Field Instructor Responsibilities Include:

1. Providing orientation to the agency's mission, policies, services, and expectations for student conduct and client engagement
2. Collaborating with the student to develop a written learning contract that reflects program outcomes, agency context, and the student's personal and professional goals
3. Designing tasks and experiences that expose students to key areas of social work practice, including diversity, populations at risk, ethics, policy, human behavior, and research
4. Structuring assignments that support competency development across micro, mezzo, and macro levels, including work with individuals, families, groups, organizations, and communities
5. Conducting weekly supervision (minimum one hour) to provide feedback, evaluate progress, and support professional growth
6. Understanding the mission, goals, and competency expectations of the Social Work Program
7. Engaging in ongoing professional development through seminars and training opportunities for field instructors
8. Staying informed about CSWE baccalaureate curriculum standards and expectations
9. Assigning appropriate tasks and monitoring student performance throughout the placement
10. Supporting the integration of classroom learning with field-based practice

11. Responding to student questions and providing clear explanations of practice decisions
12. Offering consistent, balanced feedback on student progress toward learning contract goals
13. Completing and submitting mid-term and final evaluations and other required documentation in a timely manner
14. Alerting the Faculty Liaison to any concerns or challenges related to student performance
15. Maintaining regular communication with the Faculty Liaison to support student learning
16. Modeling ethical conduct, professional processes, and inclusive practice behaviors

Field instructors are significant in educating student interns, serving as supervisors, teachers, mentors, advocates, and gatekeepers. The field instructor provides both administrative and educational supervision for the student. The relationship between student interns and their supervisor is critical to students' learning and preparation for social work practice.

Field instructors are knowledgeable, skilled, agency-based, professionally trained (MSW), licensed social workers responsible for guiding the day-to-day activities of the student intern. Field instructors must be committed to teaching and developing students in the context of the journey to become a professional social work generalist. Specific field instructor responsibilities include:

1. Providing student orientation explaining the agency's mission, program policies and services, and students' responsibility to the agency and client;
2. Developing a written learning contract based on the Program's expected outcomes in the context of individualized agency expectations and that reflects the student's personal and professional goals and needs with the student;
3. Development and assignment of tasks and experiences which maximize the student's exposure to policies, experiences, and cases where issues such as diversity, populations at-risk, values, ethics, policy, human behavior, and research are relevant to social work practice;
4. Structuring assignments to aid in the student learning a broad range of social work interventions common to generalist social work practice that

include individuals, families, small groups, organizations, and communities;

5. Providing formal supervision for at least one hour, once a week, to the social work intern to provide feedback, evaluate skills, and model professionalism;
6. Acquiring familiarity with the mission, goals, and expected competencies of the Social Work Program;
7. Assuming responsibility for one's own professional development through participation in seminars and other educational offerings for field instructors in the region;
8. Remaining abreast of the baccalaureate curriculum standards of the Council on Social Work Education;
9. Assigning appropriate social work tasks or assignments and monitoring the social work intern's performance;
10. Helping the social work intern to integrate classroom learning and the field experience;
11. Taking on the role of a teacher who responds to questions and explains actions;
12. Providing frequent, ongoing, and balanced feedback about the social work intern's progress toward achieving contractual goals;
13. Completion and timely submission of mid-term and final evaluations regarding the student's overall performance, and other documents;
14. Notifying the Faculty Liaison when there are problems or questions regarding the student's performance;
15. Communicating continually with the Faculty Liaison regarding the student's performance; and
16. Model professional values, processes, and behaviors.

In exceptional cases where the assigned field instructor does not hold a CSWE-accredited social work degree, the Social Work Program ensures that a professional social work perspective is integrated into the student's learning experience. In such instances, the Faculty Liaison will work closely with both the field instructor and the student to support the application of social work values, knowledge, and competencies throughout the practicum.

Secondary Field Instructor/Task Supervisor

In specific agency settings, staff beyond the designated Field Instructor may contribute to a student's learning through assignments, collaborative projects, or supervision. These contributions may include leadership of special programs, task-specific oversight, participation in interdisciplinary teams, or supervision of client responsibilities. When a staff member assumes a secondary instructional role, the primary Field Instructor retains full responsibility for supervision, documentation, and evaluation. Ongoing communication between primary and secondary instructors is expected to ensure cohesive oversight and support student progress.

CRITERIA FOR SELECTION OF AGENCIES AND FIELD INSTRUCTORS

The Metropolitan Washington, DC area offers many private, public, and community-based social service agencies that serve as diverse and dynamic field education sites. This variety enables the Social Work Program to match students with placements that align with the Program's educational objectives and individual student interests. Agencies are continuously identified and recruited through faculty, student, and practitioner recommendations and direct outreach. Each practicum setting is formally evaluated annually and is subject to ongoing reassessment as agency conditions evolve or new information becomes available.

The Program has established criteria for selecting agencies for the field practicum and for selecting field instructors. The requirements for the selection of agencies are:

1. The agency can provide a meaningful social work generalist learning experience, which will enable the student to apply knowledge, skills, and values;
2. The agency must be in good standing in the community;
3. The agency adheres to the NASW Code of Ethics;
4. The agency's planned instruction and supervision are consistent with the objectives and expected competencies of the Social Work Program and the field experience.
5. The agency agrees to provide learning experiences appropriate to the student's educational needs;
6. The agency is willing to provide approved field instructors time to work with the student around their educational needs;
7. The agency is willing to provide adequate physical space and necessary equipment for professional performance;
8. The agency must have appropriate safety and risk reduction procedures in place, and must orient students to these procedures;
9. The agency is willing to provide or pay for transportation for the student to make appropriate field visits;
10. The agency is willing to adjust the field instructor's regular duties and responsibilities to allow time for conferences with students and program personnel; and,
11. The agency must ensure that required forms, including evaluations, are completed per the Program's deadlines.

Agencies interested in partnering with the Social Work Program should contact the Director of Field Education. Following an initial discussion, a mutual assessment is conducted to determine alignment between the agency's offerings and the Program's field education goals. The agency will be asked to submit additional information for review if a potential fit is identified. This process culminates in an on-site or virtual visit to evaluate the suitability of the placement setting further and solidify the partnership.

CRITERIA FOR SELECTION OF FIELD INSTRUCTORS

Satisfactory student progress in field education depends on agency support, school preparation, student readiness for field work, and the Field Instructor's skill in managing the instruction process. Field Instructors must have sufficient knowledge, skill, and experience in social work practice to guide and supervise students' work. Field Instructors are recommended by the agency and approved by the Field Director. Interested Field Instructors are required to complete an application and attach a resume. A meeting between the Field Director, Faculty Liaison, and potential Field Instructor may occur. Once a Field Instructor has been approved, a Faculty Agreement form must be completed by the Field Instructor and returned to the Field Director. An agreement will be sent to agencies for review before moving through the UDC internal process. This solidifies the relationship between the agency and the Social Work Program. New Field Instructors are required to participate in Field Instructor orientation offered by the Program.

The criteria for selecting field instructors include:

1. Hold a Master of Social Work degree, have at least two years of experience beyond the master's degree, and have been employed at the agency for at least one year. If the field instructor is not a social worker, the Faculty Liaison takes on additional responsibility to ensure that basic social work educational experiences for the generalist practitioner are planned;
2. Hold a social work license in the jurisdiction in which they work;
3. Have participated or be willing to participate in an orientation sponsored by the Program;
4. Be committed to teaching and willing to provide instruction, supervision, assignments, and evaluation for students;
5. Be committed to and prepared to accept the instructional/supervisory responsibility for two consecutive semesters;
6. Be committed to spending minimally one dedicated hour, and more, to assist the student in developing professional competencies; and,
7. Willingness to participate in a pre-practicum placement conference and field monitoring meeting with the field coordinator.

FIELD INSTRUCTOR ORIENTATION AND TRAINING

An orientation for Field Instructors is held at the start of each fall semester to provide a comprehensive overview of the Social Work Program's curriculum, educational goals, and core competencies. This session prepares instructors for their supervisory role, offering practical guidance and an opportunity to address questions. It includes strategies for designing field assignments that support competency-based learning, integrating theory with practice, fostering critical thinking, and evaluating performance.

UNIVERSITY OF THE DISTRICT OF COLUMBIA

Field Education Calendar 2025-2026

Fall 2025 🍁

Student Orientation	
Field Instructor Orientation	
Classes Begin	August 22, 2025
Practicum Begins	August 29, 2025
Labor Day Observance (University Closed)	September 1, 2025
Completed Learning Agreements Due to Faculty Liaison	September 19, 2025
Indigenous Peoples' Day Observance (University Closed)	October 13, 2025
Mid-Term Week Mid-term evaluation due to the faculty liaison	October 14 - 25, 2025
Veteran's Day Observance (University Closed)	November 11, 2025
Fall Practicum Ends Final evaluations due to the faculty liaison	November 26, 2025
Thanksgiving Day Observance (University Closed)	November 27-29, 2025
Last Day of Classes	December 6, 2025
Fall Semester Ends	December 19, 2025
Winter Break No Practicum	December 25 - January 2, 2026

Spring 2026 🌸

Classes Begin	January 12, 2026
Practicum Begins	January 12, 2026
Martin Luther King, Jr. Holiday Observance (University Closed)	January 19, 2026
Last Day to Apply for Graduation	January 30, 2026
President's Day Observed (University Closed)	February 16, 2026
Mid-term Week Mid-term evaluations due to the faculty liaison	March 2 - March 7, 2026
Spring Break (Classes Suspended)	March 9 - March 15, 2026
Last Day to Withdraw from Classes with a "W"	March 23, 2026
Emancipation Day Observed (University Closed)	April 16, 2026
Practicum Ends Final evaluations due to the faculty liaison	April 19, 2026
Final Day to Submit Final Evaluation and Field Hours (Make-ups)	April 27, 2026
Final Exams for Graduating Seniors	April 27 - May 1, 2026
Last Day of Classes	May 2, 2026
Spring Semester Ends	May 15, 2026

SECTION 3: FIELD PLACEMENT PROCESS

CRITERIA FOR ADMISSION TO PRACTICUM

Students are eligible for admission to field education only after meeting the Program's established criteria. These criteria ensure that each student is adequately prepared for the field placement's responsibilities and learning opportunities. Eligibility requirements for field education include:

- Successful completion of all required general education and pre-professional foundation courses, including:
 - Introduction to Critical Thinking and Intensive Writing in Social Work
 - Social Welfare as a Social Institution I and II
 - Human Behavior and the Social Environment I and II
 - Social Work Practice I
- Official declaration of Social Work as their academic major
- Formal admission to the Bachelor of Social Work (BSW) Program
- Minimum GPA of 2.5 in the Social Work major and an overall cumulative GPA of 2.0

Students Not Yet Meeting Field Eligibility Requirements

Students who do not yet meet the criteria for field education are encouraged to work closely with their academic advisor and the Director of Field Education to develop a plan for meeting the requirements. This may include completing additional coursework, improving academic standing, or addressing other outstanding components related to program admission. The Social Work Program is committed to supporting students in preparing for a successful field placement and offers academic advising, tutoring resources, and mentorship to assist in that process. Field education approval will be granted once all eligibility criteria are met and verified by program faculty.

THE STUDENT PLACEMENT PROCESS

Students apply for practicum during the spring semester of their junior year. Students must complete a Field Practicum Application for submission to the Director of Field Education of the Social Work Program. Once submitted, the student must sign up for a pre-practicum interview with the Director of Field. The interview aims to identify student goals, areas of interest, and previous experience, provide the student with information regarding agency selection, and answer questions about the field placement process. A student performance review, including GPA, occurs after the pre-practicum interview.

Once a student has been approved for Practicum, the matching process begins. Students will begin the agency interview process in the spring semester. Agencies will

be identified based on student interests. Students must contact the designated placement sites to set up an agency interview. After the interview, if both parties mutually agree on the placement, a Confirmation of Placement form must be completed and submitted to the Director of Field. This form signifies a placement has been confirmed; no other interviews need to occur. A second interview is optional and does not have to happen if the first interview is successfully agreed upon. A maximum of two interviews will be offered. If a student is rejected by two agencies, the Field Director will contact the agencies to determine why the student was denied before deciding the next steps.

It is important to note that all efforts will be made to match students with agencies of their choice; however, several factors are considered in the matching process, and students may not always receive first-choice placement. Students are not to identify and interview with agencies of their choosing. If an organization of interest is not currently partnered with us, provide the name and contact information to the Director of Field Education for appropriate vetting.

✦ Weekend and evening field placements are uncommon, as the most robust learning opportunities typically occur during standard business hours, when MSW field instructors, agency staff, service providers, and organizational activities are most active. While the program strives to accommodate students who maintain employment, students should be prepared to adjust or reduce their work schedules as needed to fully engage in a meaningful and professionally enriching field experience.

If a student does not meet the Practicum requirements for field education, a letter will be sent indicating the reason(s). While the University of the District of Columbia is committed to supporting students in securing meaningful field education experiences, placement is not guaranteed. Approval for field placement is contingent upon a student's demonstration of academic, professional, and interpersonal readiness and the availability of appropriate agency sites. Students are encouraged to meet with the Director of Field Education and their academic advisor to discuss next steps, especially in cases where placement may be delayed or denied. These conversations are intended to support student development and clarify expectations for future eligibility.

Procedures for Applying for Field Placement

1. Accept the invitation and complete registration in Tevera
2. Complete the Field Education Application in its entirety (This includes the narrative portion and life stressor scale) by the designated due date in Tevera
3. Attach a current resume to the application
4. Schedule an appointment for a pre-practicum one-on-one interview with the Field Education Director

Timely submission of the field application is critical to ensure adequate review and placement coordination. Students are expected to submit a complete application by the published deadline. A complete application includes a current resume and a narrative statement reflecting readiness for field education.

Before submitting, students should carefully review their materials for accuracy and completeness. Incomplete or late submissions may result in delayed placement and impact the student's ability to begin field on schedule.

Pre-practicum Interview

Once the field application has been submitted, a pre-practicum interview must be scheduled with the Field Director. The pre-practicum interview aims to identify student goals and areas of interest, orient students to practicum requirements and expectations, provide information regarding agency selection, and answer questions about the field placement process. The pre-practicum interview also offers an opportunity to assess student maturity and readiness for practicum. Readiness is determined by maturity, capacity to work with actual clients, school performance (attendance, timely and quality submission of assignments), and interaction with peers and faculty.

Non-Admittance to Field Education

Students may be denied entry into field education for academic or professional reasons. These may include, but are not limited to:

- Not meeting minimum GPA requirements as outlined by the Program
- Violations of academic or professional ethics (e.g., plagiarism in coursework, disruptive or disrespectful behavior, professionalism in advising or program interactions, sharing sensitive peer information, etc.)
- Insufficient demonstration of readiness for direct practice with client systems, including concerns related to interpersonal skills, judgment, or maturity
 - **Note:** Readiness for field placement is a formal criterion of the program, and students must meet this standard to be approved for placement. Failure to demonstrate adequate preparedness may result in delayed or denied entry into the field education component.

If concerns arise regarding a student's readiness for field placement, the Program will provide written notification outlining the specific issues. Students may be asked to complete additional coursework, consult with their academic advisor, or meet other outlined requirements before being reconsidered for placement.

The Program is deeply committed to student growth and success. Individualized support and guidance will be offered to help students address identified barriers and move forward with confidence.

Pre-practicum Interview Preparation

Students are expected to arrive at the pre-practicum interview ready to engage in thoughtful dialogue about their professional interests, learning goals, and individual needs. To support this conversation, students should reflect on the following areas:

1. **Client Populations of Interest:** Which client groups resonate most with your values and aspirations? (e.g., children, older adults, teenage parents)
2. **Client Issues of Interest:** What social issues are you most passionate about addressing? (e.g., mental health, housing insecurity, interpersonal violence)
3. **Preferred Practice Settings:** In which environments do you envision applying your skills? (e.g., public child welfare agencies, schools, advocacy organizations, healthcare facilities)
4. **Desired Skills and Competencies:** What practical skills or areas of professional growth are you hoping to strengthen through your field placement?
5. **Alignment with Professional Goals:** What specific knowledge and competencies do you need to build to support your short-term and long-term social work goals?
6. **Learning Style and Mentorship Needs:** How do you learn best, and what mentoring approaches have most effectively supported your development in the past? (*Adapted from Birkenmaier & Berg-Weger, 2007*)

Agency Interview Expectations and Placement Confirmation

The agency interview marks a significant step in a student's development as a professional social worker. Students are expected to approach the interview with the same professionalism and preparation required for a competitive employment opportunity. This includes appropriate attire, punctuality, and respectful, confident communication.

Before the scheduled interview, students should:

- Research the agency's mission, services, and population served
- Anticipate potential interview questions and practice responses
- Prepare thoughtful questions to ask the Field Instructor or internship coordinator
- Review the [Field Interview Preparation Guide](#) so you approach your agency interview with professionalism, confidence, and clarity
- Bring an updated résumé to the interview

Following the interview, the student must notify the Director of Field Education regarding the outcome. The student and the Field Instructor determine final

placement through mutual agreement. Once placement is confirmed, the student must complete and submit the Confirmation of Placement form to the Director of Field Education to initiate the next steps.

EMPLOYEE BASED PLACEMENTS

Students currently employed in social service settings may express interest in completing their field placement at their current place of employment. Employment sites must adhere to the same placement criteria as other practicum sites.

Students requesting to complete their field placement at their current place of employment must complete the “Employment-Based Field Placement Application” and submit it to the Director of Field Education. This application must be submitted with the student’s Field Placement Application and resume. The Director of Field Education will review the student’s application and decide on the acceptance of the proposal. An employment agency may be used as a field placement site only when **ALL** the requirements listed below are met.

Requirements:

- ✓ The Director of Field Education must approve the agency. Suppose the agency is not currently affiliated with the field education program. In that case, all agency development paperwork and a site visit must be completed before the start of the field placement.
- ✓ The student’s field placement must be in a different program or department from the program/department in which they are employed.
- ✓ Field placement learning activities must differ from the student’s current employment responsibilities and exceed present job skills and knowledge.
- ✓ The student’s field instructor and employment supervisor must be different people.
- ✓ The student’s employment and field hours must be separate and clearly defined.
- ✓ The agency must have employed the student for at least 60 days before submitting an employment-based field placement application. The Director of Field Education must approve of any exceptions.
- ✓ Release time for coursework and field placement must be assured.

- ✓ Students must complete internship hours in blocks of no less than four (4) hours. The host agency retains complete discretion regarding the form and provision of any compensation offered to students during their placement.
- ✓ Field credit will not be granted for previous work experience.
- ✓ There will be no retroactive approvals for employment-based field placements; no field hours will be credited before the application is approved.

If an Employee-Based Placement Application is not approved, the student must proceed with the standard student placement process. Additionally, the student is encouraged to consult with their academic advisor or the Director of Field Education to assess their readiness for practicum.

SECTION 4: GENERAL FIELD PLACEMENT POLICIES AND PROCEDURES

FIELD PRACTICUM HOURS

Students are expected to complete 400 hours in a field agency over two semesters. Students are expected to complete two internship days (16 hours) per week during regular agency hours for two hundred hours per semester.

Documenting Field Hours in Tevera

Students are expected to log their field education hours consistently and accurately in Tevera. To support timely monitoring and ensure transparency, students should submit their hours at least once weekly, ideally within 24 hours of each practicum day.

Students should treat their documentation as part of their professional responsibility and maintain up-to-date records throughout the semester. Failure to submit hours consistently may result in delayed evaluations or interruptions in field placement.

FIELD EDUCATION REQUIREMENT AND CREDIT POLICY

Per the Accreditation Standards set forth by the Council on Social Work Education (CSWE), field education is recognized as a central and required element of undergraduate social work education. Baccalaureate students must complete a minimum of 400 hours of supervised field instruction. To preserve the integrity and educational value of this experience, academic credit will not be granted, in whole or in part, for previous work experience or life experience. This ensures students fully engage in the curriculum's classroom and field components as complementary learning environments.

Rationale for Field Education Credit Policy

Field education is more than a requirement—it's a signature pedagogy of social work education that fosters the integration of theory, values, and practice. While prior work or life experience may offer valuable personal insight, it differs fundamentally from an educational practicum in structure, supervision, and learning objectives. Granting academic credit for previous experience would bypass the intentional, competency-based learning that occurs when students are placed in approved settings with qualified MSW supervision. Field education is designed to provide:

- Structured oversight focused on learning outcomes tied to CSWE competencies
- Intentional integration of classroom knowledge with real-world practice
- Ethically grounded feedback and professional mentorship
- Equity in assessment, ensuring all students are evaluated using the same academic and professional standards

This policy ensures that every student receives a high-quality, supervised, and educationally guided practicum experience, regardless of past employment or volunteerism.

EXPECTATIONS FOR PROFESSIONAL CONDUCT AND ATTENDANCE IN FIELD

Students are expected to perform their fieldwork responsibilities with the same degree of accountability as in a paid position, which includes observation of all personnel practices established by the agency. Students are expected to be present at the agency as scheduled. Any changes to the schedule should be negotiated with the field instructor ahead of time. The Field Instructor should be notified immediately of illness or an emergency. Repeated absences will affect the student's field performance and evaluations. Time off for sick days, emergencies, etc., must be made up by a time agreed upon by the Field Instructor.

Students are not required to attend an internship during school or agency holidays. However, students are responsible for managing their agency's responsibilities (especially to clients) during these times. Any plans for working during recognized holidays should be discussed with and approved by the Field Instructor. Students must arrange coverage for cases and other assignments during breaks and vacations.

Students are held to high standards of professional conduct in field education. Without delay, significant concerns related to attendance, punctuality, communication, or other essential professional behaviors must be reported to the student and the Faculty Liaison. Professional behaviors are **not optional** – they are integral to a student's success in Practicum and are formally evaluated throughout the placement. A formal meeting will be initiated when a student demonstrates challenges in meeting Essential Professional Behaviors (e.g., professional communication, time management, respect for diversity and inclusion, confidentiality, ethical boundaries, or appropriate engagement with supervision and feedback). This meeting will include the student, Field Instructor, and Faculty Liaison, and will serve as a collaborative space to identify concerns, clarify expectations, and develop an improvement plan.

A written [Field Improvement Plan](#) will be developed then, outlining specific expectations, timelines, and consequences. Failure to meet the conditions of this plan will result in serious academic consequences, which may include a lowered field evaluation grade or removal from Practicum.

Persistent unprofessional conduct or unexcused absences – especially those that compromise client services, team trust, or agency functioning – will not be tolerated and may result in immediate review for termination from field placement.

BACKGROUND CHECKS, CLEARANCES, AND STUDENT ACCOUNTABILITY

Background Checks, Clearances, and Student Accountability

Many field agencies are legally mandated to conduct criminal background checks, fingerprinting, and health screenings for all interns. These requirements are non-negotiable and are designed to protect vulnerable populations and uphold the integrity of the profession.

Student Responsibilities

- Students are required to complete all agency-mandated screenings before placement starts.
- Students are responsible for all associated costs, unless the agency explicitly offers reimbursement.
- Failure to complete required clearances may result in delayed or denied placement, impacting academic progression.

Disclosure of Criminal History

Students with a prior criminal history must disclose this information during the pre-placement interview with the Director of Field Education. This disclosure is essential for ethical planning and placement alignment.

- Non-disclosure of a criminal history, whether intentional or due to omission, may result in disciplinary action, including removal from field placement or referral to the program's academic review process.
- Disclosure does not automatically disqualify a student from field education. Instead, it allows the program to identify appropriate placements that meet educational goals and agency requirements.

Background checks are not just procedural—they are a matter of public trust, client safety, and professional ethics. Social work students are expected to uphold the same standards of transparency and accountability as licensed professionals.

HEALTH SCREENING REQUIREMENTS FOR FIELD PLACEMENT

Some agencies require health screenings. The most common types of screenings include TB and Hepatitis B. A general physical examination and urine toxicology may also be required. Some agencies have contracts with hospitals and labs to perform the needed screenings free of charge with proper documentation. In those instances when the cost is to be incurred by the student, we suggest that eligible students take advantage of the University's health program.

SEXUAL HARRASSMENT AND DISCRIMINATION

The University of the District of Columbia strives to provide an educational and working environment for all faculty, staff, and students free from all forms of discrimination and harassment, including sexual harassment. It is committed to providing an environment that treasures diversity and emphasizes the dignity and worth of every individual, an environment in which everyone is treated with respect. Discrimination and harassment in any form are inimical to these goals and fundamentally at odds with the values of the University. Discrimination and harassment are violations of University policy and will not be tolerated. Individuals who engage in such conduct may be subject to disciplinary action.

Definition of Sexual Harassment

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or written communication, or physical conduct of a sexual nature, which constitutes sexual harassment when:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;
- b. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions or evaluations; or
- c. Such conduct unreasonably interferes with an individual's work performance or learning or creates an intimidating, hostile, or offensive environment.

This definition applies to employment and non-employment contexts, including relationships between faculty and students, academic decisions regarding students, and the environment in which students function ([UDC, Student Handbook, 2023, pp. 206-207](#)).

If a student experiences sexual harassment in the field placement—whether by agency staff, clients, or the Field Instructor - they should notify their Faculty Liaison immediately. The Faculty Liaison will initiate a formal response, including informing the agency supervisor and following university protocols for investigation. Any Field Instructor found to have engaged in misconduct will be removed from their supervisory role and terminated from the Field Education Program.

DISABILITY SUPPORT AND INCLUSIVE PRACTICE IN FIELD EDUCATION

The Social Work Program strictly follows the University of the District of Columbia policy regarding assistance, stipulating, "No individual shall be discriminated against based on disability..." Students defined as disabled under the Americans with Disabilities Act should seek help through the [Accessibility Resource Center](#), Building 39, Room 106B.

Students anticipating accommodations during their field placement must notify the Field Director during the pre-practicum interview. Early disclosure allows the Program to collaborate with the student and the Accessibility Resource Center to support a successful and accessible Practicum experience.

FIELD PLACEMENT CONTINUITY AND EXCEPTIONS

Students must remain in their assigned field placement for the full academic year (two consecutive semesters) to ensure a consistent and meaningful learning experience.

However, placement changes may be considered under specific circumstances, including but not limited to:

- Unresolvable issues that significantly hinder the student's learning or professional development
- Agency-related changes, such as restructuring, closure, or shifts in service delivery
- Loss of key personnel, including the departure of the assigned Field Instructor
- Ethical concerns, such as violations by the Field Instructor or within the agency

In such cases, students should consult their Faculty Liaison or the Field Director to determine the next appropriate steps. The Program will work collaboratively with all parties to assess the situation and support a smooth transition, if necessary.

Requesting a Change in Field Placement: Process and Protocol

If a student believes a change is necessary, the following steps must be followed:

1. Initiate Communication

- The student should first discuss concerns with their Faculty Liaison as soon as possible.
- If appropriate, the Faculty Liaison may facilitate a conversation with the Field Instructor to explore resolution options.

2. Submit a Formal Request

- If the issue remains unresolved, the student must submit a written request to the Field Director outlining:
 - The nature of the concern
 - Steps taken to address it
 - Why a change is being requested

3. Review and Assessment

- The Field Director will review the request in consultation with the Faculty Liaison and, if needed, the agency.
- The student may be asked to participate in a further meeting to assess the situation.

4. Decision and Next Steps

- If a change is approved, the Field Director will coordinate the new placement.
- The student may be required to complete a Transition Plan, which could include:
 - A written reflection
 - An updated learning plan/goals
 - A revised timeline for field hours

Important Notes

- Placement changes are not guaranteed and are considered only when educational integrity or student well-being is at risk.
- Requests based solely on preference (e.g., location, schedule) may not be accommodated unless they significantly impact the student's ability to succeed.

FIELD PLACEMENT TERMINATION AND PROGRAM DISMISSAL POLICY

Field education is a core component of the BSW curriculum and a critical measure of a student's professional social work practice readiness. Termination from field placement may result in dismissal from the BSW program under the following conditions:

Grounds for Termination

A student may be terminated from field placement for reasons including, but not limited to:

- Repeated excused and unexcused absences, or chronic tardiness, which compromise reliability and consistency in working with clients and agency staff.
- Failure to meet minimum competency standards after receiving support and intervention.
- Violating the NASW Code of Ethics, including breaches of confidentiality or professional boundaries.
- Failure to demonstrate progress on an established Improvement Plan
- Demonstrating inappropriate or unsafe behavior toward clients, staff, or peers.
- Refusing to follow agency policies or supervision.

- Failing to maintain professional communication, including unresponsiveness to outreach.
- Engaging in disruptive conduct that negatively impacts the learning environment.
- Falsifying or altering hours, documentation, or client interactions. Using substances or appearing impaired during field hours.
- Resisting or failing to integrate feedback necessary for professional growth.
- Demonstrating poor judgment or emotional dysregulation that compromises client care.
- Exhibiting a lack of readiness for professional practice that cannot be remedied within the program's structure.

Dismissal Pathway Following Field Termination

To ensure fairness and transparency, the following structured pathway applies when a student is terminated from field placement:

First Field Termination

- If termination occurs during the Fall semester, the student will not be re-placed for Spring.
- The student may engage in a mitigation and readiness process during the Spring semester, which may include:
 - Reflective assignments
 - Professional development workshops
 - Completion of an Improvement Plan
- Upon successful completion and demonstrated readiness, the student may be considered for re-placement in the following academic year.

Spring Termination

- If termination occurs during the spring semester, the student must sit out the following academic year before being considered for re-placement.
- This allows time for meaningful reflection, remediation, and readiness assessment.
- Re-placement within the same academic year is not guaranteed and will be considered only under exceptional circumstances.

Second Field Termination

- A second termination from field placement—regardless of timing—will result in dismissal from the BSW program.
- This reflects a pattern of concern that cannot be reasonably addressed within the program's structure or timeline.

Program Review and Due Process

In all cases of field termination, the following due process procedures will apply:

- The student will be referred to the Academic Review Committee for formal evaluation.
- The student can submit a written statement and participate in the review process.
- If the committee determines that the student is not eligible for continuation, they will be formally dismissed from the BSW program.

STUDENT DISTRESS AND READINESS FOR FIELD PLACEMENT

During field education, students may encounter personal, familial, or mental health challenges that impact their ability to engage fully in the practicum. Recognizing early signs of distress ensures that timely and supportive interventions can be implemented.

Indicators of Student Distress

Signs that a student may be struggling in the field include, but are not limited to:

- Difficulty concentrating or completing tasks.
- Noticeable changes in behavior, mood, or appearance
- Persistent emotional dysregulation - such as repeated outbursts, withdrawal, or inability to engage in field responsibilities - significantly disrupts client care or agency. Functioning.
- Chronic tardiness or unexcused absences.
- Impaired judgment, reasoning, or decision-making.

These behaviors may hinder a student's ability to meet essential expectations for fieldwork.

Core Expectations for Field Placement

To maintain an active placement, students must demonstrate professional readiness and be consistently able to

- ✓ Uphold the NASW Code of Ethics in all aspects of practice
- ✓ **Demonstrate accountability and emotional regulation**
- ✓ Communicate effectively with clients and agency staff
- ✓ Perform assigned service tasks and follow through on all responsibilities
- ✓ Complete paperwork accurately and on time
- ✓ Think critically and solve problems using sound professional reasoning
- ✓ Engage in supervision with openness and self-reflection

Assessment and Intervention

The pre-placement and agency interviews are key checkpoints for determining readiness. If a student's personal or mental health circumstances interfere with their ability to meet professional standards, the program may delay or suspend field placement while appropriate supports and resources are identified.

Once placed, if distress or behavioral concerns are observed, the Field Instructor must contact the Faculty Liaison immediately. A joint meeting with the student will be convened promptly to discuss concerns and explore next steps, which may include:

- Temporary restriction of specific duties
- A modified learning or supervision plan
- Suspension from placement to protect the student's well-being and client safety

If termination from placement becomes necessary, the Field Instructor will submit a formal evaluation letter outlining the student's performance to date, informing the final course grade.

This process ensures that students receive appropriate support while preserving the learning environment's integrity and client systems' safety.

SUBSTANCE USE

The Program follows the University's substance-use policies, found in the [2022-2023 UDC Student Handbook](#), pp. 193-201.

The unlawful possession, use, or distribution of illicit drugs and/or alcohol by students and employees on University Property or as part of any University Activity or University Event is strictly prohibited. These substance use policies also apply to all field placement settings and activities.

Failure to comply may result in termination from placement, University disciplinary action, and criminal prosecution. Please note that although Marijuana has been legalized in the District of Columbia, it is still a federal crime and subject to federal prosecution.

RISK REDUCTION

In today's climate of random violence, terror threats, emotional regulation issues, heightened tensions, and reduced resources, safety concerns have increased. The nature of social work practice can place professionals in risky and threatening situations. Students are not exempt from safety risks and are

especially vulnerable due to limited experience and skills.

The Program recognizes its role in preparing students to handle complex and potentially dangerous situations and provides it through class discussions. However comprehensive the Program preparation may be, agencies also have a role in reducing student risk.

The following guidelines outline risk reduction policies and procedures that agencies should have.

Agency Risk Reduction

Agencies should supply students with copies of their policies and safety procedures and any necessary training. Policies and procedures should address:

- Universal precautions
- Building and office security
- Emergency procedures, including how to summon security or police assistance in the event of threats of interpersonal violence, natural disasters, and evacuation routes
- Staff responsibilities and procedures regarding dangerous clients
- Safety protocols for home visits, including under what circumstances a home visit should not be made
- Procedures for notification of students' whereabouts during field hours
- Process for reporting injury at the agency

Risk Reduction in the Field

Thorough preparation for visits in the field should consider:

- Selection of clients and home environments that are not presumed to be dangerous
- Discussion of transportation methods
- Discussion of the neighborhood and any potentially dangerous areas
- Discussion of appropriate risk reduction behaviors
- Clarification of the purpose of the visit and the plan for the visit
- Discussion of what to do if the situation becomes threatening or risky
- Opportunity to shadow other staff members or "buddy up" with someone else
- Provision of support and backup. This should include whom to call in an emergency and whom to call if they require consultation.

Students are advised to follow their instincts and personal safety guidelines. Students who feel uncertain about a client or a community visit are encouraged to discuss their concerns with their Field Instructor prior to meeting with the client.

TRANSPORTATION POLICY

UDC students cannot transport clients in their vehicles as part of their field internship responsibilities. Students who choose to disregard this policy and transport clients in their vehicles do so at their own risk and may be liable in the event of an accident in which the client(s) or other passengers are injured.

PROHIBITED STUDENT ACTIVITIES

Students in field assignments may not perform the following activities:

- Physical restraint of clients
- Transport clients in their vehicles
- Distribution or handling of client medications
- Work in the agency at times when others are not present and/or in areas where other staff are not present
- Transport a client with a history of violence toward staff or others

In addition, students must adhere to any additional activity restrictions outlined by their specific placement site. These may include, but are not limited to, limitations related to documentation access, client interaction protocols, or participation in high-risk services. Students are responsible for reviewing and complying with all agency-specific policies, protocols, and procedures as part of their orientation and ongoing supervision.

STANDARDS FOR PROFESSIONAL CONDUCT

Code of Ethics

The Program supports the National Association of Social Work (NASW) Code of Ethics. Students, field instructors, and Program faculty are expected to adhere to its guidelines. A copy of the code can be found on the NASW website under the NASW Code of Ethics section.

Developing Social Work Identity

The development of one's social work identity begins during the Practicum experience. Our life experiences, values, attitudes, and motivations inform our practice. Social workers must consistently evaluate how their beliefs and behaviors may positively or negatively impact practice behavior and decision-making. Consideration for enhancing one's professional identity and conscious use of self should include:

- **Self-Awareness, Self-Assessment, and Self-Monitoring:** This is a continuous process and involves assessing one's strengths, areas of growth, biases, and other factors that influence practice behaviors and

decision-making. Being receptive to feedback is an integral part of the process.

- **Openness and Willingness to Learn – Flexibility and Adaptability:** You are expected to demonstrate transparency to, and active engagement in learning new ideas, perspectives, and skills. You should actively seek to understand the worldview and values of others. Flexibility and adapting to changes in circumstances and situations are integral to practice.
- **Interpersonal Skills:** You must demonstrate interpersonal skills and capacities to relate to clients, agency colleagues, fellow students, faculty, and staff. As you progress through the program, the capacity and skills to actively engage with others across differences and conflict situations should improve and deepen.
- **Communication Skills:** In all oral, written, and electronic communication, you are expected to be respectful of others. In electronic communication, you should adhere to professional practices and boundaries. You are expected to write clearly and consciously, speak clearly and concisely, and listen attentively in both the field and classroom settings.
- **Critical Thinking Skills:** The ability to critically appraise concepts, situations, and discussions is integral to practice. You are expected to be able to frame and address problems in a disciplined way and engage at greater levels of independence in problem-solving efforts. Increasingly, your problem-solving efforts should be well-reasoned, examine multiple perspectives and worldviews, integrate evidence and knowledge, and lead to well-supported decisions and conclusions.
- **Presentation of Self:** Presentation of self is a multi-dimensional process and includes many attributes above - engagement with others, communication patterns, willingness to learn, and how you respond to changing circumstances and demands. It also includes appearance, dress, general demeanor, and professional behaviors like punctuality, dependability, accountability and the ability to prioritize responsibilities. Online identity should also be considered.
- **Self-Care:** You are expected to recognize your current life stressors and to seek ways to mitigate the effects of these stressors on your academic and field performance. Per the NASW Code of Ethics (sec 4.05), social work students should not allow personal problems or issues to interfere with their judgment and performance or to jeopardize the best interests of people for whom they have professional responsibility. Social work students whose

personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their judgment and responsibilities should immediately seek consultation with a field liaison, faculty member, or supervisor who will determine and assist in the necessary steps and actions related to field placement and coursework.

✦ **Acknowledgement: Adapted from Simmons University School of Social Work, Boston, Massachusetts, 2023-2024**

CONFIDENTIALITY STATEMENT AND POLICY

Students actively participating in field placement or any other activities involving direct contact with clients are expected to assume professional responsibilities as defined by NASW, HIPAA, and federal laws pertaining to the privacy and confidentiality of an individual's information, so that the privacy of the information to which students are exposed is safeguarded. The following statements represent social work policies designed to achieve the purpose of privacy and confidentiality:

- Students must take the initiative and responsibility for knowing and adhering to the confidential policies of agencies in which they are placed.
- No information regarding specific clients, their families, and/or significant others is to be revealed to anyone outside the field placement agency, during field instruction seminars, social work practice, or practicum classes, in casual conversation, etc. This includes names or any other background information by which clients may be identified.
- While the classroom is considered a learning environment and an area of confidentiality, using a pseudonym or a third-person reference is admissible; specific client information and classmates' reactions are not to be discussed with anyone other than the faculty field liaison.
- Written work to include term papers, logs, case studies, etc., should never contain actual clients' names. Client identifying information can be added to copies of written work intended for agency use when the student submits the information to the agency.
- For community or professional presentation or for written material intended to be distributed outside of a class for which it is prepared, case material referencing specific client information, including names,

background information, and/or specific details of the case, must be altered so that there is no possibility that the persons involved can be identified.

- Students are personally responsible for the safety and protection of any professional information or records they may possess. Client information must never be removed from the agency or placed anywhere that unauthorized persons might view it.
- Students are expected and encouraged to use tact and discretion in representing agencies that have agreed to offer their agencies as a learning platform, providing training experiences to the students and the Social Work Program at the University of the District of Columbia.
- When pondering the integrity of any confidentiality issue or practice in the field placement agency, students are encouraged to seek consultation and advice from the social work faculty.

✦ **Acknowledgement: This policy was adopted and revised, based on material from Salisbury University School of Social Work, Salisbury, Maryland, 2023-2024**

SOCIAL MEDIA POLICY

The [NASW Standards for Technology in Social Work Practice](#) provide comprehensive guidance on social workers' ethical and practical use of technology. These standards inform professional conduct, service delivery, information management, and educational engagement in digitally mediated environments.

✦ **Students are expected to review these standards as a framework for navigating technology use in alignment with social work values and ethics.**

Purpose

This policy outlines expectations and best practices for the ethical, professional, and responsible use of social media by social work faculty, staff, students, and affiliates. It aims to protect client confidentiality, uphold the profession's values, and maintain the integrity of professional relationships in digital spaces.

Scope

This policy applies to all social media platforms, including but not limited to Facebook, Instagram, X (formerly Twitter), TikTok, Snapchat, YouTube, LinkedIn, blogs, forums, and professional networking sites.

Guiding Principles

- **Confidentiality & Privacy**
Never share information – explicitly or indirectly – that could compromise the confidentiality of clients, colleagues, students, or field sites.
- **Professional Boundaries**
Maintain clear boundaries with clients, students, and supervisees. Avoid "friending" or "following" in ways that blur personal and professional roles unless explicitly permitted in a professional context.
- **Representation & Integrity**
Represent yourself accurately. Avoid misstatements about your qualifications or affiliation with institutions. Personal social media profiles should be made clear when views expressed are your own.
- **Respect & Anti-Oppression**
All communications should align with the profession's commitment to equity, anti-racism, inclusion, and respect for diversity. Hate speech, discriminatory remarks, or harassment will not be tolerated.
- **Digital Footprint Awareness**
Be mindful that posts can be screenshotted, shared, and archived – even if deleted. Assume permanence in all posts.

Ethical and Institutional Responsibilities

With the ever-evolving growth of technology, social workers (including students) need to be aware of the challenges that can arise in practice. Areas of concern include confidentiality and privacy (Section 1.07), professional boundaries, informed consent (Section 1.03), and record keeping. Students must adhere to the University of the District of Columbia social media policy on the UDC website, [UDC Social Media Guidelines](#), and the National Association of Social Work (NASW) Code of Ethics.

Guidelines for Appropriate Use

- Do not post client stories, images, or field placement content—even if identities are concealed.
- Use privacy settings, but do not rely on them as a guarantee.
- Refrain from posting content that may damage your or your institution's

professional reputation.

- Faculty and staff should avoid discussing students or colleagues on social media.
- Students and professionals should consult their supervisors, professors, or field liaisons if content appropriateness is unclear.
- When engaging in advocacy online, consider potential conflicts of interest or perceived bias in professional roles.

Potential Ethical Landmines

This section highlights nuanced and often overlooked personal and professional social media use risks. It expands on ethical principles by raising questions for self-reflection and encouraging alignment with institutional and professional standards.

Personal vs. Professional Use of Social Media

- Reflect on your purpose: Are you using social platforms for advocacy, connection, or both?
- Recognize role conflict: Tension between personal values and professional responsibilities can arise.
- Reminder: Our ethical obligations don't pause after hours or outside institutional walls.

Confidentiality & Privacy Risks

- Understand how digital tools (email, text, social media) intersect with confidentiality.
- Review agency and university policies regarding electronic communication and client information.
- Be cautious with:
 1. Storing client information on shared or unsecured devices
 2. Viewing or using a client's social media without agency protocol
 3. Promoting agency events online – only do so with permission

Reference: NASW Code of Ethics Section 1.07

Professional Boundaries in a Digital Era

- Evaluate the ethical implications of friend/follower requests from clients, colleagues, and supervisors.
- Understand the risks of digital self-disclosure: tags, likes, reposts, and visible networks.
- Reiterate to students and colleagues: private settings are no absolute protection, and deleted content may still exist.
- Clarify expectations with agencies about social media interaction with clients.

Navigating digital spaces with integrity requires more than good intentions – it demands informed, intentional choices. These ethical decision-making tips offer practical guidance to help social work students and professionals uphold confidentiality, professionalism, and agency standards in online communication. Thoughtful digital conduct protects both clients and careers.

Ethical Decision-Making Tips

Do	Don't
Familiarize yourself with NASW and UDC social media guidelines.	Post confidential details – even when disguised.
Regularly update privacy settings and review your follower list.	Assume deleted content is unrecoverable.
Use thoughtful judgment before posting – ask, “Would I want this seen by an employer or client?”	Respond publicly to controversial or polarizing content without care or professional implications.
Consult agency leaders regarding electronic communication use.	Bypass policies on digital records and mobile device security.

Accountability

Violations of this policy may result in disciplinary action, including removal from a field placement, academic sanctions, or institutional review. Legal implications may also arise under HIPAA, FERPA, and other applicable laws.

SECTION 5: LEARNING PLAN AND FIELD TASKS

PURPOSE AND USE OF A LEARNING PLAN

Learning Plan Overview

The learning plan is a written document developed by the student and Field Instructor and approved by the Faculty Liaison. It outlines what the student will learn, how it will occur, and the associated time frames. The plan details site-specific learning activities directly tied to field competencies. The Field Instructor selects these activities in consultation with the students and should consider the students' knowledge, skill level, and readiness.

The plan should be reviewed and revised at the beginning of the second semester to reflect changes or new opportunities. By the end of the second semester, students should demonstrate beginning-level mastery in each core competency. Students are required to document specific examples where each practice behavior is shown.

Note: All students must complete and submit their learning plan via Tevera, the university's field education management platform. Submission deadlines are outlined in the field calendar.

Roles and Responsibilities

The Field Instructor, student, and Faculty Liaison each play a key role in developing the learning plan:

- **Field Instructor:** Oversees the plan's development by providing guidance, selecting learning activities, and ensuring completion in a timely manner.
- **Student:** Engages in goal-setting discussions with the Field Instructor, drafts the plan, and submits it via Tevera by the assigned deadline.
- **Faculty Liaison:** Reviews the plan for appropriateness, approves it, and supports its development or modification as needed.

All three parties must sign the completed learning plan within Tevera.

Use and Evaluation

The learning plan serves as a reference point for evaluation. Progress toward achieving core competencies should be discussed during weekly supervision meetings. Some agencies may require students to participate in additional activities not directly linked to the competencies but designed to support overall development as competent, ethical, and culturally responsive practitioners. These activities should be listed under "Learning Activities" along with the related objectives.

The Field Education Learning Plan is intended to be a dynamic document and should be updated in Tevera as new learning opportunities arise throughout the practicum.



University of the District of Columbia BSW Program

Field Education Learning Plan

Field education is an essential component of social work education. The Faculty Liaison, student, and Field Instructor share responsibility for structuring a learning experience that fulfills the school's and the agency's requirements while supporting the student's development of the knowledge, values, and skills necessary to become a professional generalist social worker.

The Learning Plan is a written framework that enables students to organize their practicum learning experience within the opportunities available at their placement site. Learning activities should correspond directly to the nine social work competencies. The Learning Plan serves as the basis for student evaluations, which occur at the end of each semester. Each objective must include identified learning strategies and evaluation criteria to assess whether the student has successfully demonstrated competence. The "Reflection on Completed Activities" column should be reviewed and updated regularly as progress is made, assignments are modified, and activities are completed.

Student Name:	Email:	Phone:
Semester/Year:		
Agency Name:	Address:	Phone:
Field Instructor:	Email:	Phone:
Task Instructor: (if applicable)	Email:	Phone:
Faculty Liaison:	Email:	Phone:
Individual Consultation Schedule		

Demonstrate Ethical and Professional Behavior	Practice Behavior	Learning Activity (Plans for demonstrating competence)	Reflection on Completed Activities
	Make ethical decisions by applying the NASW Code of Ethics standards, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and		

	additional codes of ethics as appropriate to the context.		
	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.		
	Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.		
	Use technology ethically and appropriately to facilitate practice outcomes.		
	Use supervision and consultation to guide professional judgment and behavior.		
Engage Diversity and Difference in Practice	Practice Behavior	Learning Activity (Plans for demonstrating competence)	Reflection on Completed Activities
	Apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.		
	Present themselves as learners and engage clients and constituencies as experts in their own experiences.		
	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.		
Advance Human Rights and Social, Economic, and Environmental Justice	Practice Behavior	Learning Activity (Plans for demonstrating competence)	Reflection on Completed Activities
	Apply their understanding of social,		

	economic, and environmental justice to advocate for human rights at the individual and system levels.		
	Engage in practices that advance social, economic, and environmental justice.		
Engage In Practice-informed Research and Research-informed Practice	Practice Behavior	Learning Activity (Plans for demonstrating competence)	Reflection on Completed Activities
	Use practice experience and theory to inform scientific inquiry and research.		
	Apply critical thinking to engage in the analysis of quantitative and qualitative research methods and research findings.		
	Use and translate research evidence to inform and improve practice, policy, and service delivery.		
Engage in Policy Practice	Practice Behavior	Learning Activity (Plans for demonstrating competence)	Reflection on Completed Activities
	Identify local, state, and federal social policy that impacts well-being, service delivery, and access to social services.		
	Assess how social welfare and economic policies impact the delivery of and access to social services.		
	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.		

Engage with Individuals, Families, Groups, Organizations, and Communities	Practice Behavior	Learning Activity (Plans for demonstrating competence)	Reflection on Completed Activities
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.		
	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		
Assess Individuals, Families, Groups, Organizations, and Communities	Practice Behavior	Learning Activity (Plans for demonstrating competence)	Reflection on Completed Activities
	Collect and organize data and apply critical thinking to interpret information from clients and constituencies.		
	Develop mutually agreed-on intervention goals and objectives based on critically assessing strengths, needs, and challenges within clients and constituencies.		
	Select appropriate intervention strategies based on clients' and constituencies' assessment, research knowledge, and values and preferences.		
Intervene with Individuals, Families, Groups, Organizations, and Communities	Practice Behavior	Learning Activity (Plans for demonstrating competence)	Reflection on Completed Activities
	Critically choose and implement interventions to achieve practice goals and enhance		

	the capacities of clients and constituencies.		
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.		
	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.		
	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.		
	Facilitate effective transitions and endings that advance mutually agreed-on goals.		
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Practice Behavior	Learning Activity (Plans for demonstrating competence)	Reflection on Completed Activities
	Select and use appropriate methods for the evaluation of outcomes.		
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to evaluate outcomes.		
	Critically analyze, monitor, and evaluate intervention and program processes and outcomes.		
	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.		

Review of Learning Plan	
Field Liaison Review of Plan ____ Accept ____ Requires Revisions.	
Make the following revisions, if applicable:	Return by:
Faculty Liaison Signature:	Date:
Final Signatures	
Student Signature:	Date:
Field Instructor Signature:	Date:
Task Supervisor Signature (if applicable):	Date:
Faculty Liaison Signature:	Date:

PURPOSE AND USE OF PROCESS RECORDINGS

Process Recordings in Field Education

Process recordings are often met with mixed feelings, but they serve as a vital tool in the social work field experience. They allow students to reflect on their thoughts, feelings, and actions and their impact on client interactions. Process recordings help build self-awareness, foster connection with the Field Instructor, and bridge theory and practice.

One process recording is required during the fall semester. Two are required in the spring semester. The focus of a process recording may involve individual or group work, or participation in a professional meeting where interpersonal skills directly influence goal achievement. At least one of the spring process recordings must be based on a one-on-one interaction between the student and a client (individual or family).

There are two formats for process recordings:

- **The Process Recording for [Individuals and Families](#)**, and
- **The Process Recording for [Social Work Practice with Small Client Groups](#)**.

The [Process Recording for Individuals and Families](#) is completed after an interaction with an individual or family and includes three sections:

1. **Preparatory Section** – A narrative focusing on the preparation for the client interaction, including client information and observations.
2. **Interaction Section** – A verbatim account of the interaction between client and practitioner. This section includes the student's analysis, emotional responses, content dialogue, and Field Instructor comments in column format.

3. **Post-Interaction Reflection** – A narrative summary in which the student reflects on the overall experience and learning outcomes.

Note: Students should discuss strategies for documenting client/social work interaction with the Field Instructor. The Process Recording is meant to be reflective and **should not** be completed in the client's presence.

The [Process Recording for Social Work Practice with Small Client Groups](#) is completed following participation in a small client group or program meeting (e.g., a task group, unit meeting, etc.). It must be written in narrative form and should include information about group dynamics, the purpose of the group or meeting, group process, assessment, and planning.

A well-developed process recording should be 3–5 typewritten pages. For Section II of the [Process Recording for Individuals and Families](#), a relevant segment may be used rather than documenting the entire interaction. For instance, if the client interview lasted an hour, it is not necessary to transcribe the whole session. Focus on the portion of the interaction that presented the most significant challenge or raised the most questions. Since one purpose of the process recording is to promote honest self-evaluation, include sufficient dialogue to assess your performance. A verbatim section of fewer than two pages is considered insufficient. A [sample](#) of a completed process recording will be provided.

Once the student has completed the process recording, it should be submitted to the Field Instructor for review. The Field Instructor will provide feedback in the designated comments section and discuss it during supervision. Students are responsible for submitting recordings to the Field Instructor in a timely manner to allow for feedback. Additionally, students must submit completed process recordings to the Faculty Liaison by the due dates listed in the field calendar.

Frequently Asked Questions

Can I complete the process recording based on observing another worker's interaction with a client?

No. The process recording must be based on your own direct experience. If you do not have a client interaction by the due date, complete the [Process Recording for Small Groups](#) or consult your Faculty Liaison for guidance.

What if I haven't had the opportunity to observe a group, unit meeting, etc.?

Discuss this with your Field Instructor and notify your Faculty Liaison.

Can I videotape or record the interaction?

Typically not. However, you may discuss this with your Field Instructor. If approved, follow agency policy to obtain client permission.

What if I forget what happened?

Take notes during or immediately after the session. Draft your recording promptly to capture dialogue and emotional responses accurately.

What if I said or did something I regret?

Do not alter, omit, or fabricate any part of the interaction. The purpose of a process recording is to provide an honest reflection on what worked – and what didn't.

All process recordings must be typed. Field Instructor comments may be handwritten.

Confidentiality Note: To protect client confidentiality, use initials or pseudonyms instead of real names.

SECTION 6: EVALUATION AND GRADING

Evaluation in Field Education

Evaluation is both a process and a tool. The *process* of evaluation is ongoing and continues throughout the practicum experience. *Informal evaluation* consists of continuous feedback and suggestions provided by the Field Instructor. *Formal evaluation* (the tool) occurs twice each semester: a mid-semester progress review conducted at midterm, and a final evaluation at the end of each semester. Specific due dates can be found in the field calendar.

The Learning Plan is the foundation and reference point for evaluating student progress. The learning plan, associated activities, and the student's knowledge and skill level should all be considered before completing the formal evaluation. Students must be given opportunities to demonstrate their knowledge and skills before the final evaluation. Each student is expected to demonstrate beginning-level competence across all competency areas. The standard for evaluation is based on the expectations for a newly practicing generalist social worker.

Mid-Semester Progress Review

A mid-semester progress review is completed to encourage students to reflect on their progress and to obtain feedback from their Field Instructor. It also assesses early competence and is a planning tool for the remainder of the practicum. Students are expected to demonstrate satisfactory progress in all areas. If a student is not performing satisfactorily, an Improvement Plan will be developed collaboratively with the student, Field Instructor, and Faculty Liaison, and added to the Learning Plan as an addendum.

Final Progress Review

The Final Progress Review is designed to assess student competence across all nine core competencies and is completed at the end of each semester. Students should be provided with adequate opportunities to demonstrate each associated practice behavior, and each should be rated accordingly. If a student receives a rating of "5" (exceptional) or "1" (needs improvement), an explanation detailing how the student demonstrated excellence or difficulty must be included in the comments section. Students are expected to show satisfactory progress in every competency area.

A narrative section must be completed by both the Field Instructor and the student as part of the Mid-Semester Progress Review and the Final Progress Review.

Evaluation Ratings

The Mid-Semester and Final Progress Reviews are based on the nine competency areas and their associated practice behaviors. Each practice behavior must be evaluated.

The rating IE (Insufficient Experience) is used when a student has not had the opportunity, or has had too limited an experience, to allow for proper evaluation. However, by the end of the practicum placement, **students are expected to have had sufficient opportunity to demonstrate competence in all areas. Therefore, no IE ratings should appear on the final spring evaluation.**

Evaluation Rating Scale for Practice Behaviors

Students are scored on a scale of 1 to 5 for each practice behavior. Ratings are based on the following criteria:

- **5 = Exemplary**
Intern excels in this area. The student demonstrates mastery of skills **beyond the expectations** for a beginning-level BSW social worker. Knowledge and skills are applied to new areas. The student can explain, analyze, and interpret social work theories, frameworks, and perspectives to others.
- **4 = Accomplished**
Intern exceeds expectations. The student demonstrates effective skill use, applies it regularly and appropriately, and can integrate social work theories and frameworks into practice.
- **3 = Emerging**
The student understands the skill and makes appropriate attempts to implement it. The student can apply knowledge and has developed problem-solving skills at the micro, mezzo, and macro levels. The quality of work is satisfactory.
- **2 = Not Yet Competent**
The intern performs at an inconsistent level. The student shows inconsistent understanding and/or application of the skill. The skill is not demonstrated consistently despite feedback and multiple practice attempts. Improvement is needed.
- **1 = Area of Concern**
The intern consistently does not meet expectations. The student shows little or no evidence of understanding the concept or demonstrating the skill.
- **IE = Insufficient Experience**
The student has had too little experience to be rated in this area.

Intervention Guidelines

- Fall Semester:
If a student receives more than three scores of “1”, the Faculty Liaison will schedule a visit to develop an Improvement Plan in collaboration with the student

and Field Instructor. This plan must address each professional or practice behavior of concern and will become part of the student's field file.

- **Spring Semester:**

If a student receives a rating of "No" in any Essential Professional Behavior *and/or* more than two scores of "1," a Field Meeting will be convened by the Faculty Liaison.

Seminar

Students are required to attend the seminar twice a week. The seminar enhances the field experience by providing a structured opportunity to integrate theory and practice, discuss professional issues and challenges, and support student development. Integrative assignments are assigned and graded by the Seminar Instructor.

Grades

The student's final grade is based on field education practice and seminar participation. Student performance in the field and the quality of seminar engagement are evaluated together to determine the final grade. Field accounts for 60%, while seminar accounts for 40% of the total grade. Students are expected to demonstrate competence in both components.

Field Instructors are required to recommend a grade as part of the Final Evaluation. The Faculty Liaison is responsible for assigning final grades. A "C" or better grade is required for the student to proceed to the spring semester.

Grade Scale

Grades should be recommended based on the following criteria:

- **A = EXCEPTIONAL** – The student consistently exceeds expectations and performs excellently in multiple areas.
- **B = VERY GOOD** – The student consistently performs above average in most areas.
- **C = SATISFACTORY** – The student consistently performs at an acceptable level in all areas.
- **D = MARGINAL** – The student performs below acceptable levels in specific areas. This is not a passing grade, and the course must be repeated. Approval to repeat must be obtained from the student's adviser and the Field Director.
- **F = FAILURE** – The student has not demonstrated social work knowledge, values, and skills appropriate for the practicum. Students receiving an "F" should consult with their adviser regarding continuation in the program. Students seeking to repeat the course must obtain prior approval from the Field Director and BSW Program Director.

Evaluation and Disputes

If the student and Field Instructor remain actively engaged throughout the semester, the student should be aware of any challenge areas or marginal performance concerns before the final evaluation. If a student is experiencing difficulties, it is essential that those concerns are identified early and communicated to the Faculty Liaison so that corrective action can be implemented.

A student may be removed from the practicum for poor academic performance. If the student disagrees with any portion of the evaluation, they may submit a written statement of disagreement to accompany the evaluation.

WITHDRAWAL FROM PRACTICUM AND IMPLICATIONS FOR CONTINUATION

Students may withdraw from practicum for personal, medical, or other approved reasons. To officially withdraw, students must follow the University's policies regarding course withdrawal. Failure to complete the official withdrawal process may result in a failing grade ("F") for the course.

Withdrawal Requirements

- Withdrawal must include both the seminar and practicum components; partial withdrawal is prohibited.
- Students are responsible for informing the Field Instructor and the Faculty Liaison of their decision to withdraw.
- Before withdrawing, students should consult with their academic advisor to explore options and alternatives.
- Plans for returning to the course should be discussed with the Field Director at withdrawal time.

Returning After Withdrawal

- If students withdraw from practicum during the Fall semester, they are not eligible to return in the Spring semester.
- The student may be considered for re-entry in the following academic year, pending readiness review and completion of any required remediation or planning steps.
- Re-entry is not automatic and must be approved by the Field Director in consultation with the Program Director.

Failure in Practicum

- A grade of "F" in practicum reflects a failure to meet minimum standards of professional performance, ethical conduct, or course requirements.
- Students who receive an "F" are not eligible for immediate re-placement and must undergo a formal review process.

- The student will be referred to the Academic Review Committee and may be required to complete a readiness plan before being considered for re-entry.
- In some cases, a failing grade may result in dismissal from the BSW program, particularly if accompanied by field termination or prior concerns.

Student Self-Appraisal

At the end of each semester, students are required to complete a self-appraisal as a means of self-reflection and to support professional growth. This document should be finalized before the progress review and discussed with the Field Instructor during the evaluation meeting.

Students are expected to provide an honest and thoughtful assessment of their performance. If a student assigns themselves a score of “5” (Exemplary) or “1” (Area of Concern), they must include an explanation of the demonstrated excellence or difficulty in the comments and narrative sections. The completed self-appraisal must be submitted to the Faculty Liaison along with the final progress review.

Student Evaluation of Field Placement

Students are expected to evaluate their field placement experience at the end of the spring semester. Any concerns with the placement should be raised with the Field Instructor and Faculty Liaison as soon as they are identified to allow for early intervention and resolution.

This evaluation supports the Program’s efforts to assess the placement site's strengths and challenges and the Field Instructor's effectiveness. The completed student evaluation should be submitted along with the final progress review and the self-appraisal.

**University of the District of Columbia
BSW Program**

*Social Work Program
Field Education*

MID-SEMESTER PROGRESS

Check: _____ Fall _____ Spring	Year: _____
Student Name: _____	Date: _____
Field Instructor: _____	Agency: _____
Faculty Liaison: _____	_____

Evaluation of an intern's progress is an ongoing learning/teaching process. Formal evaluation occurs twice a semester through the *Mid-Semester Progress Review* and *End of Semester Evaluation*. The mid-semester progress review is an opportunity to evaluate if the student is on track to meet the competencies and provide feedback to the student on their performance. It also serves as a planning tool for the remainder of the practicum. In preparation for the progress review, consider the Learning Plan, each of the student's significant assignments and learning activities to date, the most considerable areas of progress and areas of marginal or unsatisfactory progress, and the use of weekly supervision. The student and the field instructor should jointly engage in the evaluation process.

The standard by which interns are to be compared is that of a new beginning-level social worker. No grades will be given for mid-semester review.

In addition to evaluating practice behaviors within the core competencies, students must be evaluated on four essential professional behaviors.

<i>Essential Professional Behaviors</i>	Yes	No
1. Student reports to field on time		
2. Student attends field regularly		
3. Student is receptive and open to feedback from field instructor		
4. Student handles absences and/or unavoidable lateness responsibly		

Liaison Visit Determination

Is an immediate liaison visit requested?

☐ **Yes** ☐ **No**

Students must receive a " Yes " rating in all four *Essential Professional Behaviors*. If a student receives a rating of “No” in any of these areas, the Faculty Liaison may schedule a visit to develop an Improvement Plan in collaboration with the student and Field Instructor.

Progress on Learning Agreement

Describe the student’s progress toward educational goals and objectives.

Workload Description

Describe the student’s learning opportunities and work assignments to date.

Supervision

Is supervision occurring weekly?

☐ Yes ☐ No

If no, explain and provide a plan to address this:

Student Progress Toward Field Competencies

Evaluate the student’s mid-point progress in developing the ability to demonstrate knowledge and skills in the following areas, in alignment with the nine core competency areas.

Using the rating scale below, **circle** the number that best reflects the student’s performance for each practice behavior.

If a student receives **three or more ratings of 1**, the Field Liaison will schedule a visit to develop an Improvement Plan collaboratively. This plan must address each practice behavior of concern and will become part of the student’s field file.

Unable to evaluate: Student has not yet been able to begin working on this competency.	Area of concern: Intern consistently does not meet expectations: Student shows little or no evidence of understanding the concept and/or demonstration of skill development.	Not yet competent: Intern performs at an inconsistent level. Student demonstrates inconsistent understanding and/or application of skill. Unable to consistently demonstrate skill or apply knowledge after feedback and multiple practice	Emerging: Student understands the skill and makes appropriate attempts to put it into practice. Can apply knowledge and has developed skills for problem-solving at the	Accomplished: Intern exceeds expectations. Student demonstrates effective use of the skill. Uses this skill regularly and appropriately. Able to apply social work theories and frameworks to practice
--	---	---	--	---

		attempts. Needs improvement.	micro, mezzo, and macro levels. Satisfactory quality of work.	
UTE	1	2	3	4

Competency/Practice Behavior	Rating	Comments
Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.	UTE 1 2 3 4	
Able to describe organization, services, and population served	UTE 1 2 3 4	
Application of knowledge in addressing social work ethical situations and maintaining professional behavior	UTE 1 2 3 4	
Use supervision and consultation to guide professional judgment and behavior.	UTE 1 2 3 4	
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	UTE 1 2 3 4	
Maintains a collegial attitude toward colleagues and other service providers	UTE 1 2 3 4	

Demonstrates ability to recognize diversity and difference in the practice setting and its impact on clients	UTE 1 2 3 4	
Applies critical thinking and knowledge of human behavior and the social environment to view and engage with clients and constituencies	UTE 1 2 3 4	
Demonstrates awareness of social, economic, and environmental justice impacts on the client system	UTE 1 2 3 4	
Demonstrates awareness of policy (agency, state, federal) and its impact on agency structure and service delivery system	UTE 1 2 3 4	
List any additional competency/practice behavior.	UTE 1 2 3 4	

STRENGTHS/OUTSTANDING ABILITIES

Describe student's strengths and abilities.

AREAS OF GROWTH

Describe areas of focus for continued growth and development.

PLANS FOR THE REMAINDER OF THE SEMESTER

Student Signature: <i>Agree w/Evaluation:</i> ☐ <i>*Disagree:</i> ☐	Date:
Field Supervisor:	Date:
Task Supervisor (if applicable):	Date:

Note: If the student does not agree with any aspect of this evaluation, they may append a statement describing specific disagreements and reasons for them.

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FINAL REVIEW

Check: _____ Fall _____ Spring	Year: _____
Student Name:	Date:
Field Instructor:	Agency:
Integrative Seminar Instructor/Field Liaison:	

Evaluation of an intern's progress is an ongoing learning and teaching process. Formal evaluation occurs twice each semester through the Mid-Semester Progress Review and the Final Evaluation.

The Final Progress Review consists of nine competency areas and associated practice behaviors, each of which must be evaluated. It offers a comprehensive appraisal of the student's mastery of skills. Interns should be evaluated using the standard of a new, beginning-level generalist social worker.

In preparation for the progress review, consider the student's Learning Plan, significant assignments and learning activities to date, key areas of growth, areas of marginal or unsatisfactory progress, and the quality and consistency of weekly supervision. The evaluation process should be collaborative between the student and the Field Instructor.

By the end of the **spring semester**, there should be **no "IE"** (Insufficient Experience) ratings on the final evaluation. Students should have been given adequate opportunities to demonstrate competence in each competency area and practice behavior.

In addition to evaluating practice behaviors within the nine core competencies, students must also be evaluated on the four Essential Professional Behaviors.

#	Essential Professional Behaviors	Yes	No
5	Student reports to field on time.	☐	☐
6	Student attends field regularly.	☐	☐

#	Essential Professional Behaviors	Yes	No
7	Student is receptive and open to feedback from Field Instructor.	☐	☐
8	Student handles absences and/or unavoidable lateness responsibly	☐	☐

Liaison Visit Request

Is an immediate liaison visit requested?

☐ Yes ☐ No

Students are expected to receive a rating of **Yes** in all four *Essential Professional Behaviors*.

- In the **fall semester**, if a student receives a rating of **No** in any Essential Professional Behavior, the Field Liaison will schedule a visit to develop an **Improvement Plan**.
- If a student receives **three or more scores of “1”**, the Field Liaison will also initiate a visit. The Improvement Plan should address each Essential Professional Behavior or Practice Behavior of concern and will become part of the student’s field file. (A sample form is included in the Field Manual.)
- In the **spring semester**, if a student receives a rating of **No** in any Essential Professional Behavior *and/or more than two scores of “1,”* the Faculty Liaison will convene a Field Meeting to determine the next steps.

Please use the ratings below to guide your scoring – please type your score in the box to the right of the practice behavior:

5	4	3	2	1	IE
Intern excels in this area. Student demonstrates mastery of skill beyond the expectations for a beginning BSW social worker. Knowledge and skill applied to new areas. Able to explain, analyze, and	Intern exceeds expectation. Student demonstrates effective use of the skill. Uses this skill regularly and appropriately. Able to apply social work theories and frameworks to practice	Student meets expectations. Understands the skill and offers appropriate attempts to put into practice. Can apply knowledge and has developed skills for problem-solving at the micro, mezzo, and	The intern performs at an inconsistent level. Student demonstrates inconsistent understanding and/or application of skill. Unable to consistently demonstrate skill or apply knowledge after feedback and multiple practice attempts.	The intern consistently does not meet expectations. The student shows little or no evidence of understanding the concept and/or demonstration of skill development.	Too little experience up to this point to be able to assign any rating

interpret social work theories, frameworks, and perspectives to others.		macro levels. Satisfactory quality of work	Needs improvement		
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	Practice Behavior	Mid-point	Final	Comments
Demonstrate Ethical and Professional Behavior	Make ethical decisions by applying the NASW Code of Ethics standards, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to the context.			
	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.			
	Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.			
	Use technology ethically and appropriately to facilitate practice outcomes.			
	Use supervision and consultation to guide professional judgment and behavior.			
Engage Diversity and Difference in Practice	Practice Behavior			
	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.			
	Present themselves as learners and engage clients and constituencies as experts of their own experiences.			
	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.			
Advance Human Rights and Social, Economic, and Environmental Justice	Practice Behavior			
	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.			
	Engage in practices that advance social, economic, and environmental justice.			

Engage in Practice-informed Research and Research-informed Practice	Practice Behavior			
	Use practice experience and theory to inform scientific inquiry and research.			
	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.			
	Use and translate research evidence to inform and improve practice, policy, and service delivery.			
Engage in Policy Practice	Practice Behavior			
	Identify local, state, and federal social policy that impacts well-being, service delivery, and access to social services.			
	Assess how social welfare and economic policies impact the delivery of and access to social services.			
	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.			
Engage with Individuals, Families, Groups, Organizations, and Communities	Practice Behavior			
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and			
	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.			
Assess Individuals, Families, Groups, Organizations, and Communities	Practice Behavior			
	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.			
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to analyze assessment data from clients and constituencies.			
	Develop mutually agreed-on intervention goals and objectives based on critically assessing strengths, needs, and challenges within clients and constituencies.			
	Select appropriate intervention strategies based on clients' and constituencies' assessment, research knowledge, and values and preferences.			

Intervene with Individuals, Families, Groups, Organizations, and Communities	Practice Behavior			
	Critically choose and implement interventions to achieve practice goals and enhance the capacities of clients and constituencies.			
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.			
	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.			
	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.			
	Facilitate effective transitions and endings that advance mutually agreed-on goals.			
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Practice Behavior			
	Select and use appropriate methods for the evaluation of outcomes.			
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to evaluate outcomes.			
	Critically analyze, monitor, and evaluate intervention and program processes and outcomes.			
	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.			

Narrative Feedback

Please provide comments to support your overall evaluation. If this is the midpoint evaluation, please include plans to support student development if any of the scores are less than three. This is to be completed by the field instructor and the student.

Instructor:

1. Describe areas of demonstrated strength and ability. Include areas of outstanding performance, i.e., effective use of specific method or collaboration with colleagues.

2. Describe areas of focus for continued growth and development.

3. Discuss the student's readiness for professional social work practice. **(Spring only)**

Student:

1. Describe areas of demonstrated strength and ability. Include areas of outstanding performance, i.e., effective use of a specific method or collaboration with colleagues.

2. Describe your plan for continued professional development, focusing on areas of growth and improvement.

3. Discuss your readiness for professional practice due to this practicum experience. **(Complete Spring only)**

Overall Evaluation of Student Performance:	Fall	Spring
	☐ Intern is functioning well above midyear expectations of competence for interns. ☐ Intern is functioning above the midyear expectations of competence for interns. ☐ Intern is functioning at the midyear expectations of competence for interns. ☐ Intern is functioning below the midyear expectations of competence for interns.	☐ Intern has excelled in field placement by performing well above expectations. ☐ Intern has exceeded field placement performance expectations. ☐ Intern has met field placement expectations. ☐ Intern has demonstrated significant problems in performance.
Recommended letter grade		

Final Evaluation Signatures	
Student Signature:	Date:
<i>Agree w/Evaluation:</i> <i>*Disagree:</i>	
Field Supervisor:	Date:
Task Supervisor (if applicable):	Date:
Student Self Appraisal Discussed Yes No	

***If the student does not agree with any aspect of the evaluation, they may append a statement describing specific disagreements and their reasons.**

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STUDENT SELF-APPRAISAL

Student Name:	Date:
Field Instructor:	Agency:
Integrative Seminar Instructor/Field Liaison:	Year:

The process of evaluating progress is an ongoing learning and teaching experience. The supervisor's evaluation is essential for identifying a student's strengths and areas for growth. Although the process can feel intimidating, it is a critical professional development component. Likewise, honest self-appraisal is vital to your learning. Reflecting on your own practice supports skill improvement, builds on prior learning, and helps clarify strengths and areas needing further development.

Students are expected to demonstrate competency in the nine CSWE-defined areas by the end of the practicum experience. Take time to assess your learning plan, assigned activities thoughtfully, and demonstrated knowledge and skills as you rate each practice behavior.

- If you rate yourself a "5", provide an example of how you achieved that level of excellence in the comments section.
- If you rate yourself a "1", discuss the challenges you experienced.
- Be sure to complete the accompanying narrative section with honest, reflective insights.

Once complete, discuss your self-evaluation with your Field Instructor as part of the final evaluation process. You do not need to revise your responses after this discussion. The

End-of-Semester Evaluation will reflect final determinations. Submit this completed self-evaluation form along with your End-of-Semester Evaluation. **Approach this process with honesty and self-awareness – your development as a social work professional depends on it.**

Demonstrate Ethical and	Practice Behavior	Fall	Spring	Comments
	Make ethical decisions by applying the NASW Code of Ethics standards, relevant			

Professional Behavior	laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to the context.			
	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.			
	Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.			
	Use technology ethically and appropriately to facilitate practice outcomes.			
	Use supervision and consultation to guide professional judgment and behavior.			
Engage Diversity and Difference in Practice	Practice Behavior			
	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.			
	Present themselves as learners and engage clients and constituencies as experts of their own experiences.			
	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.			
Advance Human Rights and Social, Economic, and Environmental Justice	Practice Behavior			
	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.			
	Engage in practices that advance social, economic, and environmental justice.			
Engage in Practice-informed Research and Research-informed Practice	Practice Behavior			
	Use practice experience and theory to inform scientific inquiry and research.			
	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.			
	Use and translate research evidence to inform and improve practice, policy, and service delivery.			
Engage in Policy Practice	Practice Behavior			
	Identify local, state, and federal social policy that impacts well-being, service delivery, and access to social services.			

	Assess how social welfare and economic policies impact the delivery of and access to social services.			
	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.			
Engage with Individuals, Families, Groups, Organizations, and Communities	Practice Behavior			
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and			
	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.			
Assess Individuals, Families, Groups, Organizations, and Communities	Practice Behavior			
	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.			
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to analyze assessment data from clients and constituencies.			
	Develop mutually agreed-on intervention goals and objectives based on critically assessing strengths, needs, and challenges within clients and constituencies.			
	Select appropriate intervention strategies based on clients' and constituencies' assessment, research knowledge, and values and preferences.			
Intervene with Individuals, Families, Groups, Organizations, and Communities	Practice Behavior			
	Critically choose and implement interventions to achieve practice goals and enhance the capacities of clients and constituencies.			
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.			

	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.			
	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.			
	Facilitate effective transitions and endings that advance mutually agreed-on goals.			
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Practice Behavior			
	Select and use appropriate methods for the evaluation of outcomes.			
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to evaluate outcomes.			
	Critically analyze, monitor, and evaluate intervention and program processes and outcomes.			
	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.			

Please provide a thoughtful summary of your performance throughout the semester. Reflect on your learning goals, key accomplishments, challenges, and areas for continued growth. Consider how your practicum experience has contributed to your emerging social work professional development.

This will be completed by the student and discussed with the field instructor during the end-of-semester evaluation. This narrative may be copied and pasted into the Field Instructor's final evaluation.

1. Describe areas of demonstrated strength and ability. Include areas of outstanding performance, i.e., effective use of a specific method or collaboration with colleagues.

2. Describe your plan for continued professional development, focusing on areas of growth and improvement.

3. Discuss your readiness for professional practice due to this practicum experience. **(Complete Spring only)**

Grade you think you deserve:

Explanation:

Final Evaluation Signatures

Student Signature:

Date:

SECTION 7: FORMS AND ADDITIONAL RESOURCES

Sample tools and evaluations that can be found in this section include:

- ✓ Daily Record of Field Hours Form
- ✓ Improvement Plan
- ✓ Student's Evaluation of Field Instructor and Field Agency

Additional information located in this section includes:

- ✓ Student Grievance Procedures
- ✓ Mandated Reporting Responsibilities for Social Work Interns

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DAILY RECORD OF FIELD HOURS

Student Name:	
Field Instructor:	Agency:
Task Instructor (if applicable):	
Practicum Dates:	Thru

[Duplicate and use throughout the Fall and Spring semesters]

Date	Time In	Time Out	Total Hours	Supervisor's Signature	Date	Time In	Time Out	Total Hours	Supervisor's Signature

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IMPROVEMENT PLAN

Student Name: _____
Field Instructor: _____
Faculty Liaison: _____
Date Initiated: _____

Reason for Improvement Initiation

Briefly describe the concern(s) prompting this plan (e.g., attendance issues, unprofessional communication, ethical concerns): *Example: Student has demonstrated repeated tardiness and has not communicated absences in a timely manner.*

Areas for Improvement

Domain	Specific Concern	Expected Behavior
Attendance & Punctuality	Repeated tardiness without notice	Arrive on time and notify supervisor of delays or absences
Communication	Unprofessional tone in emails	Use respectful, clear, and professional language
Use of Supervision	Dismissive of feedback	Engage openly and apply feedback constructively
Ethical Conduct	Breach of confidentiality	Maintain client privacy and follow the NASW Code of Ethics
Cultural Humility	Use of biased language or assumptions	Demonstrate respect for diversity and openness to feedback
Documentation	Incomplete or late case notes	Submit accurate, timely documentation per agency policy

Initiative & Engagement	Passive participation in field tasks	Demonstrate curiosity, ask questions, and seek learning opportunities
Professional Boundaries	Over-sharing personal information with clients	Maintain appropriate boundaries and seek supervision when unsure

Goals & Expectations

- Demonstrate consistent, on-time attendance for all scheduled field hours
- Communicate proactively with the Field Instructor regarding any changes
- Apply feedback from supervision sessions to improve practice
- Uphold NASW Code of Ethics and agency policies

Timeline & Checkpoints

Date	Check-In Focus	Notes
_____	Initial review of expectations	
_____	Midpoint progress check	
_____	Final evaluation	

Support & Resources Provided

- Weekly supervision with Field Instructor
- Biweekly check-ins with Faculty Liaison
- Access to writing or time management support services (if applicable)
- Referral to academic or wellness resources (if needed)

Consequences for Non-Compliance

Failure to meet the expectations outlined in this plan may result in:

- A lowered field evaluation grade
- Placement termination
- Delay in program progression

Acknowledgment

All parties acknowledge the expectations, timeline, and support outlined in this plan by signing below.

Student Signature: _____ **Date:** _____

Field Instructor Signature: _____ **Date:** _____

Faculty Liaison Signature: _____ **Date:** _____

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STUDENT'S EVALUATION OF FIELD INSTRUCTOR AND FIELD AGENCY

Name: _____ Date: _____

Field Instructor: _____

Field Agency: _____

Students are encouraged to discuss their evaluation of the Field Instructor and agency directly with the Field Instructor. The student's comments will only be shared with the Field Instructor if the student authorizes their release.

- **Have you shared your written comments with your Field Instructor?**
☐ Yes ☐ No
- **I authorize the Field Coordinator to discuss my feedback with my Field Instructor:**
☐ Yes ☐ No

Student Signature for Release of Information:

Part I: Supervision

Rate the following statements using the scale:

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

1. I received adequate supervision to meet my learning goals and objectives.
☐ 4 ☐ 3 ☐ 2 ☐ 1
2. I received supervision that increased my understanding of generalist social work practice.
☐ 4 ☐ 3 ☐ 2 ☐ 1

3. I received supervision that enhanced my professional development in social work.
☐ 4 ☐ 3 ☐ 2 ☐ 1
4. Overall, how satisfied were you with your field supervision?
☐ 4 – Very Satisfied ☐ 3 – Satisfied ☐ 2 – Somewhat Satisfied ☐ 1 – Not Satisfied
5. Describe how your Field Instructor assisted with and/or impeded your learning:
-
-
-

Part II: Agency Environment

6. The physical resources (e.g., personal space, phone access, safety, office support) were adequate for completing my tasks.
☐ 4 ☐ 3 ☐ 2 ☐ 1
7. Overall, the agency environment was conducive to my learning.
☐ 4 ☐ 3 ☐ 2 ☐ 1
8. Overall, how satisfied were you with your field setting?
☐ 4 – Very Satisfied ☐ 3 – Satisfied ☐ 2 – Somewhat Satisfied ☐ 1 – Not Satisfied

Part III: Field Experiences

9. How satisfied were you with your overall field experiences?
☐ 4 – Very Satisfied ☐ 3 – Satisfied ☐ 2 – Somewhat Satisfied ☐ 1 – Not Satisfied
10. How satisfied were you with the range of roles and activities in your field experience?
☐ 4 – Very Satisfied ☐ 3 – Satisfied ☐ 2 – Somewhat Satisfied ☐ 1 – Not Satisfied
11. Describe the knowledge and skills you gained as a result of your experience in this agency:
-
-

Part IV: Student Recommendations

(Attach additional pages if needed)

1. What changes would you suggest to improve the learning opportunities for future students in this placement?

2. Would you recommend this agency as a placement for other students? Explain.

☐ Yes

☐ No

Grievance Procedure for Field Placement Decisions

Students who wish to grieve an academic decision related to their field placement must follow the steps outlined below:

a. The student should first attempt to resolve the issue directly with the Field Instructor through a personal conference as soon as possible after the academic decision is made.

b. If the student and Field Instructor cannot reach a mutually satisfactory resolution, the student may submit a formal grievance. This grievance must be presented in writing to the Field Director or Social Work Program Director before the end of the term, and no later than the 15th day of university instruction in the following term. The student must include the following information:

- A description of the grievance
- The date(s) of occurrence
- An explanation of why the decision is considered unfair
- A summary of efforts made to resolve the issue informally
- The specific relief sought

Relevant supporting documents may be attached.

c. The Social Work Program will review the grievance and render a decision within 10 business days of receipt.

d. If a departmental review is deemed necessary, the student will be notified in writing of the department's findings and final decision.

Mandated Reporting Responsibilities for Social Work Interns

The District of Columbia, American Samoa, Guam, the Northern Mariana Islands, Puerto Rico, the U.S. Virgin Islands, and approximately 48 other states designate certain professions as mandated reporters of child maltreatment. Individuals in these roles, including social workers, are legally required to report suspected abuse or neglect. Social workers who fail to report known abuse may face fines, license revocation, and/or malpractice claims.

As social work student interns, you are responsible for reporting any suspicions of abuse or neglect—both verbally and in writing—to your Field Instructor. This obligation applies to the following situations:

Types of Reportable Child Maltreatment

Physical Abuse

Generally defined as *any non-accidental physical injury to a child*, this includes striking, kicking, burning, biting, or any action that results in bodily harm. It also includes acts or circumstances that pose a substantial risk of harm to the child's health or welfare.

Neglect

Neglect involves failing to provide adequate food, clothing, shelter, medical care, or supervision. In approximately 21 states, along with American Samoa, Puerto Rico, and the Virgin Islands, neglect also includes failure to educate the child as required by law.

- Seven states define *medical neglect* as failure to provide necessary medical or mental health care.
- Four states include the withholding of treatment or nutrition from disabled infants with life-threatening conditions.

Sexual Abuse/Exploitation

All states include sexual abuse in their definitions of child abuse. Some define it broadly; others list specific acts. Most jurisdictions define *sexual exploitation* to include allowing a child to engage in prostitution or the creation of child pornography.

Emotional Abuse

All states and territories—except Georgia and Washington—include emotional maltreatment in their definitions. About 22 states, along with D.C., the Northern Mariana Islands, and Puerto Rico, provide specific definitions, usually describing:

“Injury to the psychological capacity or emotional stability of the child, as evidenced by observable or substantial changes in behavior, emotional response, or cognition,” such as anxiety, depression, withdrawal, or aggression.

Parental Substance Abuse

Parental substance use may be considered abuse or neglect in certain states.

Circumstances include:

- Prenatal exposure to harmful substances
- Manufacturing drugs in a child's presence or in a space they occupy
- Allowing a child near drug-making equipment or chemicals
- Providing drugs or alcohol to a child
- Caregiver substance use that impairs parenting ability

Abandonment

Many states and territories define child abandonment within abuse or neglect statutes. It is generally considered abandonment when:

- A parent's identity or location is unknown
- A child is left in harmful circumstances
- A parent fails to maintain contact or provide support for an extended period