

**UNIVERSITY OF THE DISTRICT OF COLUMBIA SOCIAL WORK  
PROGRAM**

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**FIELD EDUCATION MANUAL  
2023-24**

**40+ YEARS OF ACCREDITATION BY THE COUNCIL ON SOCIAL WORK  
EDUCATION**

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## **Introduction**

Greetings Students and Field Instructors,

Welcome to the University of the District of Columbia Social Work Field 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 have the opportunity to achieve academic and professional competence.

The Social Work Program recognizes that agencies are operating under enormous pressure. Challenges include decreased funding, increased client need, and social work responsibilities that multiply as resources dwindle. Social workers, nevertheless, recognize the significance of the practicum experience and agree to serve as field instructors. The Program sincerely appreciates social worker's willingness to provide a rich and rewarding learning environment and experience for our students. Together we share the responsibility, joy, and commitment in preparing the next generation of social workers.

This manual serves as a guide for a rewarding and exciting field experience. It provides an introduction to social work field education requirements at the University of the District of Columbia and its role in the undergraduate social work education curriculum. We encourage you to review this manual and keep as a guide for the field experience.

A special note to students:

The practicum experience can be difficult but rewarding. Many social workers look back to their practicum as a defining moment in their social work education. However, it is most important as the context where you demonstrate capacity to integrate and apply what you learned in the classroom with the activities and associated professional practice behaviors required for 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 not only for yourselves but for the Program, the University, and the social work profession. Professionalism, responsibility, and maturity are fundamental characteristics required 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.

## 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.

In 1971-1972, the Social Welfare Rehabilitation Department was established with the primary mission of educating students for entry-level professional practice as social work generalists. The Program was initially accredited by the Council of Social Work Education's Commission on Accreditation effective in 1976. Subsequent reaccreditations of the Program occurred effective 1983, 1990, 1998, 2006 and 2013. The Program originally offered a B.A. degree and currently awards the B.S.W. degree.

## **THE MISSION OF THE SOCIAL WORK PROGRAM**

The primary mission of the Undergraduate 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 own 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 resolution of issues and problems in contemporary urban living with a focus on empowerment of client(s) 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 assure ongoing exchange of information and ideas as feedback to the Program; and
6. To model professional function and provide social work consultation and other 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 and emphasizes acquisition of ability to assess and intervene directly and indirectly at the micro, mezzo and macro levels. In each stage, students are taught to critically think, analyze, and evaluate their practice. Curricula is cumulative and guided by a social-ecological and strengths perspective aimed at empowerment of 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 ability to integrate and apply the competencies in the context of their internship assignment and experiences.

The competencies are demonstrated through associated behaviors which are 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 frameworks of ethical decision-making 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 also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to



ensure they are relevant and effective. 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 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 Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of 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, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. 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 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; 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 designed 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 practice settings at the micro, mezzo, and macro levels and 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 level 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.

### **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 the assessment of 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 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.

Section 2  
**OVERVIEW OF FIELD EDUCATION**

## **PURPOSE OF FIELD EDUCATION**

The purpose of field education is to prepare undergraduate students for generalist practice through the mastery of CSWE competencies. The field experience provides students the opportunity to acquire practice skills, engage in practice roles in the field, and test-out theories and principles in delivery of services to individuals, small groups, families, organizations and communities. Students are placed in various agencies and organizations and practice professional social work practice skills through supervised participation in the work of the agency. Students are expected to complete a minimum of 400 clock hours of social work internship experiences and to remain in the assigned placement throughout the academic year.

### **Social work field placements are designed to provide students opportunities to:**

1. Apply classroom learning in a practice setting and to 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 with the aim of empowering 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 FIELD PLACEMENT**

The Values, Goals and Objectives of the Field Placement evolve directly from the Social Work Program's Mission and Core Values and in accordance with the Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS) of 2015.

## **FIELD EDUCATION COMPETENCIES**

As previously stated, students are prepared for entry-level generalist practice through the mastery of the core competencies. The Program's core competencies are also the standard and criteria for planning and evaluating student performance in the field during two consecutive semesters. Diverse practice settings provide generalist practice opportunities for students to demonstrate the core competencies as evidenced by practice behaviors. At the end of each practicum experience students are expected to demonstrate a beginning level of competence in each of the competency 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



## **FIELD PRACTICUM ROLES AND RESPONSIBILITIES**

Oversight and direction for the field education experience is provided by the Director of field education with support from the Social Work Program Director and faculty members who may conduct the integrating field seminar and serve as liaison to supervising Field Instructors of seminar students. Overall responsibilities of the Director of Field Education include planning, implementing, monitoring, and evaluating the field education program. Specifically, responsibilities include:

1. Establish criteria for 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. Schedule site visits to monitor student progress.

### **Faculty Liaison/Integrative Seminar Instructor**

Faculty Liaisons are faculty members who teach the integrative seminar whose primary responsibility is to ensure the educational focus of the student's field experience. They serve as links between the field agency and the Program and maintain regular contact with the student and field instructor in order to assess field performance and provide supportive services and resources as needed. They are also responsible for leading the practicum seminar class. Their specific responsibilities include:

1. Visiting assigned students in their field placement agencies and conferring with students and field instructors regarding students' performance. One visit per semester is required, although there may be need for more;
2. Assisting student and field instructors in identifying and implementing educational

- objectives established for the student's field instruction;
3. Participating in the resolution of student/agency problems;
  4. Participating in the students' performance evaluation process;
  5. Assign grades for field instruction; and
  6. Participating in the ongoing evaluation of the field education program.

Faculty liaisons are responsible for visiting agencies a minimum of once per semester for the purpose of reviewing student progress, consultation, and troubleshooting any issues that may be present. A virtual meeting (WebEx, Blackboard Collaborate, etc) may be conducted in the second semester only, granted students are progressing successfully. Additional visits may be conducted if necessary.

### **Student Responsibility**

Students are the most important part of the field instruction process and are regarded as adult learners who must take responsibility for the direction of the education they receive in the field setting. Students in placement are expected to behave in a professional manner. Dress and personal comportment must be in line with agency norms. Students are expected to attend agency on all regular placement days as agreed. Students are also expected to attend seminar classes three hours per week. Additional student responsibilities include:

1. To adhere to agency's policies and procedures (including attire);
2. Establish good working relationships with colleagues and clients;
3. To adhere to social work professional ethical standards and values;
4. To be punctual, and dependable, with respect to agreed upon hours of work, duties and assigned tasks;
5. To develop appropriate working relationships with the field instructor, staff, and client systems;
6. To jointly develop a learning contract with the field supervisor, seminar instructor and field placement director;
7. To integrate classroom learning and the field experience by applying principles of social work learned to the field;
8. Strive to improve skills through periodic self-evaluation;
9. To actively engage in the learning experience;
10. To take initiative in their own learning;
11. To complete all work assigned by the field instructor and be accountable for completing the assignments within the specified deadlines;
12. To accept and use constructive feedback regarding his/her performance;
13. To ask for guidance and discuss problems or concerns they may have with their Field experiences; and
14. Actively participate in field seminar and complete all field assignments as required.

### **Agency Role**

In order for field education to be effective, commitment on the part of agency management is essential. Agency management must be able and willing to provide a learning environment for students to practice and learn, while also allotting time and support to field instructors. The support of agency management is critical to the development of individual

student's educational and professional development. Agencies also serve as a window to social service organizational models, leadership, and agency role in addressing community and social issues/problems.

## **Field Instructor**

Field instructors play a significant role in the education of social work student interns, serving as supervisors, teachers, mentors, advocates, and gatekeepers to the profession. The field instructor provides both administrative and educational supervision to the student. The relationship between student interns and their supervisor is critical to student's 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 student's 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 reflect 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 aide 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 at least one hour, once a week to the social work intern in order 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 social work intern to integrate classroom learning and the field experience;
11. Taking on the role of 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 on a continual basis with the Field Liaison regarding the student's performance; and

## 16. Model professional values, processes, and behaviors.

For exceptional cases in which a field instructor does not hold a CSWE- accredited social work degree, The Program assumes responsibility for providing the social work perspective. In this instance, the Faculty Liaison will work closely with the Field Instructor and student to ensure a social work perspective is applied.

### **Secondary Field Instructor/Task Supervisor**

In some agency settings, staff members other than the Field Instructor may be responsible for aspects of student learning and activities. Instances of such contact, may include, special projects or programs, specific tasks and assignments, co-work on special cases, supervision of student work, or collaboration between internal programs. When a staff member is assigned to perform secondary field instruction, the primary Field Instructor maintains student oversight and is responsible for all student documentation and evaluation. The primary Field Instructor and secondary field instructor should consult with each other regarding student progress.

### **CRITERIA FOR SELECTION OF AGENCIES AND FIELD INSTRUCTORS**

The Metropolitan DC area has numerous private, public, and community social service agencies which offer diverse areas of field experience. This diversity allows for selection of agencies that provide learning opportunities consistent with the Program's goals and individual student interest. Agencies are continuously sought through agency query and recommendations from faculty, students, and professional social workers. Field practicum settings are evaluated yearly and continuously re-evaluated as new information arises and change of circumstances in agencies occur.

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

1. The agency is able to 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 his/her 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 in accordance with the Program's deadlines.

Agencies seeking to establish a relationship with the Program should contact the Director of Field Education. After a preliminary discussion, an assessment of fit is made between the agency's needs and those of the Program. If fit exists, additional information is solicited from the agency. The information is reviewed, evaluated and followed up by a visit to the agency.

### **Criteria for Selection of Field Instructors**

Satisfactory student progress in field education depends on agency support, school-based preparation, student readiness for field work, and the skill of the Field Instructor in managing the field instruction process. Field Instructors must have sufficient knowledge, skill, and experience in social work practice in order to guide and supervise student's 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 or 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 agency agreement will be sent to agencies for review before moving through the UDC internal process. This solidifies the relationship between the agency and 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 an MSW and have at least two years experience beyond the master's degree and employed at the agency 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 spend 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**

Orientation for field instructors is held at the beginning of each fall semester. It provides an overview of the Social Work Program's curriculum, goals, and competencies. Additionally, Field Instructors are prepared for their role and have questions answered. Suggestions are provided on how to develop assignments and tasks to achieve

program educational goals and competencies. Strategies for integrating theory to practice, increasing critical thinking, and evaluating student performance are also areas of focus. Continuing education credits are awarded upon completion of training.

A field seminar is also offered once a year for field instructors. Content is relevant to field practice and may range across various topics. Continuing education credits are awarded for completion of the seminar. Additional workshops may be offered.

# University of the District of Columbia Field Education Calendar

## Fall 2023

<b>Student Orientation</b>	
<b>Field Instructor Orientation</b>	
<b>Classes Begin</b>	August 21, 2023
<b>Practicum Begins</b>	August 28, 2023
<b>Labor Day Observance (University Closed)</b>	September 4, 2023
<b>Completed Learning Agreements Due to Faculty Liaison</b>	September 22, 2023
<b>Indigenous People's Day Observance (University Closed)</b>	October 9, 2023
<b>Mid-Term Week</b>	October 10 - 16, 2023
<b>Mid-term evaluation due to faculty liaison</b>	
<b>Veteran's Day Observance (University Closed)</b>	November 10, 2023
<b>Fall Practicum Ends</b>	November 22, 2023
<b>Final evaluations due to faculty liaison</b>	
<b>Thanksgiving Day Observance (University Closed)</b>	November 23-25, 2023
<b>Last Day of Classes</b>	December 2, 2023
<b>Fall Semester Ends</b>	December 14, 2023
<b>Winter Break</b>	December 18- January 7, 2024
<b>No Practicum</b>	

## Spring 2024

<b>Classes Begin</b>	<b>January 8, 2024</b>
<b>Practicum Begins</b>	January 8, 2024
<b>Martin Luther King, Jr. Holiday Observance (University Closed)</b>	January 15, 2024
<b>Last Day to Apply for Spring 2024 Degree</b>	January 19, 2024
<b>President's Day Observed (University Closed)</b>	February 19, 2024
<b>Mid-term Week</b>	February 26-March 3, 2024
<b>Mid-term evaluations due to faculty liaison</b>	
<b>Spring Break (Classes Suspended)</b>	March 4-March 10, 2024
<b>Last Day to Withdraw from Classes with a "W"</b>	March 18, 2024
<b>Practicum Ends</b>	April 12, 2024
<b>Final evaluations due to faculty liaison</b>	
<b>Emancipation Day Observed (University Closed)</b>	April 16, 2024
<b>Final Day to Submit Final Evaluation and Field Hours (Make-ups)</b>	April 19, 2024
<b>Final Exams for Graduating Seniors</b>	April 22-26, 2024
<b>Last Day of Classes</b>	April 27, 2024
<b>Spring Semester Ends</b>	May 10, 2024

Students are **not** expected to be present in field placement during break times (the time between the end of the fall semester and the beginning of spring semester and spring break). This time is meant to serve as an opportunity for rest and reflection. Students and Field Instructors should appropriately prepare for the time away from placement.

## **FIELD PLACEMENT PROCESS**



## CRITERIA FOR ADMISSION TO PRACTICUM

The Program admits only those students who have met the program's specified criteria for field education. The criteria for admittance to field education include:

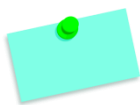
- Satisfactory completion of specified general education, and pre-professional foundation requirements and Critical Thinking in Social Work, Social Welfare I and II, Human Behavior I and II, and Practice 1
- Officially declared Social Work as their major
- Officially admitted to the Social Work Program
- Minimum of 2.5 GPA in the major, overall GPA of 2.0

## THE STUDENT PLACEMENT PROCESS

Students apply for practicum during the spring semester of their junior year. Students are required to 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 purpose of the interview is to identify student goals, areas of interest, previous experience and to provide the student with information regarding agency selection, and to answer questions about the field placement process. A review of student performance, which includes 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 has occurred, 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 that a placement has been confirmed and no other interviews need to occur. A second interview is optional and does not have to occur 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 reasons for student rejection prior to determining next steps.

It is important to note that all efforts will be made to match students with agencies of their choice, however a number of 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 own 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 placements are rare. Quality learning experiences occur when the MSW field instructor, staff, service providers, and agency meetings and activities occur. This typically occurs during traditional work hours. Although efforts will be made to accommodate working students, students should be prepared to decrease or shift work hours for a quality and worthwhile field placement.

If a student does not meet the Practicum requirements for field education, a letter will be sent indicating reason. Students are encouraged to meet with the Director of Field and their academic advisor to discuss next steps.

### **Procedures for Applying for Field Placement**

1. Accept invitation and completion registration in Tevera
2. Complete the Field Education Application in its entirety (This includes the narrative portion and life stressor scale) by the due 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 important so adherence to application process deadlines is critical. Students are encouraged to thoroughly review completed applications prior to submission. An application will be considered incomplete if the resume and narrative portion do not accompany the application. A delay in the submission process may create a delay in the placement process.

### **Pre-practicum Interview**

Once the application for field has been submitted, a pre-practicum interview must be scheduled with the Field Director. The purpose of the pre-practicum interview is 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 provides opportunity for assessment of 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.

A student may not be admitted to field for a variety of reasons, including failing to meet GPA requirements, ethical violations within the academic setting, and lack of demonstrated readiness for direct work with client systems.

### **Pre-practicum Interview Tip**

The student should come to the pre-practicum interview prepared to discuss:

1. What type of client interests you (i.e., teenage parents, older adults, children, etc.)?
2. What types of client issues interest you (i.e., homelessness, mental health, domestic violence, etc.)?
3. What type of setting would you prefer (i.e., public child welfare, school, advocacy organization, nursing home, hospital, etc.)?
4. What skills do you want to gain as a result of your field education experience?
5. What social work knowledge and skills do you need to achieve through your short-term and long-term goals?
6. What is your learning style? What mentoring qualities best assist you with your learning? (Birkenmaier & Berg-Weger, 2007, p. xx)

## **The Agency Interview**

Establishing identity as a professional social worker begins with the agency interview. Students are expected to conduct themselves as if this was an interview for a paid position. Professional comportment, including attire is essential to selection.

Prior to the scheduled appointment, the student is encouraged to prepare for the interview by reviewing information about the agency (i.e., mission, goals, services), anticipating questions that may be asked and rehearse how to respond. The student should also prepare questions to be asked of the Field Instructor or intern coordinator. Being punctual is imperative and the student should be professionally dressed for the interview. Additionally, the student should bring a copy of their resume to the interview. An Interview Tip Sheet is provided to students as part of the agency interview notification. Students are encouraged to review the Interview Tip Sheet prior to scheduled appointments.

After the interview, the student notifies the Field Education Director of the outcome. Final selection of placement is based on the joint agreement between the Field Instructor and the social work student. Once joint agreement has been made, the Confirmation of Placement form must be completed and submitted to the Director of Field Education.

## **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 who are 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 make a determination regarding the acceptance of the proposal. An employment agency may be used as a field placement site only when **ALL** of the requirements listed below are met.

### Requirements:

- ✓ The agency must be approved by the Director of Field Education. If the agency is not currently affiliated with the field education program, all agency development paperwork and a site visit must be completed prior to the start of field placement.
- ✓ The student’s field placement must be in a different program or department than the program/department in which they are employed.
- ✓ Field placement learning activities must differ from the student’s current employment responsibilities and must exceed present job skills and knowledge.

- ✓ The student's field instructor and employment supervisor must be different people.
- ✓ The student's employment hours and field hours must be separate and clearly defined.
- ✓ The student must have been employed by the agency for a minimum of 60 days prior to submitting an employment-based field placement application. Any exceptions must be approved by the Director of Field Education.
- ✓ Release time for coursework and field placement must be assured.
- ✓ The student must intern in increments of at least 4 hours. It is the agency's decision as to what type of compensation the student receives while in 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 Application is denied, the student must make arrangements to follow the student placement process and or/determine if they are ready for practicum at this time.

Section 4  
**GENERAL FIELD PLACEMENT POLICIES AND PROCEDURES**



## **GENERAL FIELD PLACEMENT POLICIES AND PROCEDURES**

### **FIELD PRACTICUM HOURS**

Students are expected to complete a total of 400 hours in the field agency setting over the course of two semesters. Students are expected to complete two internship days (16 hours) per week during regular agency hours for a total of two hundred hours per semester. Field hours completed by students should be documented using the Daily Record of Field Hours document.

### **EXEMPTIONS FROM FIELD PRACTICUM**

The Accreditation Standards of the Council on Social Work Education specifically states that field education is an integral component of social work education and provides for a minimum of 400 hours of field education for baccalaureate programs. In order that students may benefit from both components (i.e., classroom seminars and field instruction) equally, academic credit for any life experience or previous work experience shall not be given, in whole or in part, in lieu of the field practice experience.

### **SCHEDULING, ABSENCES, EMERGENCIES, AND ILLNESS**

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. In cases of illness or emergency, the Field Instructor should be notified directly and as soon as possible. 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 internship during school or agency holidays. However, students do have a responsibility for managing their agency's responsibilities (especially to client) during these times. Any plans for working during recognized holidays should be discussed with and approved by the Field Instructor. During breaks and vacation periods, students are expected to arrange coverage for cases and other assignments.

Any significant concerns with attendance or professional behaviors should be directed to the student and Faculty Liaison. Professional behaviors are included as part of the evaluation process. If a student has difficulty with any Essential Professional Behavior, a meeting will be held with the student, Field Instructor and Faculty Liaison. At that time, an Improvement Plan will be completed to address area(s) of concern. Failure to comply with the Improvement Plan could result in a lower grade or termination from practicum.

### **BACKGROUND CHECKS AND HEALTH SCREENINGS**

Many agencies are legally mandated to perform criminal background checks, health clearances, and fingerprints on prospective employees and interns. Students are

responsible for obtaining any required checks, and for all associated costs. Students are encouraged to ask if agencies reimburse for costs associated with required checks.

Students who may have criminal histories are asked to disclose during the pre-placement interview. Disclosure does not disqualify the student from field placement but is taken into consideration for selection of an appropriate 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 required 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 that is 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 every individual 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 constitute 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 has the effect of unreasonably interfering with an individual's work performance or learning or of creating an intimidating, hostile, or offensive environment.

This definition applies to both the 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, 2017, pgs. 70-71)  
[http://docs.udc.edu/student\\_life/Student\\_Handbook\\_2015\\_2017-updated.pdf](http://docs.udc.edu/student_life/Student_Handbook_2015_2017-updated.pdf)

If a student experiences sexual harassment in the field placement, they should notify their Field Instructor and Faculty Liaison as soon as possible. If the Field Instructor is perpetrating the harassment, the Faculty Liaison should be consulted as soon as possible. The Field Instructor's supervisor will be contacted as part of the investigation.



Field Instructors found to be guilty of sexual harassment will be terminated from The Program.

## **STUDENTS WITH DISABILITIES**

The Social Work Program strictly follows the policy of the University of the District of Columbia regarding assistance which stipulates, “No individual shall be discriminated against on the basis of disability...” Students who are defined as disabled under the American with Disabilities Act should seek assistance through the Accessibility Resource Center, Building 39, Room 102.

Students who require special accommodations in the field placement should make the Field Director aware during the pre-placement interview.

## **CHANGING AGENCY PLACEMENTS**

Students are expected to remain in the same placement for the entire year (two consecutive semesters). However, change can occur if a problem exists that cannot be resolved and staying at the agency has the potential of hindering the student’s learning process or the agency experiences changes that prohibits a student from continuing at the agency (i.e., closure or reorganization of the agency, loss of a Field Instructor, ethical violations by the Field Instructor or within the organization).

## **TERMINATION OF FIELD PLACEMENT**

Although every effort is made to ensure a successful field placement, early termination of a field placement is sometimes necessary. Compelling circumstances which could result in early termination include irresolvable conflict between the student and Field Instructor, unsatisfactory performance by the student, poor attendance in practicum (seminar and/or field), withdrawal by the student for hardship reasons, and the student’s failure to progress in concurrent classes (unresolved incompletes or failing grades).

### **Problems within the Agency**

Should a concern arise regarding agency policy, workload, responsibilities or any other significant problem, the student is strongly encouraged to take the following steps:

- a. Discuss the problem(s) with the Field Instructor and attempt to find a solution(s).
- b. If this approach proves to be unsuccessful, ask the Faculty Liaison to assist with the problem.
- c. If the problem cannot be resolved, the student, the Field Instructor and the Field Director should meet to discuss the possible need for a change in agency placement.
- d. Ultimately, the decision to change a student’s field placement lies with the Field Director.

If a decision is made to terminate a placement, the Faculty Liaison requests a written evaluation regarding student progress from the Field Instructor. The evaluation summarizes student progress up until the point of termination.

### **Termination Due to Unsatisfactory Performance**

If a student is demonstrating poor attendance, inability to perform at a satisfactory level of competence or other problematic behaviors, the Faculty Liaison should be notified immediately. A meeting will be held with the student, Field Instructor, and Faculty Liaison to address the issue(s). An Improvement Plan may be put in place and monitored by all parties.

If a student is terminated due to unsatisfactory performance (poor attendance, violation of NASW Code of Ethics, inability to effectively work with client population and peers, lack of progress with Improvement Plan), no additional placement will be provided for that semester or the following, if applicable (spring). The student may not be able to return to practicum until deemed appropriate by the Program.

### **EMOTIONALLY DISTRESSED STUDENTS IN FIELD PLACEMENT**

There may come a time when a student may manifest signs of distress due to personal, family, or mental health issues while in field placement. Signs of distress can include; inability to concentrate, irritability, a change in behaviors or appearance, outbursts, periods of crying, decrease in productivity, excessive tardiness and absenteeism, and poor judgment and reasoning. Such indicators could suggest that students would have difficulty practicing social work in a field setting.

In order to be placed in field and succeed in fieldwork, students must be able to perform the following:

- ✓ Communicate effectively with clients and agency staff
- ✓ Perform assigned service tasks and follow through on all assignments
- ✓ Critically think and problem-solve
- ✓ Complete paperwork appropriately and timely
- ✓ Be open and self-reflective in examining his/her work and relationships
- ✓ Adhere to the NASW Code of Ethics

The pre-placement interview and agency interview are two key points which appropriateness for field placement is assessed. If a student's personal or mental health issues preclude them from performing satisfactorily and safely in a field placement, they may be suspended from placement or placement may not be initiated.

If a student has begun fieldwork, and signs of distress are observed by the Field Instructor or agency staff, the Faculty Liaison should be contacted immediately. A meeting between the student, Field Instructor and Faculty Liaison will be scheduled for as soon as possible to discuss issues and concerns.

Depending upon the seriousness of the behaviors, the student may be restricted in placement duties or suspended from placement. If the student is terminated from

placement, the Faculty Liaison will request a letter of evaluation from the Field Instructor and recommended grade for the student's performance up until that point.

## **SUBSTANCE USE**

The Program follows the University's policies on substance use, which can be found in the Student Handbook, [UDC Student Handbook 2022-23](#), pgs. 195-201.

The unlawful possession, use or distribution of illicit drugs and alcohol by students and employees on University Property or as part of any University Activity or University Event is strictly prohibited.

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 acts of violence, terror threats, emotion regulation issues, heightened tensions, and reduced resources, concerns about safety have increased. The nature of social work practice can place social workers in risky and threatening situations. Students in the learning process are not exempt from risk and safety issues and are especially vulnerable because they lack the experience and skills of seasoned social workers.

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

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

### **Agency Risk Reduction**

Agencies should supply students with copies of their policies and procedures on safety in addition to 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 should a home visit not be made
- Procedures for notification of student's 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 purpose of visit and plan for visit
- Discussion of what to do if 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 that 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 are not permitted to transport clients in their personal vehicles as part of their field internship responsibilities. Students who choose to disregard this policy and transport clients in their own 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 personal vehicles
- Distribution or handling of client medications
- Work in the agency at times when other and/or in areas where other staff, are not present
- Transport a client with a history of violence toward staff or others

## 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 located on the NASW website, [NASW Code of Ethics](#).

### Developing Social Work Identity

The development of one's social work identity begins during the Practicum experience. The manner in which we practice is informed by our life experiences, values, attitudes and motivations. Social workers must consistently evaluate how our beliefs and behaviors may positively or negatively impact practice behavior and decision making. Consideration for enhancing one's professional identity and conscience 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 important part of the process.

**Openness and Willingness to Learn - Flexibility and Adaptability:** You are expected to demonstrate openness to, and active engagement in learning new ideas, perspectives and skills. You should actively seek to understand the worldview and values of others. The ability to be flexible and adapt to changes in circumstances and situations is an integral aspect of practice.

**Interpersonal Skills:** You are expected to demonstrate the interpersonal skills and capacities needed to relate to clients, agency colleagues, fellow students, faculty, and staff. The capacity and skills to actively engage with others across difference and in situations of conflict should improve and deepen as you progress through the program.

**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 are 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 of the attributes above- engagement with others, communication patterns, willingness to learn and how you respond to changing circumstances and demands. It also includes appearance, dress, and general demeanor as well as 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 own current life stressors and to seek ways to mitigate the effect of these stressors on your academic and field performance. In accordance with the NASW Code of Ethics (sec 4.05), social work students should not allow their own 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 course work.

Acknowledgements: Adapted from Simmons College School of Social Work, 2017-18

## **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, HIPPA as well as federal laws pertaining to the privacy and confidentiality of an individual's information, so that privacy of the information to which students are exposed is totally safeguarded. The following statements represent social work policies designed to achieve the purpose of privacy and confidentiality:

1. Students must take the initiative and responsibility for knowing and adhering to the confidentiality policies of agencies in which they are placed.
2. No information with regards to specific clients, their families and/or significant others is to be revealed to anyone outside of 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.
3. While the classroom is considered to be a learning environment and an area of confidentiality, using a pseudonym or a third person reference is admissible, specific client information and reactions of classmates is not to be discussed with anyone other than the student's faculty field liaison.
4. Written work to include term papers, logs, case studies, etc. should never contain actual names of clients. Use of client identifying information can be added to

copies of written work intended for agency use at the time the student is submitting the information to the agency.

5. 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.
6. Students are personally responsible for the safety and protection of any and all professional information or records they may have in their possession. Client information must never be removed from the agency or placed anywhere that unauthorized persons might view it.
7. 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 University of the District of Columbia.
8. When pondering the issue of 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.

This policy was adopted and revised June 2008  
Based on material from Salisbury State University, Salisbury, Maryland.



University of the District of Columbia  
Social Work Field Education  
Social Media Guidelines



Social media- Facebook, Twitter, Instagram, LinkedIn, Pinterest, Snapchat, TickTock, and other platforms- are innovative tools that allow us to socialize and communicate with others in ways not done before. While there are benefits and advantages in using social media, unintended personal and professional challenges can arise, leading to ethical and/or legal consequences.

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 special concern include confidentiality and privacy (Section 1.07), professional boundaries, informed consent (Section 1.03) and record keeping. Students are expected to adhere to the University of District of Columbia (UDC) social media policy, located on the UDC website, [UDC Social Media Guidelines](#) and the National Association of Social Work (NASW) Code of Ethics.

As a reminder, content placed on the internet is public, permanent and worldwide. What gets posted can last forever and be used against you. Use wisely.



## Potential Ethical Landmines

### Personal or Professional Use of Social Media

It is important to consider how you are using social media. Are you using it to communicate with family and friends or to blog about social justice issues, advocate personal, political or spiritual beliefs? Both? Is there conflict between your personal or professional identities? Be mindful that our ethical responsibilities do not cease when we are “off the clock” or not in the office.

### Confidentiality and Privacy

Technology poses additional risk for violation of confidentiality and privacy. Familiarize yourself with agency policies on privacy and confidentiality, including use of social media and how information is shared via email, text and other digital platforms. Ethical, legal and clinical issues can arise if information is not carefully handled. For example, are texts to be included as part of the record? Is viewing a client’s social media account permitted, and if so, under what circumstances? How will information be protected on mobile devices? Who has access to your devices? Spouse? Children? (NASW Code of Ethics, 1.07)

Do not post confidential or private information about clients, your colleagues or the agency, even if disguising information. If you use social media to promote an agency event, speak with the appropriate agency personnel to discuss how, where and when to post.



## **Professional Boundaries**

Whether you use Facebook for personal or professional use, it is important to critically evaluate “friend” requests. Boundaries may be crossed, and conflicts may arise by allowing colleagues, field instructors and certainly clients into your personal (and perhaps professional) social media space. Please be mindful that what you post (pictures, quotes, likes, opinions, etc.) are all forms of self-disclosure. People can see when you are tagged in photos, comments made by others and who you have “friended”, so review and adapt your privacy settings as appropriate. Note: private does not mean absolutely private and deleted information can be saved and archived by others.

Another area of consideration is how agencies use social media to contact or follow-up with clients. For example, is it ok to do online searches on clients? View client’s social media to determine whereabouts, behaviors or connections with others? It is important to talk with your agency about how Facebook and other social media is used regarding clients.

## **TIPS**

**Maintain privacy and confidentiality:** Use good ethical judgement when deciding what to publish on social media. Do not post confidential or private information about clients or colleagues (including field instructor), even if disguised. Discuss social media, email, text and other electronic policy use with your agency and abide by them.

**Protect your identity:** Review policies on privacy and adjust your settings accordingly. Recognize that who you have as Follower or Friend is a reflection on you. Be mindful of what you post.

**Think before you post:** Consider the image you may be portraying. Is this an image you want potential employers, graduate schools, friends and colleagues to know you as? Will what you post today come back to haunt you later on?

**Avoid offensive and racialized language, derogatory, and offensive comments and attacks.**

**Discuss electronic and social media usage with your organization.**

**Familiarize yourself with the University’s social media policy and the NASW Code of Ethics.**

Failure of students to adhere to these standards, or failure to maintain a client’s confidentiality in any form, including the use of social media, will result in a disciplinary process, which may include dismissal from the program.

Section 5  
**LEARNING PLAN AND FIELD TASKS**

## PURPOSE AND USE OF A LEARNING PLAN

The learning plan is a written document developed by the student and Field Instructor and approved by the Faculty Liaison about what the student will learn, how the learning will take place and time frames. It outlines a range of site-specific learning activities in direct relationship to the field competencies. The learning activities are selected by the Field Instructor in discussion with the student and should consider student's knowledge and skill level, student readiness, and what activities would be appropriate in helping the student achieve beginning level skill in the competencies. At the beginning of the second semester, the plan should be reviewed and modified to reflect changes or new opportunities. By completion of the second semester, students should have demonstrated beginning level mastery in **each** of the core competencies. Students are required to document specific instances where each practice behavior is demonstrated.

The Field Instructor, student, and Faculty Liaison all have a role in the development of the learning plan. The Field Instructor is responsible for oversight of development of the learning plan. This oversight includes providing guidance in the development of the plan, selecting learning activities and ensuring that the plan is completed in a timely fashion. The Student is responsible for discussing learning goals with the Field Instructor, producing the document, and submitting it to the school on time. The Faculty Liaison is responsible for reviewing the document for appropriateness and approving it. The Faculty Liaison is available to assist in the development and modification of the learning contract. All three must sign the completed learning plan.

The learning plan also serves as a reference point for evaluation. Progress toward mastering the core competencies should be reviewed in weekly supervision meetings. Agencies may require students to participate in additional activities, not related to the competencies, which seek to enhance the student's growth in becoming competent, ethical, culturally competent practitioners. Those activities should be included under "learning activities" along with the "objective" of the activities.

All students are required to complete a learning plan within the first month of practicum. Due dates are outlined in the field calendar. The learning plan is intended to be a dynamic document that will be modified as new opportunities arise and the practicum progresses.

## University of the District of Columbia Social Work Program

### Field Education Learning Plan

Field education is an essential aspect of social work education. The faculty liaison, student, and field instructor are responsible for structuring a learning experience that satisfies both the requirements of the school and the agency, while helping the student gain the knowledge, values and skills necessary to become a professional generalist social worker. The Learning Plan is a written structure that enables students to organize their practicum learning experience within the opportunities available at their placement site. Learning activities should be in relationship to nine competencies.

The Learning Plan serves as the basis for student evaluations which take place at the end of each semester. Each objective requires the identification of the learning strategies as well as the evaluation criteria which will determine if the student has successfully achieved competence. The *Reflection on Completed Activities* column is to be reviewed and updated as progress is made, assignments modified, and eventually completed.

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

	<b>Practice Behavior</b>	<b>Learning Activity (Plans for demonstrating competence)</b>	<b>Reflection on Completed Activities</b>
<b>Demonstrate Ethical and Professional Behavior</b>	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context		
	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		
<b>Engage Diversity and Difference in Practice</b>	<b>Practice Behavior</b>	<b>Learning Activity (Plans for demonstrating competence)</b>	<b>Reflection on Completed Activities</b>
	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		
<b>Advance Human Rights and Social, Economic, and Environmental Justice</b>	<b>Practice Behavior</b>	<b>Learning Activity (Plans for demonstrating competence)</b>	<b>Reflection on Completed Activities</b>
	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		
<b>Engage In Practice-informed Research and Research-informed Practice</b>	<b>Practice Behavior</b>	<b>Learning Activity (Plans for demonstrating competence)</b>	<b>Reflection on Completed Activities</b>
	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		
<b>Engage in Policy Practice</b>	<b>Practice Behavior</b>	<b>Learning Activity (Plans for demonstrating competence)</b>	<b>Reflection on Completed Activities</b>
	Identify social policy at the local, state, and federal level 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		
<b>Engage with Individuals, Families, Groups, Organizations, and Communities</b>	<b>Practice Behavior</b>	<b>Learning Activity (Plans for demonstrating competence)</b>	<b>Reflection on Completed Activities</b>
	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		
<b>Assess Individuals, Families, Groups, Organizations, and Communities</b>	<b>Practice Behavior</b>	<b>Learning Activity (Plans for demonstrating competence)</b>	<b>Reflection on Completed Activities</b>
	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		
	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies		
<b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	<b>Practice Behavior</b>	<b>Learning Activity (Plans for demonstrating competence)</b>	<b>Reflection on Completed Activities</b>
	Critically choose and implement interventions to achieve practice goals and enhance 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		



<b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	<b>Practice Behavior</b>	<b>Learning Activity (Plans for demonstrating competence)</b>	<b>Reflection on Completed Activities</b>
	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		
	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 are met with mixed feelings but serve as a vital tool used in the social work field experience. They provide an opportunity for students to reflect on their thoughts, feelings, actions and the impact on interaction, build self-awareness, share thoughts and experiences with field instructor and connect theory to practice.

One process recording is due in the fall semester. Two process recordings are required in the spring semester. The focus of the process recording can be individual, group, or experience in a professional meeting in which interpersonal skills can directly impact the achievement of goals. A minimum of one process recording must be based on a one-on-one interaction between student and client (individual or family) in the spring semester.

There are two formats for the process recording; 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 interaction with an individual or family. It consists of three sections. The first section focuses on the preparatory phase of the client interaction and includes a narrative portion on client information and observations. The second section consists of the verbatim recording of the client/practitioner interaction. Student analysis, content dialogue, emotional response, and Field Instructor comments make up this section and are completed within columns. The third section, also narrative in form, describes post interview reflections.



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

The Process Recording for Social Work Practice with Small Client Groups is completed after participation in a small client group or program meeting such as, task group, unit meeting, etc. It is to be completed in narrative form and includes information about the dynamics of the group, purpose of the group/meeting, group process, assessment, and planning.

The length of a good process recording is 3-5 typewritten pages. For section II of the Process Recording for Individuals and Families, rather than an entire interaction, a segment of the interaction may be documented. For example, if you interviewed a client for an hour, you do not need to include the whole hour of dialogue. You may use any portion of the hour interview. An ideal area of focus is the part of the dynamic in which the student had the most difficulty or question. As indicated, one of the purposes of the process recording is to honestly evaluate practice, therefore include sufficient dialogue to appraise performance. Less than two pages of the verbatim section is insufficient. A sample of a completed process recording shall be provided.

After the student completes the process recording, it is submitted to the Field Instructor for review. The Field Instructor makes comments in the Field Instructor comments section and discusses this with the student as part of supervision. Students are responsible for making sure process recordings are submitted to the Field Instructor in a timely fashion so that they have time to make comments. It is the student's responsibility to submit completed process recordings to Faculty Liaisons by the due dates designated in the field calendar.

**FAQ- Can I complete the process recording on my observation of another worker's interaction with a client?**

No. The process recording should be based on your own experience. If you do not have a client by the due date, complete the Process Recording for Small Groups and/or discuss with your faculty liaison about how to proceed.

**What if I have not had opportunity to observe a group, unit meeting, etc?**

Discuss this with your field instructor and inform your faculty liaison.

**Can I videotape or record the interaction?**

Usually not, however you can discuss this with your field instructor and if so, identify the necessary steps in achieving client permission according to agency policy.

**What if I forget what happened?**

Take notes. Write a draft after so you can accurately document dialogue and feelings. Complete the process recording as soon as possible.

**What if I said or did something I didn't like?**

Do not make up, edit or omit information. It defeats the purpose of the tool. The process recording provides a wonderful opportunity to reflect on what worked as well as what didn't work well.

All Process Recordings should be typed. Field Instructor comments may be handwritten.

**Confidentiality Note:** In order to protect client confidentiality, initials or a pseudo name should be used.

## PROCESS RECORDING FOR INDIVIDUALS AND FAMILIES

Student's Name: \_\_\_\_\_ Date of Interview: \_\_\_\_\_

I. **INTRODUCTION:** *In a brief paragraph describe:*

A. **Client System:**

1. Describe the client including age, gender, residence, education, occupation/school year, family composition, social support system and other pertinent data. (To maintain confidentiality, do not use client's name)
2. What brought this client to the agency/program? Further amplify this statement by identifying the specific problems in social functioning that your agency/program will attempt to improve or alleviate.

B. **Interview:**

1. What number interview is this one? What is the specific purpose of this interview/contact/meeting?
2. How does it build upon your last interview and build toward future interviews?
3. Discuss purpose of the session/meeting
4. Indicate the client's understanding of the purpose of the meeting
5. If the client's understanding differed from your understanding, explain why

C. **Observation:** *(no judgments)*

1. Describe the setting.
2. Describe client (s), including the physical and emotional climate at the beginning of the meeting, and your impression of client's attitude and feelings at beginning of meeting.
3. Describe yourself - how you are feeling as the interview begins.

## II. CLIENT /WORKER DIALOGUE:

### Description for completing this section.

1. Provide a word for word description in writing of the verbal and non- verbal interaction and exchange between the worker and the client.
2. Describe your gut level feelings and reactions to specific parts of the client-worker dialogue. Utilize feeling words to uncover hidden messages and to become a more effective responder.
3. Analyze the exchange that has occurred indicating your role, explaining specific responses and reflecting on the client's thoughts and feelings.

3. What you <b>THINK</b> about the interview. Analyze client's reactions. Include here any comments about the process of the interview. Identify techniques you used – helpful? Not helpful?  [these thoughts go directly parallel to the relevant content dialogue]	1. Record word for word what happened during the interview (or a part of the interview). Both verbal and non-verbal communication is recorded in this column. Include third person participants, interruptions, etc., that occur and were not part of the planned interview.	2. What you <b>FEEL</b> about the interview. Identify your emotional reaction to what the client was doing.  [these feelings go directly parallel to the relevant content dialogue]	Field Instructor Comments

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**III. CONCLUSION:** (Complete post interview)  
*In a brief paragraph describe:*

- A. Respond to (a.) or (b.) below, as instructed by seminar instructor:
  - a. As a result of this interview, how has your understanding of this client and his/her/their problem in social functioning changed?

**OR**

  - b. Select one theory of human behavior and the social environment. Select and define 1 or 2 concepts from this theory. Apply concept(s) to the client's current situation.
  
- B. Evaluate your work by (1) analyzing the strengths and weaknesses of your analysis column; (2) evaluating your ability to follow the content and process of the interview; and (3) identifying a gut feeling or emotional reaction **you** had which surprised you.
  
- C. Discuss at least one relevant advocacy **OR** policy issue relevant to your client and services that are recommended for this client.

**Process Recording Outline for Social Work Practice with Small Client Groups**  
(This process recording is to be completed with client groups or task groups, e.g., team meeting)

A. Information about the group

- Group name or type
- Number of participants
- Group members present (do not include names but roles/titles)

B. Purpose of the Group or Meeting

- Write a brief statement on the overall purpose of the group. This statement is *included only in the first process recording, or, if there is an agreed upon change in the group's overall purpose.*
- Write a concise statement about the goals of the meeting of the group being recorded.
- How were these goals perceived by the group?
- How did you perceive these goals?
- What are the similarities or differences between the group's perception of these goals and yours?

C. Group Process at the Meeting

- Initial Observation
  - Describe briefly, in general terms, the physical and emotional climate at the beginning of the group meeting.
  - Describe briefly your initial impressions of the attitudes and feelings of the group members at the beginning of the meeting
- Describe any significant changes in the appearance or feelings or attitudes of the group members since the last meeting. (If you attended the last group)
- Group Member Interaction (*Group Process*)
- Describe what went on within the group during its meeting. *For example:*
  - Describe the means of interaction, e.g., program activity, discussion, debate, tasks, etc.
  - Describe the feelings/reactions of the members to this interaction.
  - Describe your feelings/reactions to this interaction.
- Describe the effectiveness, vitality, and responsibility of the group's members during the interaction.
- Describe your role in the group's interaction.
- Describe the ways the group moved toward attainment of its goals.
- Describe how the group's members dealt with obstacles to attainment of the meeting's goals.

D. Analysis of the Group Meeting

- Describe your understanding of the nature of the interaction of the group members, including yourself, at this group meeting.
- Indicate the theoretical or other knowledge, learned in your other courses, that helps you to understand the process and content of this group meeting.



- On the basis of your analysis, what is your current assessment of:
  - the stage of the group's development;
  - the commitment of the group members to the group's purpose;
  - the climate and tone of the group;
  - if relevant, discuss specific roles played by individual group members and how they impact the group process.

E. Plan for the Group's Next Meeting

- Write a brief statement of the plan for the next meeting of the group.
- Explain how the members of the group, including yourself, arrived at this plan.
- Explain how the plan relates to the purpose of the group.
- Describe what you and the other group members are to do prior to, and in preparation for, the next group meeting.

F. Analysis of the Student Social Worker's Practice

- Discuss your use of social work practice knowledge and skills during the group meeting.
- What specific social work skills and/or techniques learned in your practice courses, did you use during the group meeting?
- What were the strengths and weaknesses in your practice during the group meeting?

Supervisor Comments: To be added by supervisor after completion of process recording and discussed in supervision.



Section 6  
**EVALUATION AND GRADING**

***'Knowledge will only be assessed in relation to practice.'*** Ontario Canada Department of Health

Evaluation is both a process and a tool. The process of evaluation is on-going and continues throughout the practicum experience. Informal evaluation consists of on-going feedback and suggestions by the Field Instructor. Formal evaluation (the tool) occurs twice each semester. A mid-semester progress review completed mid- term 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 learning point for the evaluation of student progress. The learning plan, learning activities, and student knowledge and skill should be considered prior to completion of the formal evaluation. Students should be afforded opportunities to demonstrate knowledge and skill prior to final evaluation. The student is expected to demonstrate a beginning level competence in each competency area. The standard by which interns are to be compared is that of a new beginning-level generalist social worker.

### **Mid-Semester Progress Review**

A mid-semester progress review is completed to encourage students to reflect on their progress and obtain feedback from their supervisor. It also assesses early competence and serves as a planning tool for the remainder of the practicum. Students are expected to demonstrate satisfactory progress in all areas. If students are not performing satisfactorily, an Improvement Plan will be developed 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 competence in all nine competencies and is completed at the end of each semester. Opportunity should be given for students to demonstrate each practice behavior and rated accordingly. If a student is rated "5" or "1", an explanation of how student demonstrated excellence or difficulty should be included in the comments section. Students are expected to demonstrate satisfactory progress in each competency area.

A narrative section is to be completed by the instructor and students as part of both the midpoint and final review.

### **Evaluation Ratings**

The Mid-Semester Progress Review and Final Progress Review are comprised of nine competency areas and associated practice behaviors, each of which must be evaluated. The IE rating is used when students have not had the opportunity or insufficient experience to evaluate performance. **It is expected that students have opportunity to demonstrate ability in each practice area by completion of the practicum placement therefore no IE's should be on the final spring evaluation.**

Students are scored on a 1-5 rating for each practice behavior. Ratings should be based on the following scale:

**5= Exemplary** - 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 interpret social work theories, frameworks, and perspectives to others.

**4= Accomplished**- Intern exceeds expectations. Student demonstrates effective use of skill. Uses this skill regularly and appropriately. Able to apply social work theories and frameworks to practice.

**3= Emerging**- Student 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 macro levels. Satisfactory quality of work.

**2= Not yet competent**- Intern performs at an inconsistent level. Student demonstrates inconsistent understanding and/or application of skill. Unable to demonstrate skill or apply knowledge consistently after feedback and multiple practice attempts. Needs improvement.

**1= 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.

**IE** =Too little experience up to this point to be able to assign any rating.

In the **fall** semester, if a student receives more than 3 scores of 1, the Field Liaison will set up a visit to develop a plan for intervention. An Improvement Plan should address each *essential professional behavior* or *practice behavior* that is of concern. The Improvement Plan becomes part of the student's field file.

In the **spring** semester, if a student receives scores of **No** in any *Essential Professional Behavior* **AND/OR** more than 2 scores of 1, a Field Meeting will be convened by the Faculty Liaison.

## **Seminar**

Students are required to attend seminar twice a week. Seminar is designed to enhance the field experience. It presents an opportunity to integrate theory and practice, discuss issues and challenges, and provide insight into the profession and 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 work. Student performance in field and quality of participation in seminar are evaluated in determining the final grade. Field makes up 60% of the grade with seminar making up the final 40%. Students are expected to demonstrate competence in both settings. Field instructors are required to recommend a grade as part of the Final Evaluation. The Faculty Liaison is responsible for assigning grades. A "C" or better is necessary for the student to move onto the spring semester.

Grade recommendations should be based on the following scale.

**A = EXCEPTIONAL** – Student's performance consistently exceeds the usual expectations and is outstanding in a number of areas.

**B = VERY GOOD** – Student's performance is consistently above average in most areas.

**C = SATISFACTORY** – Student consistently performs at an acceptable level in all areas.

**D = MARGINAL** – Student's performance is 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 Field Director.

**F = FAILURE** – Student has not demonstrated the level of social work practice knowledge, values and skills appropriate for the practicum course. Students should discuss the advisability of their continuance in the program with their adviser. Approval to repeat the course must be obtained from the Field Director and the Director of the Social Work Program.

If the student and Field Instructor are jointly engaged, the student will be actively aware of any challenge areas and/or areas of marginal performance prior to completion of the final evaluation. If a student is experiencing difficulties, it is important that those issues/concerns are identified early and brought to the attention of the Faculty Liaison so that corrective action can be put into place. A student may be removed from practicum for poor academic performance.

If a student disagrees with any aspect of the evaluation, a statement of disagreement may be submitted with the evaluation.

### **Withdrawal from Practicum**

Students may withdrawal from practicum for personal or medical reasons. Students must follow University policy to officially withdrawal from classes. If a student fails to officially withdrawal from practicum, a failing grade may be given. The Field Instructor and Faculty Liaison should be made aware of the withdrawal from practicum by the student. Students cannot withdrawal from one portion of practicum and remain in the other. Students must withdraw from both seminar and practicum. Students should consult with their academic advisor prior to withdrawal to discuss options and alternatives. Plans to continue the course should be discussed with the Field Director at time of withdrawal.

### **Student Self-Appraisal**

At the end of each semester, students are expected to complete a self-appraisal for the purpose of self-reflection and improving practice. The self-appraisal should be completed prior to the final progress review and reviewed with Field Instructor as part of the final review. The student is expected to be honest in appraising their performance. If a student rates themselves a "5" or "1", an explanation of demonstrated excellence or difficulty should be

included in the comments and narrative sections. The student self-appraisal should be submitted to the Faculty Liaison along with the final progress review.

### **Student Evaluation of Field Placement**

At the end of spring semester, students are expected to evaluate the field placement and their learning experience. Issues with the placement should be raised with the Field Instructor and Faculty Liaison as soon as they are noticed for early resolution. This evaluation assists the Program in assessing the strengths and challenges of the placement and field instructor. The student evaluation should be submitted with the final progress review, and student self-appraisal.

University of the District of Columbia  
Division of Education, Health, and Social Work

**SOCIAL WORK PROGRAM**  
**OFFICE OF FIELD EDUCATION**

**MID-SEMESTER PROGRESS**

<b>Check:</b> _____ <b>Fall</b> _____ <b>Spring</b>		<b>Year:</b> _____
Student Name:		Date:
Field Instructor:		Agency:
Faculty Liaison:		

Evaluation of an intern's progress is an on-going 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 student is on track to meet the competencies and provide the student feedback on their performance. It also serves as a planning tool for the remainder of the practicum. In preparation of the progress review, consider the Learning Plan, each of the student's significant assignments and learning activities to date, the most significant areas of progress as well as areas of marginal or unsatisfactory progress, and the use of weekly supervision. Student and field instructor should be jointly engaged in the evaluation process.

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

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

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

**Is an immediate liaison visit requested?**      \_\_\_ Yes      \_\_\_ No

The expectation is that students will receive ratings of **Yes** in all *Essential Professional Behaviors*. If a student receives ratings of **No** in any of the 4 *Essential Professional Behaviors*, the field liaison may set up a visit to develop a plan for improvement.

**PROGRESS ON LEARNING AGREEMENT**

Describe student's progress toward educational goals and objectives.



## WORKLOAD DESCRIPTION

Describe the student's learning opportunities and work assignments thus far.

## SUPERERVISION

Is supervision occurring weekly? Yes \_\_\_\_ No \_\_\_\_ If no, explain and plan to correct

## STUDENT PROGRESS TOWARD FIELD COMPETENCIES

Evaluate student's mid-point progress in developing ability to demonstrate knowledge and skill in the following areas and toward the nine competency areas. Using the following scale, circle the number that best indicates student's level of performance of each practice behavior.

If a student receives three or more scores of 1, the Field Liaison will set up a visit to develop a plan for improvement (sample form is included in the *Field Manual*). An Improvement Plan should address each *practice behavior* that is of concern. The Improvement Plan becomes part of the student's field file.

<b>Unable to evaluate:</b> Student has not yet had an opportunity to begin working on this competency	<b>Area of concern:</b> Intern consistently does not meet expectations: Student shows little or no evidence of understanding the concept and/or demonstration of skill development.	<b>Not yet competent:</b> Intern performs at an inconsistent level. Student demonstrates inconsistent understanding and/or application of skill. Unable to demonstrate skill or apply knowledge consistently after feedback and multiple practice attempts. Needs improvement.	<b>Emerging:</b> Student 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 macro levels. Satisfactory quality of work.	<b>Accomplished:</b> Intern exceeds expectations. Student demonstrates effective use of skill. Uses this skill regularly and appropriately. Able to apply social work theories and frameworks to practice
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 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 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 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 REMAINDER OF SEMESTER

<b>Student Signature:</b>	<b>Date:</b>
Agree w/Evaluation: <input type="checkbox"/> *Disagree: <input type="checkbox"/>	
<b>Field Supervisor:</b>	<b>Date:</b>
<b>Task Supervisor (if applicable):</b>	<b>Date:</b>

\*In the event that student does not agree with any aspect of this evaluation, he/she may append a statement describing specific disagreements and reasons for them



University of the District of Columbia  
Division of Education, Health, and Social Work  
4200 Connecticut Avenue, NW  
Washington, DC 20008

**SOCIAL WORK PROGRAM**  
**OFFICE OF FIELD EDUCATION**

**FINAL REVIEW**

<b>Check:</b> ____ <b>Fall</b> ____ <b>Spring</b>		<b>Year:</b> ____
Student Name:	Date:	
Field Instructor:	Agency:	
Integrative Seminar Instructor/Field Liaison:		

Evaluation of an intern's progress is an on-going learning/teaching process. Formal evaluation occurs twice a semester through the *Mid-Semester Progress Review* and *Final Evaluation*. The *Final Progress Review* is comprised of nine competency areas and associated practice behaviors, each of which must be evaluated. The *Final Review* provides a comprehensive appraisal of student's mastery of skills. The standard by which interns are to be compared is that of a new beginning-level generalist social worker.

In preparation of the progress review, consider the Learning Plan, each of the student's significant assignments and learning activities to date, the most significant areas of progress as well as areas of marginal or unsatisfactory progress, and the use of weekly supervision. Student and field instructor should be jointly engaged in the evaluation process.

By the completion of **spring** semester, there should be **NO IEs** on the final evaluation. Students should have been provided opportunity to demonstrate ability in each competency area and practice behavior.

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

<i><b>Essential Professional Behaviors</b></i>	<b>Yes</b>	<b>No</b>
<b>5. Student reports to field on time</b>		

6. Student attends field regularly		
7. Student is receptive and open to feedback from field instructor		
8. Student handles absences and/or unavoidable lateness responsibly		

Is an immediate liaison visit requested?      ☐ Yes      ☐ No

The expectation is that students will receive ratings of **Yes** in all *Essential Professional Behaviors*. In the **fall** semester, if a student receives ratings of **No** in any of the 4 *Essential Professional Behaviors*, the field liaison will set up a visit to develop a plan for improvement.

In the **fall** semester, if a student receives three or more scores of 1, the Field Liaison will set up a visit to develop a plan for improvement (sample form is included in the *Field Manual*). An Improvement Plan should address each *essential professional behavior* or *practice behavior* that is of concern. The Improvement Plan becomes part of the student's field file.

In the **spring** semester, if a student receives scores of **No** in any *Essential Professional Behavior* AND/OR more than 2 scores of 1, a Field Meeting will be convened by the Faculty Liaison to discuss 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 <b>beyond the expectations</b> for a beginning BSW social worker. Knowledge and skill applied to new areas. Able to explain, analyze, and interpret social work	Intern exceeds expectations. Student demonstrates effective use of skill. Uses this skill regularly and appropriately. Able to apply social work theories and frameworks to practice	Student 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 macro levels. Satisfactory	Intern performs at an inconsistent level. Student demonstrates inconsistent understanding and/or application of skill. Unable to demonstrate skill or apply knowledge consistently after feedback and multiple practice attempts. Needs improvement	Intern consistently does not meet expectations. 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

theories, frameworks, and perspectives to others.		quality of work			
---	--	-----------------	--	--	--

<b>Demonstrate Ethical and Professional Behavior</b>	<b>Practice Behavior</b>	<b>Mid-point</b>	<b>Final</b>	<b>Comments</b>
	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context			
	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			
<b>Engage Diversity and Difference in Practice</b>	<b>Practice Behavior</b>			
	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			
<b>Advance Human Rights and Social, Economic, and Environmental Justice</b>	<b>Practice Behavior</b>			
	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			
	<b>Practice Behavior</b>			

<b>Engage in Practice-informed Research and Research-informed Practice</b>	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			
<b>Engage in Policy Practice</b>	<b>Practice Behavior</b>			
	Identify social policy at the local, state, and federal level 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			
<b>Engage with Individuals, Families, Groups, Organizations, and Communities</b>	<b>Practice Behavior</b>			
	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			
<b>Assess Individuals, Families, Groups, Organizations, and Communities</b>	<b>Practice Behavior</b>			
	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			
	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies			

<b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	<b>Practice Behavior</b>			
	Critically choose and implement interventions to achieve practice goals and enhance 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			
<b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	<b>Practice Behavior</b>			
	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			
	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. To be completed by Field Instructor and 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.

<p>2. Describe areas of focus for continued growth and development.</p>          <p>3. Discuss the student's readiness for professional social work practice. (<b>Spring only</b>)</p>		
<p><b>Student:</b></p> <p>1. Describe areas of demonstrated strength and ability. Include areas of outstanding performance, i.e., effective use of specific method or collaboration with colleagues.</p>          <p>2. Describe your plan for continued professional development focusing on areas of growth and improvement.</p>          <p>3. Discuss your readiness for professional practice as a result of this practicum experience. (<b>Complete Spring only</b>)</p>		
<p><b>Overall Evaluation of Student Performance:</b></p>	<p><b>Fall</b></p>  <input type="checkbox"/> Intern is functioning well above midyear expectations of competence for interns. <input type="checkbox"/> Intern is functioning above the midyear expectations of competence for interns. <input type="checkbox"/> Intern is functioning at the midyear expectations of competence for interns. <input type="checkbox"/> Intern is functioning below the midyear expectations of competence for interns.	<p><b>Spring</b></p>  <input type="checkbox"/> Intern has excelled in field placement by performing well above expectations. <input type="checkbox"/> Intern has exceeded field placement performance expectations. <input type="checkbox"/> Intern has met field placement expectations. <input type="checkbox"/> Intern has demonstrated significant problems in performance.



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

\*In the event that student does not agree with any aspect of this evaluation, he/she may append a statement describing specific disagreements and reasons for them.

Washington, DC 20008

**SOCIAL WORK PROGRAM**  
**OFFICE OF FIELD EDUCATION**

**STUDENT SELF-APPRAISAL**

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

The process of evaluating progress is an on-going learning/teaching process. The supervisor's evaluation of your progress is integral to identifying strengths and areas of growth. Although, it can be an intimidating process, it is important to your learning and development. Critical self-appraisal is also vital to growth and development. The ability to reflect on one's practice is helpful in improving practice, building on learning, and identifying strengths and areas of needed growth.

It is expected that when students complete their practicum experience, they can demonstrate competency in nine CSWE defined areas. Take an honest look at your practicum experience, including your learning plan, practice activities, and demonstrated knowledge and skill as you consider each practice behavior. If you rate yourself "5" for any practice behavior, give an example of how that practice behavior was achieved in the comments section. If you rate "1" for any practice behavior, discuss difficulty. Complete the narrative section as well.

After you complete the self-evaluation, discuss it with your supervisor as part of your final evaluation. You do not need to make modifications after discussion with supervisor. The *End of Semester Evaluation* will reflect final decisions. Complete this form at the end of each semester and submit with your *End of Semester Evaluation*. Be **honest** in your self-appraisal.

---

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 <b>beyond the expectations</b>	Intern exceeds expectations. Student demonstrates effective use of skill. Uses this skill	Student understands the skill and offers appropriate attempts to put into practice.	Intern performs at an inconsistent level. Student demonstrates inconsistent understanding and/or	Intern consistently does not meet expectations. Student shows little or no evidence of	Too little experience up to this point to be able to assign any rating

for a beginning BSW social worker. Knowledge and skill applied to new areas. Able to explain, analyze, and interpret social work theories, frameworks, and perspectives to others.	regularly and appropriately. Able to apply social work theories and frameworks to practice	Can apply knowledge and has developed skills for problem-solving at the micro, mezzo, and macro levels. Satisfactory quality of work	application of skill. Unable to demonstrate skill or apply knowledge consistently after feedback and multiple practice attempts. Needs improvement	understanding the concept and/or demonstration of skill development	
--	--	--	--	---	--

<b>Demonstrate Ethical and Professional Behavior</b>	<b>Practice Behavior</b>	<b>Fall</b>	<b>Spring</b>	<b>Comments</b>
	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context			
	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			
	<b>Practice Behavior</b>			

<b>Engage Diversity and Difference in Practice</b>	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			
<b>Advance Human Rights and Social, Economic, and Environmental Justice</b>	<b>Practice Behavior</b>			
	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			
<b>Engage in Practice-informed Research and Research-informed Practice</b>	<b>Practice Behavior</b>			
	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			
<b>Engage in Policy Practice</b>	<b>Practice Behavior</b>			
	Identify social policy at the local, state, and federal level 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			
<b>Engage with Individuals, Families, Groups, Organizations, and Communities</b>	<b>Practice Behavior</b>			
	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			
<b>Assess Individuals, Families, Groups, Organizations, and Communities</b>	<b>Practice Behavior</b>			
	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			
	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies			
<b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	<b>Practice Behavior</b>			
	Critically choose and implement interventions to achieve practice goals and enhance 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			
<b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	<b>Practice Behavior</b>			
	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			
	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels			



**Section 7**  
**FORMS and ADDITIONAL RESOURCES**



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

- ✓ Field Hours Form
- ✓ Improvement Plan
- ✓ Student Agency Evaluation

Additional information located in this section, include:

- ✓ Student Grievance Procedures
- ✓ Duty and Responsibility to Report

### DAILY RECORD OF FIELD HOURS

[Duplicate and use throughout the Fall and Spring semesters.]

[illegible]

**University of the District of Columbia**  
**SOCIAL WORK PROGRAM**  
**OFFICE OF FIELD EDUCATION**  
**202-274-6793**

**Improvement Plan**

This form is used to document the agreement made between the student, field instructor, and field liaison when a student has difficulty with any *Essential Professional Behavior* and/or receives 3 or more scores of 1 on any Competence on the *Mid-Term Progress Review* and/or other problematic behaviors brought to faculty staff attention.

**Essential Professional Behavior**

Goal	Barriers to Achieving Goal	Plan	Date
Student will report to field on time.			
Student will attend field regularly.			
Student will be receptive and open to feedback from field instructor.			
Student will handle absences and/or unavoidable lateness responsibly.			

**Additional Comments:**

### Competence and/or Problematic Behaviors

Competence/Problem Behavior (Describe specific area of concern)	Barriers to Achieving Goal	Goal	Plan	Dates

Attach relevant documentation, if available and appropriate.

Date of Agreement \_\_\_\_\_ Date of Review \_\_\_\_\_

Failure to follow through with the agreed upon Improvement Plan could result in termination and/or a failing grade.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Instructor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Liaison

\_\_\_\_\_  
Date

University of the District of Columbia

Social Work Program

**Student's Evaluation of Field Instructor and Field Agency**

Name \_\_\_\_\_ Date \_\_\_\_\_

Field Instructor \_\_\_\_\_ Field Agency \_\_\_\_\_

Students are encouraged to discuss their evaluation of their field instructor and agency directly with the field instructor. Comments provided by the student will only be shared with the field instructor when authorized by the student.

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's Signature for Release of Information

**Part I: Supervision**

1. I received adequate supervision to meet my learning goals and objectives.

4                      3                      2                      1  
Strongly Agree                      Agree                      Disagree                      Strongly Disagree

2. I received supervision that helped increase my understanding of the generalist social work practice.

4                      3                      2                      1  
Strongly Agree                      Agree                      Disagree                      Strongly Disagree

3. I received supervision that helped to enhance my professional social work development.

4                      3                      2                      1  
Strongly Agree                      Agree                      Disagree                      Strongly Disagree

4. Overall, how satisfied were you with your field supervision?

4                      3                      2                      1  
Very Satisfied                      Satisfied                      Somewhat Satisfied                      Not Satisfied

5. Describe how your field instructor assisted with and/or impeded your learning.

### **Part II: Agency Environment**

6. The physical resources (i.e., personal space, telephone, security/safety, and office support) were adequate for me to complete my assigned tasks.

4	3	2	1
Strongly Agree		Agree	Disagree
			Strongly Disagree

7. Overall, the agency's environment was conducive for my learning.

4	3	2	1
Strongly Agree		Agree	Disagree
			Strongly Disagree

8. Overall, how satisfied were you with your field setting?

4	3	2	1
Very Satisfied		Satisfied	Somewhat Satisfied
			Not Satisfied

### **Part III: Field Experiences**

9. How satisfied were you with your field experiences?

4	3	2	1
Very Satisfied		Satisfied	Somewhat Satisfied
			Not Satisfied

10. How satisfied were you with the range of roles and activities provided in your field experience?

4	3	2	1
Very Satisfied		Satisfied	Somewhat Satisfied
			Not Satisfied

11. Describe knowledge and skills gained as a result of your experiences in this agency.

### **Part IV: Student's Recommendations [Feel free to use additional pages as needed]**

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

2. Would you recommend this agency as a placement for other students? Yes\_\_\_\_\_ No\_\_\_\_\_

Explain





## Duty and Responsibility to Report

The District of Columbia, American Samoa, Guam, the Northern Mariana Islands, Puerto Rico, and the U.S. Virgin Islands as well as approximately 48 other States designate professions whose members are mandated by law or legally bound by the District of Columbia to report child maltreatment. Individuals designated as mandatory reporters typically have frequent contact with children. Such individuals include social workers among others. Social Workers who fail to report known abuse face fines and penalties, such as revocation of license to practice and/or malpractice claims. As social work student interns it is your responsibility to report in writing and verbally to your field instructor any suspicions pertaining to any of the following issues with any client/s.

**Physical Abuse** - Physical abuse is generally defined as "any non-accidental physical injury to the child" and can include striking, kicking, burning, or biting the child, or any action that results in a physical impairment of the child. This definition of abuse also includes acts or circumstances that threaten the child with harm or create a substantial risk of harm to the child's health or welfare.

**Neglect** - Neglect is leaving the child without adequate food, clothing, shelter, medical care, or supervision. Approximately 21 States and American Samoa, Puerto Rico, and the Virgin Islands include failure to educate the child as required by law in their definition of neglect. Seven States further define medical neglect as failing to provide any special medical treatment or mental health care needed by the child. In addition, four States define as medical neglect the withholding of medical 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 States refer in general terms to sexual abuse, while others specify various acts as sexual abuse. Sexual exploitation is an element of the definition of sexual abuse in most jurisdictions. Sexual exploitation includes allowing the child to engage in prostitution or in the production of child pornography.

**Emotional Abuse** - All States and territories except Georgia and Washington include emotional maltreatment as part of their definitions of abuse or neglect. Approximately 22 States, the District of Columbia, the Northern Mariana Islands, and Puerto Rico provide specific definitions of emotional abuse or mental injury to a child. Typical language used in these definitions is "injury to the psychological capacity or emotional stability of the child as evidenced by an observable or substantial change in behavior, emotional response, or cognition," or as evidenced by "anxiety, depression, withdrawal, or aggressive behavior."

**Parental Substance Abuse** - Parental substance abuse is an element of the definition of child abuse or neglect in some States. Circumstances that are considered abuse or neglect in some States include:

- Prenatal exposure of a child to harm due to the mother's use of an illegal drug or other substance
- Manufacture of a controlled substance in the presence of a child or on the premises occupied by a child
- Allowing a child to be present where the chemicals or equipment for the manufacture of controlled substances are used or stored
- Selling, distributing, or giving drugs or alcohol to a child
- Use of a controlled substance by a caregiver that impairs the caregiver's ability to adequately care for the child.

**Abandonment** - Many States and territories now provide definitions for child abandonment in their reporting laws. Approximately 18 States and the District of Columbia include abandonment in their definition of abuse or neglect. Approximately 13 States, Guam, Puerto Rico, and the Virgin Islands provide separate definitions for establishing abandonment. In general, it is considered abandonment of the child when the parent's identity or whereabouts are unknown, the child has been left by the parent in circumstances in which the child suffers serious harm, or the parent has failed to maintain contact with the child or to provide reasonable support for a specified period of time.

## **STUDENT GRIEVANCE PROCEDURES**

**Students who wish to grieve an academic decision based on their field placement must proceed as follows:**

- a. The student should attempt to resolve the matter directly with the field instructor through a personal conference as soon as possible after the academic decision is known.
- b. If the student and instructor cannot reach a mutually satisfactory resolution to the problem, the student may file a formal grievance. The grievance must be presented in writing to the Field Director/Social Work Program Director before the end of the term, but no later than the 15<sup>th</sup> day of university instruction of the following term. The student must describe the grievance, the date(s) of occurrence, why the student believes the decision was unfair, the student's attempts to resolve the grievance informally, and the precise relief sought by the student. The student may attach copies of any relevant documents.
- c. The Social Work Program will review the student's grievance and render a decision within 10 days of receipt.
- d. Should a Departmental review be necessary, the student will be informed, in writing, of the Department's findings and decision.

