

**Bachelor of Social Work Program
Field Manual**

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**School of Social Work
Bachelors of Social Work Program**

University of Utah Mission Statement

The Mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. As a major teaching and research university, the flagship institution of the Utah state system of higher education, the University of Utah strives to create an academic environment where the highest standards of scholarship and professional practice are observed and where responsibilities to students are conscientiously met. It recognizes the mutual relevance and interdependence of teaching and research as essential components of academic excellence. It welcomes students who are committed to learning and who conform to high academic standards. The right of free inquiry is zealously preserved; diversity is encouraged and respected; critical examination and creativity are promoted; and intellectual integrity and social responsibility are fostered. The University is committed to the goals of equal opportunity and affirmative action, which are designed to ensure that each individual be provided with the opportunity for full, unhampered, and responsible participation in every aspect of campus life.

School of Social Work Mission Statement

The University of Utah Graduate School of Social Work recognizes the interdependence of people and the environments in which they live. Therefore, we join in common unity with others to shape social institutions, policies, services and interventions to prevent and alleviate human suffering, enhance individual, community and global well-being, and promote social and economic justice.

We prepare students for social work practice through the critical evaluation and application of existing and emerging theoretical frameworks for practice. We honor scholarship in its many forms and contribute to the development of social work knowledge through research and practice intervention. We demonstrate our commitment to service through active involvement in the community.

Our work is directed by the following values and principles: freedom of inquiry and open debate; inclusion and shared leadership; respect for self-determination and the need for accountability, and the affirmation and promotion of human diversity.

I. INTRODUCTION TO THE BACHELOR OF SOCIAL WORK FIELD EDUCATION PROGRAM.

A. Introduction

Welcome to the University of Utah, Bachelor of Social Work Field Education Program.

The Bachelor of Social Work degree marks the entry level for practitioners into the profession of social work. Since the beginning of social work as a profession, field education has been a collaborative partnership between the University, the community of social work agencies, social work professionals and students. The Practicum is a capstone experience and serves as a vital means of preparing social work students. Field education builds upon, integrates, and contributes to the total social work curriculum.

B. Bachelor of Social Work Program Mission

The mission of the Bachelor of Social Work program is to prepare graduates for generalist professional practice and to contribute to achievement of the School of Social Work's mission and vision within the context of its core values.

C. General Description

The field Practicum experience offers an opportunity for students to integrate, apply and contribute to social work knowledge, skills and values in a community agency setting, under the supervision of a qualified field instructor. A variety of agencies reflecting the diverse settings and fields of practice in which social workers are employed are selected for field placements. Each affiliated agency and supervising social work practitioner (field instructor) has been evaluated by the Field Education department.

The agency mission, scope of services, funding sources, staffing, client populations, levels of supervision, and learning opportunities are assessed in relation to the professional accreditation standards established by the Council on Social Work Education. Criteria for agency selection includes the agency's mission to serve diverse clients and populations at risk, and to promote economic and social justice within the ethics and values of the social work profession. Concurrently, assessment is made of the credentials, experience, educator ability and professionalism of the social workers who elect to directly supervise student learning as University designated field instructors.

The B.S.W. Program Director, B.S.W. Field Director, Field Instructors, students, other campus faculty and administrators work together in the educational process. Information regarding student needs and progress will be shared among these individuals as necessary to optimize student learning.

II. THE FIELD PRACTICUM

A. Organization and Sequence

The Social Work Practicum is a required component of the social work major at the University of Utah. In this course students are placed in a social agency setting under the supervision of a social work practitioner. Students entering the Practicum (SWK 4702) must have senior status, and have completed and passed all preparatory course work, and have a minimum GPA of 2.35. Students are required to complete the Field Practicum Application and the Practicum Placement Process during the semester prior to entering the field experience. All students must complete a total of 450 hours in an approved agency engaged in social work activities designed to test the student's acquisition and application of skills, knowledge and values. Students will have a choice of either a one semester or two semester model. Typically students will enter practicum Spring semester of their fourth year. Following the one semester format, students need to average 30 hours per week over 15 weeks NOT counting time off for the holidays. If students choose a two semester practicum format, they may complete Practicum at an average of 15 hours per week over 30 weeks.

Example Second Year Program Schedule

Fall Semester

SWK 4201 Social Work Practice II (3 credits)
SWK 4301 Social Welfare Policy and Services (3 credits)
SWK 4401 Social Work Research and Evaluation (3 credits)

Additional courses to fulfill graduation requirements

Spring Semester

SWK 4302 Social Work Practice III (3 credits)
SWK 4702 Practicum (12 credits)
SWK 4782 Practicum Seminar (1 credit)

In addition to time in the agency, students are required to attend and participate in

Practicum Seminar meetings held at the University. Students must also complete logs, an evaluation of practice, and other field-related assignments as part of the course requirements.

Specific educational objectives include: assessment and analysis of problems in social functioning; selection of goals, objectives, and strategies of intervention; implementation of various intervention plans; definition of organizational, community, and professional contexts of practice; development of skill in use of self and other resources; and evaluation of intervention effectiveness. A generalist theoretical approach utilizing many intervention skills is employed where resolution of a broad range of problems can be achieved by intervening on multiple levels.

Entry level B.S.W. expectations include requirements of the agency regarding attendance, hours, supervision, paperwork and transportation. Dress standards, the necessity of a car and/or driver's license, appropriate arrival and departure times, advance notification of any absence due to illness, and proper filing of requested forms and paper work are considered basic minimum requirements from the first day.

Social work students participate in the delivery of social services to a combination of individuals, families, small groups, organizations, and communities. By the end of the Practicum, we expect that social work students will be able to function at the high level of performance characteristic of entry level baccalaureate social work practitioners.

B. Course Objectives

At the conclusion of this course, students will be expected to be able to:

1. Practice within the values and ethics of the social work profession including:
 - a. Identifying and articulating one's own personal values;
 - b. Recognizing how one's own values impact on assessment and intervention;
 - c. Employing the NASW Code of Ethics in social work practice;
 - d. Identifying ethical dilemmas affecting practice and services to clients;
 - e. Resolving ethical dilemmas using appropriate decision-making processes;
 - f. Practicing without discrimination on the basis of age, culture, class, ethnicity, disability, gender, national origin, race, religion, or sexual orientation;
 - g. Engaging in continued professional growth and development.

2. Demonstrate culturally competent practice for work in diverse political and cultural contexts including:
 - a. Recognizing diversity within and between groups;
 - b. Working to ensure social services are culturally relevant and appropriate;
 - c. Recognizing the forms and mechanisms of racism, oppression, and

- discrimination and their impact on client systems;
 - d. Critically analyzing and applying culturally appropriate theories and knowledge about client system functioning within environmental contexts;
 - e. Employing an ecological perspective when engaging in assessment, planning, and intervention.
3. Use practice knowledge and skill to promote alleviation of poverty, oppression, and other forms of social and economic injustice including:
 - a. Analyzing historical and current trends in social welfare policy and service delivery;
 - b. Analyzing policy research relevant to service delivery;
 - c. Using knowledge of economic, political, and organizational systems to pursue policies consistent with social work values;
 4. Function effectively within the structure of organizations and across service delivery systems including:
 - a. Using appropriate practice-relevant technologies within the context of organizational resources and facilities;
 - b. Using supervision and consultation appropriately to improve practice and enhance services to clients.
 - c. Actively participating in the organization.
 5. Use the planned change/problem solving process and generalist practice model with client systems of all sizes including individuals, families, groups, organizations, and communities including:
 - a. Developing a relationship that demonstrates genuineness and respect.
 - b. Using knowledge and theories of individual, family, group, organizational, and community development to assess interactions among individuals and other social systems;
 - c. Appropriately applying relevant research findings to social work practice;
 - d. Employing evidenced-based best practices when using professional knowledge and skills;
 - e. Using communication skills appropriate to client systems, colleagues, and community members;
 - f. Applying critical thinking skills to social work practice;
 - g. Working collaboratively with professionals from other disciplines;
 - h. Evaluating one's own practice effectiveness and sharing findings appropriately;
 - i. Demonstrating professional use of self in social work practice;
 - j. Utilize a strengths perspective in assessments, planning, and interventions;
 - k. Employ appropriate social work roles with clients systems to include advocate, case manager, broker, enabler, facilitator, mediator, educator, and evaluator.
 - l. Recognizing the relationships between funding sources, public policies and

- client systems.
- m. Appropriately documenting relevant information and articulating objectives in clear and measurable terms.
 - n. Appropriately planning and addressing termination issues with the client.

C. Course Requirements

1. Agency Contact Hours

Successful completion of the practicum with a minimum of 450 hours is required in order to obtain the Bachelor of Social Work degree. Students will have a choice of either a one semester or two semester placement model. Typically students will enter practicum Spring semester of their fourth year. Following the one semester format, students need to average 30 hours per week over 15 weeks NOT counting time off for the holidays. If students choose a two semester format, they may complete Practicum at an average of 15 hours per week over 30 weeks. Students entering Practicum (SWK 4702), must have senior status and have completed and passed all preparatory course work, have a minimum GPA 2.35.

In order to understand the ways in which social work concepts and activities impact populations, students are expected to be in placement during regular agency business hours (usually Monday through Friday from 8:00 A.M. to 5:00 P.M.) when professional social workers and administrators are most likely to be available for coordination, collaboration and supervision. Additionally, it is expected that all assignments and clock hours are completed at the practicum site (the defined practicum site may include multiple agencies and/or community home visits).

Time spent at the weekly seminar does not count toward the required 450 hours. We have little flexibility within this time framework for sick leave, personal emergencies, etc. If, in spite of these efforts, the student approaches the end of a semester with too few hours, a "I" (Incomplete) grade will be recorded, and the hours can be completed during finals week or thereafter. However, such a delay may jeopardize an end of term graduation.

Because the Practicum is primarily educational in focus and activity, the student needs to be aware that he/she is not expected to augment the 450 required hours in ways detrimental to other personal or work priorities. In other words, the student is not required by the University to put in many hours in excess of the 450 hours to meet, for example, the needs or requests of the agency. Students are urged to be aware of personal and professional obligations and priorities and to determine the total hours spent during the Practicum in a way that does not jeopardize academic progress, mental health, or work hours.

2. Field Practicum Logs

The weekly communication that occurs in the process of preparing and evaluating logs enables the field liaison to advise, consult with, and advocate for students as they struggle with the various demands of the field Practicum experience. These demands include the acquisition of new knowledge; the need to expand self-awareness; the difficulty in integrating past and present learning; conflicts among personal, agency, client, and professional values; and the need to resolve conflicts and dilemmas. All of these are potential content areas for the logs.

3. Practicum Learning Plans

The School of Social Work recognizes that students come from diverse backgrounds with varying levels of experience and individual learning needs and styles. Likewise, practicum experiences vary depending on the setting, field of practice, and the mission of the agency. The learning plan identifies and integrates a student's individual learning needs into the practicum experience. At the beginning of the practicum, and in collaboration with their field instructors, students are required to establish learning plans that help to direct their learning in the field setting. Learning plans include very specific goals on each level of practice: micro, mezzo and macro. Additionally, it identifies corresponding activities, and the criteria to evaluate the student's progress.

4. Practicum Assignments

Each student has a minimum number of required practice experiences with individuals, families, groups, communities and organizations. Instructions and number of required assignments are located in the Practicum Evaluation (see Appendix A).

5. Cultural Diversity Experience in Practicum

Part of the required practicum hours is a 35-hour cultural diversity experience. All students will be required to complete one log based on their cultural diversity experiences. Further instructions for the cultural diversity experience are located in the Practicum Seminar syllabus.

D. The Practicum Process

While the general outline of the Practicum process listed below implies sequentiality, many of the activities are engaged in simultaneously. The earlier items, which cover transition into the role of a professional social worker, begin on the first day of agency

assignment and develop over the entire placement. Although individual students often start at varying levels of competence in field practice, professional development of the student typically unfolds sequentially from basic orientation to the agency and community, growth in use of self and other resources, short term and limited intervention strategies, shared intervention responsibilities with agency workers, to full responsibility for intervention with individuals, families, small groups, organizations, and communities.

1. Obtaining a Field Placement
 - a. Meeting with faculty field liaison to discuss career interests and placement options
 - b. Interviewing for a placement
 - c. Finalizing arrangements for placement
 - d. Explanation of grading
 - e. Agency supervisor's evaluation of student
 - f. Practicum learning plan/logs
 - g. Meeting with faculty liaison
 - h. Practicum assignments, clock hours and learning objectives
 - i. Evaluation

2. Agency Orientation
 - a. Introduction to staff
 - b. "Intern space": desk, office, supplies, phone, etc.
 - c. Agency mission statement
 - d. Overall perspective of department and programs
 - e. Reading assignments pertinent to agency service
 - f. Agency forms and procedures

3. Introduction and Orientation to Generalist Practice Task Assignments for Students Including:
 - a. Working with individuals and case management
 - b. Working with groups
 - c. Working with families
 - d. Working with organizations and/or community projects
 - e. Research (Evidence-Based Practice effectiveness)

4. Gaining an In-depth Understanding of the Placement Agency
 - a. Clients served
 - b. Source of funds
 - c. Programs offered
 - d. Roles and responsibilities of the staff
 - e. Board and staff meetings
 - f. Formal organizational structure

- g. How to survive and thrive in an agency
 - h. Agency norms and values regarding minority and women
5. Visits to Other Agencies in the Service Network of the Placement Agency
- a. Roles and activities of these agencies
 - b. Relationships between agencies
 - c. Cooperation, coordination and competition between agencies.
6. Serving Clients
- a. Initial orientation and observation
 - b. Assignment of clients to student
 - c. Conferences with field liaison and agency supervisors
 - d. Importance of confidentiality
 - e. Record keeping
 - f. Working with diverse client populations
 - g. Recognizing and combating negative stereotypes in serving clients who are subjected to discrimination and oppression
 - h. Addressing gender based issues
7. Integration of Classroom Knowledge with the Delivery of Social Work Services
- a. Knowledge of community
 - b. Impact of social problems upon individuals, families, and communities
 - c. Application of intervention approaches
 - d. Analysis of student's value orientations and feelings about clients
 - e. Satisfactions and frustrations of being a professional social worker
8. Monitoring and Facilitating the Student's Progress in Placement
- a. Student liaison agency visit
 - b. Logs
 - c. Meetings between student and field instructor
 - d. Seminars between student and faculty liaison
 - e. Telephone contacts between student, agency, field instructor, and field liaison
 - f. Midterm evaluation meeting
 - g. Final evaluation meeting
9. Preparation for Leaving Placement
- a. Planning for student terminating contact with clients.
 - b. Planning for student terminating the agency placement.
 - c. Assisting the student in continuing to develop social work skills and techniques in the future.
 - d. Assisting the student to reflect upon his/her learning and growth in placement.
 - e. Assisting the student to reflect upon a career in social work.

- f. Assisting the student in seeking employment if interested.
- g. Developing a commitment to professional ethics.

E. Reading Assignments and Activities

1. Field Practicum Manual

This manual is required reading for all students, field instructors, and liaisons. It is distributed annually during the mandatory field placement meetings.

2. Practicum Seminar

Over the duration of the practicum a number of learning opportunities will be provided within the context of the Practicum seminar. The Practicum seminar is a required course and designed to provide an opportunity for the student to integrate all areas of the curriculum with their practicum learning. Students will discuss and process their field education experiences, apply critical thinking skills and develop an understanding of the ethical considerations and value base perspective of the social work profession. Practicum seminars include an emphasis on generalist practice, and sensitizing students to a cross-cultural perspective. Topics within the course will focus on identified gaps in student knowledge, attend to issues arising from the Practicum experience, and allow students an opportunity to discuss their learning process.

3. Evaluation and Grading

Prior to the student's practicum placement, evaluation forms will be distributed to field instructors and students. The forms are intended to assist the student and field instructor to plan learning experiences for the semester and to facilitate the ongoing performance evaluation process. Practicum is graded on a Credit-No Credit format.

The field instructor and the student participate in two formal evaluation conferences. The first conference occurs at midpoint of the practicum (225 hours), and the second at completion of all hours and requirements. The forms should be used as a basis for discussion during the conferences. The student and the field instructor are encouraged to make written comments on the form. Input from the field instructor supervisor is a key element in the social work practicum evaluation. Periodic assessment and feedback are responsibilities shared by the field instructor, the student, and the field liaison. While this evaluation requires team effort, the field liaison is fully accountable for the assignment of credit.

The evaluation forms must be signed by the field instructor and the student, and must be submitted to the Practicum office at midpoint and at the completion of

practicum. The student's signature verifies that the student participated in the evaluation process. If a field instructor expects to recommend a grade of “Incomplete” or “No Credit” the field liaison should be notified as early as possible. Once concerns are identified, the field instructor, student, and the field liaison will evaluate what actions should be taken.

Students who do not meet the minimum expected learning objectives and social work practice requirements within the required number of clock hours may receive a grade of “Incomplete” or “No Credit.” Students who receive a grade of “Incomplete” or “No Credit” are unable to continue in practicum until the grade has been reviewed and a decision is made regarding whether a student will be authorized to be referred to another placement or discontinued from the BSW program (see **Practice Assignment and Student Evaluation**, Appendix A).

F. Use of Supervision

Each field instructor is asked to allocate **at least one hour per week** for supervisory conference time with the student. It is the responsibility of the student to be assertive in requesting and rescheduling missed or additional supervisory conferences. Advanced preparation must be made so that maximum utilization of the time can be accomplished. Students should bring in their questions, problems, etc. at this time, and always be ready to make written notes and to consult their personal appointment calendar. The supervisory conference is also the time that evaluation of assessments, case plans, and other social work activities related to client and agency contacts are discussed.

Regular supervision is a characteristic of continuing professional development throughout the social worker's career. Confidence-building, acquisition of knowledge, support, and skill development are all benefits of supervision. Likewise, supervisors appreciate the challenge of the student's observations, questions and feedback.

1. Performance Questions

Performance in the Practicum is a reflection of the knowledge, values and skills which accumulate from previous and current courses in the major. However, the practicum is also unique in that it contributes new knowledge, and it provides an opportunity for evaluation of the student's on-the-job work habits and relationships with others.

The following questions will assist the student to evaluate his/her growth and professional development throughout the practicum experience.

a. If a social work vacancy occurred in my agency, would I be actively

- recruited by my supervisor?
- b. Would my supervisor write a highly positive letter of recommendation for me?
 - c. Do I consistently perform as a competent, confident social worker in stressful situations?
 - d. Do I evaluate available data from my practice in order to improve my social work skills?
 - e. Do I apply knowledge from the social and behavioral sciences to my clientele?
 - f. Do I recognize patterns of behavior of clientele which go beyond case-specific situations?
 - g. Do I use data and knowledge to plan long range intervention strategies?
 - h. Do I respond empathetically?
 - i. Do I demonstrate imaginative, innovative social work skills?
 - j. Do I willingly take risks on behalf of my clientele?
 - k. Am I self-critical and analytical in supervisory conferences?
 - l. Am I appropriately assertive on behalf of myself? On behalf of my profession? As an advocate for my clientele?
 - m. Do I fully use agency resources?
 - n. Do I make appropriate referrals to community resources?
 - o. Am I fully committed to promoting social and economic justice, and to the NASW Code of Ethics?

III. POLICIES AND PROCEDURES

A. Field Agency Policies

Every agency has a set of guidelines which outline the following: laws governing the services provided; types of clients served and their eligibility; services offered; rights

and responsibilities of clients and employees; hiring, retention, promotion, grievance and termination procedures; confidentiality and ethical issues; etc. This information may be found in handbook format or may be more loosely organized. The student is responsible for obtaining access to such guidelines and gaining familiarity with their contents, and adhere to agency policies during their practicum placement. The student supervisor can inform the student regarding the location, interpretation, and application of the agency's policies and procedures handbook.

B. Enhancing Safety

There are inherent risks in social work practice. Therefore, agencies, field instructors and students are expected to collaborate to enhance safety and minimize risk in practicum. Agencies are expected to have written policies to address work situations that may entail risk. Such situations may include the following: home visits, services to clients outside the agency and/or at night or on weekends, services to clients who may become angry or violent, exposure to pathogens or toxic substances, and services that are politically sensitive which may result in threats of violence. Field instructors are expected to orient students to their agency's policies and practices regarding risk management and to assign students tasks which are consistent with the student's level of competence. Students are expected to adhere to agency risk management policies and to promptly address any concerns about their safety with their field instructor. Students are expected to comply with agency requirements regarding immunizations, drug testing and BCI (Background Criminal Investigation) checks in a timely manner.

Each agency may also have policies regarding required medical checks or immunizations. For example, a tuberculosis history and skin test may be required in some settings, and if a positive history exists, a TB chest X-ray may be required. Given the increase in outbreaks of old and new, more resistant strains of TB, all students should consider a medical check, especially those in institutional settings. The same may be true for Hepatitis B. Please consult with your supervisor for information on any medical procedures that are required or recommended at your agency.

C. Practicum Placement Process

Students entering the B.S.W. Practicum (SWK 4702) must have senior status, and have completed and passed all preparatory course work with a minimum GPA of 2.35. Students are required to complete the Field Practicum Application and the Practicum Placement Process during the semester prior. The B.S.W. field faculty, students and agency personnel collaborate in the placement matching process. Students are referred by the B.S.W. Field Director to interview with an agency representative, at which time both agency personnel and the student can evaluate the fit of the placement for both. Usually, after students' complete their agency interview,

they will be offered an opportunity to complete a placement in the agency. In the unlikely event that additional interviews need to be scheduled, up to two other agencies will be selected. If personnel from three different agencies are unwilling to accept a student for placement, the student will be referred to the BSW Program Director to evaluate whether the student will be able to enroll in practicum. Failure to negotiate a practicum placement, after a reasonable time, may result in discontinuation from the program.

Once the student placement process is completed the student, field instructor, agency representative, and field education director sign the **“Practicum Agency/University of Utah School of Social Work/Field Instructor and Student Affiliation Commitment”** form, (see Appendix D). This is a written commitment which describes the general responsibilities of each party in assisting the student to complete educational requirements in the identified agency. Some agencies may also have individual requirements of their own (i.e. immunizations, drug testing, Background Criminal Investigation check) for student placements. Please check with your field instructor if you have questions about agency requirements.

D. Resolving Practicum Concerns

The School of Social Work is committed to assisting students to maximize their learning opportunities and experiences in a field placement. Issues, concerns and demonstrated difficulties need to be identified and addressed in a professional manner in order to provide resolution and/or corrective actions as necessary. Participation in this process is part of the Practicum learning objectives. Every effort is made to assure that the student’s rights to due process are protected, as well as assuring the appropriate protections to agency and client interests. When a concern is identified the following sequence of activities should occur:

1. The field instructor and student should attempt to resolve concerns through openly discussing the issues and identifying changes which could alleviate the problems.
2. The field liaison and field director serve as a resources to assist the student and/or field instructor in resolving concerns. The field liaison may use a variety of methods including joint and individual meetings and behavioral contracts to assist in resolving the problems.
3. If the field liaison believes that the problem will best be resolved by a change of field instructor or agency, the field liaison will evaluate the clock hours, learning objectives and social work practice requirements completed by the student, and determine what amount of credit will be given for work completed. Although students have input into the placement process, only the field director can decide if an student should be reassigned to a second agency if termination from the first

becomes necessary.

4. If agreeable solutions are not found or the problem is not remedied after a trial period, there will be an administrative review of the practicum. A written summary of the events leading to the review will be provided to the student, the field director, and the B.S.W. Program director.
5. In those cases where the problem appears to be questionable educational opportunities and/or professional practices on the part of the field instructor or agency, the field director will evaluate whether the agency or instructor will continue to be utilized as an educational resource for the school. The field director may refer the matter to the B.S.W. Committee for review and may suspend the agency or field instructor during deliberations.

E. Dismissal of Students From Practicum

A student's practicum placement may be terminated for the following reasons:

1. The student's level of performance or professional conduct is far below the standards expected of a BSW student. Examples of this include: the student does not demonstrate reasonable progress in meeting the practicum learning objectives, requirements, or clock hours; inappropriate presentation of self, and showing a lack of commitment to investing in the field placement's learning opportunities. Responsibilities increase as the student becomes more experienced with agency policies and activities.
2. The student exhibits behaviors that are inconsistent or at odds with the NASW Code of Ethics. If there is an allegation of student professional misconduct, the field liaison will initiate an administrative review.
3. The student has unexcused and prolonged absences from the practicum setting.
4. The student experiences unexpected life events that impair their ability to make successful progress towards meeting the practicum learning objectives.
5. The student's continued participation in the practicum is judged by the field liaison and/or the agency field instructor to adversely affect the clientele served, the student, the participating agency, or the University.

F. Procedure for the Removal of Students from Practicum

In any situation when: a) there appears to be danger of harm to clients, to students, to other professionals; b) breaches of client confidentiality; c) exhibiting display of inappropriate professional boundaries, the student will be

immediately removed from the practicum and an administrative review will be initiated. All other removals will follow the following procedure.

1. When making a determination to remove a student from the Practicum, the field liaison shall consult with the agency field instructor and the field director. The field liaison shall conduct an initial evaluation of the presenting problems, attempting to gather all the information available.
2. The student will be informed of the concerns and given an opportunity to respond.
3. After reasonable investigation and consultation, the field liaison may conclude that the removal of the student is justified and shall notify the student and the field director of removal from the practicum.
4. The field liaison shall refer the matter to the B.S.W. Program Director for review.
5. To initiate an administrative review, the field liaison will prepare a written summary of the events leading to the review and provide copies to the field director, Program Director, and the student. Depending on the nature of the problem, the Program Director will determine what course of action is appropriate. Failure to successfully complete practicum will result in discontinuation from the program.
6. Written appeal procedures for students removed from the program are available in the Student Handbook (see **Appeals of Grades and Other Academic Actions**, (B.S.W. Handbook) and in accordance with University of Utah policy.

G. Practicum Placements that Require Special Request

The following Practicum placements require the student to make a special request to their field liaison:

1. Practicum Placement in the Student's Agency of Employment

Students interested in completing a practicum in their agency of employment must submit a formal request, (forms are available in the Practicum Office) at least one semester prior to their practicum placement. The following policies have been established to ensure an educational focus for internships in the student's agency of employment:

- a. The types of experiences and populations served must differ from those experiences assigned to the student as an employee.
- b. The practicum setting must be an approved setting and must be able to provide the educational experiences required by the School of Social Work.
- c. The student's field instructor must be a different person than the student's

employment supervisor and be appointed as a University “field instructor” for the School of Social Work.

- d. The student will be expected to interview at an alternative practicum site.
- e. The agency director and/or employee supervisor, in collaboration with the potential field instructor and student, must establish separate blocks of time from work assignments which are committed for uninterrupted practicum education.

2. Out of State Practicum Placements

Students pursuing a Practicum placement in an out-of-state agency must be placed in an approved agency with an approved University appointed “field instructor.” In addition, the agency may be required to fund at least one on-site visit by a University of Utah School of Social Work Field Education Director. The student and/or agency will be required to purchase or provide additional professional liability insurance.

H. Practicum Advisory Committee

This committee advises the School of Social Work on matters pertaining to field education. This committee is charged with planning field faculty development workshops and other training for field instructors and agency personnel.

I. Field Education Surveys

Student feedback is critical to assisting the Practicum faculty in monitoring the quality of practicum. Student input enables us to enhance current student experiences and to help make future improvements in field education. Students who feel they need help at any time during their practicum are encouraged to contact their field liaison, and/or the field education director. All students are expected to complete a formal evaluation of their field education experience.

J. Professional Liability Insurance

Professional Liability Insurance is provided by the University of Utah. All students will be reasonably insured against negligent acts or omissions that may occur in the performance of their assigned duties in practicum. The University is a governmental entity as that term is defined in the Governmental Immunity Act, U.C.A. 1953, Section 63-30-1 et seq., and is bound thereby. Additionally, all students are practicing within an agency setting under the direct supervision of a licensed professional. The student's practice is an extension of his/her supervisor's licensure. Supervision by a licensed professional is imperative to ensure liability protection.

K. Disability

The University of Utah School of Social Work seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, <http://disability.utah.edu/> 162 Olpin Union Building, 581–5020 (V/TDD) to make arrangements for accommodations. This information is available in alternative format with prior notification.

L. Equal Opportunity/Affirmative Action and Sexual Harassment

The University of Utah is fully committed to the goals of equal opportunity and affirmative action, which are designed to ensure that each individual be provided with the opportunity for full, unhampered, and responsible participation in every aspect of campus life. Student concerns related to discrimination or sexual harassment are appropriately handled through that office located at 135 Park Building - phone: voice or TDD: (801) 581-8365.

University faculty, students and all agency personnel in field education sites must abide by the University of Utah Equal Opportunity/Affirmative Action and Sexual Harassment Policies. The Equal Opportunity/Affirmative Action Policy (2-6) can be accessed at <http://www.admin.utah.edu/ppmanual/2/2-6.html>. The Sexual Harassment policy (2-6A) can be accessed at <http://www.admin.utah.edu/ppmanual/2/2-6a.html>.

IV. FIELD EDUCATION ROLES AND RESPONSIBILITIES

A. Role of the Director of Field Education

The Director of Field Education provides administration and implementation of policy, procedure and guidelines for the B.S.W. field education program. The Director develops and maintains agency field placement sites; provides on going training for field instructors and develops training and evaluation materials that support field education. The Director conducts annual evaluations of the practicum placement process, practicum faculty performance, field faculty training and student field education experiences. The Director of Field Education is responsible for assigning all practicum placements.

B. Role of the Faculty Field Liaison

The faculty field liaison monitors the student's field education experience, and is responsible for assigning the student's grade. The field liaison meets with the assigned field instructor and the student on a regular bases (1-2 site visits per semester) to evaluate the student's progress. The field liaison assists the student and the field

instructor with the alignment of field practicum objectives with student assignments and educational development. The field liaison serves a resource to assist the student and/or the field instructor to facilitate a clear and open communication process, responding to request form either to intervene in resolving concerns. The field liaison may use a variety of methods including joint and individual meetings and behavioral contracts to assist in addressing the issues.

C. Role of the Agency Field Instructor

The field instructor is an agency-based social worker who has been approved and appointed by the University of Utah as a “field instructor” to direct the student in his/her practicum. The field instructor provides educational direction to the practicum experience. This includes: orientation to the agency’s mission, policies and procedures, assessment of the student’s need, selection of assignments which meet the practicum objectives, and provision of ongoing supervision (a minimum of 1 hour individual supervision weekly) to evaluate the student’s educational and professional progress.

D. Responsibility of the University (School of Social Work)

Since the B.S.W. internship is a vital part of the education of undergraduate social work students, the University recognizes the importance of the agencies’ contributions in promoting educational goals desired by both the University and these community agencies. The University is responsible for selection and approval of agencies and field instructors involved in the internship program. This responsibility includes the University’s right to review of the agency and the field instructor.

The School

1. The School, in collaboration with the agency, shall evaluate potential learning experiences and determine the agency’s ability to provide the minimum requirements for specified practicum outcomes.
2. The School shall select and refer for agency approval, students whose educational development can be served by the agency.
3. The School shall assign a field liaison who shall assist the agency, the field instructor, and the student in developing educational experiences which are consistent with the Council on Social Work (CSWE) accreditation standards and respond to the individual student’s professional growth and development.
4. The School shall provide a “field instructor” appointment and selected faculty benefits (those authorized for social work field faculty) when a field instructor is actively supervising a social work student(s).
5. The School shall provide ongoing consultation and training for field instructors. This will include orientation and faculty development workshops.
6. The School’s Practicum Office shall establish and maintain school/agency administrative coordination to promote and enhance social work education.

7. The School shall provide the agency with individualized Affiliation Contracts that specify the field instructor and student, stipends to be paid, if any, and dates of the agreement.

E. Responsibility of the Agency

Each school of social work establishes its own criteria for agencies to be used for practicum instruction, in accordance with the general basic standards set forth by the Council on Social Work Education. The following specific criteria have been approved by the University of Utah, School of Social Work:

The Agency

1. The agency philosophy of service shall be compatible with the educational objectives of social work which embody the values and ethics of the social work profession.
2. The agency must provide qualified field instructors for the students. Qualified Instructors must have an M.S.W., or B.S.W. from a CSWE-accredited program, have two years of professional experience, and appropriate licensure. Field instructors must have a commitment to social work values as well as a competence in teaching, and have completed the evaluation and approval process for University of Utah appointment as a “field instructor.” Field instructors must be fully integrated staff members and be granted release time to provide practicum instruction, attend University sponsored orientation and faculty development workshops, and meet with the field liaison.
3. The agency staff should be capable of developing and maintaining the basic program of the agency without having to rely on students.
4. The agency shall provide orientation and training to assist the student in understanding the agency’s mission and client population and to support the program’s educational objectives.
5. The agency shall provide the student with work space, supplies, and staff support sufficient to fulfill the student’s assigned service functions within agency. This may include, but is not limited to, a desk and chair, interviewing space, office supplies, and the staff support necessary to complete recording requirements.
6. The agency agrees to provide the student with learning experiences which meet practicum guidelines for the student’s educational development.
7. In those cases where stipends are awarded, the agency shall notify the School regarding who will receive stipends, the amount of the stipends, and how the stipends will be disbursed.

F. Responsibility of the Field Instructor

The Field Instructor

1. The field instructor shall provide a minimum of one hour per week of individual

- supervision with the student(s).
2. The field instructor must have earned an M.S.W. and/or a B.S.W. from a CSWE-accredited program, have two years of professional experience, and licensure at the appropriate level. The Department will consider exceptions to the minimal qualifications for field instructors on a case-by-case basis for areas of critical need. The exceptions will be made by the BSW committee and a separate agreement will be negotiated to ensure that the placement meets the CSWE accreditation requirements for supporting the social work perspective.
 3. The field instructor shall provide educational experiences which will assist the student in completing the practicum requirements.
 4. The field instructor shall meet with the assigned field liaison and student on a regular basis to evaluate the student's progress.
 5. The field instructor shall attend formal orientation and field instruction training.
 6. The field instructor shall notify the field liaison of any changes in assignment or employment during the school year.

G. Responsibility of the Student

The Student

1. The student shall complete a minimum of 450 clock hours, the practicum requirements, and the practicum learning objectives.
2. The student shall abide by the practicum guidelines as specified in the B.S.W. Field Education Manual.
3. The student shall participate with the field instructor in developing an individual learning plan and methods to meet their practicum requirements.
4. The student shall participate in regular supervisory meetings, including mid-term and final evaluation conferences.
5. The student is expected to observe the regulations, standards of conduct, policies and procedures required of professional workers in the assigned agency.
6. The student shall adhere to all tenets of the NASW Code of Ethics, including maintaining confidentiality in all aspects of client and agency contacts and records.
7. If the student receives a stipend, he/she shall be responsible for taxes or social security as required by the Internal Revenue Service.