This Field Manual is provided with appreciation for Agency Field Instructors who have mentored our social work students. The University of Northern Iowa faculty and staff recognizes their invaluable contribution to the department, our students, and the profession.
Dear Student,

“There is no limit to what you can do but you need to begin.”

-Unknown

This quote encapsulates the experience that lies ahead in your field practicum as it is time for you to begin what has the potential of being the most challenging and rewarding component of your social work education. Your field experience will help you pull together your educational preparation and turn that preparation into a coherent and useful set of professional practice tools. It is designed to create an environment in which you grow professionally, so that you become a professionally knowledgeable, reflective, self-evaluative social worker.

To get the most from your field experience, you will need to take risks. You need to expose yourself to new learning experiences and run the risk of making mistakes. You will have an agency supervisor and a faculty liaison who will be understanding and supportive as you take these risks.

You are moving into a professional role, no longer thinking of yourself as just a "student", but as an "emerging social work professional". This requires you to demonstrate initiative and a desire for knowledge and new experiences. Our Program has prepared you for the experiences ahead. You will have a number of field assignments that will assist in applying classroom learning to social work practice in the field. You will be following through with agency responsibilities as well, so organization and time management skills are imperative.

You are embarking on a wonderful opportunity and you will not be the same person who enters the field practicum as the person who completes it. Enjoy your field experience and take advantage of all that it offers.

Sincerely,

Jenny Becker, LISW
Director of Field Instruction
UNDERGRADUATE SOCIAL WORK FIELD MANUAL TABLE OF CONTENTS

PROGRAM MISSION, GOALS & OBJECTIVES, AND CURRICULUM
  Social Work Department Mission Statement - Page 5
  NASW Code of Ethics-Ethical Principles - Page 5
  BASW Program Information - Page 7

FIELD PLACEMENT DESCRIPTION AND OBJECTIVES
  Goals of Field Instruction - Page 8
  Credit and Time Requirement - Page 9
  Preplacement Activities - Page 9
  Field Seminar and Assignments - Page 10
  Required Learning Experiences - Page 10
  Evaluations of Field Learning/Council on Social Work Education - Page 11
  Travel Time and Professional Development Training Guidelines - Page 14
  Transportation Issues - Page 15
  Grading - Page 15

THE FIELD PLACEMENT PROCESS
  Criteria for Selecting a Field Site - Page 15
  Criteria for Selecting an Agency Instructor - Page 16
  Distance Field Placements - Page 16
  Employment Based Placements - Page 17
  Placements at Hospitals/Medical Centers - Page 17
    Liability/Malpractice Insurance Coverage
    Immunizations
    Specialized Training
    Background Checks
    Student Health Insurance
  Social Work Practica Financial Support Policy - Page 18
  Roles and Responsibilities
    Director of Field Instruction - Page 20
    Agency Instructors - Page 20
    Faculty Liaisons - Page 21
    Field Student - Page 22
    Field Placement Difficulties - Page 23

UNIVERSITY POLICIES - Page 23
TEMPLATES/FORMS
*All located on social work website at www.uni.edu/csbs/socialwork/field-instruction

Pre-Placement Forms:
- BA Agency Contract
- BA Checklist of Pre-Field Activities
- BA Field Orientation Powerpoint
- Brief Autobiographical Sketch
- Career Services Form
- Council on Social Work Education Educational Policy and Accreditation Standards
- Hospital/Medical Field Placement Requirements/Costs
- Intern Placement Tracking (IPT) Student Instructions
- Registration Guidance
- Release of Information

Placement Forms:
- BA Documentation of Field Hours Template
- BA Learning Plan Guide with Examples
- BA Learning Plan Template
- BA Weekly Summary of Learnings Guide with Examples
- BA Weekly Summary of Learnings Template

Other Forms/Resources:
- BA Field Manual
- Distance Field Placement Request
- Distance Field Placement Acknowledgement Form
- Guide for Mandatory Reporters
- International Field Experience Checklist
- NASW Code of Ethics
- Practica Financial Support Policy and Form
INTRODUCTION
The Department of Social Work at the University of Northern Iowa offers a bachelors degree in social work (BASW). The program is reaccredited by the Council on Social Work Education (CSWE) in June 2015. The UNI Social Work program abides by the educational policy and accreditation standards (EPAS) set forth by the CSWE.

The goal of undergraduate social work education is to prepare majors, upon graduation, to fulfill the responsibilities of beginning level social work positions. In meeting this objective, field education is an integral component as it is anchored in the mission, goals, and the program competencies. A quality field placement experience is an essential part of baccalaureate social work preparation. The field placement is designed to provide students an opportunity to learn within an agency setting, and to employ the knowledge, skills, and values acquired through their course work.

Under the supervision of experienced practitioners, students must demonstrate their ability to meet the specific competencies of the field placement experience as well as the expectations of agency, school and profession. Undergraduate social work education is considered a professional educational program and as such, field education is the capstone experience for students in the social work program at UNI.

BASW PROGRAM MISSION, GOALS & OBJECTIVES, AND CURRICULUM

SOCIAL WORK DEPARTMENT MISSION STATEMENT
The mission of the Undergraduate Social Work program is to prepare students for competent, ethical professional practice and leadership with respect to the diverse social, historical, economic, and cultural contexts of their clients. Critical thinking is a fundamental component of the program that encourages students to examine challenging or opposing concepts and students are provided opportunities to explore conflicting personal and professional values. This commitment is supported by the promotion of multicultural sensitivity, human rights, and social and economic justice within a framework of social work values and ethics.

NASW CODE OF ETHICS - ETHICAL PRINCIPLES
The following broad ethical principles are based on social work’s core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire. NASW Code of Ethics in full form can be found online at www.uni.edu/csbs/socialwork/field-instruction.

VALUE: Service
Ethical Principle: Social workers’ primary goal is to help people in need and to address social problems
Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

**VALUE:** Social Justice
**Ethical Principle:** Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers’ social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

**VALUE:** Dignity and Worth of the Person
**Ethical Principle:** Social workers respect the inherent dignity and worth of the person. Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients’ socially responsible self-determination. Social workers seek to enhance clients’ capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients’ interests and the broader society’s interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**VALUE:** Importance of Human Relationships
**Ethical Principle:** Social Workers recognize the central importance of human relationships. Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

**VALUE:** Integrity
**Ethical Principle:** Social workers behave in a trustworthy manner. Social workers are continually aware of the profession’s mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

**VALUE:** Competence
**Ethical Principle:** Social workers practice within their areas of competence and develop and enhance their professional expertise. Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

**BASW PROGRAM INFORMATION**

**BASW Program Goals**
1. Provide an integrated curriculum that builds on a liberal arts foundation and addresses knowledge and skills essential for beginning generalist social work practice with individuals, families, groups, organizations, and communities.
2. Infuse social work values and ethics throughout students’ educational experience to serve as guides for practice in field placements and future professional social work practice settings;
3. Promote student understanding of diversity through curriculum that identifies the experiences and needs of vulnerable and oppressed groups while emphasizing resilience and strengths;
4. Increase students’ understanding of the types and processes of discrimination and oppression and enhance their ability to promote social and economic justice through advocacy and social reform;
5. Prepare students to critically assess and apply empirically-based knowledge, evaluate their own practice effectiveness, and participate in the evaluation of programs and policies.

**BASW Program Objectives**
1. Apply critical thinking skills.
2. Practice social work values and ethics.
3. Practice without discrimination, with respect to a variety of differences.
4. Understand mechanisms of oppression and discrimination.
5. Apply strategies of advocacy and social change to advance social justice.
6. Interpret history and current issues of the profession.
7. Apply knowledge and skills of generalist practice with systems of all sizes.
8. Apply evidenced-based theoretical frameworks to understanding individual development and behavior across the life span, between individuals, families, groups, organizations, and communities.
9. Analyze, formulate, influence social policies.
10. Evaluate and apply research studies to practice.
11. Evaluate own practice.
13. Use supervision and consultation.
14. Function with organization and delivery systems.
15. Seek necessary organizational change.
All students at UNI have Liberal Arts credit requirements. These courses help to ensure that students receive a broad liberal arts education. In addition to completing the University's Liberal Arts Core Program, the Social Work major requires 53 credit hours, which includes the field placement typically taken in the student’s last semester for 11-15 credits, which is a total of 120 total credits for the degree.

**SOCIAL WORK CERTIFICATES**

**Substance Abuse Counseling Certificate** - this certificate is designed to prepare Social Work majors for the field of substance abuse treatment. Certification of the educational requirements for this certificate partially fulfills state certification requirements. The student’s field experience must be with a substance abuse prevention and/or treatment agency.

**Conflict Resolution Certificate** - this certificate provides knowledge and understanding of conflict, as well as conflict management or resolution. The certificate’s curriculum is designed for students who are working toward or who have already completed a baccalaureate degree, and whose anticipated careers may provide opportunities for understanding and conducting conflict resolution.

**Child Welfare Certificate** - this certificate is intended to prepare social work majors to competently work in a variety of settings, including child protective services, adoption, foster care, youth services, and residential facilities. The student’s field experience must be with a child welfare service agency.

**FIELD PLACEMENT DESCRIPTION AND OBJECTIVES**

Field instruction is an integral and essential component of Social Work education. It provides a learning experience in a setting where the student has the opportunity to integrate curriculum content, to question the relationship of theory and practice, to develop skills in interpersonal relationships and intervention techniques, to participate in the role of social worker, and to evaluate oneself in that role. There have been many changes in the profession as the trend in social work is toward greater diversity in roles, settings, methods, and clientele. These changes together with the requirements for being a generalist social worker in both urban and rural areas require that field instruction provide learning experiences which will prepare students for a profession that is developing and emerging toward the future. The student is provided with a variety of experiences which foster the development of skills through which s/he can begin to be a self-directed learner who can work with confidence, exercise independent judgment, and respond to a diversity of roles and responsibilities.

**GOALS OF FIELD INSTRUCTION**

1. To offer learning experiences which provide the opportunity for students to use and test the knowledge and skills derived from the curriculum in learning the professional
competencies of generalist social workers, through active participation in the delivery of human services.
2. To provide settings where students can develop the interpersonal and communication skills essential for professional Social Work.
3. To help students test themselves and their commitment to social work values and attitudes, and to evaluate their own preparation for the profession.
4. To prepare students to identify the policies, practices, services, and procedures that interfere with effective delivery of human services and to develop strategies for change.
5. To prepare students to develop the skills and attitudes of a self-directed learner.

CREDIT AND TIME REQUIREMENT
Undergraduate students are required to complete a minimum of 11 credit hours (440 hours) for their field experience. Students may complete up to 15 credits hours with university, faculty liaison and agency instructor approval. Every additional credit added onto the required 11 adds 40 additional hours to the field experience. Students begin their field placement during the first week of classes and continue through the last week of the semester in either the Fall, Spring or Summer. Students who want exceptions, such as beginning placement prior to the start of the semester, ending a placement early, or extending placement beyond the end of those semesters, can do so only with the full knowledge and consent of the faculty liaison and agency instructor. Students may complete and count up to five (5) hours of agency orientation activities prior to the start of their field experience. Any more time required over five (5) hours need to be cleared with the field director and faculty liaison.

Notation for Faculty Liaison: If you give permission for a student to start placement early (before the semester begins) or to extend the placement time (beyond the end of the semester), you are therefore agreeing to be available for the student during the time you establish for the student to be at the agency in field placement.

PREPLACEMENT ACTIVITIES
Students are required to participate in a variety of preplacement activities, which include:
1. Attend a field orientation meeting with the field director;
2. Attend a resume and interview skills workshop, and participate in a mock interview with UNI's Career Services;
3. Meet with field director to discuss your readiness for field placement (Social Work major with Senior Standing, minimum UNI and Cumulative GPA of 2.5, completion of all the required courses;
4. Complete a resume with references; cover letter; autobiographical sketch; goals’ statement; and
5. Meet with the field director to discuss field placement options.

NOTE: Placement deadlines
Spring internship – Dec 1st
Summer or Fall internships – April 1st
FIELD SEMINAR AND ASSIGNMENTS

During the field experience, the student is required to participate in on campus field seminars led by their faculty liaison. The primary objective of the seminar is to reinforce the learning which occurs in the field agency and to provide further socialization into beginning professional competency and confidence.

Students may count the time in the seminar and the travel time to the seminar as hours towards field up to 40 hours. Students that are completing field placements at a distance location (out of state) can participate in the seminars through a remote process (e.g, Adobe Connect, Skype, ZOOM, Google Chat) as arranged by the faculty liaison. Seminar guidance established by the Department’s Field Education Committee includes, but is not limited to:

1. Meeting between faculty liaison and student group prior to field starting to discuss field expectations, assignments, seminars and evaluations
2. Participation in 3 seminars during the field experience. Faculty Liaison has discretion as to what and how seminar topics are covered.

Students will have various assignments to complete during their field experience. The assignments established by the Department’s Field Education Committee include, but are not limited to:

1. Learning Plan: Students with direction and guidance from agency field instructors are to complete a learning plan or a list of expected learning experiences, which include duties, responsibilities, and specific competencies within the first three weeks of their field experience. The student, agency instructor and faculty liaison will sign off on the learning plan.
2. Weekly summary of learnings: Students will submit to their agency instructor and faculty liaison weekly summaries of learning to assist the student in linking theory and field. Also, the student will connect their field experiences to the 31 practice behaviors through reflections.
3. Agency report and/or presentation that highlights framework, theory base and specifics of agency practices and programs.
4. Intervention analysis report.
5. Log of field experience hours due at the end of the field experience and requires signatures of student, agency instructor and faculty liaison.

*Learning Plan, Tracking of Hours and Weekly Summary of Learning templates can be located online at www.uni.edu/csbs/socialwork/field-instruction.

REQUIRED LEARNING EXPERIENCES

The learning plan needs to include experiences in each of the following areas. The emphasis on each of the areas will differ for each student as the agency settings are different. Typically experiences are to be graduated from simple to complex, from concrete
to abstract, and from team functioning to (where appropriate) independent functioning. The student is responsible for connecting the field experience on their learning plan to all of the 31 practice behaviors at least once.

1. Orientation to agency - including introductions to all staff, tour of facilities, explanation of office procedures, place of the agency in the social service network, etc.
2. Experiences in interviewing (intakes, needs assessment, treatment planning; individual, family; home, agency, community agency, school, etc)
3. Experiences in developing interventive relationships (planning for and participating in relationships requiring a variety of interventive modes with a variety of client systems)
4. Experiences in using the problem-solving process with a client or client system (case management services, treatment delivery, crisis management planning/services, evaluating progress, discharge planning, client termination activities/case closure)
5. Experiences with groups(staff meetings, client groups organized for various purposes, large community groups)
6. Experiences in community activities (understanding agency’s role in community, network with other agencies, participate in planning public education display or program, outreach activities):
7. Experiences in understanding administrative process (staff meetings, funding, budget planning, board meetings)
8. Experiences with written work (summaries, letters, psychosocial histories and assessments, treatment notes)

EVALUATION OF FIELD LEARNING

The Council on Social Work Education (CSWE) is a nonprofit national association representing more than 2,500 individual members, as well as graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country. Educational Policy and Accreditation Standards (EPAS) are used by CSWE to accredit baccalaureate- and masters- level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence.

Two evaluation conferences are held with the student, agency instructor, and the faculty liaison. The standard by which a student is to be compared, by the end of the placement, is that of a new beginning-level social worker. The 9 competencies specified in the assessment form established in 2015 by the CSWE are listed below with 31 practice behaviors:

**Competency 1–Demonstrate Ethical and Professional Behavior**
Practice Behaviors
a. 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;
b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
d. Use technology ethically and appropriately to facilitate practice outcomes; and
e. Use supervision and consultation to guide professional judgment and behavior.

**Competency 2 – Engage Diversity and Difference in Practice**
Practice Behaviors
a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
b. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
c. 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**
Practice Behaviors
a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
b. Engage in practices that advance social, economic, and environmental justice.

**Competency 4 – Engage in Practice-informed Research and Research-informed Practice**
Practice Behaviors
a. Use practice experience and theory to inform scientific inquiry and research;
b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
c. Use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5 – Engage in Policy Practice**
Practice Behaviors
a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
b. Assess how social welfare and economic policies impact the delivery of and access to social services;
c. 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**

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

**Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities**

Practice Behaviors  
a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;  
b. 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;  
c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and  
d. Elect 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**

Practice Behaviors  
a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;  
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;  
c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;  
d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and  
e. Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Practice Behaviors  
a. Select and use appropriate methods for evaluation of outcomes;  
b. Apply knowledge of human behavior and the social environment, person-in
environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

During the midterm and end evaluation, the agency instructor is asked to rate the student on each practice behavior as it is appropriate to their agency setting. The results are shared with the student and faculty liaison. If the student disagrees with the assessment she/he will state that disagreement in writing. A meeting between the student, agency instructor, and faculty liaison will be held to discuss any disagreements. Evaluations are completed through an online Intern Placement Tracking system (IPT) in which training of and access to is provided to all parties by the field director.

Students complete two additional evaluations during their field experience, a self-efficacy evaluation and a field program evaluation. The self-efficacy assessment is similar to the evaluation administered by the agency instructor, however, this time students assess their own knowledge, skills and values. The field program evaluation is the student’s feedback regarding preplacement activities as well as field experiences, and may lead to field experience changes and improvements.

**TRAVEL TIME AND PROFESSIONAL DEVELOPMENT TRAINING GUIDELINES**

Students often travel to meetings, clients’ homes, and other agencies in the course of their field experience. Students may count the time used for this travel during their “agency day.” However, students may not count the time they travel to and from the agency from their place of residence that starts and concludes their “agency day.”

Time spent traveling to and from (if seminar is the only reason the student is coming to campus), and participating in seminars count towards field experience hours up to 40 hours. If the seminar is scheduled during the work day, the student may count the time spent traveling to and from the seminar. If the seminar is at the onset of the work day or at the end of the work day, the student cannot count that travel time to the seminar from home or from the seminar to home, unless placed out of the area for their field experience.

Students often have the opportunity to attend professional development training during their time in field placements. Students may count the time spent at these trainings, provided that the agency instructor has approved the training if the training is of a professional nature related to social work and likely to enhance student development as a professional. Students may not count any time involved in overnight stays or other time associated with training other than the actual training hours and travel time of one hour or more, to and from the training. Students may not count lunch breaks or agency holiday hours they did not intern during towards field hours.
TRANSPORTATION AND SAFETY ISSUES

Use of your personal vehicle may be expected during your field experience. Please refer to the agency profile for agency specific requirements around use of your personal vehicle for completing the field experience requirements of the agency, which may include but is not limited to traveling to meetings, traveling to professional development sessions, traveling to client homes, and transporting clients. It is recommended that the student inquire about personal vehicle use at the time of the interview to determine if the site is a good match for their educational needs and personal resources. The university is self-insured for liability purposes; however, that coverage does not provide liability or vehicle coverage for student internships. Furthermore, in some client situations, there may be a risk of violent or unpredictable behavior. Student should discuss issues involving safety with their agency instructor and take appropriate precautions to avoid such or deal with such situations should they arise, whether during transporting, home visits or other contacts with clients.

GRADING

Field instruction is taken on a credit or no credit basis. The faculty liaison is responsible for awarding the credit or no credit. No letter grade is given. Assessment of student’s agency performance will be based on online evaluations completed by the agency instructor twice during the field experience. In addition to completing field satisfactorily (ratings of 3 or above) and receiving a recommendation from the agency instructor that student has met the expectations of field placement and is ready for beginning level social work practice, students must also satisfactorily complete required assignments (i.e., Learning Plan, Log of Hours, Summaries of Learning, Agency Report, and Field Program Evaluation and Self-Evaluation) and participate in the seminars.

THE FIELD PLACEMENT PROCESS

CRITERIA FOR SELECTING A FIELD SITE

Social Work knowledge, skills, attitudes and values are exclusive to Social Work. However, some elements of this constellation are shared by related professionals and may provide an appropriate setting for a bachelor-level social work field placement experience. The general criteria for the selection of a field experience placement setting is that it provides an opportunity for the student to acquire the knowledge, skills, attitudes and values important for a beginning generalist social work practitioner. The field director approves agency settings as field placement sites using, but limited to, the specific criteria below:

1. Provides case and program responsibility for students in placement;
2. Directly serves clients (individuals, families, groups and/or communities) and allows the student to learn about the needs and problems of people through social interaction with clients, peers, and other professionals;
3. Have the potential for developing a field experience with diversity of methodology and interventive strategies that reflect the generalist approach in Social Work education and core competencies from EPAS;
4. Provides the student with an opportunity to complement Social Work curriculum content and reinforce classroom learning;
5. Are interested in and accept the objectives of the Department of Social Work and will work cooperatively with it; 
6. Demonstrate interest in students and their professional development; and 
7. Expose students to social services and health systems, their relationship to other systems, and to the needs for change in systems or development of new systems.

CRITERIA FOR SELECTING AN AGENCY INSTRUCTOR
Agency instructors, employed by community agencies, are selected by the agency on the basis of their practice competence and their positive approach to a generalist social work education. Agency instructors for baccalaureate students are to hold a baccalaureate degree in social work from a CSWE-accredited program, plus have at least two years of post-degree experience in the field. For those agency instructors with baccalaureate degrees in a like field, the faculty liaison will have an enhanced role with that agency instructor to ensure the planning, supervision and evaluation of the student has a social work focus.

The agency instructor meets with the student weekly and participates in the mid-term and final evaluations. The agency instructors are the linchpins around which the whole program revolves. Although they do not have University appointments, the contributions they (and their agencies) make to Social Work education is incalculable. Further criteria for selection of appropriate agency instructors include:

1. Interest in the professional Social Work education of students; 
2. Ability to instruct and supervise students; 
3. Perception of learning as a process of developing confidence and independent judgment in the student and allowing increasing responsibility and authority to the student in accordance with her/his demonstrated competence; and 
4. Attitudes and values important in the delivery of services and the Social Work profession.

DISTANCE FIELD PLACEMENTS
Field placements outside the State of Iowa will be considered but need to meet certain conditions and requirements. The field director and student will work collaboratively to identify an appropriate agency. However, final decision about the appropriateness of any distance field placements rests with the field director. Distance field placements will go through the same agency approval process as any local agency. This includes any sites that are outside the boundaries of the United States.

Per 3.14 International Study Programs policy, any UNI student involved in a university-related activity abroad, must register with the UNI Study Abroad office.

Study Abroad Center Activities and Fees (http://www.uni.edu/studyabroad/)
1. Study Abroad application fee 
2. Study Abroad Fee for summer and fall or spring placement. This fee covers assistance in
coordinating enrollment, coordinating financial aid opportunities, visa support and scholarship opportunities.

3. Health Insurance (daily rate) for duration of international placement.
4. Individual guidance on safety and security issues involved with immersion in a new and different culture, adjusting to culture shock, and other financial issues.

For any student that has secured a distance field placement site, they are required to complete a Distance Field Placement Request form and sign a Distance Placement Acknowledgment form that states their awareness that the student is responsible for all expenses that are associated with securing living arrangements, transportation to and from the location, ongoing living expenses, and any costs incurred on their behalf relating to the field placement, such as liability insurance, malpractice insurance, background checks and/or specialized training or other required training. In addition, should the distance field placement be disrupted, the student acknowledges the disruption may impact the timely manner in which the student can complete the required field placement experience hours, may result in additional cost/expense to the student, may delay the intended graduation date and/or may result in nonrefundable tuition paid.

*Distance Field Placement Request form and Distance Placement Acknowledgment form can be found online at www.uni.edu/csbs/socialwork/field-instruction.

EMPLOYMENT BASED PLACEMENTS
Students are able to complete field experiences at agencies in which they are currently employed. The agency has to be an approved site for an undergraduate field experience, the current job responsibilities have to be different than the field experience responsibilities, and the employment supervisor must be different than the field experience supervisor. Students who are interested in exploring whether their agency of employment can be used for their field experience need to complete the "Employment Based Field Practicum Request Application" found online at www.uni.edu/csbs/socialwork/field-instruction.

PLACEMENTS AT HOSPITALS/MEDICAL CENTERS
Increasingly, hospitals and medical centers are requiring that student interns provide proof of liability/malpractice insurance before a placement can begin. In addition, they usually need a completed background check, proof of certain immunizations and specialized training to be completed. During the field placement interview, students need to inquire about required liability coverage, background checks and specialized training (e.g., airborne pathogens, universal precautions). Students who accept internship positions at agencies that require liability/malpractice insurance coverage, immunizations, specialized training, background checks and/or proof of health insurance are financially responsible for obtaining those required documents, unless the agency is willing to do so. Resources regarding how to obtain those required documents on campus at a reduced rate or in the community can be found online at www.uni.edu/csbs/socialwork/field-instruction.
**Liability/Malpractice Insurance Coverage**
UNI does not provide students with liability coverage during the social work field placement. Social work undergraduate students are strongly urged to have a liability/malpractice insurance policy purchased before they begin their field placement experience. Students can purchase liability coverage for field through NASW’s Insurance Trust. Students need to be NASW members before they can purchase its liability insurance for field placement. This process can take weeks and should therefore, be pursued immediately. Please contact the director of field instruction for more information.

**Immunizations**
The social work department does not give immunizations nor keep any records of student immunization history. It is the student’s responsibility to inquire about which immunizations are required for the field placement and to secure any ones needed.

**Specialized Training**
Hospitals often want students to have specialized training in medical related matters (for example, occupational exposure to blood borne pathogens and basic cardiac life support skills). The social work department does not provide training or orientation on medical specialized training nor does it keep records on any medical training students may have completed outside the department. Ask the field agency what is required of you.

**Background Checks**
If required, the agency needs to do this or may require the student to gather this information. Ask the agency what system they use to conduct background checks.

**Student Health Insurance**
Hospitals may want proof of student health insurance to cover emergency health care for illnesses or injuries resulting from the field experience.

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**SOCIAL WORK PRACTICA FINANCIAL SUPPORT POLICY**
(Adopted February 28, 2001)
Field Instruction is an educational experience and not a work experience, however the Social Work Department at UNI realizes that students often face significant financial hardships while pursuing their university education. Therefore, the department does allow financial support for students in practicum placements. Wherever possible, agencies are encouraged to provide students with parking, mileage reimbursement, and other reimbursement for costs incurred while discharging agency responsibilities related to the field experience. It is important to underscore that in a financially supported field experience, as in all field experiences, final authority for tasks and assignments given to the student, rests with the faculty liaison.
In some circumstances, students would have the opportunity to have their tuition, books, and/or other educational costs paid for through a grant, scholarship, stipend, agency professional development plan or other educationally focused financial support program offered by the university or practicum agency. These funding opportunities are considered acceptable to the Social Work Department in supporting students, and may be a critical factor in enabling students to complete a social work degree. Any financial support proposed by agencies, related to the field experience, will be considered but must meet all established guidelines set forth by field instruction at UNI. The main purpose of the guidelines is to ensure that educational requirements are met and that agency practices, related to financial support, do not have a negative impact on the educational process of the student. Financially supported field experiences are subject to the following stipulations:

1. Planning and prior approval are required. Requests for financially supported placements are made to the field director. All forms required from the student and agency must be delivered to, and reviewed by, the field director before a decision permitting the financial support can be made.

2. Student fieldwork must be educationally oriented, designed to meet the educational needs of the student and the educational objectives of the Social Work Department, as outlined for field instruction.

3. When an agency proposes a financially supported field experience for a student, the final placement decision rests with, and is controlled by the Social Work Department’s field instruction.

4. The decision to offer financial support, and the amount offered, is entirely up to individual agencies. Some agencies might receive grants that allow them to offer students financial support. Some may have other financial means to offer students financial support; these funds should be paid directly to students as a stipend.

5. Agencies’ ability to offer, or not offer, financial support, will not affect their standing with the Social Work Department as a field placement site. Agencies approved as placement sites need to continue to meet the criteria established for field instruction.

6. Students in financially supported field experience, and agencies providing the support, must conform to all policies, procedures, and expectations outlined for students in field instruction.

7. The student’s learning plan is used throughout the practicum as an educational tool as well as for any issues that may require clarification or problem solving related to student performance or the tasks and assignments given to the students during field work.
**DIRECTOR OF FIELD INSTRUCTION**: The field director has oversight of the field program. The person in this role is responsible for the administration of the field program which includes planning the program, development of placement processes, advising students, maintaining the field manual and field forms, and placing students in appropriate agencies. The responsibilities of the field director include:

1. Secure agencies which meet the criteria for the placement of UNI social work students;
2. Evaluate the appropriateness and adequacy of supervision of students offered by the agency and provide agency instructor orientation sessions;
3. Enroll students into the field placement process during the Practice II class and hold orientation meetings prior to the term in which students are placed;
4. Collaborate with UNI’s Career Services who offer resume building and interview workshops to UNI social work students as part of their preplacement activities;
5. Meet with students who meet the department’s criteria for field, and work closely with them until a placement is secured;
6. To set up a profile for each student via the Intern Placement Tracking system (IPT), which allows them access to view approved agencies and field evaluation information.
7. Assist in securing an alternative placement, in the event that a placement disruption occurs; and
8. Administer field program evaluations and student self-efficacy evaluations at the onset of the BA program and at the end of the field experience.

**AGENCY INSTRUCTOR**: The agency instructor is the individual at the agency who met criteria for supervising an undergraduate social work student and agrees to provide supervision through the field experience. The responsibilities of the agency instructor include:

1. View/attend agency instructor orientation sessions prior to taking a UNI social work student for their field experience;
2. To give the student an understanding of the particular agency; to orient the student to the agency's functions, purpose, and structure; to give the student some idea of how the agency fits into delivery of service pattern for the community;
3. To be aware of the "emotional impact of field instruction" and to prepare the student to cope with it; to help the student identify and understand his/her role, to introduce him/her to staff members and make it easy for him/her to feel a part of the agency, to arrange for the student to attend staff meetings, to introduce students to other staff personnel, etc.;
4. To develop, in consultation with the student, a learning plan that includes the required field learning experiences for undergraduate students;
5. To provide appropriate assignments which will give students exposure to all facets of the agency. As the student shows growth in learning and development of self-awareness, assignments should increase and reflect recognition of this growth. In agencies where multi-problems are addressed, students should have a balanced load;

6. To provide time for attendance at seminar sessions with University faculty;

7. To provide ongoing evaluation of student during supervisory sessions as well as through an online process at during formal midterm and final field evaluations;

8. If at any time that student’s level of performance is questionable, to inform the student and the faculty liaison; to contact the faculty liaison in early if there are problems with the student in the agency; and

9. To hold weekly, prescheduled supervisory sessions with the student to assist the student in processing field experiences, providing feedback on their skills, linking theory to practice, and planning for future field activities.

**FACULTY LIAISON:** When the student begins the placement, a faculty liaison is assigned to oversee the field experience, is responsible for the student, and maintains close contact with the student and agency instructor throughout the placement. Faculty assigned as field liaisons consult on how best to divide students. The responsibilities of the faculty liaison include:

1. Contacts the student and agency instructor to inform them of their role as faculty liaison and to answer questions or concerns they might have;

2. Constructs a syllabus for the field course and identifies appropriate assignments to assist the student in linking theory to practice. The syllabus is shared with the student and agency instructor;

3. Inform of, assist with, and approve the learning plan;

4. To monitor student progress in placement and oversee adjustments in learning plans, assignments, etc., where appropriate;

5. To interpret the department’s program and policies to the agency instructor and to relate these to the student’s objectives when the need arises;

6. To notify appropriate persons of changes in supervision and/or addresses as well as the emergence of any problems;

7. To facilitate field seminars for students placed with them. As a part of this responsibility, arrange for remote participation for students placed in distance field placements;

8. To participate in agency visits with the student and agency instructor at least twice during the field experience, either at the onset, midterm and/or end of the field experience;

9. If the agency instructor possesses an undergraduate degree in a field that is related to social work, the faculty liaison will make an additional agency contact to the agency instructor within the first 3 weeks of the field
placement to promote a positive start to the field experience. The faculty liaison will also assist with developing the learning plan as needed along with the student and agency instructor to ensure that the social work perspective is evident in terms of social justice, policy and advocacy work as to relates to the student’s field experience; and

10. To determine the final grade (credit/no credit) for the student based upon seminar participation, field assignments and field evaluations.

**STUDENT:** The responsibilities of the student include:

1. To attend a field orientation session as arranged by the field director and complete all preplacement activities by the deadline provided;
2. Use the IPT system to search for field experiences that match their educational and professional goals, and contact the agency to set up the interview.
3. To conduct themselves as professionals during agency interviews and, once accepted at a field site, during the field placement;
4. To report directly to the agency instructor in the agency if unable to report for work. To arrange with the agency instructor the rescheduling of hours missed in order to fulfill the required hours of Field Instruction. Agency holidays, not University holidays, apply. (Required hours are a minimum of 440 clock hours for 11 credit hours.) If a student is absent from the agency for a significant period (including illness), it may be necessary to terminate the agency placement;
5. To review continually, internalize and adhere to the Social Work Code of Ethics, school policies and agency regulations and requirements;
6. To take initiative and responsibility for developing the learning plan, reviewing it frequently throughout the field experience and making any revisions to the plan as needed;
7. To maintain agency records as required;
8. To engage fully and in all activities planned between the agency and the university (i.e., visits, conferences, evaluations);
9. To bring to the attention of the agency instructor any concerns the student has about the field experience. If issues are not resolved at that level, the student will bring the issues to the attention of the faculty liaison;
10. To attend the field instruction seminars as arranged;
11. To complete the assignments given by the faculty liaison, which include but are not limited to completing a learning plan, completing summaries of learnings, and presenting at seminars. The student is responsible for making the link between theory and field in the field assignments; and
12. To make her/his own living arrangements. Meals and transportation to and from the agency are also the responsibility of the student.

*Note: Failure to adhere to these responsibilities may result in the student not receiving credit for the field course.*
FIELD PLACEMENT DIFFICULTIES
Sometimes during a field placement, issues arise that need to be addressed. Rather than "walk by a mistake", it is more appropriate to address issues early on and resolve issues in a professional manner.

Student Responsibilities: If difficulties arise in the placement, the student is advised to:
1. Consult with the agency instructor;
2. If the situation is not adequately resolved by consulting the agency instructor, or if the student in good faith, believes she or he cannot approach the agency instructor, student will contact the faculty liaison for guidance.

Agency Instructor Responsibilities: If at any time the student’s level of performance is questionable, the agency instructor is to inform the student and faculty liaison.

Faculty Liaison Responsibilities: If a significant placement disruption occurs, and in the judgment of the faculty liaison a second placement is advisable, the faculty liaison will inform the field director, who will work with the student to secure a second placement. The faculty liaison will inform the student and current agency instructor of a decision to end the placement. It will be up to the faculty liaison as to hours required and what assignments can be waived with the second placement, if applicable.

UNIVERSITY POLICIES

Academic Learning Center Services (updated Jan 2018)
You are encouraged to use the Academic Learning Center for free content tutoring as well as for assistance with writing, math, science, and college reading and learning strategies. For more tutoring information, check the Campus Tutoring Services link, unialc.uni.edu/tutor-services, for a searchable page of campus tutoring services; visit the Academic Learning Center's office located in 008 Innovative Teaching and Technology Center (ITTC); or call 319-273-6023.

Services Available at No Charge for Currently-Enrolled UNI Students: One-on-one writing feedback for all UNI undergraduate and graduate students. Certified Writing Coaches work with students to help them successfully manage all phases of the writing process, from getting started, to citing and documenting, to editing and proofreading. Schedule appointments at 008 ITTC or call 319-273-6023.

UNI Web Site Accessibility Guideline
The University of Northern Iowa endorses the guidelines of the World Wide Web Consortium (W3C) as the standard for World Wide Web accessibility and compliance with the Americans with Disabilities Act http://www.uni.edu/resources/disability

Student Disability Services
The Americans with Disabilities Act of 1990 (ADA) provides protection- from illegal discrimination for qualified individuals with disabilities. Please address any special needs or special accommodations with
your instructor at the beginning of the semester or as soon as you become aware of your needs. Students requesting instructional accommodations due to disabilities should obtain a Student Academic Accommodation Request (SAAR) form from Student Disability Services (SDS). Distance learners who are unable to come to campus should either call the SDS office or send an email to disabilityservices@uni.edu to learn how SDS can adapt the accommodation process to assist distance learners. SDS is located on the top floor of the Student Health Center, Room 103; the phone number is: (319) 273-2677 (for deaf or hard of hearing, use Relay 711); and the website is http://www.uni.edu/sds/.

Blackboard Accessibility Statement
Blackboard® is fully committed to ensuring that our platform is usable and accessible. Blackboard measures and evaluates accessibility levels using two sets of standards: Section 508 of the Rehabilitation Act issued from the United States federal government and the Web Accessibility Initiative (WAI) issued by the World Wide Web Consortium (W3C). For more information, please see http://access.blackboard.com/ and https://uni.edu/elearning/new-elearning-system-ada-compatible

UNI Academic Ethics/Discipline Policy
Students at the University of Northern Iowa are required to observe the commonly accepted standards of academic honesty and integrity. http://www.uni.edu/policies/301

UNI Student Code of Conduct Policy
The university's student conduct code maintains the principles of respect, honesty, and responsibility to create a safe, healthy environment for members of the campus community while preserving an educational process that is consistent with the mission of the University. http://www.uni.edu/policies/302

UNI Non-Discrimination Policy (Updated Jan 2018)
UNI Policy makes clear: "The University of Northern Iowa adheres to all federal and state civil rights laws banning discrimination in public institutions of higher education. The University prohibits discrimination against any employee, applicant for employment, student or applicant for admission on the basis of any protected class. Protected classes include: age, color, creed, disability, ethnicity, gender identity, genetic information, marital status, national origin, political affiliation, pregnancy, race, religion, sex, sexual orientation, veteran or military status, or any other protected category under applicable federal, state, or local law, including protections for those opposing discrimination or participating in any complaint process on campus or with other human rights agencies." For additional information, contact the Office of Compliance and Equity Management, 117 Gilchrist Hall, 273-2846.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. The UNI Discrimination, Harassment, and Sexual Misconduct Policy outlines prohibited conduct and reporting processes. All University employees who are aware of or witness discrimination, harassment, sexual misconduct, or retaliation are required to promptly report to the Title IX Officer or a Title IX Deputy Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:
Title IX Officer Leah Gutknecht, Assistant to the President for Compliance and Equity Management, 117 Gilchrist, 319.273.2846, leah.gutknecht@uni.edu

Title IX deputy coordinator for complaints against students: Allyson Rafanello, Interim Dean of Students, allyson.rafanello@uni.edu, (319) 273-7153

Title IX deputy coordinator for complaints involving the Department of Athletics: Christina Roybal, Sr. Associate Athletic Director, Athletics Administration, North DOME, 319.273.2556, christina.roybal@uni.edu

Resources that provide free, confidential counseling are detailed at safety.uni.edu

Copyright Protection
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Microsoft Products Accessibility Statement

Adobe Acrobat & Adobe Reader Accessibility Statement
http://www.adobe.com/accessibility/products/acrobat.html