



UNDERGRADUATE SOCIAL WORK PROGRAM FIELD INSTRUCTION MANUAL

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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.

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FIELD TEMPLATES/FORMS - All located on social work website at
<https://csbs.uni.edu/socialwork/field-instruction>

INTRODUCTION

The Department of Social Work at the University of Northern Iowa offers a bachelor's degree in social work. Students who graduate with a major in Social Work receive a Bachelor of Social Work degree. The program was reaccredited by the Council on Social Work Education (CSWE) in June 2015. 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. The UNI Social Work program abides by the educational policy and accreditation standards (EPAS) set forth by the CSWE.

All students at UNI have general education credit requirements. In addition to completing the University's general education credit requirements, the Social Work major requires 45 credit hours, which includes the field placement taken in the student's senior year for 11-15 credits, which is a total of 120 total credits for the degree.

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 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.

UNDERGRADUATE SOCIAL WORK DEPARTMENT MISSION STATEMENT

The mission of the UNI BSW program is to prepare students for beginning generalist social work practice at the individual, family, small group, organizational and community levels while adhering to social work values and ethics. Students will learn to use research informed practice to advocate for social and economic justice. This commitment is supported by the promotion of multicultural responsiveness. Critical thinking is a fundamental component of the program that encourages students to examine challenging or opposing concepts and explore conflicting personal and professional values. Service learning requirements, to include volunteer and internship experiences, contribute to the sharing of knowledge between community partners,

faculty and student. (Spring 2020)

NASW CODE OF ETHICS/ETHICAL VALUES & PRINCIPLES

(As taken from the NASW Code of Ethics Approved by the NASW Delegate Assembly on February 19, 2021, and November 6, 2020. Implemented 2021)

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

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 challenge social injustice. 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 should take measures to care for themselves professionally and personally. 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.

UNDERGRADUATE SOCIAL WORK 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 and promotion of human and social well-being;
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 engage, assess, intervene and evaluate practice with individuals, families, groups, organizations and communities within a person-in-environment framework.
6. Prepare students to critically assess and apply empirically-based knowledge, evaluate their own practice effectiveness, and participate in the evaluation of programs and policies.

UNDERGRADUATE SOCIAL WORK PROGRAM OBJECTIVES

(CSWE Core Competencies)

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

SOCIAL WORK PROGRAM CERTIFICATES

Addictions Treatment Certificate: The 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: The 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. *The student's field experience can be in any approved field setting.*

Child Welfare Certificate: The 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 complete 11-15 credits or 440-600 hours of field instruction. For the summer term, students can register for 11-12 credits for 38-40 hours per week for 12 weeks. For the fall or spring term, students can register for 11-15 credits for 27-38 hours per week for 16 weeks. Students are able to count field seminars and, if placed out of area, travel to and from field seminars for up to, but not to exceed 40 hours. (*Accreditation Standard 2.2.5*) The field program does not grant social work course credit or field hours for life experience or previous social work related experience. The field hours can only be completed through the field instruction course. (*Accreditation Standard 3.1.5*)

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 time over five (5) hours need to be cleared with the field director and agency instructor.

POLICIES/CRITERIA/PROCEDURES FOR PLACEMENT

Students have to be admitted into the social work major, need to have a university and total cumulative grade point average of 2.5 or better, have completed SW 1001 Introduction to Social Work and Social Services, SW 4164 Human Behavior and the Social Environment, SW 3185 Social Work Research, SW 2091 Practice with Individuals (grade of C or better), and SW 3192 Practice with Groups and Families (grade of C or better), and have senior standing (90 credits or more completed for degree) to be cleared to register for field instruction. In the semester prior to the field experience, students are required to attend a field orientation session, career service workshop, career service resume review and mock interview, complete a pre-professional sketch, resume, reference list and cover letter, meet with the field director to confirm completion of the aforementioned items, and secured an approved site with a signed contract with an approved field site. For more information about the field experience, the BA Field Manual can be found at <https://csbs.uni.edu/socialwork/field-instruction>. Deadlines for getting cleared for getting cleared for field and for submitting a signed contract with an approved field site is December 1st for Spring field semesters and April 1st for Summer or Fall field semesters. (*Accreditation Standard 2.2.6*)

Once students attend a field orientation session, they are provided access to the department's Intern Placement Tracking (IPT) system. This online system allows the student to access field profiles of approved sites. The profiles contain information on the site's mission, population served, programs where the student may be placed, point of contact for interested students, point of contact for field supervision, supervision requirements, what type of intern the agency can support, typical field placement working days and hours, transportation requirements, and brief examples of internship experiences for the type of social work student(s) the site is approved to support. The student reaches

out to the agency contact for field placement as outlined in the profile. The student schedules and attends the agency interview. Once an internship offer is accepted by the student, a contract is signed.

FIELD SEMINAR AND ASSIGNMENTS

During the field experience, the student is required to participate in field seminars led by their faculty liaison. The primary objective of the seminar is to reinforce the learning which occurs in the field agency, process how it is linked to classroom instruction, and to provide further socialization to professional competency and confidence.

Students may count the time in the seminar and the travel time to/from the seminar (if face to face) 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. Active participation in seminars during the field experience. Faculty Liaison has discretion as to what and how seminar topics are covered, with the exception safety in the field and use of supervision as all field students will receive instruction and guidance on this topic.

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. **Summary of Learning:** Students will submit to their agency instructor and faculty liaison weekly summaries of learning to assist the student in linking theory and field. The student will connect their field experiences to the 31 practice behaviors.
3. **Agency Report and/or Presentation** that highlights framework, theory base and specifics of agency practices and programs.
4. **Intervention Analysis Report** (signature assignment of field instruction)
5. **Log of Field Hours:** Due at the end of the field experience and requires signatures of student, agency instructor and faculty liaison.
(Accreditation Standard 2.2.1)

REQUIRED LEARNING EXPERIENCES

The learning plan outlines the student's field experiences. The emphasis on field experiences will differ for each agency settings. Field experiences are graduated from simple to complex, from concrete to abstract, and from team to independent functioning. The student is responsible for connecting the field experience on their learning plan to all of the 31 practice behaviors.

1. Orientation to agency (orientation activities, introductions to all staff, tour of facility, explanation of office procedures, policies and practices to ensure physical safety and health)
2. Experiences in interviewing (intakes, needs assessment, treatment planning; individual, family; home, agency, community agency, school, etc.)
3. Experiences in various social work roles with client base (counselor, educator, broker, case manager, mobilizer, mediator, facilitator, advocate)
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)

(Accreditation Standard 2.2.1)

PROFESSIONAL ACTIVITIES THAT COUNT TOWARDS FIELD HOURS

Travel Time: 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.

Professional Development Opportunities: 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 two hours or more, to and from the training.

Other:

What can be counted as hours	What cannot be counted as hours
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Travel to meetings, other agencies, client homes	Travel to and from the agency from place of residence
Travel to and from seminar if agency is outside the Cedar Valley (Waterloo, Cedar Falls, Waverly); Attendance at seminar (up to 40 hours)	Travel to and/or from seminar if it is at the beginning or end of work day
Lunch breaks that involve direct client contact or when traveling for internship related activities over the lunch break	Travel to professional development sessions if over 2 hours away, including overnights prior to or after the professional development session
Professional development sessions, if approved by your agency instructor	Lunch breaks
Travel to professional development sessions if under 2 hours away	Federal, state and/or agency holidays in which students did not complete field experience activities towards their field hours.
Webinars and/or book reads, if approved by your agency instructor/supervisor. Limits to how many hours can apply are recommended.	On call hours when not engaged in on call activities or other relevant learning activities assigned by site supervisor.

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.

In some client situations, there may be a risk of violent or unpredictable behavior. Students will be provided a thorough orientation to the policies and practices relevant to personnel issues, personal safety issues, guidelines for home visits, transportation requests, and specialized training needed to carry out the tasks of the field experience. (*Accreditation Standard 2.2.7*)

EVALUATION OF FIELD LEARNING

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. During the midterm and final field evaluation, the agency instructor is asked to rate the student on their social work skills (see below). 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. The results of the evaluations are shared with the student and faculty liaison. If the student disagrees with the assessment, they will state that disagreement in writing. A meeting between the student, agency instructor, and faculty

liaison will be held to discuss any disagreements. At the end of the field experience, students complete a field program evaluation. 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. (*Accreditation Standard 2.2.7*)

Competency 1–Demonstrate Ethical and Professional Behavior

- 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

- 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

- 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

- 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

- 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

- 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

- 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

- 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.

Field assessments are based upon how well the undergraduate social work student demonstrates ability in each of the following 9 competency areas using the rating scale shown below. The standard by which the 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 this assessment form are those established by our national accrediting organization, the Council on Social Work Education.

While the agency instructor/supervisor is asked to rate student's social work skills according to criteria as it is appropriate to their agency setting, the faculty liaison has responsibility of assigning credit or no credit for field instruction. The credit or no credit assigned is based on the faculty liaison's overall assessment of the student's performance in the field placement in conjunction with the agency instructor's assessment and other submitted materials such as student logs, seminar participation, and written work that integrates the agency field experience with classroom instruction.

5	Very Good - student far exceeded the necessary requirements in an exceptional manner
4	Good - student exceeded the necessary requirements in a favorable and reliable manner
3	Satisfactory/Meets Expectations - student met the necessary requirements in a fully sufficient, suitable, and/or fit manner
2	Unsatisfactory - student does not meet the necessary requirements in a sufficient, suitable, and/or fit manner
1	Very Unsatisfactory - student displays unacceptable skills
n/a	Not applicable - student has not had the opportunity to demonstrate competence in this area. If an n/a is used during the midterm, please comment on when the student will have the opportunity to demonstrate the practice behavior. There should be no n/a on the final assessment.

Other field assessments are credit/no credit for the following required assignments: summaries of learning, attendance at and participation in field seminars, intervention analysis paper, and log of hours. Students must meet a minimum threshold of acceptance on these assignments as evidenced by rubrics established by the course instructor.

GRADING

Field instruction is taken on a credit or no credit basis. The faculty liaison is responsible for assigning 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 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 Presentation, Intervention Analysis Report and Field Program Evaluation) and participate in the seminars.

CRITERIA FOR SELECTING A FIELD SITE

Social Work knowledge, skills, attitudes and values are exclusive to Social Work. 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 communities) and allows the student to learn about the needs and problems of people through social interaction with clients, peers, and other professionals;
3. Has 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;
4. Provides the student with an opportunity to complement Social Work curriculum content and reinforce classroom learning;
5. Is interested in and accepts the objectives of the Department of Social Work and will work cooperatively with it;
6. Demonstrates 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.
8. Has been in operation for at least one (1) calendar year.

(Accreditation Standard 2.2.7)

PROCESS FOR APPROVING A FIELD SITE

Potential field sites are brought to the attention of the field director. The field director and agency personnel authorized to approve field experiences for social work interns complete an agency profile, which highlights the site's mission, population served, programs where the student may be placed, point of contact for interested students, point of contact for field supervision, supervision requirements, what type of intern the agency can support, typical field placement working days and hours, transportation requirements, and brief examples of internship experiences for the type of social work student(s) the site is approved to support. Once the site is approved and the site has been in operation for at least one (1) calendar year, it is placed on the listing of approved sites shared with social work intern students.

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 the field student to ensure the planning, experiences, 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 their demonstrated competence; and
4. Exhibit 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. Please refer to the UNI Study Abroad Center's website at www.uni.edu/studyabroad for information regarding application fees, program fees, health insurance requirements and individual safety 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.

EMPLOYMENT BASED PLACEMENTS

Students are able to complete the field experience requirement at the agency in which they are currently employed. Student field assignments and employment tasks may be the same and counted toward required field hours if the tasks have clear links to the social work competencies, including any competencies added by the program, and their related behaviors.

There are two pathways for this option:

1. With the student's place of employment where field experiences are different from employment duties. If the employment supervisor is used for field supervision, supervision time

for field education learning must be separate from supervision time for employment. The agency, field experiences and the supervisor have to be approved by the UNI Social Work Field Office.

2. With the student's place of employment, using the employment duties as the field experience. If the employment supervisor is used for field supervision, supervision time for field education learning must be separate from supervision time for employment. The agency, field experiences and the supervisor have to be approved by the UNI Social Work Field Office.

While these options are permissible, each program has the autonomy, authority, and discretion to develop its own policies regarding field placements in an organization in which the student is also employed. Students who are interested in exploring whether their agency of employment can be used for their field experience need to reach out to the field director as documentation is required to ensure all accreditation requirements are satisfied. If the employment status of the student would be disrupted, student will work with the field director to secure another approved field placement experience to satisfy the field experience requirement. This disruption may impact the timely manner in which the student can complete the field placement requirements and/or may delay the intended graduation date. (*Accreditation Standard 3.3.7*)

DOCUMENTATION/PROOF OF COVERAGE

Field sites may conduct a background check on students prior to offering an internship position or request that one is conducted and submitted to their agency. Certain field sites, like hospitals and health care centers, may require proof of professional liability insurance, health insurance, health checks and/or certain immunizations, and/or specialized trainings (e.g., occupational exposure to blood borne pathogens, basic cardiac life support skills). If a student is required to transport clients, whether in their own vehicle or agency vehicle, proof of care insurance may be requested. Unless the field site is going to provide for these requirements, it is the responsibility of the student, including covering the cost, to satisfy them.

It is recommended that students inquire about background checks, health care checks, professional liability coverage and/or specialized training that is required of the student for placement. 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 or through consultation with the field director.

RESPONSIBILITY OF UNI DIRECTOR OF FIELD INSTRUCTION

ROLE DEFINED: 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, but are not limited to:

- Approve field sites which meet the criteria for the placement of a UNI social work student.
- Approve field site supervisors who meet the criteria for the placement of a UNI social work student.
- Provide orientation activities for students, faculty liaisons and agency instructors to

ensure all requirements of the field experience are understood, followed and supported. (*Accreditation Standard 2.2.10*)

- Collaborate with UNI's Career Services to offer interviewing and resume building workshops for students.
- Meet with field students during the pre-placement process to consult on pre-placement requirements and field sites.
- Manage the prefield paperwork and maintain the student's field folder until the student is assigned to a faculty liaison.
- Maintain the Intern Placement Tracking system (IPT) so students have access to approved field site profiles, and all parties have access to field evaluations.
- Consult with field students, agency instructors and faculty liaison before, during and after the field experience to assist with creating learning plans, field questions, troubleshoot issues, provide resources, and if needed, secure an alternative placement. (*Accreditation Standard 2.2.10*)
- Administer field program evaluations at the end of the field experience for continuous improvement activities. (*Accreditation Standard 2.2.7*)
- Ensure field paperwork is filed in the student's cumulative folder.

RESPONSIBILITY OF AGENCY INSTRUCTOR

ROLE DEFINED: The agency instructor is the individual at the agency who met criteria for supervising an undergraduate social work student and agrees to provide primary supervision throughout the field experience. The responsibilities of the agency instructor include, but are not limited to:

- View the Agency Instructor Orientation video found at www.uni.edu/csbs/socialwork.
- Provide a thorough orientation to the policies and practices relevant to the student, to include but not limited to personnel issues, personal safety issues, guidelines for home visits, transportation requests, and specialized training needed to carry out the tasks of the field experience.
- Develop, in consultation with the student, a learning plan that includes the required field learning experiences for undergraduate social work field students. Provide experiences 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.
- Provide weekly supervision meetings with the social work field student.
- Complete field assessments and meet with faculty liaison for scheduled meetings (two per placement).
- Allow student to attend field seminars.
- Review the following expectations with the social work field student:
 - How differences or conflicts are to be handled.
 - How variations in field placement time will be handled (for example, university breaks).
 - Method and person to contact if student is requesting time off for health or personal issues.
 - Guidelines the student should follow in relating to other staff, administration, board members, other agencies, and the community in general.
- Assist the student with coping appropriate with the emotional impact of the social work role.

RESPONSIBILITY OF UNI FACULTY LIAISON

ROLE DEFINED: The 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. The responsibilities of the faculty liaison include, but are not limited to:

- Contacts the student and agency instructor to inform them of their role as faculty liaison and shares field course syllabus.
- Oversees completion of and assigns credit to all field assignments and requirements.
- Consults on and approves the student's learning plan.
- Monitor's student progress in placement and oversee adjustments in learning plans, assignments, expectations, etc....
- Facilitates the prefield seminar and three (3) field seminars throughout the field experience.
- Notifies field director regarding changes in supervision or field issues that require attention.
- Engages in at least 2 agency meetings (on site if local, remote if out of area) during the field experience.
- For cases in which an agency instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the liaison engages in an additional agency meeting at the onset of the field placement to assist with the learning plan and provides additional supervisor sessions to the student (usually after field seminars) to reinforce a social work perspective. (*Accreditation Standard B2.2.9*)

***RESPONSIBILITY OF UNI FIELD STUDENT**

ROLE DEFINED: The field student has met criteria to participate in the field experience. The responsibilities of the student include, but are not limited to:

- Attend a field orientation session as arranged by the field director and complete all preplacement activities by the deadline.
- 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. Conduct themselves as professionals during agency interviews and, once accepted at a field site, during the field placement.
- Report directly to the agency instructor assigned regarding field experiences, responsibilities, and agency policies.
- Continually review, internalize and adhere to the Social Work Code of Ethics, school policies and agency expectations.
- Complete all field requirements, including hours, supervisory sessions, learning plan, summaries of learning, seminar attendance, evaluations, and all duties assigned by agency instructor.

*Failure to adhere to these responsibilities may result in the student not receiving credit for the field course.

PROCEDURES FOR ADDRESSING FIELD PLACEMENT CHALLENGES

Sometimes during a field placement, issues arise that need to be addressed. It is important to address issues early on and resolve issues in a professional manner. The steps below highlight the process in place for addressing issues.

Process for the student if they have an issues with the field expectations or supervision:

- Step 1: Student consults with Agency Instructor
- Step 2: Student consults with Faculty Liaison
- Step 3: Faculty Liaison consults with Field Director

Process for the student if they have an issue with their faculty liaison:

- Step 1: Student consults with Faculty Liaison
- Step 2: Student consults with Social Work Department Head

Process for the Agency Instructor if they have an issues with the field student:

- Step 1: Agency Instructor consults with Student
- Step 2: Agency Instructor consults with Faculty Liaison
- Step 3: Faculty Liaison consults with Field Director

Agency supervisors will address any conduct issues with students placed at their agency. If the conduct issues continue, the agency supervisors will notify the faculty liaison assigned to the student. If the conduct issues continue, the faculty liaison can determine if the field director needs to be brought in to assist with the issues through a support plan, or if the student needs to be placed at another site. If a support plan is put into place and the student's conduct continues to be problematic and not aligned with the Social Work program's mission, values and ethics, UNI Academic Ethics/Discipline Policy (<http://www.uni.edu/policies/301>), and/or UNI Student Code of Conduct Policy (<http://www.uni.edu/policies/302>), the student may be counseled out of the program. Students may reach out to UNI's Office of Compliance and Equity Management for guidance and support at any point during this process (117 Gilchrist Hall, (319) 273-2846).

SOCIAL WORK DEPARTMENT AND UNIVERSITY RESOURCES & POLICIES

Department Procedures for Resolving Student Academic Issues

Field: If a student is displaying academic issues in field, the instructor of the course will work directly with the student to address those issues. If the academic issues continue, the instructor of the course will consult with department faculty during faculty case consultation sessions that are held after curriculum committee team meetings. This session is an opportunity for the instructor to consult with faculty about student successes, concerns, and how to best support them. The instructor can also refer the student to various University support programs, which can include but are not limited to: UNI Rob Library, The Learning Center Services, Student Accessibility Services, Office of Compliance and Equity Management, Student Health Clinic, Counseling Center and Student Wellness Service.

Department Procedures for Resolving Student Conduct Issues

Field: Agency supervisors will address any conduct issues with students placed at their agency. If the conduct issues continue, the agency supervisors will notify the faculty liaison assigned to

the student. If the conduct issues continue, the faculty liaison can determine if the field director needs to be brought in to assist with the issues through a support plan, or if the student needs to be placed at another site. If a support plan is put into place and the student's conduct continues to be problematic and not aligned with the Social Work program's mission, values and ethics, UNI Academic Ethics/Discipline Policy (<http://www.uni.edu/policies/301>), and/or UNI Student Code of Conduct Policy (<http://www.uni.edu/policies/302>), the student may be counseled out of the program. Students may reach out to UNI's Office of Compliance and Equity Management for guidance and support at any point during this process (117 Gilchrist Hall, (319) 273-2846).

Department Policy on Incompletes

A grade of “incomplete” is generally to be discouraged and only employed when faculty conclude that a student is unable to complete assigned course work due to extenuating circumstances. Course requirements that are appropriate for incompletes include, but are not limited to, the requirements in the final 1/6 of the course, final assignments/assessments, and signature assignments. This is not intended for work assigned in the first 12 weeks of the semester. Students must request the course extension in writing to the course instructor. A time frame for completing the course work that is acceptable to both the student and faculty must be agreed upon. It is recommended that this time frame not extend beyond two weeks after the formal course end date. An “I” may convert to an “F” if the incomplete is not resolved by the due date agreed upon. An instructor is under no obligation to accept work from a student after the mutually agreed upon time frame. It is the instructor’s decision whether to re-negotiate the agreement. As in all matters related to grading, an instructor’s decision about a grade-related matter is final.

See also the information relating to incompletes in the current UNI Academic Catalog found at <https://catalog.uni.edu/generalinformation/academicregulations/> under *Policies Regarding Course Grades of Incomplete*.

UNI Rod Library

Rod Library faculty and staff can help you be successful with research assignments, so take advantage of their free services. Each department has a designated librarian to support your needs. **Anne Marie Gruber** is our liaison librarian for this course. You are encouraged to make appointments with her at <https://uni.libcal.com/appointments/AMG> and she can be reached at anne.gruber@uni.edu or (319) 273-3711. She also holds weekly office hours in McCollum and Sabin Halls. Here is a link to the library's guide for [insert subject or course guide name]: [insert link]

Librarians can help you with:

- Getting started by finding and narrowing a topic/research question
- Searching for a book, article, or data to support your paper, poster, or other project
- Tips and tricks for finding resources as well as using library databases and Google efficiently
- Evaluating search results and sources for the most relevant and reliable sources
- Citing sources and creating your bibliography

You can also stop by, chat, email, text, or call the library all hours the library is open. (www.library.uni.edu/research/ask-us).

The Learning Center @ Rod Library

The Learning Center @ Rod Library provides free tutoring for a variety of different areas (i.e. writing, math, science, business, Spanish, college reading and learning strategies). The Learning Center @ Rod Library is open for walk-in assistance Monday-Thursday 10am-10pm and is free of charge for all UNI students. If you are unavailable during normal tutoring hours, online tutoring is also available through Smarthinking. You will need your CATID and passphrase to gain access. To access the Smarthinking platform go to <https://tlc.uni.edu/online>. For more information, go to <https://tlc.uni.edu>, email TheLearningCenter@uni.edu, call 319-273-6023, or visit the TLC desk located on the main floor of Rod Library.

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 Accessibility Services

Student Accessibility Services (SAS) supports the campus community with ensuring an accessible educational environment for students with disabilities. The University of Northern Iowa (UNI) complies with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), Section 504 of the Rehabilitation Act of 1973, the Fair Housing Act, and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. Students with disabilities experiencing a barrier to access should connect with Student Accessibility Services (SAS) to request accommodations. SAS views disabilities as an integral part of the rich diversity at UNI and works collaboratively with students, faculty, and staff to create an accessible educational environment for students. UNI faculty are not obligated to provide accommodations for students with disabilities without proper notification from SAS and the student. Students may initiate the accommodation process at any time. However, accommodations are not retroactive, and the process for getting connected takes time. Therefore, SAS staff always recommends that students initiate the process as soon as possible rather than wait for academic and social-emotional responsibilities to become overly stressful and/or overwhelming. Information is also available at sas.uni.edu. For the safety of our students and staff members, SAS encourages students, faculty, and staff to connect with our office virtually for appointments through Zoom or over the phone. If a student has any questions or concerns at any point in the semester, please contact SAS at (319) 273-2677 Relay 711 or accessibilityservices@uni.edu. A member of the SAS team will be available throughout the week to answer phone calls and respond to emails. For questions related to COVID-19, please visit the SAS COVID-19 Questions page.

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/newelearning-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>

Office of Compliance and Equity Management

The University of Northern Iowa does not discriminate in employment or education. Visit 13.03 Equal Opportunity & Non-Discrimination Statement (<https://policies.uni.edu/1303>) for additional information.

Procedures for Termination

Termination Based on Academic Performance: Undergraduate students at the University of Northern Iowa are expected to meet academic standards set by the university and to demonstrate satisfactory academic progress towards earning a degree. Academic Alert and Academic Probation serve to warn students that unless their academic performance improves, they may be placed on Academic Suspension. This policy can be found at <https://registrar.uni.edu/students/academic-standing/undergraduate>

The University's Undergraduate Academic Standing Policy highlight the procedures for Academic Alert, Academic Probation, Academic Suspension, Readmission After Suspension. Following a second suspension, the student will be permanently academically suspended if their UNI term GPA is less than a 2.00. The procedures can be found at <https://registrar.uni.edu/students/academic-standing/undergraduate>.

Termination Based on Professional Performance: The University has established disciplinary procedures for any student who intentionally commits, attempts to commit, or incites or aids others in committing acts of misconduct. The policy can be found at <https://policies.uni.edu/303>.

The Undergraduate program provides a case consultation process to address student professional performance in the classroom and in field. If student professional performance issues interfere with the student's, other student's abilities to successfully complete the program, and/or the instructor's ability to teach the course, a remediation process is initiated. At the University level, any student who is found, after appropriate hearing, to have violated any of the rules of personal conduct may be sanctioned up to and including suspension, expulsion or dismissal. The procedures can be found at <https://policies.uni.edu/303>.

The Undergraduate's remediation procedures include a meeting between the student and course instructor (if a classroom issue) or agency instructor (if a field issue) with an action plan to support the student and resolve the issue(s). Step 2 involves a meeting between the student, course instructor and department head (if a classroom issue) or agency instructor (if a field issue) with an action plan developed to support the student and resolve the issue(s). Step 3 involves a meeting between the student and department head (if a classroom issue) or field director (in a field issue) to review lack of progress and alternatives to a social work degree. For field specific issues, an alternative field site may be an option in certain situations prior to be counseling out of the program.

Student supports may include, but are not limited to, classroom or field accommodations, remediation sessions focused on academic and/or performance issues, referrals to the UNI Counseling Center, referrals to Student Accessibility Services, and referrals to the UNI Learning Center.

Student Academic Grievance Policies and Procedures

UNI provides a process for the redress of academic grievances for graduate and undergraduate students within the framework of academic freedom, the integrity of the course, and the prerogative of the faculty to assign grades. The policies and procedures can be found at <https://policies.uni.edu/1201>.

Student Personal Conduct Appeals

Students may reach out to UNI's Office of Compliance and Equity Management (117 Gilchrist Hall, (319) 273-2846) for guidance and support at any point during the process of evaluation personal conduct issues that are in direct conflict with professional standards outlined in the NASW Code of Ethics for practicing social workers. The University has a process for appealing a decision reached by a Student Conduct Administrator. The process can be found at <https://policies.uni.edu/302> under G. Appeals.

UNI Student Health Clinic

016 Student Health Center
(319) 273-2009

General Medical Care, Routine Health Exams, Injury Evaluations, Immunizations, Coordination of Care for Chronic Medical Issues, Resource Nurse, [Psychiatric Services](#), [Travel Consultations](#), [Allergy Injections](#), [Lab Testing](#), [Sexual Transmitted Disease \(STD\) Testing](#), [Eating Disorders Management](#), [Women's Health Services](#), [Pharmacy](#)

Absences Related to Illness

Instructors are to clearly state their policy regarding accommodations for illness-related student absence in their syllabi, and to work with students to determine appropriate accommodations in such cases. Students are encouraged to follow CDC guidance when they suffer illness or exposure. Additionally, the CDC website provides guidance regarding when and how to [wear a protective mask](#), as well as when and how to [quarantine and isolate](#) when ill or exposed.

Counseling Center

103 Student Health Center
(319) 273-2676

Mental health counseling, assessment, referral, groups, workshops, consultations.

Student Wellness Service

(319)273-2311

Student Wellness Services provides outcome-based health education programming, services and resources to meet the health and wellness needs of our unique student population based on the UNI National College Health Assessment. The office offers wellness coaching, wellness workshops, as well as health education and screenings.

Sexual Assault & Relationship Violence Support

There is free, confidential help on campus available to students who have been sexually assaulted or have been or are victims of physical/emotional abuse, stalking or harassment. For help and assistance due to sexual assault, contact the Riverview Center at (563) 231-1285. Additionally, 24-hour Sexual Assault Support is available at (888) 557-0310. 24-hr Relationship Violence Support is available at (800) 208-0388. Additional resources may be found at safety.uni.edu.

Panther Pantry

The Panther Pantry strives to ensure that every UNI student is able to get their basic food and necessity needs met. They offer both perishable and nonperishable items for any currently enrolled UNI student facing food insecurity. More information can be found on their website: www.pantherpantry.uni.edu. Lower Level Maucker Union, Open Monday-Wednesday 12:30-4:00 and Thursday 2:30-6:00

Panther Plot

The Panther Plot is a UNI-student run garden. Produce from the garden is available to volunteers. More information is available on their website: www.sustainability.uni.edu/panther-plot. Contact: Kara Poppe at poppekc@uni.edu or Kelsey Ewald at kewald@uni.edu

Direct Questions to:

Jenny Becker, Director of Field Instruction

1227 West 27th Street

Field Office - Sabin Hall 241

Cedar Falls, IA 50614

Ph: 319.273.7881

jennifer.becker@uni.edu