

UNIVERSITY OF NORTHERN IOWA MSW SPECIALIZATION PROGRAM FIELD INSTRUCTION MANUAL (Distance Education & On Campus Programs)

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 recognize their invaluable contribution to our students, the department, and the profession.

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INTRODUCTION

Field education is the signature pedagogy for social work and directly prepares future practitioners the fundamental dimensions of professional social work: to think, to perform, and to act intentionally, ethically, and with integrity. The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice, and fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the classroom curriculum in the field setting. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the nine social work competencies.

(credit: EPAS 2022, page 20)

MSW PROGRAM MISSION STATEMENT

The mission of the University of Northern Iowa Masters of Social Work Program is to provide students with a trauma-informed foundation that prepares them to identify, evaluate, and address the personal, social, and systemic conditions that perpetuate individual, family, organizational and community-based trauma using evidence-informed interventions. Our curriculum is based on the perspective that effective change within this paradigm requires upholding the dignity and worth of the individual, advocating for human rights and social and economic justice, challenging oppression, promoting human relationships, practicing multi-cultural responsiveness, and identifying factors that mitigate the effects of trauma and enhance strengths, competencies, and resilience. Students obtain an in-depth understanding of these values and practices through in-person and online coursework and instruction that promotes critical thinking, self-reflection, and ethical decision making, along with intensive experiential learning through local, state, national, and international placements. (Spring 2020)

NASW CODE OF ETHICS VALUES & PRINCIPLES

(As taken from the NASW Code of Ethics 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.

MSW PROGRAM OBJECTIVES (CSWE Core Competencies)

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental

Justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

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

Competency 5: Engage in Policy Practice

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

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

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

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

FIELD PLACEMENT DESCRIPTION

Field instruction is an integral and essential component of Social Work education. It provides a learning experience in a setting where the student can integrate curriculum content and theory, develop skills, practice intervention techniques, participate in the role of social worker, and evaluate oneself in that role. The profession strives for greater diversity in roles, settings, methods, and clientele. To meet the requirements of being an advanced generalist social worker in a variety of settings requires field instruction to provide learning experiences which will prepare students for a dynamic and diverse profession. The student will be provided with a variety of experiences which foster the development of skills through which students can work with confidence, exercise independent judgment, and respond to a diversity of roles and responsibilities through a trauma informed lens.

GOALS OF MSW SPECIALIZATION 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 trauma informed care social workers, through active participation in the delivery of human services.
2. To provide settings where students can develop 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 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.

FIELD HOURS

MSW Specialization students will complete 500 hours with an approved field partner in the Fall and Spring semester, for approximately 15-16 hours per week. Students begin their field placement during the first week of classes of the Fall semester and intern through finals week of their Spring semester. 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 the semester, can do so only with the full knowledge and consent of the faculty liaison and agency instructor. 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 3.3.3*)

FIELD ORIENTATION & CLEARED TO ENROLL IN FIELD EDUCATION

Students will attend a field orientation session prior to the start of the program as arranged by the Social Work Department. Field orientation includes the student receiving information about how they are cleared to enroll in field instruction, required activities that prepare them for interviewing with field partners and deadlines for all paperwork to be submitted. MSW Specialization students must be cleared by the Field Director. This includes the following requirements:

- Attend a field orientation session.
- Revise and submit MSW resume to the Field Director.
- Be in good academic standing (3.0 grade point average or better, no more than 6 credits with a C, no course incompletes).
- Secured an approved site with a signed contract.

Once students attend a field orientation session, they are provided with 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. (*Accreditation Standard 3.3.5*)

FIELD SEMINAR & 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 spent in field seminars towards their total field hours. Seminars are held monthly throughout the duration of the two-semester field experience time frame and every other week for students completing their 500-hour field experience in the Fall or Spring semester. The student's faculty liaison has discretion as to what and how seminar topics are covered, with the exception safety in the field, use of supervision and employment negotiations and interviews, 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. 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 summaries of learning to assist the student in linking theory and field. The student will connect their field experiences to the core competencies and specialized practice behaviors.

3. **Agency Presentation:** Highlights mission of the agency, discussed how underrepresented and oppressed client systems are served, compares and contrasts agency policies, practices, and services with characteristics of trauma informed care, and describes policies that guide advancing human rights and social, economic, and environmental justice.

4. **Log of Field Hours:** Due at the end of the field experience and requires signatures of student, agency instructor and faculty liaison.

(Accreditation Standard 3.3.5)

REQUIRED LEARNING EXPERIENCES

The learning plan outlines the student's field experiences through a trauma informed lens with micro, mezzo and macro systems. The emphasis on field experiences will differ for each agency setting. 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 the core competencies and corresponding trauma informed care 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 of students)
2. Experiences with individuals (i.e. engagement, assessment, treatment planning, interventive strategies, case management, evaluation)
3. Experiences with families (i.e. engagement, assessment, treatment planning, interventive strategies, case management, evaluation)
4. Experiences with client groups (engage, assess, intervene, evaluate; client groups organized for various purposes)
5. Experiences with agency (engage, assess, intervene, evaluate; staffings; agency level meetings; agency committee work; policy work; board meetings; program assessment; strategic planning; grant writing; fund raising)
6. Experiences with community (engage, assess, intervene, evaluate; community groups organized for various purposes; community coalitions; public planning and events; educational displays; advocacy at the local and state level; community needs assessment)
7. Experiences with technology and written work (summaries, letters, psychosocial histories and assessments, treatment notes)

(Accreditation Standard M 3.3.2)

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, meaning their typical field hours. 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. *(Accreditation Standard 3.3.5)*

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 will 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
Travel to meetings, other agencies, client homes	Travel to and from the agency from place of residence
Seminars	On call hours when not engaged in on call activities or other relevant learning activities assigned by site supervisor.
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 is not interning.
Webinars and/or book reads, if approved by your agency instructor/supervisor. Limits to how many hours can apply are recommended.	

TRANSPORTATION & 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 3.3.5*)

EVALUATION OF FIELD LEARNING

Two evaluation conferences are held with the student, agency instructor, and the faculty liaison. 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.

Competency 1: Demonstrate Ethical and Professional Behavior

- a. Apply ethical framework to practice to ensure client, client systems and systems of care advance human rights and support trauma recovery.
- b. Engage in reflective supervision to explore self-exploration, bias awareness and self-care to prevent secondary traumatic stress, compassion fatigue, vicarious trauma, and burnout.

Competency #2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

- a. Apply the intersectional knowledge of trauma-informed care and human rights framework to ensure resources are distributed equitably.
- b. Advocate for practices that promote recovery, resilience and empowerment.

Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

- a. Implement trauma-informed principles of care to promote equity and inclusion.
- b. Advocate for policies and trauma-sensitive services at the individual, organizational, and societal levels that are responsive to those underrepresented and oppressed in society.
- c. Demonstrate self-awareness and self-regulation in response to the influence of personal biases and values in working inclusively with clients and constituencies.

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

- a. Apply research findings in decision making for practice and to improve trauma-informed practices at the individual, family, group, organization and community level.
- b. Demonstrate knowledge and skills to develop research questions and hypotheses derived from practice to assess and address clients and constituencies.

Competency #5: Engage in Policy Practice

- a. Engage with trauma-informed policies at the local, state, and/or federal level that promote human rights and justice, service delivery, and access to social services.
- b. Demonstrate an understanding of the history and the current structures of social policy that influence service delivery and access to social services for clients.

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

- a. Apply the model of trauma treatment and recovery when engaging in client relationships and systems of care.
- b. Generate therapeutic relationships and facilitate engagement with individuals, families, groups, organizations and communities.

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

- a. Apply assessments to clients and constituencies that include a trauma perspective.

- b. Apply assessment to clients and constituencies by defining presenting challenges and identifying strengths in micro, mezzo, and macro levels to develop a therapeutic plan.
- c. Demonstrate self-reflection on personal bias, power, privilege, value and experiences influencing assessment and therapeutic plan.

Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- a. Critically evaluate and implement developmentally and culturally appropriate trauma-informed interventions with clients and constituencies.
- b. Advocate for advancement of trauma-informed systems of care.

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

- a. Demonstrate skills and knowledge of evaluating processes and outcomes of practice to increase the effectiveness of practice, policy and service delivery.
- b. Demonstrate understanding of theories of human behavior and person-in-environment and apply theory-driven frameworks to evaluate practice outcomes.

Field assessments are based upon how well the social work student demonstrates ability in each of the core competency areas and practice behaviors 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 social work professional with advanced trauma informed practice skills to work with socioculturally diverse populations of individuals, families, small groups, agencies and communities. The core competencies specified in this assessment form are those established by the Council on Social Work Education.

While the agency instructor 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.

Rating Scale:

5	Superior Competence - student displays exceptional social work skills that far exceed the expectations of the field experience.
4	High Competence - student displays high level of social work skills in a favorable and reliable manner.
3	Competent – student displays social work skills that met the necessary requirements of the field experience.
2	Emerging Competence – student displays potential in their social work skills.
1	Limited Competence - student displays inconsistency in their social work 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 can be no n/a on the final assessment.
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GRADING

Credit/No Credit: 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 the two evaluations completed by the agency instructor during the field experience.

Graded: In addition to completing field satisfactorily, students will be graded on their completion required assignments (i.e. Summaries of Learning, Agency Presentation, Seminars).

(Accreditation Standard 3.3.5)

CRITERIA & PROCESS FOR APPROVING 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 an MSW Specialization social work field 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 an advanced trauma informed practiced social worker. The field director approves agency settings as field placement sites using, but limited to, the specific criteria below:

1. Provides targeted and advanced client and program responsibility for students in placement;
2. Directly serves clients (individuals, families, groups, organizations and communities) and allows the student to learn about the needs and problems of people through a trauma informed lens.
3. Provides diversity of methodology and interventive strategies that reflect the specialized trauma informed care 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. 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.

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 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.

(Accreditation Standard 3.3.4 & Accreditation Standard M3.3.2)

CRITERIA & PROCESS FOR APPROVING AN AGENCY INSTRUCTOR

During the field site approval process, the Director of Field Instruction consults with the field site agency regarding requirements of the agency professional that is assigned to provide primary supervision of the field experience student. This information is also provided in a document titled *UNI Social Work Internship Requirements*, which is shared with potential field sites as they are considering a field experience partnership with the program. The Director of Field Instruction completes an agency profile as part of the field site approval process in which the following is stated on the agency profile document as a required component of the partnership: *Requires supervision from agency staff with a graduate Social Work degree from an accredited University/College PLUS two years of post-degree social work experience. Degrees similar to social work can be considered, however the supervisor and field student will participate in additional meetings and consultations to ensure the social work perspective is enforced.*

To confirm the required credentials, the program requires any agency professional that is assigned to provide primary supervision of a field experience student to submit an agency instructor vitae (form templated by the program) or a professional resume. The Director of Field Instruction reviews the vitae or resume to ensure the primary supervisor has a social work degree from an accredited social work program plus a minimum of two years of post MSW degree experience in the social work field. (*Accreditation Standard M3.3.6*)

If the agency professional assigned as primary supervisor for the social work intern possesses a graduate degree in a field other than social work, the faculty liaison meets with the social work intern after required field seminars to provide additional supervision and ensure reinforcement of the social work perspective. (*Accreditation Standard M 3.3.6*)

PROCESS FOR ENGAGING WITH & ORIENTATING FIELD SETTINGS

Two weeks prior to the start of the field experience, the Field Director contacts the assigned agency instructor with tools, resources and reminders regarding the field experience for the student. The tools shared include, but are not limited to, an orientation checklist they can use, program field manual, examples of supervisory agenda templates, Intern Placement Tracking guidance and the NASW Code of Ethics.

Prior to the student's first day at the field site, agency instructors are to view the Agency Instructor Orientation modules that are specific to their student. Orientation modules are found at <https://csbs.uni.edu/socialwork/field-instruction> and the agency instructor commits to viewing the orientation modules when the agency contact is signed. The following modules are to be viewed prior to the start date of the MSW Foundation student:

Module 1: UNI Social Work Program

Module 2: Roles and Responsibilities

Module 5: MSW Specialization Program

Module 6: Social Work Supervision

Module 7: Social Work Ethics

Other resources found on this site include, but are not limited to, best supervision practices, causes of internship disruption and what field students want agency instructors to know.

During the field experience, faculty liaison assigned to the student will reach out at the onset of the field experience with their contact information and course syllabus. The faculty liaison will meet with the student and agency instructor at least twice during the field experience, typically during the midterm and final evaluation meetings. (*Accreditation Standard 3.3.4*)

PROCESS FOR EVALUATING FIELD EXPERIENCES

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 supervision. The feedback is reviewed by the Director of Field Instruction and may lead to field experience changes and improvements. Results are compiled in an academic year summary report that is shared with the department, Field Education Committee and Community Advisory committee for feedback and recommendations.

At the end of the field experience, faculty liaisons provide feedback on the field partner and agency supervisor as to ensure positive student field outcomes. Feedback is reviewed by the field office and if necessary, follow up is made with the site and/or agency instructor to ensure students are having positive educational field experiences.

At the end of the field experience, agency instructors are provided with an opportunity to consult with the field director regarding issues that include, but are not limited to placement procedures, orientation activities, student preparation for field experiences, liaison support and field director support. The field director will follow up as needed to ensure a positive working relationship with approved field partners. (*Accreditation Standard 3.3.4*)

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, the 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, 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, it 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. There are two pathways for this option.

Option 1: Use of 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 experience and the supervisor have to be approved by the UNI Social Work Field Office. Documentation is required to ensure the student's field experiences are separate from their employment duties, explain how the student's field experiences are directly linked to the program's core competencies, and how supervision will be provided.

Option 2: Use of student's place of employment where employment duties are the same 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 experience and the supervisor have to be approved by the UNI Social Work Field Office. Documentation is required to ensure the student's employment duties are directly linked to the program's core competencies, and how supervision will be provided.

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 is 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*)

BACKGROUND CHECKS & 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 car 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 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.
- Collaborate with UNI's Career Services to offer resume building guidance 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.
- Administer field program evaluations at the end of the field experience for continuous improvement activities.
- 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 in preparation of supervising the student.
- 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 or bi-weekly supervision meetings with the social work field student.
- Complete field assessments and meet with faculty liaison for scheduled meetings (two per placement).
- Ensure the student is freed up 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 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 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 during the field experience.
- For cases in which an agency instructor does not hold a CSWE-accredited social work degree, the liaison provides additional supervisory sessions to the student (usually after field seminars) to reinforce a social work perspective.

***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 assigned tasks, 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 issue 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 issue 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).

Direct Questions to:

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