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**Durham Academic Calendar**

**Semester I, Fall**

- Monday, Aug. 31: Durham Classes begin
- Monday, Sept. 7: Labor Day, University Holiday
- October 2-4: Rosh Hashanah**
- October 11-12: Yom Kippur**
- Tuesday Nov. 10: Classes follow Wednesday schedule *
- Wednesday, Nov. 11: Veterans Day, University Holiday, No classes
- Wednesday, Nov 25: Mid-Semester Break, No Classes
- Thursday, Nov. 26: Thanksgiving Day – University Holiday
- Friday, Nov. 27: Post-Thanksgiving – University Holiday
- Monday, Nov 30: Classes Resume
- Friday, Dec. 11: Last day of classes – Durham
- Monday, Dec 14: Finals Commence
- Saturday, Dec 19: Final Exams End, Winter break begins

**J-Term (January)**

- Thursday, Jan. 4: January Term Classes Begin
- Friday, Jan 22: January Term Classes End

**Semester II, Spring**

- Tuesday, Jan. 26: Durham Classes begin
- Mon-Fri, March 14-18: Spring Break – no classes or internship
- Mon March 22: Classes Resume
- Monday, May 10: Durham - Last day of classes, Last week of Spring Internships

Students should confirm class meetings and internship days with their instructors. Check the UNH Academic Calendars for the complete Graduate Calendar at:
[http://www.gradschool.unh.edu/dates.php](http://www.gradschool.unh.edu/dates.php)

* Please note: Classes follow Wednesday schedule: Students may need to reschedule Tuesday internships for classes.

**Religious and cultural holidays, although not University holidays, are important to many members of the University community and are noted to facilitate the planning of University events. A more comprehensive list may be found at [http://www.interfaithcalendar.org](http://www.interfaithcalendar.org)
The purpose of this field manual is to put forth the major policies and procedures for the Field Education component of the UNH Department of Social Work and identify the rights, and responsibilities of the school, agencies and the students.

The Department of Social Work’s undergraduate program offers both a major and a minor in Social Work. It is a specialized degree that prepares graduates for generalist social work practice with a solid foundation in the liberal arts and in the knowledge, skills and value base of Social Work. Through the mastery of core competencies, social work graduates apply their education in working with individuals, families, groups, organizations and communities (Council on Social Work Education, 2008). In addition, the program prepares qualified students to pursue graduate education in schools of social work and other graduate programs in human service fields.

“The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.” (CSWE, 2008, p.1)

The baccalaureate program at the University of New Hampshire is accredited by the Council on Social Work Education (CSWE) and must meet rigorous academic standards to retain this accreditation. Social Work majors pursue a program that encompasses the professional social work foundation of social welfare policy and services, social work practice, human behavior in the social environment, and research. Course content on theories and practice models that inform intervention, values and ethics, human rights and social and economic justice are integrated throughout the curriculum.

To connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting, students complete 40 hours of documented paid or volunteer social service experience. In addition, students engage in a 450 hour social work internship over two semesters during the senior year. The senior field placement in the final year of the baccalaureate program is arranged between the student and the field education coordinator. Evaluation of this senior field placement is one tool that measures student achievement of program competencies.
About the Social Work Department

Mission

The mission of the Department of Social Work is to educate baccalaureate and masters students for effective professional social work practice that is responsive to the social welfare and social service needs of the people of New Hampshire, the New England region and beyond. Consistent with the overall purposes of the profession, the Department educates social work professionals to work effectively with diverse individuals, families, groups, organizations and communities to optimize human potential for productive participation in society.

Themes

(1) Practice that is social systems and client/environment oriented,
(2) Practice with a strengths-empowerment perspective toward achievement of social and economic justice,
(3) Practice that is sensitive and responsive to diversity & human rights,
(4) Practice that is knowledge and researched based,
(5) Practice that seeks to improve the quality of life for all.

BSSW Program Goals

BSSW program goals were developed to respond to the social welfare and social service needs of the State of New Hampshire and the region. BSSW goals are also shaped by the 2015 EPAS and are as follows:

1. To provide quality education to prepare graduates for entry-level generalist practice consistent with the purposes of the social work profession,
2. To prepare graduates with the knowledge, values and skills for effective generalist practice with client systems of various sizes and types.
3. To prepare graduates to practice with diverse populations,
4. To prepare graduates knowledgeable about the social contexts of practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change,
5. To prepare graduates for practice consistent with the values and ethics of the profession,
6. To prepare those seeking graduate education in social work or related human service fields with a solid foundation,
7. To prepare graduates for career-long professional growth and development.

Code of Ethics

BSSW students are expected to follow the NASW Code of Ethics. All students have an opportunity to discuss any questions that they may have about the code and then sign a statement that they agree to be bound by its provision. A copy of the Code is on the National Association of Social Workers website.
Notice of Non-Discrimination

The University of New Hampshire is a public institution with a long-standing commitment to equal opportunity for all. The Department of Social Work abides by all university policies regarding non-discrimination.

All policies, including discrimination and discriminatory harassment policy, are posted on the Affirmative Action and Equity Office website. http://www.unh.edu/affirmativeaction/index.html.

Students' Rules, Rights, and Responsibilities

Students are also expected to abide by the University of New Hampshire's Student's Rights, Rules and Responsibilities. This document is on the University of New Hampshire website. http://www.unh.edu/student/rights

Use of Student's Work Site for Field Education

Students may use their work sites for field placement provided the placement meets the following specific criteria:

- The agency must meet the basic requirements for all field placements.
- Placement hours must be arranged in a different department, unit, or program from that in which the student is employed.
- Assignments must be proposed that are essentially new and different, are educationally appropriate, and employ new and different skills.
- Agency field instructors must be someone other than the employing supervisor and meet the basic requirements for all field instructors,
- A written proposal describing the proposed differences in assignments, duties, and supervision must be submitted by the student, or the student with the agency, to the field coordinator before approval can be granted.
- If necessary, the field coordinator will meet with the student, work supervisor, and potential BSSW internship supervisor to ensure that the placement meets all the criteria as described.
Academic Program

The Department of Social Work's undergraduate program offers both a major and a minor in Social Work. It is a specialized degree that prepares graduates for generalist social work practice with a solid foundation in the knowledge, skills and value base of Social Work and the liberal arts. Social Work graduates apply their education in working with individuals, groups and larger social systems. In addition, it prepares qualified students to pursue graduate education in schools of social work and other graduate programs in human services.

The baccalaureate program at the University of New Hampshire is accredited by the Council on Social Work Education (CSWE) and must meet rigorous academic standards to retain this accreditation. Social Work majors pursue a program that encompasses the professional Social Work foundation of Social Welfare Policy, Social Work Practice, Human Behavior in the Social Environment, Research and Field Education. Course content on ethics and values, populations-at-risk, human diversity and social and economic justice is integrated throughout the curriculum. Development and implementation of the BSSW curriculum is directed by the Accreditation Standards, including the curriculum policy statement (CPS) of the Council on Social Work Education (CSWE).

To enable students to gain direct experience and to integrate classroom content with the demands of professional social work practice, students are required to complete a 450 hour social welfare internship over two semesters during the senior year. The senior field placement is a "capstone" experience in the final year of the baccalaureate program and is arranged between the student and the Field Education Coordinator. Students are required to pay a liability insurance fee for their off campus field education experience.

Social Work majors earn a B.S. with a notation on their University records, "Majored in Social Work." This is equivalent to the B.S.W. degree. Graduates are eligible for practice in a variety of social work settings throughout the United States. It also allows for the opportunity to apply for "advanced standing" for students interested in Masters of Social Work degree programs. Finally, it qualifies graduates for full membership in the National Association of Social Workers.

Social Work majors are required to take twelve major courses: SW 424, 525, 550, 551, 625, 601, 622, 623, 640, 640A, 641 and 641A. In addition, students are expected to successfully complete four courses taken from the disciplines of Anthropology/Sociology, Zoology/Biology, Philosophy, and Psychology. The determination of which course to take within these categories is made by the student, in consultation with the student's advisor from an approved departmental list. Many of these liberal arts foundation courses may also fulfill general education/Discovery requirements. Students wishing to minor in Social Work are required to take SW 424, SW 525 and any three other courses offered by the department, excluding SW 640/640A and SW 641/641A.

Field Practicum Structure and Hours

Field instruction is concurrent with classroom work. Students are required to complete a minimum of 225 hours per semester in the Field Practicum, for a total of 450 hours. Students spend 16 hours per week; exclusive of commuting time in their assigned field agency (summer

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1 Beginning January 2016, students admitted as majors will no longer be required to take a class in philosophy or psychology. Instead, students will take two courses that meet ethnic or racial diversity requirements.
session is 24 hours per week). Based on student and agency need, some flexibility in the day and time is possible. However, an intern may not structure his/her internship by only working in the evening or only on the weekend. As students, it is important to participate in the full range of activities in an agency. Since most agencies are not fully functioning on the weekends or evenings (e.g. no staff meetings, team conferences, communication with collateral contacts) this cannot occur. The Field Coordinator and the department must approve all changes and internships cannot conflict with the student's class schedule either semester. Significant agency activities - staff meetings, continuing education seminars, case conferences, etc. - must also be included in a student's agency schedule.

Students may not use prior life or work experience in lieu of this internship. Changes in internships are only considered for unusual circumstances including, but not necessarily limited to, lack of regular supervision, serious ethical violations on the part of the agency, or lack of appropriate assignments and other learning activities. All attempts to resolve placement concerns by the student and the Field Liaison must be exhausted before contacting the Field Coordinator to make a change of placement.

**Title IV-E and University Partnership Opportunities in Child Welfare**

Juniors may apply for a Title IV-E or University Partnership child welfare grant for their senior year (if available). This scholarship pays the in-state tuition and a $2500 stipend to a social work student committed to working in child welfare. Deadline for applications are generally March 1. The social work senior field internship is completed at child welfare agency, and upon completion, the committed to working for DCYF for 2 years. Interested students should contact Kim Kelsey (862-2704) or via email at kim.kelsey@unh.edu

**Objectives for the BSSW Internship**

1. Students will learn to practice within the values and ethics of the social work profession as described by the NASW Code of Ethics.

2. Students will be able to recognize & manage personal values and will develop skills in ethical decision-making.

3. Students will gain an understanding of the need to continuously attend to professional roles and boundaries.

4. Students will develop an understanding and respect for the positive value of diversity and have the ability to intervene in a culturally responsive manner with clients and communities.

5. Students will learn to respect the dignity, worth and uniqueness of all clients and will learn to uphold the importance of human rights and ethical and responsive practice.

6. Students will demonstrate the ability to use entry-level practice skills in their agency setting and will apply critical thinking skills in engagement, assessment, planning, intervention and evaluation.

7. Students will begin to develop advocacy skills and will understand social work’s unique perspective in assisting clients to access services in the community.
8. Students will use supervision appropriate to generalist practice and will take active responsibility for their learning.

9. Students will begin to develop an ability to practice personal reflection for professional development.

10. Students will demonstrate an understanding of the function, structure and policies of the field internship site and function competently as a member of the agency.

11. Students will begin to develop competence in their ability to evaluate research studies and apply their findings to their practice.

12. Students will communicate (both orally and in writing) in a clear, effective and professional manner.

13. Students will develop the CSWE core social work competencies as described in EPAS 2015 (see appendix).

**Attendance, Sick Days, Snow Days, and Other Circumstances**

In order to graduate from the program, students are required to complete the required number of field placement hours (225/semester). These hours exceed the minimum standards set by the Council for Social Work Education. Reliable and punctual attendance at the internship is required. Students will follow the UNH calendar, unless prior arrangements are made and agreed upon by the student, field instructor and field coordinator. Students may not “bank” hours and complete the internship prematurely.

Students are required to be at the placement on all scheduled days, unless the agency is closed or the University is on a holiday schedule. In case of snow days or other emergencies, students should abide by the University policy, using their field instructor for consultation.

When we establish internships for students we are essentially engaging in contracts with our agencies. Agencies are committing to providing varied and rich learning opportunities for students for at least 450 hours. In return, our students are committing to working and learning in an agency for 450 hours - at the predetermined weekly schedule. When students fall short of this commitment it affects agency functioning and client services. It can also place undue stress on agencies when they work with the student to make up any lost hours. Illness is the only legitimate absence from field work. If students are ill and cannot attend field work, they will notify their field instructor as close to agency opening time as possible. Make up time will be arranged with the field instructor. In case of prolonged absence, the student should immediately notify his/her field liaison and field instructor so that plans can be made to address this situation. Any plan must satisfy the agency’s need to provide reliable and effective services to their clients and communities.
Selection Criteria for Agencies and Supervisors

Selection Criteria for Agencies

The following criteria are used to determine if an agency or organization would be a good fit for a social work internship partnership. The agency/organization must:

- Provide consistency between the human service mission of the agency and that of professional social work.
- Be committed to and value the need for professional education in social work.
- Create and maintain conditions that are favorable to learning.
- Have available qualified MSW or BSW staff members as potential field instructors. In the absence of qualified social worker, the agency must possess the willingness to work closely and cooperatively with qualified MSW instructors provided by the UNH Social Work Department.
- Offer opportunities for student exposure to a range of approaches current in social work practice, appropriate to the level of the student being accepted into placement.
- When appropriate, be accredited and/or licensed by appropriate accrediting or licensing bodies locally, and at State and Federal levels.
- Ensure physical resources to provide necessary space, materials and support for a student to function in an effective professional manner to promote optimal learning.
- Possess the willingness to designate field instructors within the agency who will take responsibility for student supervision at least one hour per week, and who are willing to attend the required orientation sessions.
- Provide evidence of agency sensitivity to issues of cultural diversity and non-discriminatory practices in agency policies and patterns of service delivery.

Selection Criteria for Field Supervisors/Instructors *

Field Instructors (Supervisors) must possess a MSW from an accredited school of social work OR a BSW from an accredited social work program and two years post-graduate experience, one year of which is in the agency to which the student is assigned. Some of our supervisors do not have a formal social work education. In these cases we require that they possess a bachelor’s or master’s degree in a related field of study and two years experience within the designated social service agency or program. All field instructors must:

* The terms Field Instructor and Field Supervisor (supervisor) are used interchangeably and refer to the agency staff that provides the process, weekly supervision for the student and completes the student’s field evaluation form.
• Possess a demonstrated knowledge of the current state of social work practice and its relation to the knowledge base of the profession, including the NASW Code of Ethics.

• Provide evidence of continuing professional development through reading, attendance at continuing education or in-service workshops, courses, or conferences, and participation in professional organizations.

• Demonstrate a capacity for supervision and teaching, or evidence of potential, as a field supervisor.

• Agree to provide a minimum of one hour/week for regularly scheduled supervisory conferences with the assigned student.

• Demonstrate an interest in professional social work education and a willingness to work cooperatively with UNH faculty and staff to accomplish the educational objectives of the social work program.

• Be knowledgeable of the agency, the community within which the agency is located and the needs of the clientele served by the agency.

• Work with the student to establish individualized teaching and learning goals.

• Evaluate the student's practice through-out the period of placement, both verbally and in writing, including written evaluations at the completion of each semester of placement.

**Mutual Responsibilities**

The field education process involves the close collaboration of Field Instructor (and agency), school and student. In this three-way partnership, each participant has certain rights and responsibilities. This section defines these rights and responsibilities and articulates standards for the field education experience.

**Field Coordinator’s Responsibilities**

The Field Coordinator is responsible for the overall development and coordination of the field education program. The Field Coordinator works with the department chair, the faculty, and Field Instructor to carry out responsibilities in the following areas:

• Develops and articulate the philosophies and policies of field education program to agencies, field instructors, and students.

• Communicates the needs and issues of the field agencies to the social work department and works to resolves concerns in a timely manner.

• Ensures the integration of field education into the overall BSSW curriculum.
• Develops quality field placements
• Assists each student to an appropriate, educational field placement
• Makes initial arrangements with agencies for field work placements of interns
• Holds an orientation meeting for all students entering field
• Works with the Field Instructor and other relevant personnel to structure a meaningful generalist social work educational experience for each intern
• Reviews questions and problems a student may have in regard to changes from the initial assignment and arranges re-assignment when necessary
• Obtains from each student appropriate information regarding background, experience and education for use in arranging a field placement
• Provides workshops and trainings for Field Instructors
• Provides for termination of field placement in collaboration with Field Liaison before the end of the semester if the intern is not performing satisfactorily
• Reassigns an intern to an agency capable of meeting expectations and willing to invest the resources, in unusual cases where a field setting is unable to meet the field practice agreement and educational objectives
• Provides consultation to persons in each agency regarding educational concepts, professional issues, and practicum requirements and expectations of Social Work Department
• Co-Chairs (with MSW Field Coordinator) meetings of the Field Advisory Committee.

Field Liaison /Seminar Instructor’s Responsibilities

The seminar instructor for students in the field also acts as the field liaison. This liaison serves as a link between the departmental and the agency. The Field Liaison is responsible for the following:

• Conducts integrative seminars for interns
• Conducts field evaluation site visits each semester; involving the student and Field Supervisor to provide an educational and supportive experience for both the student and the Field Supervisor. Confers with the intern and Supervisor regarding the general progress of the intern, the performance of the intern, any problems that may arise, progress toward completion of the educational field goals, and possible modification of the intern’s program of activities. Submits site visit form to Field Coordinator.
• Remains available for unscheduled conferences on matters of concern to the intern or the Field Supervisor
• Is responsible for obtaining evaluations from the Field Supervisor and for determining the intern’s field grade
• Provides for termination of field placement in consultation with Field Coordinator before the end of the semester if the intern is not performing satisfactorily
Responsibilities of the Student

The social work student also has responsibility towards ensuring the successful outcome of his/her placement. The responsibilities of the student are to:

- complete all registration and placement preference forms by the established deadline and to finish the agency selection process by following through on all arranged agency interviews and telephone calls to Field Coordinator and potential agency sites
- follow all field readiness protocol
- read and adhere to all policies written in the Field Education Manual
- regularly attend the assigned placement as outlined in this Field Manual (16 hrs/week or 24 hrs/week for students in a summer placement).
- notify the Field Instructor if he/she will be absent due to an emergency such as a family crisis or an illness. The student is expected to make-up this time to complete the minimum hours for the semester. In case of a prolonged absence the student should immediately notify his/her Faculty Liaison so that plans can be made to address this problem. Any plan must satisfy the agency’s need to provide reliable and effective services to their clients and communities.
- obtain services from Disability Support Services, if necessary. Accommodations can only be made if there is a verified plan from the Disability Support Services.
- be punctual and reliable.
- follow the academic year calendar and remain in placement for the duration of the 2 semesters, academic program (Sept-May or February- July). Students may not terminate from their placements without approval by the field department. Abrupt and unapproved termination from the placement will result in a No Credit (NC) grade for the semester.
- complete a learning agreement with the Field Instructor within the first four weeks of field placement and update it at the beginning of the second semester.
- follow all policies and procedures regarding absences, punctuality, snow days and sick days
- perform in a professional, responsible manner by keeping commitments to the agency, Field Instructor, clients and Faculty Liaison in accordance with NASW Code of Ethics.
- take initiative in seeking advice and consultation from the Field Instructor, the Faculty Liaison and the Field Coordinator. This includes informing the Faculty Liaison of difficulties that might be occurring in the field that cannot be worked out in supervision sessions and/or if the student has received feedback from supervisor that s/he will receive a Pass with Concern (PC) in his/her evaluation.
- complete all paperwork, including process recordings, within specified deadlines.
- identify oneself as a social work intern to all clients in accordance with the Patient's Bill of Rights.
- come prepared for supervision and take active responsibility for learning.
- comply with all requests from agencies for criminal background checks.
- comply with requests from agencies for evidence of inoculations and other health records.

In addition to the above, a student has the right not to engage in assignments in which they feel
physically at risk. If a student is concerned about his/her safety, the student should inform his/her Field Instructor and Faculty Liaison. The Faculty Liaison and Field Instructor should consult to determine the best course of action to support the student’s education. The Field Coordinator should be notified and consulted about any event, incidents or concerns regarding safety.

**Responsibilities of Field Agencies**

Many of the agency responsibilities were described in the previous section on agency selection. Other agency responsibilities include:

- Provide a sufficient number and variety of assignments within the agency (a minimum of 5-8 assignments for a two day/week placement) to insure adequate student involvement and progression during the placement.
- Orient the student to the agency and the surrounding community.
- Ensure that the student has a work space and necessary materials for accomplishing assigned tasks
- Provide adequate supervision (a minimum of one hour, regularly scheduled) each week of placement.
- Reimburse the student for expenses involved in providing agency services.
- Include the student in agency staff, committee, board, and other meetings and conferences when appropriate.
- Provide student with access to case records and other pertinent client information necessary for the accomplishment of assigned tasks.

**Responsibilities of the Field Supervisor/Instructor**

Many of the field instructors’ responsibilities were described in the previous section on “Selection of Field Instructors”. Also relevant are the sections on Agency Selection and Agency Responsibilities. In addition, Field Instructors are also required to:

- Have knowledge of, and familiarity with, the Field Practicum Policies and Procedures, including those described in the Field Education Manual.
- Conduct an initial interview prior to placement to review agency function and expectations with the student and to make an educational assessment of the prospective student.
- Develop an individualized Teaching-Learning Agreement with students accepted into the agency for placement within 4 weeks after the beginning of placement.
- Provide a minimum of one hour per week of regularly scheduled supervisory time with each student.
- Meet as necessary with the faculty liaison and work with Social Work Department faculty to discuss issues or concerns which may arise during the course of the field placement.
- Complete the student evaluation form at the end of each semester of placement and review this evaluation with the student.
• Attend relevant orientation and training sessions dependent on previous supervisory experience

Problem Resolution

Student Problems

The Social Work Department at the University of New Hampshire requires Field Instructors to promptly notify the Faculty Liaison regarding any concerns about their student's performance, professionalism or conduct. If there are problems, students and Field Instructors are required to call the Faculty Liaison as soon as an issue is identified as problems that are identified early are often easier to resolve. The Faculty Liaison will immediately notify the Field Coordinator and attempt to address the issue(s) with the student and the Field Instructor. A written plan (or re-working of the learning agreement) may be developed which clarifies concerns and offers possible opportunities for improvement. If the matter cannot be resolved, then the Field Coordinator may intervene at this time. Although the department and the agency both share the responsibility of resolving the conflict, the Field Coordinator and Faculty Liaison will consult with the agency and then make final decisions regarding the student's placement (i.e. whether a student should be transferred to another site.)

If a student receives a grade of NC (No Credit) and it is disputed by a student, or if there is a serious concern about performance, then the student, any faculty or the Field Coordinator may request a meeting of the Department of Social Work Academic Standards Committee. This committee has been established to respond to all matters of academic policy within the department and can be used to assess readiness for the field and the program and to recommend various outcomes. The Academic Standards Committee is comprised of the MSW Coordinator, The BSW Coordinator, three faculty members, and 2 students. Students can appeal the decisions made by the Academic Standards Committee to the chair of the department and beyond.

Any student suspected of any forms of dishonesty including, but not limited to, plagiarism, cheating, furnishing false information to the Department or placement, theft, physical abuse or any other unethical or abusive behavior may be terminated from the program. They may also be brought before the university Judicial Board to determine whether a student has violated the student code (see “Student Code of Conduct and Judicial Process” in the Student Handbook). This board determines any recommendations for sanctions.

Professional Competency and Ethical Behavior Issues

Students enrolled in the social work program are expected to maintain academic integrity, professional conduct and adhere to the ethical standards delineated in the NASW Code of Ethics and the University of New Hampshire Student Rights and Responsibilities Handbook.

Beyond mastering a body of knowledge, a social worker must possess professional attitudes, skills and ethical principles. A clear understanding of behavioral standards that demonstrate a commitment to the dignity and worth of all members of the Department, University and greater community is considered essential. Since the NASW Code of Ethics applies to students as well as professionals, every new student is provided a copy of the Code at new student orientation.
Additional copies of the Code of Ethics are available in the Social Work Department office. Upon review of the Code, students sign a statement agreeing to abide by the principles outlined in the Code of Ethics. The statement must be signed when the student officially becomes a social work major. These signed statements are kept on file in the student's record.

The UNH Student Rights, Rules and Responsibilities Handbook (www.unh.edu/student/rights/) clearly outlines community behavioral expectations and students are responsible for knowing and adhering to its contents, including rules covering plagiarism, cheating and academic dishonesty.

Behavioral violations of the codes of conduct contained in the NASW Code of Ethics or the Student Rights, Rules and Responsibilities Handbook may be grounds for termination. If it is determined that a student is not living up to appropriate academic or professional standards, faculty will make every effort to resolve the issue quickly and directly with the student and may recommend remedial actions, such as taking time off from studies, postponing upper-level coursework, repeating a course, or seeking professional counseling. However, when informal discussion between faculty and student is unproductive, faculty may recommend a student be terminated from the program.

Criteria for termination include, but are not limited to, the following:

1. Failure to meet generally accepted standards of professional and student conduct, personal integrity or emotional stability required for professional practice as outlined by the NASW Code of Ethics and/or UNH’s Student Rights, Rules and Responsibilities Handbook.

2. Persistent inappropriate or unprofessional behavior toward clients, colleagues, faculty or staff at the University or in the field.

3. Consistent failure to demonstrate the effective interpersonal skills necessary for forming professional relationships (e.g., boundary violation, discriminatory attitudes or violating a client’s right to self-determination, etc.)

4. Consistent with the Americans with Disability Act (ADA), being unwilling to seek appropriate advice/counseling to address impairments that interfere with the student’s ability to function. Also, consistent with ADA, the Department reserves the right to refuse to place students in field work if their physical or mental health status suggests such action is warranted to safeguard clients, agencies, the student him/herself, other students, faculty or staff.

**Agency Problems**

The Department of Social Work of the University of New Hampshire requests that any student having difficulty with their Field Instructor immediately notify their Faculty Liaison. The Faculty Liaison will notify the Field Coordinator and then attempt to aid the student in addressing the problem directly with their Field Instructor. If problems continue then the Faculty Liaison may meet with the student and the Field Instructor to attempt to remedy the situation. If this is not possible, the Field Coordinator may be asked to intervene. If this fails, then other outcomes are possible such as placing a student at another agency. This rarely occurs and the Department takes as many measures as possible to promote continuity of placement. The Department
supports students and Field Instructors working together to find satisfying solutions since problem resolution is a cornerstone of the profession. If it is found that a supervisor cannot spend enough time with the student or if other agency difficulties should arise that adversely affect the student then we will transfer a student to another placement, if appropriate.

**Safety: Policies, Procedures, and Important Tips**

The University Of New Hampshire Department Of Social Work has adopted the following policy and procedures regarding the safety of student interns in the field. This policy has been created in recognition of the fact that physical vulnerability of professional social workers and violence in the lives of our clients are current realities.

**Policies**

1. The school is responsible for providing all students and Faculty Liaisons with general written information about safety in the field, and about its safety policies and procedures. This is done in field seminar and through the dissemination of information through this field manual.

2. Field Seminar Instructors will discuss the department's safety policies and procedures in Field Seminar.

3. Each agency is responsible for orienting student interns to the safety policies and procedures of that setting. *This should occur within the first two weeks of placement and before students work with clients and/or travel in the community.* Such orientation should include, but not be limited to, discussion of safety issues in the community, within the agency building(s), and with particular clients prone to violent behavior. Security of personal belonging should be covered. Procedures for the student(s) to follow in the event of a safety or security problem should be reviewed.

4. The agency should make the same accommodations to ensure students’ safety as they make for staff.

5. The agency should not require students to engage in assignments in which they feel physically at risk.

6. If a student’s concerns about safety begin to interfere with the learning process, the Faculty Liaison should be contacted to facilitate the exploration of concerns.

**Procedures**

1. The Field Education Department provides students, field instructors, and Seminar Instructors/Field Liaisons, with the following safety tips which students can use to maximize safety and minimize security risks.

2. If an incident occurs in which a student is personally threatened or hurt, the field instructor/agency contact person should contact the students’ Field Seminar Instructor/Liaison and/or field coordinator immediately to discuss what actions the agency and school should take to ensure the student’s physical and emotional well-being.

3. The Field Seminar Instructor should inform the field coordinator (if not yet informed) of the
incident. The Field instructor and field coordinator /field liaison should meet with the student and, if necessary, with the field instructor or agency contact person to assess the student’s readiness to return to the field, the need for replacement and other issues relevant to the situation.

**Safety Tips for Students in the Field**

It is important for students to know the agency safety policies and security protocol for office and home visits with clients. In the absence of formal policies, the field instructor and student should discuss any issues related to safety and security in that setting.

The following are guidelines and suggestions that may be helpful to students, field instructors and Faculty Liaisons as they consider the particular safety issues in their settings. Specific steps taken by students or agency personnel will obviously have to be determined by the individual situation, the nature of the setting, etc.

**Security of Belongs**

All students in the field are expected to have a secure place to keep handbags and other belongs while at placement, if deemed necessary. It is preferable that space be one that can be locked, such as a desk drawer or file cabinet. It is best not to leave handbags and other personal articles visible and unattended, even in an office with the door closed.

Valuable should not be brought to placement settings. Items of value should not be left in cars, and should not be placed out of view just prior to leaving a vehicle.

**Safety Issues Related to Working with Clients**

When working with clients, it is important to remember that the treatment process often makes people feel vulnerable and may challenge their usual coping mechanism. With some people, this can contribute to problems with impulse control and can raise issues of safety for the client, for the social worker and others.

There may be times when students work with individuals who have difficulty with reality testing, dealing with overwhelming emotions and controlling their anger. Some of them may be prone to violence and may possess a weapon. Other clients may be intoxicated, high on drugs, in withdrawal, or may have other medical or neurological disorders. Again, we would like to emphasize that students consult with agency field instructors regarding preparation for handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others and the presence of weapons.

**Safety Tips for Office Meetings**

If a student will be meeting with a client with who the student does not feel safe, it is important to discuss the situation with the agency field instructor. When considering location of the meeting it might be helpful to think about what is in the room, whether there is more than one exit, and where each person might sit. It might also be helpful to think about whether to include someone else in the meeting. When discussing the time of the appointment it can be helpful to think about whether or not many people are around at the time being considered for the meeting. Also important is to plan for backup and assistance in the event that the client becomes agitated.
**Safety Tips for Travel in the Car**

When traveling by the car to an agency or home visits, it is advisable to know where she or he is going, and to look at a map before driving to unfamiliar areas. In general, remember to be alert and to lock doors and close windows.

**Safety Tips for Travel by Foot or Public Transportation**

When traveling by foot or public transportation it is advisable that students carry the least amount of valuables with them as possible. Money, license, keys and other essentials might be carried in a pocket. If a handbag carried under the arm is grabbed, it is best to let go of it.

It is helpful to dress in comfortable clothes that are loose fitting, and to wear sturdy, flat walking shoes. It is helpful to be alert, and to walk with a purpose, as if one has a clear destination. One should be aware of people in the immediate area, without staring or maintaining eye contact.

**Safety Tips for Home Visits**

It is important to know something about clients prior to the home visit. If there is a question of safety, plan accordingly with field instructors. It might be decided that meeting in a neutral place or going with another worker is the appropriate plan. It is helpful to stay alert and to think about which room to meet in and where to sit. You should inform your field instructor or agency contact person regarding your schedule and whereabouts before leaving the office.

(The University Of New Hampshire Department Of Social Work gratefully credits the Boston University School of Social Work, who provided much of the source material for this section)

**Post-Incident Protocol**

If an incident occurs in which a student experiences (personally or vicariously) a traumatic event or is personally threatened or hurt, the field instructor, agency contact person, or agency director should contact the Field Coordinator or Field Liaison immediately to discuss what actions the agency and School should take to ensure the student's physical and emotional well-being.

The Field Coordinator will document the incident and the steps taken to address it, and will meet with the student and Faculty Liaison. Together, they will assess the student's readiness to return to the field, the need for replacement, and any other issues relevant to the situation.

Other points for consideration with Field Instructors and Faculty Liaisons include:

- What immediate follow-up needs to occur? Is the client still potentially dangerous to him or herself, or to others? Who needs to be notified?
- What other steps need to take place (e.g., psychiatric/psychological evaluations)?
- How is the student feeling, and what support does he or she need? Debriefing is essential when all risk factors have been addressed. The student must be kind to him or
herself and respond to his or her own needs. What supports do the agency and the School offer after a traumatic incident? What support system does the student have? It might be helpful to consider brief supportive counseling.

- What documentation needs to be done as quickly as possible for the agency?
- What documentation does the School require?

(The Department of Social Work gratefully credits the Boston University School of Social Work, who provided much of the source material for this section)

**Supervisor Orientation, Training, and other Communication**

The department provides many opportunities for communicating with field supervisors. New field supervisors are required to attend the field orientation (generally the 2nd or 3rd Friday in September) and are encouraged to attend the subsequent 3-part seminar series offered through the department. In addition to the opportunities listed below, Agency Field Instructors are encouraged to contact the field liaison or field coordinator with questions and/or concerns.

**Orientation and Supervision Seminar**

An orientation for all Field Instructors who are new to the Social Work Department at the University of New Hampshire will be held in the fall. This orientation is required and covers procedures and policies of the field, and offers an opportunity to learn about the social work program at UNH.

A three-part supervision Seminar, encompassing the middle stages of supervision, ethical and legal concerns and termination issues, and extends opportunities for supervisor learning and engagement beyond the required orientation. This seminar series is offered yearly and is free of charge. The seminar is four sessions, and a total of twelve hours (three hours each session).

**Field Advisory Committee**

One of the responsibilities of the Field Coordinator is to co-chair the Field Advisory Committee. This committee is composed of agency field instructors, social work students, and social work faculty. The purpose of this committee is to involve agency field instructors, students and faculty in developing and maintaining quality social work field experiences for BSW and MSW students. This committee meets two times a year and is composed of a representational group of field instructors and student representatives.

**Continuing Education Workshops**

The UNH Social Work Department offers four continuing education workshops per year. Any Field Instructor who is supervising a student in that academic year and all alumni are entitled to a discount for these workshops.
**Field Supervisor Website**

The field department maintains a website and blog ([http://uhnswfield.blogspot.com](http://uhnswfield.blogspot.com)) for all Field Supervisors. Articles of interest, forms, the BS in SW and MSW field manual, curriculum, contact information and more are posted at this site. This website can be accessed through the department’s website at [www.chhs.edu/sw](http://www.chhs.edu/sw)

**Site Visits**

There are two site visits by the Faculty Liaison per academic year and more often if necessary, to monitor the student in their placements. In most cases, the Faculty Liaison assigned for each student is the faculty member who is teaching the Field Seminar class for the semester. Any issues that need further dialogue are brought to the attention of the Field Coordinator and contact is promptly made to the field instructors.

**Field Experience from Beginning to End**

The students entering field placement are seniors with a background in the behavioral and social sciences. The learning objectives for the student during his/her practicum are many, and the following list is by no means complete, but rather serves as a guide to better assist with his/her training. We consider it important for the student to have the opportunity to:

- learn the structure and functioning of the agency, e.g., philosophy, goals, organizational system, policies, program, funding, etc.
- understand the relationship of the agency to other agencies in the community network of services
- become a member of an agency team
- develop techniques for observation and fact gathering in order to better understand the dimensions of problems encountered.
- learn how to utilize behavioral and social science theory to enhance understanding of individual, group and community problems and to determine appropriate modes of intervention
- learn to regard him/herself as a social work member of a larger community of helping professions with common goals of amelioration of social problems and injustice
- recognize the responsibility of the social worker to make an input into evaluation of service, improvement of service, and to plan for unmet needs
- develop an awareness of the need for ongoing personal and professional growth, including the development and specific targets for continuing education
In order for a social work major to enter into a field placement, the student must be a senior (90 credits or more)\(^2\) and have successfully completed SW 622. The student must also:

- Attend a mandatory Orientation, provided by Field Coordinator, for all prospective Field students. It is scheduled during the semester prior to the students beginning their first semester Field Experience. The students are provided an overview of the field practicum curriculum, procedures and policies.
- Complete the Application for Field which provides academic, personal, and employment/volunteer experience by the noted due date.
- Review information in the Field Agency Binder to familiarize themselves with the various Field Agencies.
- Thoroughly read the current Undergraduate Field Manual.

The Field Coordinator makes the initial contact with the agency, providing the agency with information about the student and the requirements for the field practicum. If the agency is interested in meeting with the student, the Field Coordinator will provide the student with the necessary contact information to schedule the interview. Students should **NOT** contact agencies directly without first receiving the approval from the Field Coordinator.

Occasionally a student will hear about a potential placement. Students should **NOT** call the agency themselves, but should instead inform the field coordinator about the possible site. The Field Department (BSSW Coordinator, in consultation with the MSW Field Coordinators as necessary) will determine if the agency meets our criteria for consideration.

Once the student has completed his/her interview, the Field Instructor and the student contact the Field Coordinator to confirm the field placement. If the placement is not deemed appropriate by any of the parties involved the Field Coordinator will identify another placement and begin the process anew.

The final decision on assignment of a field placement is made by the Field Coordinator. On the field application form the student will be asked to identify a population that may be too difficult to work with and this will be respected. The application will also ask the student to identify a new population or area of interest that s/he may want to explore that is different from previous experience. The field department will try to find a placement that reflects this interest, if possible. The field department puts great thought into the placement process and works hard to find appropriate educational experiences for all students.

**Criminal Record and CORI Checks**

Many New Hampshire agencies require criminal record checks and Massachusetts state agencies (e.g., DSS, DMH) and their contracted vendors require CRIMINAL OFFENSE RECORD INVESTIGATION (CORI) on all students placed at these sites. The individual

\(^2\) Additionally, students’ must be within 8 credits of completing all graduation requirements upon completion of field internship.
agencies are responsible for conducting these checks and will discuss the process with the intern. Depending on the offense, positive results may lead to a placement being denied. Students who have any concerns should contact the Admissions Coordinator or the Field Coordinator.

**Health Information**

In some settings, (e.g., hospitals, clinics, schools) interns may be required to show evidence of inoculations or other health records. This should be discussed at placement interviews. Students who have any concerns should contact the Admissions Coordinator, the potential Field Instructor and/or the Field Coordinator.

**Travel**

Students are responsible for traveling to and from his/her internship. If students are expected to travel in the course of field assignments this should be made clear before the placement process is completed. Also, there should be explanations for reimbursement for such travel (in student auto, by public transportation or by taxi). If an agency auto is available, conditions of use should be clearly stated. The Department of Social Work does not require students to provide insurance to cover liability for transportation of clients, nor does the Department provide this insurance for students. The Department of Social Work accepts no liability for injury to students or to agency clients pursuant to transporting them. Therefore, if the agency requires students to transport clients, the agency either accepts liability or the agency may require of the student evidence of appropriate insurance. Agency expectations of and provisions to the student should be discussed before placement and incorporated in the Learning Agreement.

*(The University of New Hampshire Department of Social Work gratefully credits the Salem State College of Social Work, who provided some of the material for this section)*

**The Initial Days of Placement**

The initial days of placement can set the tone for the following weeks. Both Field Instructor and student may be excited and anxious and students are faced with a new setting and new demands. It is important to give students ample time to adjust to the site and to orient them to the agency. It is also important to involve them in the agency as soon as possible through attendance at meetings, to assign them clients as soon as they deem appropriate, and begin supervision immediately.

For some students, the field experience will be their first practicum, while others will have had either part or full time positions in which they were camp counselors, tutors, group leaders or carried other "people-oriented" responsibilities. All students will have had some classroom observational experiences to expand knowledge of human needs and community resources in the areas of health, welfare and rehabilitation.

In order to facilitate a smooth transition and ease student's anxieties, a student orientation to the agency is critical. It is suggested that agencies take the student on a tour of the facilities, introduce the student to the staff and provide a physical space for the student right away. It is strongly recommended that students have several opportunities to meet with their Field
Instructor in the first few days of placement. In these initial meetings, supervisors should agree with their students regarding the times and days that supervision will occur and their expectation for these meetings. It is also critically important that students have an orientation of the safety policies and procedures within the first days of placement. Discussions about roles and responsibilities, agency goals, programs, and structure are all-important topics to discuss in these initial meetings. (Adapted from the College of St. Catherine and University of St. Thomas Field Education Manual, 1993).

The Teaching and Learning Agreement

A learning agreement outlines a student's specific responsibilities, goals and tasks in the practicum. This agreement is initiated by the student and the Field Instructor and is then reviewed and finalized by the Faculty Liaison. The learning agreement minimizes misunderstandings between students and Field Instructors and provides a basis for accountability, a sense of purpose and progress and ensures the integrity of the practicum as an educational experience (Royse, Dhooper & Rompf, Field Instruction, 1996). The agreement should state what the student and Field Instructor expect the student to learn during the placement and include the specific tasks (i.e. how many clients the student will carry throughout the year) that are required of the student. The learning agreement is also an evaluation tool. Activities should directly reflect the competencies outlined in the student evaluation form. The objectives (activities) for each competency should include methods of skill-building and should be concrete and measurable. Additionally, the learning agreement should contain the supervisor's responsibilities and tasks.

The learning agreement should contain the following elements:

- Basic data including name of agency, field instructor and Faculty Liaison
- Orientation to the agency
- Orientation to safety policies and protocols and a safety plan.
- Educational structure including assignments, hours and days at agency and meetings.
- Supervisory Structure and Process including the name of the primary and secondary supervisor, day and time of supervision
- Tasks/Activities as they pertain to the development of the social work core competencies.

As the learning agreement is developed, a Field Instructor should begin to assess his/her student's strengths and weaknesses, their areas of interest, level of experience, and learning style. This will help direct the process of establishing goals and tasks. For example, if a student has a "hands on" style of learning and more experience, the student might want to start specific tasks immediately, while another student might need more time to observe and reflect. Thus, activities for one student may be to first observe two intakes and then participate in one intake the first week of placement, while the latter student might observe three intakes and participate in his/her first intake during a later week of placement.

Students may be assigned the task of developing a learning agreement in their first few weeks of placement. A Field Instructor should outline the purposes of the learning agreement (it will also be discussed in their Field Seminar in school) and then allow his/her student to make a
rough draft. After a student has a rough draft, the student and Field Instructor agreement together. After making revisions, the agreement should be typed and signed by the student and the Field Instructor and then sent to the Field Liaison for review. The learning agreement should be reviewed periodically, and must be reviewed and updated at the end of the first semester. Students will sign an updated learning agreement in their Field Seminar in the second semester.

*(The University of New Hampshire Department of Social Work gratefully credits the Boston University School of Social Work, who provided some of the material for this section)*

**Site Visits**

There are two site visits by the Faculty Liaison per academic year and more often if necessary. These visits occur in October and again in late March to early April (June, for summer placements). These visits are to ascertain whether mutual expectations are being met, to examine the student's educational growth, to assist in maximizing the learning potential of the supervisory/student relationship and to discuss future learning objectives (Smith Field Manual, 1989). A Faculty Liaison will also visit if there is any major change or transition at the agency, i.e. a new Field Instructor is being assigned to the student. In order to prepare for this meeting Field Instructors should provide their students with feedback about their performance and progress before this conference. A student should not be surprised by the content of the meeting since evaluation is considered ongoing and mutual. If there are difficulties or concerns at the placement, the Faculty Liaison should immediately contact the Field Coordinator.

**Student Evaluation**

Students are formally evaluated by their Field Instructor twice per academic year. The first written evaluation is due at the completion of the first term (Dec or May) and the second evaluation at the conclusion of the internship (May or July). Performance evaluation is an ongoing process and a built-in aspect of supervision. Students can be asked to evaluate themselves in preparation for the evaluation. This process facilitates student's participation and also demonstrates the Field Instructor's effectiveness in communicating feedback on an ongoing basis (The College of St. Catherine and University of St. Thomas Field Manual, 1993). Student evaluations should be worked on in conjunction with the learning agreement. The Field Instructor and student should review the learning agreement and assess progress. Students should not be surprised by the outcome of the written evaluation since this information should have been verbally told to them in supervision. The evaluation form also allows for a student's response to his/her evaluation. Students will be given an IC (incomplete) if the evaluation is not in by the required deadline. A copy of the student evaluation form is in the appendices.

**Grades**

It is the responsibility of the Field Seminar Instructor, in conjunction with the Field Instructor, to assign a grade to the student for the practicum. The final grade is based on the field evaluation grade recommended by the Field Instructor.

There are three possible grades that a supervisor can recommend for a student. There is a grade of Pass, which means that a student receives credit and will pass the course. A student may receive a grade of Fail, which means that the student receives no credit and will fail the course. Lastly, a supervisor can recommend that his or her student receive a Pass with Concern. The grade of Pass with Concern will flag a supervisor's concern about the student to
the advisor and to the field department. If a supervisor plans to recommend a Pass with Concern then s/he should call the student’s Faculty Liaison immediately to discuss his/her concerns and plan another site visit. In these cases, the Faculty Liaison will discuss any concerns about grades and performance with the Field Coordinator. We will also ask the supervisor to write an addendum to the evaluation to specifically document his or her concerns. A meeting which includes all parties including the Field Coordinator may occur depending on the issues and concerns. Any student receiving a grade of Pass with Concern must work with his/her field supervisor and the field coordinator to develop a plan to remedy this concern—specifically with specific and measurable action steps. A student cannot receive a grade of Pass with Concern for the second semester.

**Terminating with Clients and the Agency**

Termination (or the ending phase of the internship) with the student should begin late March. A site visit will occur around this time and can facilitate the process of ending. This can be an anxiety-provoking time for students and Field Instructors and it is important to begin identifying ending dates and deadlines with the student. Students should terminate with clients a week before their last day at their internship. This will provide them with the opportunity to finish their paperwork and terminate with the agency. Field Instructors should be especially aware of the parallel process between terminating with clients and terminating in supervision and use this as an opportunity for growth for the student.
Appendix A: Field Application

Please return completed form to:

Gretchen Bean
UNH Department of Social Work
Pettee Hall, Rm 317
55 College Road
Durham NH 03824-3599
862-4551

In order to complete the application for field instruction, the information identified below will be released to UNH Social Work Faculty and potential agency field instructors.

The information includes:

a. my application for field instruction
b. narrative (hard copy attached; electronic copy emailed)
c. resume (hard copy attached; electronic copy emailed)
d. other information stated below:

I hereby grant permission for the Coordinator of Field Education to send any or all of the information contained herein to the agencies designated as potential field placement sites.

I also understand that internship sites may require health or criminal clearances. Although sites may cover the expenses of this requirement, ultimately it is my responsibility to ensure that the necessary clearances are obtained. I understand that the department will not cover the related expenses.

Finally, I recognize that the deadline for application material is March 11th, 2015. Failure to meet this deadline may result in delaying graduation until September 2016. I also realize that failure to follow internship procedures (as detailed in the Guidelines handout) may result in delaying graduation until September 2016.

_________________________________________
Student Signature / date
APPLICATION FOR FIELD EDUCATION

The UNH Social Work Faculty and the Agency Field instructor (s) with whom you will interview will review this document.

Name: ___________________________ Date: ______

e-mail: __________________________

Semester applied for (Please check): ___ Fall 20____ or ___ Spring 20____

Local address and phone number (also work, if applicable):

Vacation or summer address and phone:

Class level at completion of present semester: (Must be senior status or 96 credit hours) ______

Intended date of graduation: _____ mo. _____ year

Good conversational knowledge of language other than English (which?): ______

Ethnic group with which you identify yourself: ______

Will you have an automobile available for transportation to and from an agency and for any required internship related travel: ___ yes ___ no

Are you willing to work evenings or weekends if required as part of the internship?____

Total academic load you plan to carry during the first field semester: ______

second field semester: ______

Specify Social Work courses completed: (must have completed SW 622)
Please attach **resume** that identifies both your paid and volunteer experiences. The resume and narrative (see below) may be shared with your prospective field supervisor.

Write *(and attach as a separate document)* a brief narrative about yourself including the following points:

- the development of your interest in social work
- your strengths and skills, as well as limitations of which you are aware
- how you learn best/what is your learning style? (prefer flexibility or structure, need lots of information or like to figure it out on your own, observation or hands-on, etc)
- volunteer, work or life experiences that have contributed to your interest and skills in social work
- life experiences which have influenced your development and may affect your helping skills
- Discuss your special interests regarding the kinds of people, problem areas, age groups, or settings with which you would like to work, including the reasons for your interest

The field department will select your internship site. However, if you believe there is a population that would be extremely difficult for you to work with, please use the space below (and back of this application) to identify the population and tell us the reasons why it might be hard.

Is there anything else that you would like to share with me (field coordinator) that you think would be important for me to know as I work to select your field placement?
My first preference is:
  Reasons:

My second preference is:
  Reasons:

**Please note:** The final decision about field placement assignment is made by the field department, taking into consideration the preferences of the student, his/her perceived educational needs, availability of the desired placement and agreement by the agency field supervisor.
Appendix B

Questions for Supervisors to Ask Students

This is a list of questions that you can ask your prospective students.

1. Why are you interested in being in a placement at this agency?
2. Why do you want to work in the field of social work?
3. What do you see yourself doing in the field in 3, 5, 7 years?
4. What work are you interested in doing at this agency out of the areas that are available? I.e. why child work and not adult work
5. What skills and strengths do you already have to bring to this agency?
6. How do you deal with conflict? Give me an example of a work or internship conflict that you experienced and how you handled it?
7. How do you take care of yourself?
8. How do you deal with crisis situations?
9. What are some of your concerns about being an intern?
10. What are you looking for in a supervisor?
11. Tell about a time that supervision went well, what contributed to that?
12. If you have had a time when supervision did not go well, what contributed to that?
13. What kinds of clients or client issues do you think would be difficult for you to work with?
14. What kinds of clients or client issues do you think you would work really well with?
15. What are your hopes and concerns about being a social worker?
16. What is the best way for you to receive feedback?
17. Explain a situation where you had to be assertive? How is it for you to be assertive?
18. How do you organize yourself? Are you a person who does better with structure or greater flexibility?
19. What is your learning style
20. Discuss your previous work/internship experiences?
21. How would your past employer/internship supervisor describe you?
22. (If home-based work) What might be the advantages and disadvantages of doing home-base work?
Appendix C:

Questions for Students to Ask

1. What work is done at the agency—get overall sense of how the work that you might do fits into overall purpose and mission of the agency

2. The services provided in the agency

3. Public/private funding and the role and impact of managed care

4. What the “typical” client might be like

5. What type of caseload you might have

6. What does the supervisor think your roles and tasks will be? What are the student responsibilities at the agency

7. How long has the supervisor been at agency

8. What is supervisor’s style and philosophy of supervision

9. Are there trainings for students and/or staff

10. What are they looking/hoping for in a student

11. What is the agency culture like for social workers (especially if a host agency).

12. How is feedback given/how are students evaluated

13. What staff will you work with

14. What qualities fit best in the work environment of the agency? What is the organizational culture like?

15. What is their potential supervisor’s overall sense of the health of the organization—not only financially etc but especially emotionally (are workers excited to be there, a high level of burnout).

16. Do they provide an orientation and what is it like.

17. What does the agency and supervisor imagine their first week might be like

18. Is there anything they should know about the agency that they have not asked that is important to understanding what it will be like to intern there?
Appendix D: Orientation

Orientation Guideline

1. Overview of the Agency:
   a. Agency Mission Statement, goals, and strategies
   b. Organizational Chart
   c. Agency programs
   d. Location of and access to Policy and Procedure Manual

2. Supervision:
   a. Supervisor’s role, style, and expectations
   b. Weekly supervision times (2 hr./wk for MSW and 1 hr./wk for BSW students)
   c. Who sets the agenda for supervision
   d. What is discussed in supervision
   e. How to raise questions and concerns in supervision
   f. Role of confidentiality in supervision
   g. Use of process recordings, audiovisual, etc.
   h. Plan for ongoing mutual evaluation

3. Expectations of Students:
   a. Professional Dress and Agency boundaries (appropriate and inappropriate behavior)
   b. How to handle absences due to illness, holidays, and bad weather
   c. Documentation—how, when, and where; confidentiality; abbreviations; and agency forms
   d. Confidentiality—consent for release of information; confidential and privileged information; protection of client records; legal requirements to report and other legal parameters
   e. Required meetings
   f. Problem resolution/grievance process

4. Safety policy and procedures
   a. In the agency
   b. Home visits
   c. Universal precautions
   d. Transportation of clients

5. Information Flow
   a. Use of telephone, fax, e-mail, pagers, voice mail, cell phones, etc.
   b. Computer use/access/resource person

6. Resources
   a. Mileage and other reimbursement
   b. Office supplies
   c. Workshops, in-service and other trainings available
   d. Bibliography of important books and articles
   e. Library and internet access
   f. Use of agency vehicles
   g. Secretarial support
7. Physical Environment
   a. Agency tour
   b. Student phone, desk, files
   c. Copy machine
   d. Lunch/break room (who eats with whom?)

8. The Community
   a. map of community or catchments area
   b. list of community supports and social service agencies

9. Potential Additional requirements:
   a. Driver’s license and driving record
   b. Criminal record check
   c. TB test or Chest X-ray
   d. Hepatitis vaccinations
   e. Automobile insurance
   f. Formal orientation program
   g. Certification of Satisfactory Health
   h. Fingerprinting
Appendix E
Teaching and Learning Agreement
UNH Social Work Field Education

Student Name:

Date:

**Agency Information:**

Agency name:

Address:

Agency telephone #:

Primary Supervisor/Title:

Degree and year:

Email Address:

Placement days and hours:
Primary Supervision day and time*:
* A minimum of 1 hour weekly supervision required for BSW student or 2 hours weekly for MSW student.

**Agency Orientation** Note date discussed and write 2-3 sentence summary statement for each:

*Professional Dress and Boundaries*

*Confidentiality:*

*Safety:*

*Agency policy and procedure for absences*

*Reimbursement for work related expenses;*

Other (Please describe):

**Primary Assignments:**

Amount and type of micro (direct client contact) assignments (brief summary)

Amount and type of macro assignments/ projects (brief summary)

Other learning Opportunities (workshops, training, etc.):
Learning Competencies and Objectives:

Use the following competency tables to identify specific tasks, activities, or action steps that you will take this semester to address and build the competency as described.

### Intern demonstrates ethical and professional behavior.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Tasks/Activities</th>
<th>Target Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, ethical conduct of research, and additional codes of ethics as appropriate to context.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates professional demeanor in behavior, appearance, oral, written, and electronic communication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses technology ethically and appropriately to facilitate practice outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses supervision and consultation to guide professional judgment and behavior.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attends well to professional roles and boundaries.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Intern engages diversity and difference in practice

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Tasks/Activities</th>
<th>Target Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treats diverse clients with dignity and respect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, create or enhance privilege and power</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applies and communicates the importance of diversity and difference in shaping life experiences at the micro and macro levels.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presents self as learner and engages clients and constituents as experts in their own experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Intern advances human rights and social, economic and environmental justice.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Tasks/Activities</th>
<th>Target Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes that each person has basic human rights, (e.g. safety, privacy, an adequate standard of living, health care, education)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applies understanding of social, economic, and environmental justice to advocate at the individual and system levels.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engages in practices that advance social, economic and environmental justice.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Intern engages in research-informed practice and practice-informed research.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Tasks/Activities</th>
<th>Target Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses practice experience and theory to inform scientific inquiry and research.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engages in critical analysis of qualitative and quantitative research methods and findings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses and translates research findings to inform and improve practice, policy, and service delivery.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Intern engages in policy practice.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Tasks/Activities</th>
<th>Target Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands policy development and implementation in practice settings at the micro and macro levels and how social workers can affect change within the practice setting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assesses how social welfare and economic policies impact the access to and delivery of social services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critically analyzes and promotes policies that advance human rights and social, economic and environmental justice.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Intern engages with individuals, families, groups, organizations, and communities

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Tasks/Activities</th>
<th>Target Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies knowledge of human behavior and the social environment and practice context to engage with clients and constituencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses empathy, reflection, and other interpersonal skills to effectively engage diverse clients and constituencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands how personal experiences and affective reactions may influence their ability to effectively engage with diverse clients and constituencies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Intern assesses individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Tasks/Activities</th>
<th>Target Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collects, organizes, critically analyzes, and interprets information from clients and constituencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applies knowledge of human development, person in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develops mutually agreed-on focus of work and desired outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critically assesses clients’ strengths, needs and challenges.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the client or constituency.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Practice Behaviors** | **Tasks/Activities** | **Target Data**
---|---|---
Implements interventions to achieve practice goals and enhance capacities of clients and constituencies. |  | 
Applies knowledge of human development, person in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. |  | 
Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes. |  | 
Negotiates, mediates, and advocates with and on behalf of clients and constituencies. |  | 
Facilitates effective transitions and endings that advance mutually agreed-upon goals. |  | 

**Practice Behaviors** | **Tasks/Activities** | **Target Data**
---|---|---
Selects and uses appropriate methods for evaluation of outcomes. |  | 
Critically analyzes, monitors, and evaluates interventions and program processes and outcomes. |  | 
Applies evaluation findings to improve practice effectiveness at the micro and macro levels. |  | 

**Signatures:**

Student: ____________________________  Date: ________________

Supervisor: ____________________________  Date: ________________

Faculty Field Liaison: ____________________________  Date: ________________
Appendix F
Site Visit Form

UNH Department of Social Work
BSSW Program

Student:______________________    Field Supervisor__________________
Placement____________________    UNH Faculty Member______________
Date of site visit_______________    Semester 1____or Semester 2_______

1) Write a brief paragraph describing student’s task assignments and whether the student is fulfilling the goals in the Learning Agreement.

2) Write a brief statement describing student’s progress at the agency according to the student and the field instructor.

3) Discuss the quality of the supervision and whether supervisory obligations are being met.

4) Identify any problem areas that have been raised by the student, the field instructor or by you as the UNH faculty member.

5) Identify your follow-up plans to resolve any significant problem areas. (Phone calls, additional site visits, etc.)

6) Note any recommended changes in the student’s learning agreement to address any problem areas.

7) Additional impressions and recommendations.
Appendix G

Department of Social Work
College of Health and Human Services
University of New Hampshire

BSSW Field Practicum Evaluation

Please complete form for student to hand in during the last class. Forms may also be mailed to:

Gretchen Bean, BSSW Field Coordinator
University of New Hampshire
Department of Social Work
55 College Road, Pettee Hall
Durham NH 03824-3599

Identifying Data

Student’s name:
Agency name:
Agency address:

Supervisors name, title, and degree:
Supervisor phone and email:

Period of evaluation: Fall semester ________ Spring semester ________ (Summer Semester) ________ Year ________

Note: Please review this evaluation with the student before it is submitted to the Social Work Department. Signatures of both supervisor and student are required on the last page of this evaluation. Data from this form (with no names included) will be used as a component of the UNH Department of Social Work program evaluation process.
Competency Rating

The standard by which an intern is to be evaluated is that of a new entry-level social worker. The 10 competencies that are specified in this evaluation form are those established by our national accrediting organization, the Council on Social Work Education (CSWE). Please rate each student on his or her ability to develop the overall competency. Under each competency statement are several items that we ask you to rate according to the following criteria. This evaluation should assess the student’s competencies for the current semester.

Please note that with this revised rating system, low ratings suggest a need for improvement and high ratings suggest higher levels of competency.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The intern <strong>has not met</strong> the expectations for demonstrating the competency or behavior at this time.</td>
</tr>
<tr>
<td>2</td>
<td>The intern is <strong>approaching</strong> competency in this area and <strong>it is anticipated</strong> that the intern will meet the expectation in the near future.</td>
</tr>
<tr>
<td>3</td>
<td>The intern has <strong>succeeded</strong> in demonstrating competency in this area</td>
</tr>
<tr>
<td>4</td>
<td>The intern is functioning <strong>above</strong> expectations for interns in this area</td>
</tr>
<tr>
<td>5</td>
<td>The intern has <strong>excelled</strong> in this area</td>
</tr>
<tr>
<td>N/A</td>
<td>Not applicable in this setting or at this time.</td>
</tr>
</tbody>
</table>

Comments may be made under any competency statement, if desired. Specific examples related to each competency statement are also welcome. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement.

This evaluation is intended to give the intern feedback about her or his performance and to provide the UNH Department of Social Work with an overall assessment of our students’ competencies in the field.

If you prefer to use another evaluation system **in addition** to this form to evaluate a student’s performance, please discuss this with the field coordinator.
**1a. Intern demonstrates ethical and professional behavior.**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1b.</td>
<td>Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, ethical conduct of research, and additional codes of ethics as appropriate to context.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>1c.</td>
<td>Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>1d.</td>
<td>Demonstrates professional demeanor in behavior, appearance, oral, written, and electronic communication.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>1e.</td>
<td>Uses technology ethically and appropriately to facilitate practice outcomes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>1f.</td>
<td>Uses supervision and consultation to guide professional judgment and behavior.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>1g.</td>
<td>Attends well to professional roles and boundaries.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Comment regarding Competency #1 (optional):**

---

**2a. Intern engages diversity and difference in practice**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A in setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>2b.</td>
<td>Treats diverse clients with dignity and respect</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2c.</td>
<td>Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, create or enhance privilege and power</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2d.</td>
<td>Applies and communicates the importance of diversity and difference in shaping life experiences at the micro and macro levels.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2e.</td>
<td>Presents self as learner and engages clients and constituencies as experts in their own experience.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2f.</td>
<td>Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Comment regarding Competency #2 (optional):**

---

**3a. Intern advances human rights and social, economic and environmental justice.**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A in setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>3b.</td>
<td>Recognizes that each person has basic human rights, (e.g. safety, privacy, an adequate standard of living, health care, education)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3c.</td>
<td>Applies understanding of social, economic, and environmental justice to advocate at the individual and system levels.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3d.</td>
<td>Engages in practices that advance social, economic and environmental justice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Comment regarding Competency #3 (optional):**
### Competency #4 (Research and Practice)

<table>
<thead>
<tr>
<th>Sub-Competency</th>
<th>Score Options</th>
<th>N/A in Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a. Intern engages in research-informed practice and practice-informed research.</td>
<td>1 2 3 4 5</td>
<td>N/A in setting</td>
</tr>
<tr>
<td>6b Uses practice experience and theory to inform scientific inquiry and research.</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>6c Engages in critical analysis of qualitative and quantitative research methods and findings.</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>6d Uses and translates research findings to inform and improve practice, policy, and service delivery.</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Comment regarding Competency #4 (optional):

### Competency #5 (Policy)

<table>
<thead>
<tr>
<th>Sub-Competency</th>
<th>Score Options</th>
<th>N/A in Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>5a. Intern engages in policy practice.</td>
<td>1 2 3 4 5</td>
<td>N/A in setting</td>
</tr>
<tr>
<td>5b Understands policy development and implementation in practice settings at the micro and macro levels and how social workers can affect change within the practice setting.</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>5c Assesses how social welfare and economic policies impact the access to and delivery of social services.</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>5d Critically analyzes and promotes policies that advance human rights and social, economic and environmental justice.</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Comment regarding Competency #5 (optional):

### Competency #6 (Engagement)

<table>
<thead>
<tr>
<th>Sub-Competency</th>
<th>Score Options</th>
<th>N/A in Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>6a. Intern engages with individuals, families, groups, organizations, and communities.</td>
<td>1 2 3 4 5</td>
<td>N/A in setting</td>
</tr>
<tr>
<td>6b Applies knowledge of human behavior and the social environment and practice context to engage with clients and constituencies.</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>6c Uses empathy, reflection, and other interpersonal skills to effectively engage diverse clients and constituencies.</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>6d Understands how personal experiences and affective reactions may influence the ability to effectively engage with diverse clients and constituencies.</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Comment regarding Competency #6 (optional):
<table>
<thead>
<tr>
<th>7a. Intern assesses individuals, families, groups, organizations, and communities.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A in setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>7b</td>
<td>Collects, organizes, critically analyzes, and interprets information from clients and constituencies.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7c</td>
<td>Applies knowledge of human development, person in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7d</td>
<td>Develops mutually agreed-on focus of work and desired outcomes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7e</td>
<td>Critically assesses clients’ strengths, needs and challenges.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7f</td>
<td>Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the client or constituency.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Comments regarding competency #7 (optional).

<table>
<thead>
<tr>
<th>8a. Intern intervenes with individuals, families, groups, organizations, and communities.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A in setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>8b</td>
<td>Implements interventions to achieve practice goals and enhance capacities of clients and constituencies.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8c</td>
<td>Applies knowledge of human development, person in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8d</td>
<td>Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8e</td>
<td>Negotiates, mediates, and advocates with and on behalf of clients and constituencies.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8f</td>
<td>Facilitates effective transitions and endings that advance mutually agreed-upon goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Comments regarding competency #8 (optional).

<table>
<thead>
<tr>
<th>9a. Intern evaluates practice with individuals, families, groups, organizations, and communities.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A in setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>9b</td>
<td>Selects and uses appropriate methods for evaluation of outcomes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9c</td>
<td>Critically analyzes, monitors, and evaluates interventions and program processes and outcomes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9d</td>
<td>Applies evaluation findings to improve practice effectiveness at the micro and macro levels.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Comment regarding Competency #9 (optional):
Summary and Recommendations

1. Please identify this student’s three most significant strengths.

2. Please identify this student’s three most significant areas for improvement.

3. Please evaluate this student’s progress toward successful completion of his/her learning goals.

4. Please share any recommendations for this student’s future professional development.

Recommended Grade

Please indicate the overall evaluation of the student's field performance by circling the recommended grade.

Pass  Pass with Concern  Fail
(First Term Only)

________________________________
Supervisor / Date

________________________________
Student / Date
Student Response:
Appendix H: University of New Hampshire Department of Social Work
Acknowledgment of Risk and Consent for Internship Course Participants

Section 1 (To be completed by internship student)
In consideration of being given the opportunity to participate in an internship course offered in connection with my studies in the Department of Social Work at the University of New Hampshire, I hereby:

Acknowledge that there are certain risks inherent in my participation in the internship course that are different in kind and nature than studying in a classroom, including, but not limited to risks arising from:
• Driving to and from the internship site, or while in the course of internship activities;
• Unpredictable or violent behavior of certain client populations served by the internship site;
• Exposure to infectious diseases, including tuberculosis or other airborne pathogens, and hepatitis, HIV or other blood borne pathogens.

I acknowledge that all risks cannot be prevented and could result in my bodily injury, up to and including death, and agree to assume those risks beyond the control of University faculty and staff. I agree that it is my responsibility to understand and follow the Internship Site's policies and procedures designed to identify and control risks, including safety and security procedures and blood borne pathogen policies, and to obtain any immunizations, which the Internship Site may recommend or the University require. I agree to complete any additional pre-screening procedures required by the internship site including criminal background checks. I represent that I am otherwise capable, with or without accommodation, to participate in this internship.

I fully and voluntarily accept and assume all such risks and all responsibility for losses, costs, and damages I incur as a result of my participation in the internship course.

Should I require emergency medical treatment as a result of accident or illness arising during the internship, I consent to such treatment. I acknowledge that the University of New Hampshire does not provide health and accident insurance for internship participants and I agree to be financially responsible for any medical bills incurred as a result of emergency or other medical treatments. I acknowledge that I have been given the option to purchase students' health insurance through the University. I will notify my Internship Instructor if I have medical conditions about which emergency personnel should be informed. I understand that for the purpose of this internship I am neither an employee of the University of New Hampshire nor of the internship site.

I release, hold harmless, discharge, and covenant not to sue the University of New Hampshire, its administrators, directors, agents, officers, volunteers and employees, (the Releases) from and against all claims, demands, actions, and causes of action for damages I may have due to personal injury, death, or property damage arising from my participation in the internship course, whether or not the result of negligent acts or omissions on the part of the Releases.

I will defend and indemnify the University of New Hampshire, its administrators, directors, agents, officers, volunteers and employees from and against all claims, demands, actions, and causes of action for damages sustained or incurred by anyone other than me due to personal injury, property damage or death, arising from my willful misconduct while participating in the internship course.

I agree to abide by the code of ethics of the American Psychological Association in all my work at the internship site and during the internship course. I agree that if I am unclear on the ethics of a situation during the course of internship that I will seek consultation with the internship instructor for my course. I agree to follow all agency policies and regulations except where they may conflict with the ethics code of the American Psychological Association.

I agree to complete all hours of my internship course as delineated in my individual learning agreement. I agree to be bound by the policies of the internship course as outlined in the internship packet.

By my signature below, I acknowledge that I have ready, understand, and agree to abide by the terms of this agreement.
Name of Internship Site: ___________________________________________________

Address of Internship Site: __________________________________________________

Academic Terms of Internship: ___________________________________________

Printed Name of Student: ________________________________________________

_______________________________________________________________________

Signature of Student                          Date

_______________________________________________________________________

Signature of Internship Instructor      Date

Section 2 (General Information)

Statement on Disability:
The University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you must register with Disability Services for Students (DSS). Contact DSS at (603) 862-2607 or visit them in MUB 118. If you have received Accommodation Letters for this course from DSS, please provide me that information privately so that we can review those accommodations.

Counseling Center 2-2090.  www.unhcc.unh.edu The Counseling Center offers free confidential services including individual counseling, emergency assistance, group counseling, and consultation.

UNH Affirmative Action Statement:
The University of New Hampshire is a public institution with a long-standing commitment to equal opportunity for all. It does not discriminate on the basis of race, color, religion, sex, national origin, age, veteran’s status, gender identity or expression, sexual orientation, marital status, or disability in admission or access to, or treatment or employment in, its programs, services, or activities. Inquiries regarding discriminatory harassment should be directed to Donna Marie Sorrentino, Director of Affirmative Action and Equity, Room 305 Thompson Hall, 105 Main Street, Durham, N.H. 03824, phone (603) 862-2930 (Voice/TTY), fax (603) 862-2936, or to the Regional Director, Office for Civil Rights, U.S. Department of Education, 33 Arch Street, Suite 900, Boston, MA 02110-1491. There are various grievance procedures to provide for the resolution of complaints under this policy. Information may be obtained at the Affirmative Action and Equity Office or on the Affirmative Action and Equity Web site at www.unh.edu/affirmativeaction.
Appendix I: EPAS 2015
EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (2015)

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of practice behaviors that integrate these components. Practice behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1 – Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2 – Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, ethnicity, gender, gender identity and expression, immigration status, marital status, physical and mental ability, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:
• apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels;
• present themselves as learners and engage clients and constituencies as experts of their own experiences; and
• apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3 — Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:
• apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
• engage in practices that advance social, economic, and environmental justice.

Competency 4 — Engage In Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work. Social workers know the principles of logic, scientific inquiry, and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources. They also understand the processes for translating research findings into effective practice. Social workers:
• use practice experience and theory to inform scientific inquiry and research;
• engage in critical analysis of quantitative and qualitative research methods and research findings; and
• use and translate research findings to inform and improve practice, policy, and service delivery.

Competency 5 — Engage in Policy Practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro and macro levels and how social workers may effect change within those settings. Social workers recognize and understand the historical, social, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:
• assess how social welfare and economic policies impact the delivery of and access to social services;
• critically analyze and promote policies that advance human rights and social, economic, and environmental justice.
Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment and their utility to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers:

• apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies; and
• use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and the implications of those theories for the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

• collect, organize, and critically analyze and interpret information from clients and constituencies;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
• develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
• select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and
constituency goals. Social workers recognize that a beneficial practice outcome may require collaboration with professionals from other disciplines. Social workers:

- implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro and macro levels.
Appendix J

LETTER OF AGREEMENT

The UNIVERSITY OF NEW HAMPSHIRE, COLLEGE OF HEALTH AND HUMAN SERVICES, DEPARTMENT OF SOCIAL WORK is currently conducting a Bachelor’s degree program in Social Work and desires to obtain field education for the students enrolled in the curriculum.

The ____________________________________________

of ____________________________________________

is willing to furnish field education for students of the College of Health and Human Services, Department of Social Work.

In consideration of the manual agreement set forth herein, the UNIVERSITY OF NEW HAMPSHIRE, COLLEGE OF HEALTH AND HUMAN SERVICES, DEPARTMENT OF SOCIAL WORK and

__________________________________________

agree as follows:

1. The Department of Social Work will provide ____________________________________________

   with the following:
   a. A field practicum manual which includes objectives, policies and procedures.
   b. A faculty member to be made available for consultation and educational planning.

2. The ____________________________________________ will provide the College of Health and Human Services, Department of Social Work with the following:

   a. Field education at the agency or its affiliated centers. The program of field education is subject to review by the Coordinator of Field Education and/or other faculty representative.
   b. An updated Field Agency Agreement form and Field Instructors Application sent annually.
   c. Supervision in all aspects of a student’s fieldwork experience by an MSW with a minimum of two year’s experience

3. The University of New Hampshire Department of Social Work agrees to hold harmless the

   ____________________________________________ its agents and employees against any and all liability for personal injury due to the sole negligence of the University of New Hampshire, Department of Social Work and its faculty.
4. The University of New Hampshire agrees that every student will be covered by professional liability insurance to the limits of $1,000,000 and $3,000,000 aggregate.

This agreement shall be effective when executed by both parties and will remain in effect until either party indicates in writing to the other that it wishes to terminate the agreement.

UNIVERSITY OF NEW HAMPSHIRE

BY ____________________________________________ DATED __________
Chair, Department of Social Work

BY ____________________________________________ DATED __________
University of New Hampshire Representative

FACILITY

BY ____________________________________________ DATED __________
Administrator of Facility

BY ____________________________________________ DATED __________
Internship Director (if applicable)