



University of New Hampshire  
Master of Social Work

Field Education  
Policy & Procedure Manual  
2020-2021

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## TABLE OF CONTENTS

Academic Calendar	1
Forward	2
Mission of the Social Work Department	2
Themes of the Social Work Department	2
Program Goals	2
Notice of Non-Discrimination	3
Code of Ethics	3
Student's Rules, Rights and Responsibilities	3
Program Structure	3-4
Field Practicum Structure & Hours	5-7
Objectives for the Field	8-9
Selection Criteria for Agencies and Supervisors	9-11
Mutual Responsibilities	11-17
Safety Policies & Procedures	17-20
Supervision Orientation & Training	20-21
The Field Experience from Beginning to End	22-28
Problem Resolution	28-31
Appendices	32-82
Learning Agreements	
Generalist Task List	
Process Recordings	
Site Visit Form	
Student Evaluation Forms	
Remediation Form	
Employer Proposal Form	
CSWE Educational Policy	
Letter of Agreement	

## **Durham, Manchester & Online Academic Calendar**

For the UNH Master Calendar go to: <https://calendar.unh.edu/MasterCalendar.aspx> - click on the filters that apply.

For the Durham Graduate School Academic Calendar go to:

<http://www.gradschool.unh.edu/dates.php> - click on the UNH Durham Academic Calendar

For the Manchester Graduate School Academic Calendar go to:

<http://www.gradschool.unh.edu/dates.php> - click on the UNH Manchester Academic Calendar

For the Online MSW Academic Calendar go to: <http://mswonline.unh.edu/academics>

## **Course Schedules**

For Course Schedule - Time & Room for all courses go to: <http://courses.unh.edu/>

## **FORWARD**

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, field agencies and students.

## **MISSION OF THE SOCIAL WORK DEPARTMENT**

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 OF THE SOCIAL WORK DEPARTMENT**

- (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 to, and responsive to diversity & human rights
- (4) Practice that is knowledge and research based
- (5) Practice that seeks to improve the quality of life for all.

## **PROGRAM GOALS OF THE SOCIAL WORK DEPARTMENT**

MSW program goals were developed to respond to the social welfare and social service needs of the State of New Hampshire, the region or beyond. MSW goals are also shaped by the 2015 Educational Policy and Accreditation Standards (EPAS)

The primary goal of the MSW program is to provide quality education to prepare graduates for advanced generalist practice consistent with the purposes of the social work profession,

- 1) To prepare graduates with the knowledge, values and skills for effective advanced intervention with client systems of various sizes and types,
- 2) To prepare graduates to practice independently with diverse populations
- 3) To prepare graduates to analyze and apply knowledge about the social contexts of social work practice, the changing nature of those contexts, the behavior of organizations and the dynamics of change,
- 4) To prepare graduates for practice and ethical-decision-making consistent with the values and ethics of the profession,
- 5) To prepare graduates to evaluate and apply research findings and conduct evaluations of their own and other systems' practice,
- 6) To prepare graduates to continue career-long professional growth and development.

## **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>.

## **CODE OF ETHICS**

MSW 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. [www.naswdc.org](http://www.naswdc.org).

## **STUDENT'S RULES, RIGHTS AND RESPONSIBILITIES**

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

## **PROGRAM STRUCTURE**

The Department of Social Work offers a Masters of Social Work (M.S.W.) at the Durham and Manchester campuses, as well as Online. To provide reasonable access and to accommodate students with varying vocational and family commitments, the program offers both full-and part-time options. The face-to-face two-year (Durham) model consists of 15 credits per semester during the first-year and 16 credits per semester the second year, and the three-year, part-time model consists of 21 credits during the first and second years, including summer courses, and 20 credits the third year. The four year, part-time model is 6 credits per semester year one, 9 credits per semester years two and three and 7 credits per semester in the fourth year. The MSW program is also offered at the Manchester campus in a three year hybrid model, with eight week courses (excluding field internship courses) offered sequentially on the week-ends. The Online MSW program is a 28-29 month model of eight week courses (excluding field internship courses). Foundation area courses consistently follow a sequence from more basic to more advanced and specialized.

The Department of Social Work and Outdoor Education Program at the University of New Hampshire also offers an integrated dual degree program in Social Work and Kinesiology (Outdoor Education Focus). In three years students are able to complete two graduate degrees, a Master's in Social Work (M.S.W.) and a Master's in Science (M.S.) in Kinesiology with a concentration in Outdoor Education to prepare them for a career in the field of adventure therapy. Students take classes simultaneously in both social work and kinesiology.

For the MS in Kinesiology degree students are required to complete either an advanced studies project during their third year of study, which is supervised by faculty in social work and in the outdoor education program in kinesiology. For the MSW degree, students complete two internships at social service agencies, one during their first year of study and a second specialized internship with a focus on outdoor education/adventure therapy during the summer preceding their third year. This specialized second internship concentrates on the utilization and application of adventure therapy in an agency setting.

The Department of Social Work and the School of Law at the University of New Hampshire (UNH) also offer a dual degree resulting in the JD/MSW. In four years, students will be able to complete two graduate degrees, a Master in Social Work (M.S.W.) and a Juris Doctor to prepare them for a career in law and social work.

Social work education at the master's level is built on a broad-based liberal arts perspective and includes a first year of professional foundation courses followed by a second year of advanced generalist study and concentration in selected curricular areas. For those who have successfully completed an accredited undergraduate program in social work, advanced standing in the MSW program is possible.

The most recent Educational Policy and Accreditation Standards (EPAS, 2015) requires the MSW program to develop professional social workers who demonstrate proficiency in the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (EPAS, 2015)

These competencies are developed through the curriculum in human behavior and the social environment, social welfare policy and services, social work practice, diversity, research and field practicum. (For Educational Policy see appendices.) In the UNH program, students are required to complete a total of 62 credits in six content areas:

Diversity	1 course
Social Welfare Policy and Services	2 courses
Human Behavior and Social Environment	3 courses
Social Work Practice	4 courses
Research	3 courses
Electives	3 courses
Field Internship	4 courses
First Placement Year 2 days/week & seminar	
Second Placement Year 3 days/week & seminar	

For specific Courses of Study check with the MSW Student Handbook available online.

## FIELD PRACTICUM STRUCTURE AND HOURS

Field instruction is concurrent with classroom work. During the first field placement students are required to spend two days per week in the field. In the second field placement students spend three days each week in the field. Students may not “bank” their hours and end their placements prematurely.

- In the Durham program, first-year placements are typically arranged on Thursdays and Fridays and students are expected to work 16 hours per week at their placement. Similarly, Durham second year placements are typically arranged on Mondays, Tuesdays and Fridays and students are expected to work 24 hours per week at their placement. This schedule may be adjusted by mutual agreement of the student and Field Supervisor, if needed, with collaboration with the MSW Field Coordinator. Students are expected to work a full day unless special arrangements are made. Reliable and punctual attendance is required.
- For Manchester and Online students, first internship year placement schedules are arranged by mutual agreement between the student and the Field Supervisor and approved by the Field Coordinator. During this internship year students are expected to work at their placement for 16 hours/week. Similarly, second year internship placements are arranged by mutual agreement and students are expected to work 24 hours per week at their placement. Any requests for variations on the schedule must be made in the form of a written proposal and addressed to the appropriate Field Coordinator.

Based on student and agency need, some flexibility in the day and time is possible, **however there are no placements solely on the weekend. Additionally, an intern may not structure their internship by only working in the evening.** 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 (staff meetings, team conferences, communication with collateral contacts, etc.), this cannot occur. The Field Coordinator and the department must approve all changes and these changes cannot conflict with the student's class schedule. Significant agency activities - staff meetings, continuing education seminars, case conferences, etc. - must also be included in a student's agency schedule.

The MSW program is an Advanced Generalist program. To provide the full range of opportunities for Advanced Generalist skill-building, students in their first placement will be placed in settings that enable them to obtain generalist practice skills. Students in their second placement will be placed in agencies that offer students opportunities to learn Advanced Generalist skills. Advanced skill-building may also occur in more specialized settings. Dual degree SW/KIN students will take their practice courses during their second year of study, followed by their field classes in conjunction with their summer block placement. Summer block placements are available in a similar way for second year students in the MSW only program, with approval of the MSW Field Coordinator.

### Field Academic Policies

Yearlong Course Policy: Field internships consist of an entire academic year of field placement and two academic courses. These academic courses are considered a yearlong course – both semesters must be successfully completed in order to receive full credit for either. This applies to SW 880/881 and SW 982/983. Students will not receive a grade until the end of the entire internship year.

Co-Requisite Policy: All students must take Practice and Field Internship courses together. A student may not take a practice course without enrolling in the concurrent field internship course (co-requisite) and a student may not be in a field internship without being in the concurrent practice course (co-requisite). Part time students must complete one academic year of coursework prior to entering a field placement.

As noted above, Field I (SW 880) and Practice I (SW 830) are co-requisites, as are Field II (SW 881) and Practice II (SW 831). Students should be aware of several important applications of the above policy.

- If a student fails their first semester internship (Field I), then they must withdraw from Practice I. The student would then be required to re-take both Field I and Practice I the following academic period (and therefore begin a new year in field placement). Similarly, if a student withdraws from Field I, then they must withdraw from Practice I.
- If a student fails their second semester internship (Field II), then they must withdraw from Practice II. The student would then be required to repeat the entire year of Field (SW 880 and SW 881) and would take Practice II again the following academic year. The student would not be required to repeat Practice I. Similarly, if the student withdraws from Field II, then they must withdraw from Practice II, and as above, must repeat the entire year of Field (SW 880 & 881). In this circumstance, the student would not be required to repeat Practice I.
- If a student fails Practice I, they must withdraw from Field I. The student would then be required to re-take both Field I and Practice I the following academic year. If a student withdraws from Practice I, they must withdraw from Field I as well.
- If a student fails Practice II, they would be required to re-take Practice II the following year. Since Practice II is a prerequisite for Practice III, the student would need to pass Practice II prior to entering Practice III or Field III and could not progress in the program. This, in most cases, will mean that the student will require an additional year in the program. Due to the co-requisite policy for Field & Practice, the student would also need to re-take Field I & II.
- The policies noted above operate in a similar way for the second internship year and the relevant courses: SW 982/983 and SW 930 & 931.
- In any of the above circumstances, the Field Director maintains the right to determine the student's readiness to resume the field program.

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

In order to graduate from the MSW Program, students must complete the required number of field placement hours identified by the Department of Social Work. These hours are based on the minimum standards set by the Council on Social Work Education but go well beyond. Students are expected to work a full day unless special arrangements are made. Reliable and punctual attendance is required. If a student has an emergency, i.e. family crisis and/or illness, then the student is responsible to notify the Field Supervisor if they will be absent. The student is expected to make-up this time if the emergency exceeds three days. In case of a prolonged absence the student should immediately notify their Field 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.

When the university is closed for snow days or other emergencies, students are not expected to go to their internships. Students must use their best professional judgment in implementing this policy. It is the student's responsibility to check for university closure and students should check for the appropriate campus. Students must notify their Field Supervisor in a prompt, professional manner and a plan must be made to ensure reliable service to clients. If an agency is closed or closes early, then the student receives full credit for a day in the field. To summarize – students are allowed a total of three days ( any combination of snow/sick/emergency) off during the year that they do not need to make up. Any absences beyond these three days must be made up.

### **Employer Agency Placements**

The employer agency option permits students to do one of their placements at their place of employment provided that the placement meets specific criteria:

- a. The employer agency and supervisor must meet the basic requirements for all field placements including generalist practice standards.
- b. Placement hours (2 days the first year and 3 days the second year) must be arranged in a new and different department, unit or program of the agency than that in which the student is employed.
- c. Assignments must be essentially new and different, employing substantially new and different skills than used on the job.
- d. The Field Supervisor must be someone other than the supervisor to whom the student has been, and is, accountable for the remainder of the agency assignment.
- e. Assignments in the field must be educationally appropriate.
- f. Such arrangements will be for one year only.
- g. A written proposal must be submitted by the student, or student with the agency, to the field coordinator before approval can be granted describing the proposed differences in assignments, duties and supervision. A form for describing this proposal is available from the field office.
- h. If necessary and appropriate, the field coordinator will meet with the student, work supervisor and potential Field Supervisor to ensure that the placement meets all criteria as described.
- i. Advanced Standing Students may not use their employer as a placement.

### **Advanced Standing Program**

The MSW Program considers Advanced Standing for exceptional students with undergraduate degrees from accredited baccalaureate social work programs. Applicants must have graduated from the BSW program within five years of matriculation into the MSW program.

In order to ensure that each student entering the second year field placement and practice courses is appropriately prepared, the Department expects students accepted for Advanced Standing to complete a 10 week preparatory internship and seminar prior to enrollment in the advanced practice and field courses. This ten week course is commonly known as “the bridge”, as it allows Advanced Standing students to bridge into the second, advanced year of the MSW program. Advanced Standing students may not use their employer as a placement.

- Full time Durham Advanced Standing students enroll during the summer of their matriculation into the program. The extended field placement occurs over 10 weeks (3 days/week) from June through mid-August preceding enrollment in advanced practice and field courses in the fall. Students start their placements two weeks into the Advanced Standing Seminar, then have a two-week break before the fall semester resumes. The concurrent practice-oriented seminar meets 3 hours weekly during the same period. Total credits for the placement and seminar: 3 credits.
- Extended time students (those completing the advanced standing coursework in two years) are expected to complete courses other than advanced practice and field during the first year; then enroll in the bridge practicum and seminar before entering the advanced practice and field courses.
- Online Advanced Standing students begin their bridge placement and course in January, then continue the internship through the following two semesters (4 e-terms), completing their yearlong program in December.
- Including the bridge coursework, Advanced Standing students complete a minimum of thirty-five (35) credits to graduate from the MSW program. Additional coursework may be required based on a review of the applicant's undergraduate record and/or interview during the admission process.

### **Life Experience Policy**

The MSW program, in compliance with CSWE Accreditation Standards, does not grant social work course credit for life experience or previous work experience.

### **Objectives for the Field-Foundation Competencies**

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.

### **Objectives for the Field – Advanced Generalist Year Competencies**

1. Students will practice within the values and ethics of the social work profession as described by the NASW Code of Ethics.
2. Students will demonstrate a thorough understanding of their professional social work identity and will be able to identify & develop opportunities for social work involvement.
3. Students will demonstrate an ability to engage in multicultural practice as they identify & analyze the dimensions of diversity that may affect the potential for change in all client systems.
4. Students will demonstrate the ability to engage diverse client systems, to thoroughly assess clients, and to use appropriate theories, models & research to select intervention strategies.
5. Students will be able to apply research findings to evaluate their own practice and will be able to communicate evaluative outcomes with appropriate others.
6. Students will stay informed regarding the impact of social and economic factors & will demonstrate an ability to apply current analysis of services & intervention strategies to promote improved social work practice.
7. Students will regularly apply ethical decision-making skills as they demonstrate an understanding of the complexity of legal and ethical issues.
8. Students will communicate effectively in both oral and written fashion with diverse populations and with multi or interdisciplinary colleagues.

9. Students will recognize their obligation for continued professional development through utilizing professional literature, continuing education, self-evaluation and consultation.

## **SELECTION CRITERIA FOR AGENCIES AND SUPERVISORS**

### **Agency Criteria**

The Department of Social Work selects agencies who can offer our students a quality field experience. We are looking for agencies which:

1. are committed to the philosophies of the Council for Social Work Education, the school and the professional community.
2. adhere to the NASW Code of Ethics.
3. can provide a sufficient number and variety of assignments to ensure a diverse experience. It is expected that students have the opportunity to engage in the full range of generalist social work practice to include as much as possible, individual, group work, community work, advocacy, and case management. This may include: attending staff meetings, intake meetings, case conferences, case management activities, etc.
4. can provide a Field Supervisor as an onsite supervisor with a Master's degree from a CSWE-accredited MSW program.
5. can provide time for the Field Supervisor to provide weekly two hours of supervision for their student. In addition, time must be given for supervisors to read process recordings, and complete the student evaluation, attend student conferences during the site visit with their faculty field liaison, and consult with school representatives.
6. will take responsibility for orienting student interns to the safety policies and procedures of that setting.
7. allow their Field Supervisors the time to take the mandatory supervision seminar given by the social work program for new Field Supervisors and/or the mandatory face to face or online orientation for supervisors new to the University of New Hampshire. If supervisors have taken a supervision seminar series (SIFI) at another institution, they will still need information specific to the UNH Social Work department.
8. are committed to training social work students and following the Department of Social Work's expectations as described in the field manual.
9. are accredited and/or licensed by appropriate accrediting or licensing bodies locally, and at State and Federal levels.

### **Criteria for Field Supervisors**

1. Master's degree from a CSWE-accredited program of social work. (In certain rare situations, when an agency cannot provide a Field Supervisor who holds a CSWE-accredited social work degree, the program will seek

an alternative where reinforcement of the social work perspective is ensured).

2. Minimum of two years relevant full time supervised post MSW experience.
3. Minimum of one year's employment with the agency to which the student is assigned.
4. Commitment to remain as Field Supervisor for the academic year for the full placement period. If unforeseen circumstances occur, then the agency will provide another supervisor for the student.
5. Agreement to provide weekly direct clinical supervision to the student intern.
6. Agreement to participate in the mandatory supervision seminar given by the social work program for new Field Supervisors and/or the mandatory face to face or online orientation for supervisors new to the University of New Hampshire. If supervisors have taken a supervision seminar series (SIFI) at another institution, they will still need information specific to the UNH Social Work department.
7. Demonstrated interest in professional social work education and a willingness to work cooperatively with UNH faculty and staff to accomplish the educational objectives of the Department of Social Work.
8. Willingness to orient the student, including an orientation to the safety policies and procedures in the field.
9. Willingness to develop a learning agreement with student(s) during their first month at the field placement. There is a copy of the learning agreement form in the field manual.
10. Willingness to take responsibility for instructing student(s) about best practices in the field through the use of process recordings. Students are required to do two process recordings per week and utilize them in supervisory sessions in their field placement.
11. Willingness to evaluate the student's practice throughout the school year, both verbally and in writing and complete student evaluations at the end of each semester in a timely manner.
12. Commitment to adhere to the NASW Code of Ethics.
13. Commitment to adhere to the policies and procedures in the Field Education Manual.

### **MUTUAL RESPONSIBILITIES**

The field education process involves the close collaboration of Field Supervisor (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.

#### **Responsibilities of the MSW Field Director and MSW Field Coordinator**

The MSW Field Director is responsible for the overall development and coordination of the field education program. The MSW Field Coordinator works with the department chair, the MSW Field Director, social work

faculty, and Field Supervisor to carry out responsibilities in the areas below. The MSW Field Director & MSW Field Coordinator share these responsibilities and in the following sections, it is understood that the term Field Coordinator will include either the MSW Field Director or MSW Field Coordinator.

1. to develop and articulate the philosophies and policies of the field education program to agencies and Field Supervisors.
2. to communicate the needs and issues of the field agencies to the social work department and work to resolve concerns in a timely and effective manner.
3. To communicate with all agency field supervisors, field seminar instructors, field liaisons, and field students in a timely manner to address any local, state or federal emergencies that impact the field internship program.
4. to integrate the field practicum into the total curriculum.
5. to establish criteria for selection of qualified field agencies and Field Supervisors.
6. to develop appropriate field education placements. This includes a visit to potential placement sites, negotiation of a working relationship between the agency and the school, and distribution of all relevant materials regarding placements such as the field manual and malpractice insurance information.
7. to assign students to appropriate placement sites.
8. to develop and teach a Supervision Seminar to all new Field Supervisors.
9. to organize an orientation for all Field Supervisors new to the Social Work Department of UNH.
10. to co-chair (with undergraduate Field Coordinator) the Field Advisory Committee.
11. to work with Field Supervisors and Faculty Field Liaisons to resolve conflicts and problems in the field. This includes issues or concerns between the agency and school, a student and a supervisor, etc.
12. to contact a field placement when there is a major change or transition (i.e. a new supervisor or merger with another agency) and re-contract with the appropriate agency personnel.
13. to mediate, problem-solve and provide leadership for all issues regarding difficulties and possible failures in the field, including attending the Academic Standards Committee meetings, if requested.
14. to orient, problem-solve and advise all Field Liaisons regarding the field.
15. to evaluate and renegotiate working agreements with field sites on a yearly basis.
16. to represent the department in all matters related to the field in the social work community.
17. to inform the student in a timely manner if a student needs a criminal check.

18. to inform the student of any inoculation or health records needed to start placement
19. to fill out all insurance and agreement forms in a timely manner.

### **Responsibilities of the Field Liaison**

A Field Liaison, who is a representative of the department of social work, will be assigned to each agency. In some circumstances this person is also the student's academic advisor; in other cases, the student has an additional faculty member who serves as academic advisor only. The field liaison serves as a link between the department and the agency. The Field Liaison's responsibilities are:

1. to maintain a continuous relationship with the agency and student through two site visits per academic year, or as often as necessary. These visits occur before the end of each semester.
2. to write a brief description of the site visit and submit this to the Field Coordinator for placement in the student's file.
3. to be available as a consultant to the Field Supervisor for any issue that may arise in the field. This includes intervening with a student and Field Supervisor should any problem in the placement occur.
4. to review the learning agreement between student and Field Supervisor before site visits and utilize this agreement as an evaluation tool.
5. to ensure that students are writing two process recordings per week and that the process recordings are being utilized as a learning tool.
6. to educate the agency regarding the objectives of the MSW program and to help Field Supervisors plan for their students in accordance with these objectives.
7. to communicate information about classes, schedules and school policies to the Field Supervisor.
8. to provide feedback to the Field Coordinator about agency policies, and/or changes, progress or problems in field sites, i.e. changes in practice, structure, function.
9. to communicate with the Field Coordinator any issues or concerns regarding safety in the field
10. to communicate with the Field Coordinator any issues or concerns about a student's performance in the field. If a Field Liaison receives a significant call from a student's agency or supervisor, the Field Coordinator should be notified immediately.
11. to communicate with the Field Coordinator if there is the possibility of a student receiving a Pass with Concern (PC) on their student evaluation

12. to assist students in obtaining psychological or medical help if a problem should arise. This responsibility should occur in conjunction with the Field Supervisor, if appropriate, and with the Field Coordinator, the student's academic advisor, and the Department Chair.
13. to act solely as a Field Liaison at the agency and ensure that there are no overlapping or dual boundaries/relationships between the Field Liaison and the agency, student and/or Field Supervisor.
14. the field liaison, in collaboration with the student's academic advisor, should participate in all problem resolution meetings, as requested by the Academic Standards Committee

### **Responsibilities of the Field Seminar Instructor**

1. to provide a forum for discussion and critical analysis of student's field work experiences.
2. to review and finalize the learning agreement in Field Seminar class.
3. to inform Field Liaison and Field Coordinator of a concern about a student in the field seminar class.
4. to communicate with the Field Coordinator any issues or concerns regarding safety in the field
5. to communicate immediately with the Field Coordinator or Field Liaison if a Field Seminar Instructor receives a call from a student's agency or supervisor.
6. to communicate with the Field Coordinator if there is the possibility of a student receiving a Pass with Concern (PC) on their student evaluation.
7. to assign a Credit/Fail grade for field placement with input from the student's Field Supervisor, Field Liaison and Field Coordinator.
8. To serve as temporary Field Supervisor in times of local, state or federal emergencies that impact the implementation of the internship experience & supervision.

### **Responsibilities of the Student**

The social work student also has responsibility towards ensuring the successful outcome of their placement. The responsibilities of the student are:

1. to conduct him/herself in an ethical and professional manner throughout the field placement and internship process.
2. 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 emails/telephone calls to Field Coordinator and potential agency sites.
3. to follow all field readiness protocol.

4. to read and adhere to all policies written in the Field Education Manual.
5. to regularly attend the assigned placement as outlined in this Field Manual. First-year students are expected to work 16 hours per week at their placement; second year students are expected to work 24 hours per week at their placement. Students are expected to work a full day unless special arrangements are made.
6. to notify the Field Supervisor if they will be absent due to an emergency such as a family crisis or an illness. The student is expected to make-up this time if the emergency exceeds three days. In case of a prolonged absence the student should immediately notify their Field 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.
7. to obtain services from Student Accessibility Services, if necessary. Accommodations can only be made if there is a verified plan from the Student Accessibility Services office.
8. to be punctual and reliable.
9. to remain in placement for the prescribed duration concurrent with Field and Practice classes. Students may not terminate from their placements without approval by the field department. Abrupt and unapproved termination from the placement will result in a Failing (F) grade for the year.
10. In the event that a student is not successful in the field placement, the student will conduct him or herself professionally as decisions are made with the field agency and Field Coordinator. If the decision is made to terminate the field placement – without a plan for re-placement, the student will discontinue attendance at field seminar class and practice class immediately.
11. to complete a learning agreement with the Field Supervisor within the first three weeks of field placement as instructed by the field seminar instructor
12. to follow all policies and procedures regarding absences, punctuality, snow days and sick days.
13. To follow the MSW program guidelines re: vacations. MSW students are allowed 3 weeks of vacation throughout the year. For the Durham/Manchester program this will be two weeks at winter break and one week at spring break. For online students – these weeks are negotiated with student and field supervisor, with approval of the field seminar instructor. Any adjustments to these guidelines must be approved by the appropriate MSW Field Coordinator.
14. to maintain a personal sense of safety and avoid engaging in assignments in which there is a physical risk. If a student is concerned about their safety, the student should inform their Field Liaison. The Field Liaison and Field Supervisor 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, including but not limited to exposure or suspected exposure to Covid-19.
15. to perform in a professional, responsible manner by keeping commitments to the agency, Field Supervisor, clients and Field Liaison in accordance with the NASW Code of Ethics.

16. to take initiative in seeking advice and consultation from the Field Supervisor, the Field Liaison and the Field Coordinator. This includes informing the Field 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 they will receive a Pass with Concern (PC) in their evaluation.
17. to complete all paperwork, including process recordings, within specified deadlines.
18. to identify oneself as a social work intern to all clients in accordance with the Patient's Bill of Rights.
19. to come prepared for supervision and take active responsibility for learning.
20. to comply with all requests from agencies for criminal background checks. It is understood that this may be an additional expense for the student.
21. to comply with requests from agencies for evidence of inoculations and other health records. This may also be an extra expense to the student.

### **Responsibilities of the Agency**

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

Other agency responsibilities include:

1. to provide a welcoming atmosphere for learning and achievement of educational objectives.
2. to orient the student to the agency's total program and community surroundings including the safety policies and procedures for that setting.
3. To provide the field education program with the agency's specific safety guidelines & protocols re: CoVid-19 exposure and/or any additional health/virus-related medical situation.
4. to provide a sufficient number and variety of assignments within the agency to insure adequate involvement and progression during placement.
5. to provide adequate work space and materials to accomplish assigned tasks.
6. to provide regularly scheduled weekly individual supervision.
7. to include students in agency staff, committee, board and other meetings and conferences on a regular basis as appropriate.
8. to provide access to case records and other pertinent client information necessary for the accomplishment of assigned tasks.
9. to support the student in identifying themselves as a student intern, rather than a staff member, in accordance with the Patient's Bill of Rights.

10. to be in compliance with all relevant federal, state and local laws concerning non-discrimination.
11. to provide adequate staff to operate the program without dependence on students and to ensure that students are able to have an internship experience at the agency, rather than a work experience. This is a requirement that complies with the US and State of NH Department of Labor guidelines. Agencies must take responsibility to ensure that all DOL requirements are met.

### **Responsibilities of the Field Supervisor**

Many of the Field Supervisor responsibilities were previously described in the section on "Selection of Field Supervisors." Also relevant are the sections on agency selection and agency responsibilities. Other Field Supervisor responsibilities are:

1. to have knowledge of and familiarity with the field internship policies and procedures, including those described in the Field Education Manual.
2. to conduct an initial interview with the prospective student prior to their placement to review agency function and expectation with the student.
3. to develop a learning agreement with the student within the first three-four weeks of placement, as guided by the field seminar instructor. There is a copy of the learning agreement form in the field manual.
4. Willingness to orient the student, including an orientation to the safety policies and procedures in the field, during the first two weeks of placement
5. to teach the CSWE competencies described in this field manual through practice in the agency
6. Willingness to take responsibility for instructing student(s) about best practices in the field through the use of process recordings. Students are required to do two process recordings per week and utilize them in supervisory sessions in their field placement. **Supervisors are expected to write comments on the process recordings to assist in the student's learning process.**
7. to provide regularly scheduled weekly supervision with each student.
8. to immediately contact the Field Liaison and/or Field Coordinator with any concerns.
9. to meet as necessary with the Field Liaison and work with the Social Work Department faculty to discuss issues or concerns which may arise during the course of the field placement and/or if there is a possibility that a student may fail the placement or have a Pass with Concern (PC) for a grade.
10. to complete the student evaluation forms at the end of each semester of placement and review this evaluation with the student. A Pass with Concern (PC) can only be given as a grade in the first semester evaluation. A Pass with Concern (PC) cannot be given as an end of the year grade.

11. to document all difficulties that may arise with a student in a timely manner (beyond the evaluation).
12. to participate in appropriate training sessions or meetings sponsored by the Social Work Department.
13. to participate in the mandatory orientation for all supervisors new to the UNH Social Work Department. If a first time supervisor who has not taken a supervision course with any other MSW program, to participate in the mandatory Supervision Seminar series.
14. to inform the Field Liaison if there are any major changes in supervisor assignment and/or transitions in the agency and to work with the Field Liaison and/or Field Coordinator to re-contract, if necessary.
15. to inform the Field Coordinator if a student needs a criminal check, inoculation or health records in a timely manner.
16. to inform the Field Coordinator in a timely manner if there are insurance and/or agreement forms to sign before the start of a placement.

### **Safety Policies and Procedures**

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 department is responsible for providing all students and Field 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 and through regular email communication. The field education program is committed to providing agencies with up-to-date information about any health-related policies or procedures that may affect the field agency experience.
2. Field Seminar Instructors will discuss the department and the University'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. Agencies are also responsible for informing students of their CoVid-19-related policies & procedures for the maintenance of staff, intern, and client safety.
4. A safety plan must be included in the learning agreement and verified by Field Supervisors and Field Liaisons.
5. The agency should make the same accommodations to ensure students' safety as they make for staff.

6. The agency should not require students to engage in assignments in which they feel physically at risk.
7. If a student's concerns about safety begin to interfere with the learning process, the Field Liaison should be contacted to facilitate the exploration of concerns. In consultation with the Field Liaison, a plan should be developed that addresses the student's educational needs and the agency's requirements. The Field Coordinator should be contacted about all safety related events, incidents or concerns.

### **Procedures**

1. The Field Education Department provides students, Field Supervisors, and 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 Supervisor should contact the student's Field Liaison and Field Coordinator immediately to discuss what actions the agency and the university should take to ensure the student's physical and emotional well-being.
3. The Field Liaison should inform the Field Coordinator (if not yet informed) of the incident. The Field Liaison and Field Coordinator should meet with the student and, if necessary, with the Field Supervisor 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**

The following are guidelines and suggestions that may be helpful to students, Field Supervisors and Field 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.

### **Agency Protocol**

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 Supervisor and student should discuss any issues related to safety and security in that setting.

### **Security of Belongings**

All students in the field are expected to have a secure place to keep handbags and other belongings while at placement, if deemed necessary. It is preferable that space be one that can be locked and could be in 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.

Valuables should not be brought to placement settings. Items of value should not be left in cars, and should 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 mechanisms. 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 Supervisors 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 whom the student does not feel safe, it is important to discuss the situation with the agency Field Supervisor. When considering the 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. It is also important 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 on 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 using 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 Supervisors. 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 and to know the exits. You should inform your Field Supervisor or agency contact person regarding your schedule and whereabouts before leaving the office.

## **Post-Incident Protocol**

If an incident occurs in which a student is personally threatened or hurt, the Field Supervisor, agency contact person, or agency director should contact the Field Coordinator immediately to discuss what actions the agency and the UNH Dept. of Social Work 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 (academic) advisor and/or Field 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 Supervisors and Field Liaisons include:

- a. 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?
- b. What other steps need to take place (e.g., psychiatric/psychological evaluations)?
- c. 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 does the agency and the University of New Hampshire or Dept. of Social Work offer after a traumatic incident? What support system does the student have? It might be helpful to consider brief supportive counseling.
- d. What documentation needs to be done as quickly as possible for the agency?
- e. What documentation does UNH or the Department of Social Work require?

## **SUPERVISION ORIENTATION/TRAINING/ AND ONGOING DIALOGUE**

### **Orientation**

An orientation for all Field Supervisors 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. For online supervisors and those who are unable to attend the training, an online orientation can be made available.

### **Supervision Seminar**

A Supervision Seminar is required for all Field Supervisors who have not supervised an MSW candidate previously, or who have not taken a supervision seminar from any other graduate social work program. This seminar is offered yearly and is free of charge. The seminar series is four sessions - one orientation meeting, two additional face-to-face seminars and one webinar. The seminars are typically held in September, November, January and March. There are 12 CEU's for this seminar, including three ethics CEU's. Field Supervisors must attend a majority of these sessions, fulfilling NASW requirements, in order to obtain their CEU's. Field Supervisors who successfully complete this course will be awarded a certificate, verifying their 12

CEU's of training in supervision, which will satisfy the NH Board of Mental Health Practice's requirements related to licensure supervision.

These trainings are also offered online; however online trainings do not typically provide CEU's. [ In 2020 – 2021, all supervision seminars will be held online and will be granted CEU's] Agencies that are based in another state will be asked to allow their Field Supervisors to attend a supervision seminar or workshop series (SIFI) in another accredited social work school.

## **Ongoing Dialogue**

### **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 Supervisors, social work students, and social work faculty. The purpose of this committee is to involve agency Field Supervisors, students and faculty in developing and maintaining quality social work field experiences for BSW and MSW students. This committee meets three times a year and is composed of a representational group of Field Supervisors and student representatives.

### **NECON Workshops**

NECON ( New England Consortium of Graduate Social Work Field Directors) offers a professional development series for Field Supervisors. Each participating school offers one free workshop for any MSW Field Supervisor.

### **Continuing Education Workshops**

The UNH Social Work Department may offer continuing education workshops during the year. UNH supervisors can receive a reduced registration rate at these workshops.

### **Field Supervisor Website**

The field department maintains a website and a blog (<http://unhswfield.blogspot.com>) for all Field Supervisors. Articles of interest, forms, the BSSW and MSW field manuals, curriculum, contact information and more are posted at this site. This website for Field Supervisors can be accessed through the department's website at [www.chhs.edu/sw](http://www.chhs.edu/sw) THIS SITE IS STILL UNDER CONSTRUCTION THIS YEAR

### **Site Visits**

There are two site visits by the Field Liaison per academic year and more often if necessary, to monitor the student in their placements. During the 2020 – 2021 academic year, all site visits will occur through videoconference (Skype or Zoom). Field Liaisons are faculty members who advise and maintain contact with field education settings and students through site visits. Field liaisons will conduct these site visits and provide student and supervisor support as well as communicate student progress to the field department. Any issues that need further dialogue are brought to the attention of the Field Coordinator and contact is promptly made to the Field Supervisors.

## Placement Process

Each Field Supervisor or agency internship coordinator is contacted by the Field Coordinator to check in to re-evaluate their status for the upcoming year. This communication allows us to dialogue with each supervisor about their experience with their current student and discuss future plans.

## Other methods of communication

UNH strongly values ongoing dialogue with its field agencies and keeps in touch with them regularly throughout the year through written communication, email correspondence, videoconferencing, participation in university, department, and NASW (National Association of Social Workers) events and more.

## THE FIELD EXPERIENCE FROM BEGINNING TO END

The field process begins as soon as an agency and the UNH Social Work Department make contact to discuss the possibility of a student placement. The process continues from the initial orientation to the final evaluation and termination of the student. This section describes some of the "nuts and bolts" of the process and more thoroughly delineates stages of the internship year.

## Field Readiness

For a first-year student to enter the field, they must:

- Complete the field application and send in their resume by the required deadline
- Provide timely updates of all information pertinent to the field (new address, phone number, etc.)
- Prepare an appropriate & professional resume that includes UNH MSW program
- Show willingness to intern in a practice agency that teaches new and different skills
- Respond **promptly** to all correspondence and phone calls from the field department
- Follow-through **immediately** with all field placement interviews. This includes calling or emailing the potential supervisor **the same or next day** and scheduling to meet them as soon as possible, contacting field coordinator with the time and date of the interview and then contacting field coordinator after the meeting to give impressions and thoughts.
- Promptly comply with all requests from the agency regarding any follow-up that may be needed, i.e. references, health record.

For the second-year student to enter the field they must:

- Pass Field I and Field II or the Advanced Standing Seminar
- Complete the field application and send it with a resume by the required deadline
- Provide timely updates of all information pertinent to the field (new address, phone number, etc)
- Prepare an appropriate & professional resume that includes the first year MSW field placement
- Respond **promptly** to all correspondence and phone calls from the field department
- Follow-through **immediately** with all field placement interviews. This includes calling or emailing the potential supervisor **the same or next day** and scheduling to meet them as soon as possible, contacting the

field coordinator with the time and date of your interview and then contacting the field coordinator after the meeting to give impressions and thoughts.

- Promptly comply with all requests from the agency regarding any follow-up that may be needed, i.e. references, health record, immunizations, criminal background check, etc.

If students are not able to comply with the above criteria, they will be considered as “not ready” for a field internship and the Field Coordinator may make a determination that the student must delay their internship. This will affect the student’s progress in the program. In these circumstances a field review committee will meet to address the relevant issues; this meeting will include the Field Director, the Field Coordinator, the appropriate MSW Program Coordinator, the student and the student’s faculty advisor.

### **Securing a Field Placement**

There are usually two routes to securing a student intern for the agency. The Social Work Department may initiate contact with an agency regarding the possibility of a potential practicum placement or an agency may inform the Social Work Department that there is a possible practicum. Once the initial contact is made, the Field Coordinator will discuss the criteria for agency selection, as well as the mutual responsibilities of the MSW program and the agency. If the agency criteria are met, then the Field Coordinator will meet with an agency representative and /or potential Field Supervisor to finalize the agreement.

Occasionally a student will hear about a potential placement. Students should **not** call the agency themselves but should inform the Field Coordinator about the possible site. The Field Coordinator will then explore whether this agency can be approved as a student placement. Once an agency becomes an approved field site a student will be recommended for placement at the agency. Once a student is recommended for placement, the student is asked to contact the Field Supervisor to schedule an interview with the Field Supervisor and/or Internship Coordinator (if the agency has this position). The purpose of the interview is for the student and the Field Supervisor to become acquainted with each other and for the student to learn about agency goals and expectations. After the interview, the Field Supervisor should contact the Field Coordinator to finalize the placement. The student should contact the Field Coordinator to discuss any questions or concerns and give impressions. Once the placement is finalized, the Field Supervisor and student will receive a confirmation form, outlining the details of the placement. The field agency will then receive access to a field manual which serves as a contract between the agency and the University of New Hampshire, Department of Social Work as it outlines the expectations and responsibilities of all parties. Included in the field manual is a Letter of Agreement which offers a way to formalize this contract and includes information regarding malpractice insurance. Agencies may request signatures on this form, or may ask to have a more formal contract completed.

In the first year, the Field Department chooses placements for students. 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 they 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. In the second year placement, the student’s areas of interest will be more strongly taken into consideration. The first-year emphasis is on generalist practice and on working with at-risk and oppressed populations in community-based agencies learning a wide variety of social work roles (case manager, advocate, organizer, direct practice). The field department puts great thought into the placement process and is committed to selecting appropriate educational experiences for all students.

If a student is not accepted for a placement by two agencies, or if a student refuses two agencies designated by the Field Coordinator, then the field department will determine if the student is ready to be in the field. In these circumstances, a field review committee will meet to address the relevant issues; this meeting will include the Field Director, the Field Coordinator, the appropriate MSW Program Coordinator, the student and the student's faculty advisor. If it is determined that the student is not ready, then the student may be asked to defer their entrance into the program and/or into the field. If a student is again rejected from an agency, or refuses placement in an agency by the Field Coordinator, then they may be asked to leave the program.

### **Criminal Record and CORI Checks**

Many field 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. Some agencies are able to facilitate this for students; some are not. In NH, students will need to contact the NH State Police in Concord. This is often an additional expense for students. 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 Supervisor and/ or the Field Coordinator.

### **Travel**

To be placed in their field internships students are responsible for securing access to a car and driver. Students are responsible for traveling to and from their field internship placement sites, and their field placement sites may also require travel during the internship day as part of a student's tasks. Most placement sites cannot reimburse for mileage. If an agency is able to do so, this reimbursement should be made directly to the student. The Department of Social Work does not require students to provide insurance to cover liability for transportation of clients, nor does the Department of Social Work 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 Initial Days of Placement**

The initial days of placement can set the tone for the following weeks. Both Field Supervisor 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. 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 Supervisor in the first few days of placement. In these initial meetings, supervisors should contract 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.

### **The Learning Agreement**

A learning agreement outlines a student's specific responsibilities, goals and tasks in the internship. This agreement or contract is initiated by the student and the Field Supervisor and is then reviewed and finalized by the Field Seminar Instructor and Field Liaison. The learning agreement minimizes misunderstandings between students and Field Supervisors and provides a basis for accountability, a sense of purpose and progress and ensures the integrity of the internship as an educational experience (Royse, Dhooper & Rompf, Field Instruction, 1996). The agreement should state what the student and Field Supervisor 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. Goals should directly reflect the skills and practice behaviors outlined in the student evaluation form. It is advised that Field Supervisors ask their students to evaluate themselves using the evaluation form (in the appendices of the Field Manual) within the two weeks of placement. The Field Supervisor and the student should then develop a learning agreement with mutually identified goals based on the social work competencies found in the evaluation. The learning agreement then will include as goals, the nine social work competencies, and as objectives, a list of specific tasks or behaviors that will lead to the achievement of these competencies. The list of tasks should include methods of operationalizing practice behaviors and should be measurable, with clear dates for accomplishment of each task. For first-year students in generalist placements, a list of generalist tasks, called the Generalist Checklist is provided as guide to develop this list (see appendices.)

Additionally, the learning agreement should contain the supervisor's responsibilities and tasks. A supervisor task is expected for each of the social work competencies.

The learning agreement should contain the following elements:

- Basic data including name of agency, Field Supervisor and Field 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
- Who will provide emergency supervision if needed
- How the social work department's requirements of process recordings will be implemented
- The teaching strategies that will be used.
- Evaluation process.
- Goals and objectives – these should be based on the social work competencies and include specific tasks that will lead to the development of generalist and advanced generalist social work skills.

There is a copy of the learning agreement form in the appendices.

As the learning agreement is developed, a Field Supervisor should begin to assess their student's strengths and weaknesses, the student's 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, then the student might want to start specific tasks immediately, while another student might need more time to observe and reflect. Thus, a goal of the first student might be to 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 their first intake the second week of placement.

Students may be assigned the task of developing a learning agreement in their first week of placement. A Field Supervisor should outline the purposes of the learning agreement (it will also be discussed in their Field Seminar in school) and then allow their student to make a rough draft. First-year students and those with little social work experience may have a more difficult time developing competency-related tasks and will need more input from their Field Supervisor. After a student has developed a rough draft, the student and Field Supervisor review the contract and make any necessary revisions together. The agreement should then be submitted to the Field Seminar Instructor for review. The Field Seminar Instructor will then finalize the agreement and ask the student and Field Supervisor to sign the final version and share it with the student's Field Liaison. All three parties should receive signed copies of the agreement. The learning agreement should be completed by the fourth week of placement. The learning agreement should be reviewed periodically and must be reviewed and updated in the second field seminar course of the year.

### **Assignments/Workload**

Once orientation has occurred, a student can be assigned clients and tasks. It is strongly recommended that agencies prepare for students by having beginning case assignments and tasks planned before the student's arrival. It is expected that students will begin their assignments by the second week of placement and that the case assignments will be varied. Assignments should be standard tasks performed by staff social workers. The Field Department recognizes that in these turbulent and changing times it may be hard to provide students with a diverse caseload. Think creatively and remember that students can do tasks that staff may not be able to perform, i.e. see clients for no fee, do home visits. Our program is an Advanced Generalist program so we expect that students will have experiences that involve both micro and macro tasks and client systems of various sizes: individual, family, group, and communities. For students who are involved in an agency that offers primarily individual counseling, it is best to consider that a third of the student's time should be involved in this direct practice. If you need help determining the appropriateness of your student's assignments, please contact your Field Liaison or the Field Coordinator.

### **Process Recordings**

A process recording is a detailed narration of what happened during a social worker's contact with a client or client system. It is an excellent tool for students to learn and refine interviewing and intervention skills; it helps students conceptualize and organize ongoing contacts and develops self-awareness. It also reflects the student's learning and integration of theory and practice. Process recordings are required for all students in placement. All students must do two process recordings per week during both years of internship. Process recordings are reviewed and utilized as a teaching tool in supervision and are required to teach best practices in the field. A sample of process recordings are presented to the field seminar instructor in a series of portfolios.

Process recordings typically include:

- identifying pertinent information: The student's name, date of the interview or meeting and the client or

client system, (remember: client name must always be disguised to protect confidentiality)

- objectives for the interview
- a word for word description of the interview
- a description of any action or nonverbal activity that occurred
- The student's feelings and reactions to the client or situation and to the interview or meeting as it took place. This requires the student to put in writing unspoken thoughts and reactions as the interview or meeting is going on. It also allows the student to offer any observations and analytical thoughts regarding what has been happening during an interview.
- This may also be a place for the student to reflect on: “what I wish I had said”
- a summary of the student's impressions and analytical thinking, to include an identification of student’s strengths & skills.
- future plans
- identification of questions for field instruction/supervision
- a place for supervisory comments

There are a variety of models of process recordings, all of which are useful. Each has its own advantages and disadvantages and may be used depending on type of placement and type of modality.

In field seminar, students are expected to submit a portfolio for review several times during the year. This portfolio includes a sample of the student’s process recordings as well as a formal paper in which students are asked to analyze their work with clients and client systems. All Process Recordings submitted should be dated within the time frame of the semester or e-term and may not be submitted for subsequent portfolios as this constitutes self plagiarism.

It is expected that supervisors will offer meaningful comments and feedback either handwritten directly on the student’s process recordings or through adding comments on a word document (use different font, Microsoft Word track changes tool, etc.) on a regular basis. Each student and Field Supervisor may develop a workable routine for exchanging process recordings, but it is critical that this occurs throughout the field experience. Field Liaisons will ask to see samples of student process recordings during field site visits. See appendices for process recording formats. A Process Recording Manual is also available to assist students and supervisors. Students will find this in their learning management systems (courses) and supervisors will receive it in their field introduction/orientation.

### **Site Visits**

There are two site visits by the Field Liaison per academic year and more often if necessary. 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. A Field Liaison will also visit or video conference if there is any major change or transition at the agency. i.e. a new Field Supervisor is being assigned to the student. The Field Liaison should meet individually with the student and the Field Supervisor and then have a three-way conference so that feedback is given directly and mutual plans formulated. Field Liaisons may meet individually with the student on campus while others may meet individually with the student at their agency. In 2020-2021, individual student meetings and site visit meetings will occur through videoconferencing (Zoom/Skype). In order to prepare for this meeting, Field Supervisors 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 Field Liaison should immediately contact the Field Seminar Instructor and Field Coordinator. Following the site visit, the field liaison will submit a site visit form to the Field Coordinator; this serves as a review of the efficacy of the field placement.

The site visit is also an opportunity for coaching & collaboration between the Field Supervisor and the Field Liaison. Student supervision can be challenging; field liaisons are available to support & mentor field supervisors.

### **Student Evaluation**

Students are formally evaluated ~~in writing~~ by their Field Supervisor twice per academic year. Performance evaluation is an on-going process and a built-in aspect of supervision. Students can be asked to evaluate themselves in preparation for the evaluation. This process facilitates students' participation and also demonstrates the Field Supervisor's effectiveness in communicating feedback on an ongoing basis. Student evaluations should be worked on in conjunction with the learning agreement. The Field Supervisor 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 communicated in supervision. The evaluation form also allows for a student's response to their evaluation. The evaluation is a process of mutual responsibility: Field Supervisors are responsible for the written completion and/or electronic submission of the form, while students are responsible for turning in the evaluation confirmation form to their Field Seminar Instructor. 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 Supervisor and Field Liaison, to assign a grade to the student for the practicum. The final grade is based on the field evaluation grade recommended by the Field Supervisor.

There are three possible grades that a supervisor can recommend for a student. There is a grade of Pass (CR) which means that a student receives credit and will pass the course. A student may receive a Fail (F) 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 field liaison and to the field department. If a supervisor plans to recommend a Pass with Concern then they should contact the student's Field Liaison immediately to discuss their concerns and plan another site visit. In these cases, the Field 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.

When a Field Supervisor notes "Pass with Concern" in the first semester field evaluation, the responsible Field Coordinator will schedule a meeting to address the concerns noted in the Field Evaluation. The following individuals will be asked to participate in this meeting: (1) the responsible Field Coordinator, (2) the student, (3) the Field Supervisor, and (4) the Field Liaison. This meeting(s) must take place prior to the third week of the second semester. During this meeting a specific plan of action will be determined. This plan is known as a Remediation plan and should include: (1) the development of a specific contract that describes remedial activities; (2) scheduling another field liaison visit early in the second semester, (3) identifying follow up plans, and (4) discussion with agency/supervisor about changes expected in order for the student to pass during the

second semester.

A Pass with Concern can only be utilized in the first term. By the second term, a student must receive a Pass if they are to progress to a 2nd year field internship or graduate from the program. A similar process occurs at the end of the second term, with the completion of the Final Field Evaluation.

If the student continues to perform in an unsatisfactory manner, after attempts to rectify the situation, then the Field Supervisor may recommend a grade of Fail (F)). It is expected that if a Field Supervisor intends to recommend a “Pass with Concern”(PC) or “Fail (F)” that the student and the Field Liaison has been notified well in advance. A Pass with Concern (PC) can only be utilized in the first term. By the second term, a student must receive a CR if they are to progress or graduate from the program. If a decision is made by the Field Supervisor & Field Coordinator that the student will receive a failing grade, the student will be notified of this in writing by the Field Coordinator.

Field Internship is a continuous course throughout the year. This means that if a student fails the second semester of Field Internship, then they fail Field Internship for the year (both semesters). The Department of Social Work has a policy in which all decisions may be appealed by the student through the social work departmental Academic Standards Committee (see Problem Resolution) and/or the University of New Hampshire appeals process. If the student decides to implement this appeal process, this must occur immediately, within 2 weeks (10 Business Days) of the notice of the failing grade.

## **PROBLEM RESOLUTION**

### **Student Problems**

The Social Work Department at the University of New Hampshire requires Field Supervisors to promptly notify the Field Liaison regarding any concerns about their student's performance, professionalism or conduct. If there are problems, students and Field Supervisors are required to contact the Field Liaison as soon as an issue is identified since problems that are identified early are often easier to resolve. The Field Liaison will immediately notify the Field Coordinator and attempt to address the issue(s) with the student and the Field Supervisor. A written plan (or re-working of the learning agreement) should be developed which clarifies concerns and offers possible opportunities for improvement. A sample Remediation Plan is found in the Appendices. 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 Field 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 grade receives a grade of F (Fail) 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. The appeal process is initiated through an official letter to the MSW Coordinator within 2 weeks (10 Business Days) of the notice of the failing grade. Students would discontinue attendance at both field & practice courses as a consequence of the failing grade.

On occasion students are asked to leave their agency for various reasons. The Field Coordinator and if necessary, the Academic Standards Committee will meet and determine whether the student should be replaced in another agency or whether they should receive a grade of Fail. If a student is asked to leave more than one agency during the course of their two years of internship, then the field department will determine if the student is able to be in the field or is suitable for the program. If it is determined that the student is not able, then the student may be asked to take a leave of absence from internship courses, or may be asked to leave the program.

Students can appeal the decisions made by the Academic Standards Committee to the chair of the department and beyond. However, they must do so in a timely manner. See the MSW Handbook for further details.

Any student suspected of any forms of dishonesty including, but not limited to, plagiarism, cheating, furnishing false information to the Department or field agency, 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.

Any student, who violates the National Association Code of Ethics, may be terminated from the program.

### 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 by the third week of the semester. 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/](http://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 Supervisor immediately notify their Field Liaison. The Field Liaison will notify the Field Coordinator and then attempt to aid the student in addressing the problem directly with the Field Supervisor. If problems continue, then the Field Liaison may meet with the student and the Field Supervisor 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 Supervisors 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. The decision to end a placement is done with much thought and must involve UNH faculty. Neither students nor supervisors can make decisions regarding the ending of a field placement without Field Liaison/Field Coordinator ~~faculty~~ input. A student will receive a failing grade if they leave a field placement without permission from the Field Liaison and Field Coordinator and may be asked to leave the program as a result.

Occasionally a Field Supervisor may have difficulty working with a particular Field Liaison. Field Supervisors are encouraged to discuss their concerns directly with the Field Liaison and work together to find common solutions. If this fails, then the Field Coordinator may intervene and meet with both parties to improve the relationship or reassign the agency to another Field Liaison.

### **Termination**

Termination with the student should begin before mid-term of the last semester in placement. A site visit will occur and this will facilitate the process of ending. This can be an anxiety-provoking time for students and Field Supervisors 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. Students may not “bank” hours to allow for a premature termination. There may be some students who have negotiated a longer schedule to allow for some flexibility in their hours. These end dates must be approved by the Field Liaison and Field Coordinator. Field Supervisors 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.

## **APPENDICES**

- **Learning Agreements**
- **Generalist Checklist**
- **Process Recordings**
- **Site Visit Form**
- **Student Evaluation Forms**
- **Remediation Plan**
- **Employer Proposal Form**
- **CSWE Educational Policy (EPAS)**
- **Letter of Agreement**

**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 (to include Agency CoVid-related protocols)*

*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 will be taken this semester to address and build the competency as described. **There should be both student and supervisor tasks for each competency. Target data must include specific dates to either begin or end tasks.**

<b>Intern demonstrates ethical and professional behavior.</b>		
<b>Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Target Data</b>
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.		
Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.		
Demonstrates professional demeanor in behavior, appearance, oral, written, and electronic communication.		
Uses technology ethically and appropriately to facilitate practice outcomes.		
Uses supervision and consultation to guide professional judgment and behavior.		
Attends well to professional roles and boundaries.		

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

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

<b>Intern engages in research-informed practice and practice-informed research.</b>		
<b>Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Target Dates</b>
Uses practice experience and theory to inform scientific inquiry and research.		
Engages in critical analysis of qualitative and quantitative research methods and findings.		
Uses and translates research findings to inform and improve practice, policy, and service delivery.		

<b>Intern engages in policy practice.</b>		
<b>Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Target Date</b>
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.		
Assesses how social welfare and economic policies impact the access to and delivery of social services.		
Critically analyzes and promotes policies that advance human rights and social, economic and environmental justice.		

<b>Intern engages with individuals, families, groups, organizations, and communities</b>		
<b>Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Target Date</b>
Applies knowledge of human behavior and the social environment and practice context to engage with clients and constituencies.		
Uses empathy, reflection, and other interpersonal skills to effectively engage diverse clients and constituencies.		
Understands how personal experiences and affective reactions may influence their ability to effectively engage with diverse clients and constituencies.		

<b>Intern assesses individuals, families, groups, organizations, and communities.</b>		
<b>Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Target Date</b>
Collects, organizes, critically analyzes, and interprets information from clients and constituencies.		
Applies knowledge of human development, person in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.		
Develops mutually agreed-on focus of work and desired outcomes.		
Critically assesses clients' strengths, needs and challenges.		
Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the client or constituency.		

**Intern intervenes with individuals, families, groups, organizations, and communities.**

Practice Behaviors	Tasks/Activities	Target Date
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.		

**Intern evaluates practice with individuals, families, groups, organizations, and communities.**

Practice Behaviors	Tasks/Activities	Target Date
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:** \_\_\_\_\_

## **Learning Agreement UNH Social Work Field Education**

Student Name: Samantha Smith

Date: September 25, 20XX

### **Agency Information:**

Agency name: Community Mental Health Center

Address: Anytown USA

Agency telephone #: (603) 123-4567 Ext 89

Primary Supervisor/Title: Audrey Samson, Clinical Manager

Placement days and hours: Tue 9-5; Thursday 10-8

Primary Supervision day and time\*: Tuesday, 3 PM; Thursday 10 am

*\* 2 hours weekly supervision required MSW student: 1 hour weekly for BSW student*

### **Agency Orientation:**

*Professional Dress and Boundaries:* 9/12/XX; Business casual (e.g. khaki pants, blouse/sweater) most office days or client visits. Avoid skirts for home visits. Jeans on Fridays ok.

*Confidentiality:* 9/12/XX: Use pseudonym for describing client circumstances/situations outside of supervision. Records kept in locked file cabinets. Do not take client records home.

*Safety:* 9/12/XX; Carry cell phone when away from office. Notify co-workers when going on home visit; contact office immediately upon leaving homes. Other standards for remaining safe during internship discussed. When meeting face-to-face with clients, both clients & student will be wearing masks, unless contraindicated for clinical reasons. Student will follow all agency protocol re: CoVid-19

*Agency policy and procedure for absences:* 9/6/XX; Contact supervisor via phone and email if going to be late or absent from work. If Supervisor is out- contact another agency representative (e.g office manager)

Other (Please describe): Inclement Weather Policies 9/7/XX and Transporting Clients 9/10/XX

### **Primary Assignments:**

Act as case manager for 3 families; provide weekly respite care for two families; attend school IEP and 504 meetings as needed; observe/co-facilitate weekly life skills group; meet w adolescent family members individually as needed.

Attend monthly homeless coalition meetings; attend monthly wrap-around meetings; help coordinate annual prevention forum training; update community resource manual and database

Attend annual Suicide Prevention Conference; Attend community prevention forum training;

### **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.**

<b>Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Target Date</b>
<p>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.</p>	<p>Establish weekly supervision structure and schedule</p>	<p>9/8/15</p>
<p>Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p>	<p>Review NASW and agency ethics practices and discuss implications in supervision</p>	<p>9/15/15</p>
<p>Demonstrates professional demeanor in behavior, appearance, oral, written, and electronic communication.</p>	<p>Identify at least one "judgment"/bias and discuss in supervision and seminar ideas as to how to manage values to allow for professional practice</p>	<p>10/15/15</p>
<p>Uses technology ethically and appropriately to facilitate practice outcomes.</p>	<p>Complete two process recordings per week examining oral communication with individual clients</p>	<p>Begin 9/30/15</p>
<p>Uses supervision and consultation to guide professional judgment and behavior.</p>	<p>Review agency confidentiality protocol and discuss with supervision</p>	<p>9/15/15</p>
<p>Attends well to professional roles and boundaries.</p>	<p>Conduct intake sessions independently for new clients and complete assessment forms.</p>	<p>Begin 11/1/15</p>
<p>Attends well to professional roles and boundaries.</p>	<p>Participate in staff meetings, offering comments when appropriate</p>	<p>Begin 9/28/15</p>
<p>Attends well to professional roles and boundaries.</p>	<p>Make collateral contact phone calls re: case management &amp; coordination of client care.</p>	<p>Begin 10/15/15</p>
<p>Attends well to professional roles and boundaries.</p>	<p>Supervisor will offer comments on process recordings that elicit critical thinking.</p>	<p>Begin 9/30/15</p>
<p>Attends well to professional roles and boundaries.</p>	<p>Supervisor will introduce student to department heads of agency and facilitate discussion of the role of a social worker in this agency</p>	<p>9/15/15</p>

<b>Intern engages diversity and difference in practice</b>		
<b>Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Target Data</b>
Treats diverse clients with dignity and respect	Ask questions about each client's cultural background - directly with client	10/15
Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power	Read relevant articles about different cultures and practice recommendations and considerations	10/30
Applies and communicates the importance of diversity and difference in shaping life experiences at the micro and macro levels.	Complete process recording and focus self-awareness on how it feels to sit with someone new from a different cultural background.	11/1
Presents self as learner and engages clients and constituents as experts in their own experience.	Discuss issues of diversity in supervision on a monthly basis.	10/1
Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Supervisor will assist student in exploring personal world-view in supervision, specifically as it relates to diversity and personal bias.	10/1

<b>Intern advances human rights and social, economic and environmental justice.</b>		
<b>Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Target Data</b>
Recognizes that each person has basic human rights, ( e.g safety, privacy, an adequate standard of living, health care, education)	Consider a client's hierarchy of needs in all client interactions	10/1
Applies understanding of social, economic, and environmental justice to advocate at the individual and system levels.	Share knowledge & ideas in team meetings regarding social, economic, or environmental justice issues that affect clients	11/1
Engages in practices that advance social, economic and environmental justice.	Explore issues of client's class history with supervisor during supervision sessions.	10/15
	Identify one social context that impacts clients of this agency.	11/1
	Supervisor will discuss youth & family justice issues with student.	11/1

<b>Intern engages in research-informed practice and practice-informed research.</b>		
<b>Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Target Data</b>
Uses practice experience and theory to inform scientific inquiry and research.	Review field agency protocols re: the use of research	9/15
Engages in critical analysis of qualitative and quantitative research methods and findings.	Discuss in supervision the agency's use of evidence-based practices	9/30
Uses and translates research findings to inform and improve practice, policy, and service delivery.	Read two research articles on Assertive Community Treatment. Discuss in supervision the implications on agency policy and practice.	10/15
	Develop pre-post test for parent support group and analyze results.	11/1
	Supervisor will review process recordings and target the use of evidence based interventions.	Begin 9/30

<b>Intern engages in policy practice.</b>		
<b>Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Target Data</b>
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.	Attends the Agency Overview and Mission training for new staff/interns.	9/8
	Read "Maneuvering through the Maze: Family Resource Guide to NH Services for Families with Children with Special Healthcare Needs"	9/8
Assesses how social welfare and economic policies impact the access to and delivery of social services.	Meet with each program coordinator to discuss programs and services offered and the effects on clients	9/30
	Interview at least two referral sources about the CMHC .	10/30
Critically analyzes and promotes policies that advance human rights and social, economic and environmental justice.	Attend one advisory board meeting	12/1
	Read two research articles on Assertive Community Treatment. Discuss in supervision the implications on agency policy and practice.	10/15
	Supervisor will provide CMCH Annual Report and discuss funding challenges (as they pertain to client services) in supervision with student.	9/30

<b>Intern engages with individuals, families, groups, organizations, and communities</b>		
<b>Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Target Data</b>
Applies knowledge of human behavior and the social environment and practice context to engage with clients and constituencies.	Shadow family support worker for five different family cases  Meet with individual clients as assigned	10/1  Begin 10/1
Uses empathy, reflection, and other interpersonal skills to effectively engage diverse clients and constituencies.	Complete two process recordings per week - focusing on engagement skills during October;  Independently perform three re-evaluations for case management	10/1-10/30  11/15
Understands how personal experiences and affective reactions may influence their ability to effectively engage with diverse clients and constituencies.	Observe weekly family support groups for one month  Supervisor will offer written comments on process recordings to highlight engagement skill development.	10/30  10/1-10/31

<b>Intern assesses individuals, families, groups, organizations, and communities.</b>		
<b>Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Target Data</b>
Collects, organizes, critically analyzes, and interprets information from clients and constituencies.	Complete two process recordings per week - focusing on assessment skills during November	11/1-11/30
Applies knowledge of human development, person in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	Complete eco-maps and genograms with families during the assessment process, noting stresses, opportunities, natural supports and challenges	Begin 10/15
Develops mutually agreed-on focus of work and desired outcomes.	Utilize knowledge of adolescent development to inform assessment of client and family system.	10/15
Critically assesses clients' strengths, needs and challenges.	Supervisor will review assessments and assist student with determining appropriate intervention strategy.	Begin 10/15
Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the client or constituency.		

<b>Intern intervenes with individuals, families, groups, organizations, and communities.</b>		
<b>Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Target Data</b>
Implements interventions to achieve practice goals and enhance capacities of clients and constituencies.	Discuss in supervision evidence-based practices to identify appropriate course of intervention with clients.	
Applies knowledge of human development, person in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	Utilize knowledge of adolescent development to assist parents in problem-solving	
Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	Establish parent education program to increase client understanding of	
Negotiates, mediates, and advocates with and on behalf of clients and constituencies.	Supervisor will offer educational materials to student to assist in development of parent program.	
Facilitates effective transitions and endings that advance mutually agreed-upon goals.		

<b>Intern evaluates practice with individuals, families, groups, organizations, and communities.</b>		
<b>Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Target Data</b>
Selects and uses appropriate methods for evaluation of outcomes.	Develop pre and post test for parent education group to measure learning and program satisfaction.	
Critically analyzes, monitors, and evaluates interventions and program processes and outcomes.	Discuss in supervision client progress and application of intervention method to determine worker effectiveness.	
Applies evaluation findings to improve practice effectiveness at the micro and macro levels.	Supervisor will review pre-post survey and data with student intern.	

**Signatures:**

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Faculty Field Liaison:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Generalist's Tasks Checklist

### **Work with Individuals**

- Read client case records, or agency reports that pertain to caseload.
- Attend and observe a client intake, interview, or assessment and take notes for supervisory discussion.
- Attend interdisciplinary conferences and case presentations on clients as an observer or participant.
- Learn and practice working with diverse ethnicities and belief systems.
- Attend a court hearing for a client.
- Go through the service delivery systems as if you were a client.
- Make home visits with a client.
- Conduct interviews with clients and provide direct counseling services.
- Write a diagnostic summary on a specific case for an individual client.
- Understand and practice cultural competency when working with different cultures, ethnicities, abilities, and sexual orientation in work with individuals; utilize process recordings for these experiences.
- Attend interdisciplinary conferences and case presentations on client as an observer or participant.
- Carry a full-sized caseload (or its equivalent) for a limited time with individual clients.
- Keep a daily log of experiences with clients in the field and reactions to them.
- Interview individuals who have received services from the program to assess their responses to the experiences.
- Observe the atmosphere of a waiting room, facility, or organization that a client you are working with attends
- Participate in group or peer supervision in relation to one of your clients.
- Act as a consultant or advocate for an individual.
- Process-record, verbatim, interactions with clients. Review with supervisor
- Role play client interactions that illustrate the following; an intake interview, the four stages of crisis management, or evidenced based therapy interventions.
- Demonstrate properly written documentation and utilize language that is strength based and family centered.
- Work toward condensing a client report; paying attention to unnecessary words, run on sentences, and repetition of content.
- Understand evidenced based interventions (ie. CBT, SFT, Motivational Interviewing) and determine usefulness based on client's needs.

### **Work with Families**

- Read case records, or agency reports that pertain to a family you are working with.
- Attend and observe an intake, interview, or assessment of a family you are working with and take notes for supervisory discussion.
- Observe the atmosphere of a waiting room, facility, or organization that a family you are working with attends.
- Attend interdisciplinary conferences and case presentations on families as an observer or participant.
- Learn and practice working with diverse ethnicities and family cultures.
- Attend professional workshops, seminars, and lectures in the community, on topics relating to families, using field placement time.
- Attend a court hearing for a family.
- Go through the service delivery systems as if you were a member of one of the families you are working with.
- Make home visits with a family.
- Conduct interviews with families and provide direct counseling services.
- Write a diagnostic summary on a specific case for a family you are working with.
- Carry a full-sized caseload (or its equivalent) for a limited time with families.
- Keep a daily log of experiences with a families you are working with in the field and reactions to them.
- Understand and practice cultural competency when working with different cultures, ethnicities, abilities, and sexual orientation in work with families; utilize process recordings for these experiences.
- Participate in group or peer supervision in relation to a family you are working with.

- Interview families who have received services from the program to assess their responses to the experiences.
- Act as a consultant or advocate for a family.
- Process-record, verbatim, interactions with families. Review with supervisor
- Demonstrate properly written documentation and utilize language that is strength based and family centered.
- Understand evidenced based interventions and determine usefulness based on the family's needs.

### **Working with Groups**

- Observe a social worker facilitating a group.
- Co-facilitate a group.
- Set up a new group based on the populations needs, or facilitate a group that is already established.
- Act as an advocate for a group of individuals.
- Understand and practice cultural competency when working with different cultures, ethnicities, abilities, and sexual orientation in the group process; utilize process recordings for these experiences.
- Facilitate a group with an oppressed population or with individuals of varying ethnicities.
- Complete a process recording on the group process.
- Simulate and record a group session with peers.
- Review the group process with your supervisor and work on skills for effective group work.
- Attend a group as a participant and observe the facilitator's style.
- Visit agencies that specifically serve members of minority groups, (i.e. refugee programs, women's centers, LGBTQ community centers, and advocacy groups for persons with disabilities). Ask how their programs differ from yours.

### **Working with Organizations**

- Interview individuals who have received services from the organization and assess their responses to the experience they have had.
- Attend orientation and review the organizations policy and procedure manual.
- Work with your supervisor to understand and analyze their annual budget.
- Join and participate in local/national professional organizations.
- Plan and conduct an in-service training session or course.
- Plan, lead, and conduct a fundraising activity.
- Prepare a grant proposal.
- Prepare an evaluation of the field placement experience and the supervision received
- Attend any staff or committee meetings open to you to observe employee interaction.
- Walk around/explore the building. Locate potentially critical features such as emergency exits, fire alarms, and fire extinguishers.
- If appropriate and feasible, work with a variety of social workers, supervisors, and managers in your agency to observe differing supervision styles.
- Study your agency's organizational chart.
- Reflect on the types of diverse populations the organization services.
- Attend organization's/agency's board of directors or advisory board and consider how the topics relate to the agency's mission, goals, programs, and funding
- Examine agency's monthly, quarterly or annual reports to understand its goals and performance.
- Find out how ordinary citizens or the general public view your agency or organization. Speak with friends and acquaintances who know little about social work and ask what they know or have heard about your agency.
- Attend public meetings sponsored by the United Way or other social welfare planning groups in order to better understand how agency fits into the overall social welfare system.
- Visit other agencies that provide similar services to those of your agency and compare approaches and programs.

- Locate and study community resource directories, census data, and historical materials to help deepen your understanding of a particular social problem addressed by your agency.
- Examine data-gathering and assessment tools and instruments used in your agency.
- Identify the beliefs, values, and assumptions implicit in the perspectives, theories, and models used in your agency.
- Understand and practice cultural competency when working with different cultures, ethnicities, abilities, and sexual orientation in work within organizations; utilize process recordings for these experiences.
- Ask social workers or other professionals to describe how they and the agency determine whether they are being effective in their work with clients.
- Attend cultural and religious celebrations and activities that are meaningful to many of the clients or consumers served by your agency.
- Invite respected members of various ethnic and religious groups to explain how cultural and religious factors might influence clients' perceptions of the agency's programs and services and whether they would be inclined to use those services.
- Listen to music and read books and poetry by members of cultural or minority groups served by your agency.
- Visit agencies that specifically serve members of minority groups, (i.e. refugee programs, women's centers, LGBTQ community centers, and advocacy groups for persons with disabilities). Ask how their programs differ from yours.
- Examine assessment tools used in your agency to determine if they are culture bound or culturally inappropriate.
- Attend local chapter meetings of NASW or the meetings of other social work-related professional organizations and decide what issues are of greatest concern to the social workers in your community.
- Interview experienced social workers and ask them to describe the ethical issues they must often encounter and the issues that are especially difficult for them to resolve.
- Interview experienced workers. Ask about their level of job satisfaction, as well as the pros and cons of a career in social work. Ask them whether they would select a social work career again.
- Review agency policy manual and identify policy principles that are very similar to the NASW Code of Ethics. Identify policies that appear to be in opposition to the Code of Ethics.

### **Working with Communities**

- Spend time in the community and get to know where things are and what is available to community members.
- Visit other agencies and service delivery systems in the local community.
- Participate (or assume a leadership role) on a committee in the community to plan a workshop, sponsored by the student's field placement setting.
- Develop a bill (in cooperation with appropriate others) for presentation to a local, state, or national lawmaking body.
- Plan, lead, and conduct a fundraising activity.
- Prepare a grant proposal for a need in the community.
- Act as a consultant to a program in the community.
- Advocate for community services, systems, and/or other community identified needs.
- Write a letter to someone who's donated something.
- Understand and practice cultural competency when working with different cultures, ethnicities, abilities, and sexual orientation in work with communities; utilize process recordings for these experiences.
- Invite local police officers to offer guidance on how to reduce risk in and around your community.
- Attend community's governing public meetings and consider how the topics relate to the agency's mission, goals, programs, and funding.
- Attend public meetings sponsored by the United Way or other social welfare planning groups in order to better understand how the community fits into the overall social welfare system.
- Visit other agencies that provide similar services to those of your community and compare approaches and programs.
- Participate in committees or task groups that are made up of representatives of various community organizations.
- Read grant proposals and reports written by your agency to see how it claims to meet community needs.

- Locate and study community resource directories, census data, and historical materials to help deepen your understanding of a particular social problem addressed by your agency in the community.
- Identify the beliefs, values, and assumptions implicit in the perspectives of those living in the community.
- Attend a legislative or public hearing that gather public input from the community before a social policy is enacted or modified.
- Identify your personal position regarding a controversial area of social policy, such as LGBTQ rights. Attend meetings of an organization that takes an opposing position to try to understand that perspective, including the values, beliefs, knowledge, and assumptions on which it is based.
- Invite a state legislator to discuss his or her experiences to the community in regards to proposing, formulating, and passing legislation.
- Use the internet to monitor the progress of a bill before the U.S. Congress or your state legislation. For information on federal legislation relevant to social work, explore legislative page at the website of NASW.
- Explore websites of organizations that monitor social policy, such as Electronic Policy Network, Center for Law and Social Policy, Center for Budget and Policy Priorities, U.S. Department of Health and Human Services.
- Attend cultural and religious celebrations and activities that are meaningful to many of the clients or consumers served by those in the community.
- Invite respected members of various ethnic and religious groups in the community to explain how cultural and religious factors might influence clients' perceptions of the agency's programs and services and whether they would be inclined to use those services.
- Listen to music and read books and poetry by members of cultural or minority groups served within the community.
- Visit agencies that specifically serve members of minority groups, (i.e. refugee programs, women's centers, LGBTQ community centers, and advocacy groups for persons with disabilities). Ask how their programs differ from yours.
- Examine assessment tools used in your agency to determine if they are culture bound or culturally inappropriate.
- Seek opportunities for cultural immersion experiences within the community.
- Attend local chapter meetings of NASW or the meetings of other social work-related professional organizations and decide what issues are of greatest concern to the social workers in your community.
- Identify situations in which there might be a conflict between what is required by the NASW Code of Ethics and the requirements of a specific State or federal law.
- Observe court proceedings, especially ones in which your agency is involved.
- Observe self-care practices of those around you and develop your own self-care plan for practice.
- Search out web sites that will expand your understanding of social work's responsibility to maintain global standards of practice. For example, read the United Nations Universal Declaration of Human Rights.

**NOTE: A separate UNH Process Recording Manual is sent to supervisors at the beginning of the internship. This manual provides more details about the use of process recordings and offers the formats below as well as samples of all formats.**

**PROCESS RECORDING FORM (Standard Format)**

**Date:** \_\_\_\_\_ **PR #** \_\_\_\_\_ **Student Name:** \_\_\_\_\_

**Agency:** \_\_\_\_\_ **Client:** \_\_\_\_\_  
 (Respect client confidentiality)

**Environment where interview is being held:**

**Client /Issue Background - be sure to include client (or client system) gender, age, goals:**

**Goal for Session**

**Time from** \_\_\_\_\_ **to** \_\_\_\_\_

<b>Objective</b> (Verbatim- he said/she said- include non-verbal body language and silences)	<b>Subjective</b> (Your thoughts, assessments, feelings, observations, skills and notations of what you wish you had said)	<b>Supervisor Comments</b>	<b>Instructor's Comments</b>

**Summary and follow-up or Next Steps:** Please summarize, in your own words, the discussion above. Make special notes of your next steps with this client or any follow-up work you plan to take.

**Self-Assessment:** What are your strengths as evidenced in this Process Recording? (What did you do well?) What are your areas for continued improvement?

## **Group Process Recording**

Group \_\_\_\_\_ Date \_\_\_\_\_

Process Recording # \_\_\_\_\_

Group Description:

Group Purpose and Goals:

Group Members Present: (include seating arrangement using arrows to indicate communication flow)

Summary of Group Content:

Include:

- a. Group stage
- b. Communication issues
- c. Roles
- d. Conflict/intimacy
- e. Cohesion/disorganization

Include a piece of verbatim process from the group to highlight and explore in depth some of the issues described in the Summary of Group Content.

Supervisor Comments:

## PROCESS RECORDING FORM: MEETINGS

<b>Student Name:</b>
<b>Field Supervisor:</b>
<b>Field Agency:</b>
<b>Date of Meeting/Process Recording #:</b>
<b>Name/Purpose of Meeting:</b> (Please attach a meeting agenda)

### A. Expectations prior to the meeting

1. What are the goals (stated and unstated) of the meeting? How were they derived?
2. What role do you expect to play during the meeting?

### B. Meeting description and dynamics

1. Describe the role of the Chairperson(s).
2. Briefly describe the main topics discussed.
3. What decisions were made or actions taken during the meeting?
4. What future plans were made?
5. How did the meeting close?
6. Did the meeting end on time?  Yes  No
7. Duration of meeting:

### C. Analysis

1. Describe the decision making process of the group.

2. Evaluate the leadership roles and styles in the group.
3. Describe the patterns of interaction. (e.g., was communication open? Were cliques formed? What was the general atmosphere?)
4. Were the goals you listed in Part A, No. 1 met? If not, why?

**D. Use of self:**

1. Did you play the role you expected to play? If you did not, explain.
2. Process your feelings, gut reactions, emotions elicited by the meeting
3. How would you assess your own performance

**Supervisor's Comments:**

## PROCESS RECORDING FORM: MACRO

**Student Name:** \_\_\_\_\_ **Process Recording #:** \_\_\_\_\_

**Recording Date:** \_\_\_\_\_ **Recording is for the week of:** \_\_\_\_\_

**Date Reviewed with Field Supervisor:** \_\_\_\_\_

**1. Purpose of the Activity/Meeting/Event:** Clearly state the goals and objectives; identify any underlying or unstated goals and objectives for the meeting/task/event.

**2. Identifying Macro Skills:** Identify and describe the macro-level skill(s) you selected and implemented during the process. How did you prepare? Highlight the macro skills used by other staff involved in the activity/meeting/event.

**3. Micro Skills/Use of Self:** Identify and describe your use of the micro-level skill(s) and how it was implemented. How did you engage and communicate with the community, group, organization, and/or individuals involved in the task/event? What micro-level skills can you identify that were used by others

**4. Gut-level Reactions to Process:** Describe how you were feeling as the activity/meeting/event was taking place. Were there any specific factors that had an impact on your behavior, i.e., personal anxiety, feeling prepared, community factors, group characteristics/composition, type of topic, etc.

**5. Obstacles & Challenges:** Describe any obstacles or challenges you encountered during the implementation process. What steps did you take to deal with obstacles or challenges?

**6. Evaluation:** Do you believe the original objective was accomplished? Why or why not. Is there anything that you would do differently to overcome challenges or improve the outcome?

**7. Personal & Professional Development** - Identify any newly acquired insights and/or areas of improvement needed at the macro and micro levels. Where could you use more direction and instruction or critical feedback? How can your Field Supervisor assist you in this process?

**8. Additional Comments:**

**Supervisor Comments:**

## **FORMAT FOR RECORDING ADMINISTRATIVE MEETINGS**

### **A. IDENTIFYING DATA**

1. Name of organization or community group
2. Date of meeting
3. Process Recording # \_\_\_\_\_

### **B. PRE-MEETING – INCLUDE**

1. Student's preparatory work for the meeting
2. Agency or community events which took place prior to the meeting that have bearing upon the meeting.

### **C. PURPOSE**

Purpose of the meeting: main content areas expected to be covered.

### **D. CONTENT OF THE MEETING**

This section of the process recording should be descriptive rather than evaluative or interpretive. It should report on behaviors or actions which took place and do so as specifically as possible. In each instance the activities of the student should be described. Two other columns should be created; one for your thoughts/analysis/feelings about the behaviors and interactions and the other column for what actions/statements you wished you had said during these meetings.

The meeting should be reported in chronological order. The following areas should be covered (you may add others as well):

1. Points, issues or problems which were raised.
2. Decision-making:  
What decisions were made (or not made)?
3. Positions and strategies:  
Once position or an issue was decided upon, what means or strategies were discussed or developed for proceeding on the issue? What goal and/or rationale was indicated?
4. Who participated in discussion? Indicate differences of opinion and/or conflicts that took place (regarding individual members, officers, outsiders, worker etc.). What happened?
5. Who was not part of the meeting that should have been? What key "voices" were missing?

### **E. ANALYSIS OF MEETING – OPINIONS OR IMPRESSIONS REGARDING:**

1. What motivated decision-making? Who seemed to have major influence? Possible consequences to group of its decision-making? What significant values were expressed? How were personal relationships and group alignments affected by the discussion?

2. What lessons, concerns, questions, value conflicts or new ideas did the meeting raise for you?
3. How does this group work fit into the larger community and/or agency context? How is the community or agency influencing it? How does the group's work affect the community or agency?
4. Other analysis

F. FOLLOW-UP

1. Any significant interactions after the formal meeting ended?
2. What are your next steps with this group/project?

**Supervisor Comments:**

## Site Visit Form

UNH Department of Social Work, MSW Program

Student: \_\_\_\_\_ Field Supervisor: \_\_\_\_\_

Placement: \_\_\_\_\_ UNH Field Liaison: \_\_\_\_\_

Signature: \_\_\_\_\_ Date of meeting: \_\_\_\_\_

Reviewed and Discussed:

- Learning Agreement
- Process Recordings
- Supervision scheduled/process

Comments:

Summary of Student's Experiences and Tasks:

- Write a brief paragraph describing student's task assignments at the agency and indicate whether the student is fulfilling the goals in the Learning Agreement.
  
- Write a brief paragraph describing students' progress at the agency according to the Field Supervisor and the student.
  
- Discuss the quality of supervision and whether the supervisory obligations are being met.
  
- Future goals for the student at the placement.
  
- Impressions and recommendations.

**Reminder for Field Liaisons:**

**Ask student: supervisor contact info; field seminar instructor contact info. Utilize as needed.**

**Site Visit #1: Is learning agreement in place? How has the student settled in to the agency? Has the student begun seeing clients or participating in agency activities? Is supervision occurring regularly? Consult with generalist task list for 1<sup>st</sup> year students. Reminder that 1<sup>st</sup> year students need to participate in a group in the second semester for their Practice 2 class.**

**Site Visit #2: Assist the student & supervisor to begin the termination process. Facilitate a review of the year. Are there other opportunities that the student would like to pursue during the final weeks of placement? Have there been any macro activities? Assist student with transition – to second year, to job seeking/graduation. Recruit supervisor for next year. Is there anything else that UNH could assist them with?**

**If problems arise – consult with the responsible Field Coordinator. Consider and utilize the Remediation Plan, found in Box Resources. Follow up with a scheduled phone call or email. Schedule an additional site visit, if necessary.**

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

**1<sup>st</sup> Year MSW Field Practicum Evaluation**

This form is completed by Internship Supervisor and student. Final page should be signed and dated. It will either be submitted as word document to student's field seminar class or submitted electronically with Field department instruction. Data from this form (with no names included) will be used as a component of the UNH Department of Social Work program evaluation process.

Thank you.

Student's Full Name: \_\_\_\_\_

Supervisor's Name, Title, and Degree: \_\_\_\_\_

Supervisor Phone and Email: \_\_\_\_\_

Agency Name: \_\_\_\_\_

Agency Address: \_\_\_\_\_

Field Seminar Instructor's Name: \_\_\_\_\_

Check all that apply below.

Course student is presently attending:

Field I \_\_\_\_\_

Field II \_\_\_\_\_

Student program is:

Face-to-Face Durham \_\_\_\_\_

Hybrid Manchester \_\_\_\_\_

Online \_\_\_\_\_

Advanced Standing \_\_\_\_\_

Dual Degree Outdoor Education \_\_\_\_\_

Dual Degree Law \_\_\_\_\_

Period of Evaluation:

From (date) \_\_\_\_\_ to (date) \_\_\_\_\_

### Competency Rating

The standard by which an intern is to be evaluated is that of a new entry-level social worker. The 9 competencies that are specified in this evaluation form are those established by our national accrediting organization, the Council on Social Work Education (CSWE). 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.**

1	The intern <b>has not met</b> the expectations for demonstrating the competency or behavior at this time.
2	The intern is <b>approaching</b> competency in this area and <b>it is anticipated</b> that the intern will meet the expectation in the near future.
3	The intern has <b>succeeded</b> in demonstrating competency in this area
4	The intern is functioning <b>above</b> expectations for interns in this area
5	The intern has <b>excelled</b> in this area

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.

---

<b>Competency 1. Intern demonstrates ethical and professional behavior.</b>						
1a	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.	1	2	3	4	5
1b	Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	1	2	3	4	5
1c	Demonstrates professional demeanor in behavior, appearance, oral, written, and electronic communication.	1	2	3	4	5
1d	Uses technology ethically and appropriately to facilitate practice outcomes.	1	2	3	4	5
1e	Uses supervision and consultation to guide professional judgment and behavior.	1	2	3	4	5
1f	Attends well to professional roles and boundaries.	1	2	3	4	5

Comment regarding competency #1 (optional):

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

Comment regarding competency #2 (optional):

<b>Competency 3. Intern advances human rights and social, economic and environmental justice.</b>						
3a	Recognizes that each person has basic human rights, (e.g. safety, privacy, an adequate standard of living, health care, education)	1	2	3	4	5
3b	Applies understanding of social, economic, and environmental justice to advocate at the individual and system levels.	1	2	3	4	5
3c	Engages in practices that advance social, economic and environmental justice.	1	2	3	4	5

Comment regarding competency #3 (optional):

<b>Competency 4. Intern engages in research-informed practice and practice-informed research.</b>						
4a	Uses practice experience and theory to inform scientific inquiry and research.	1	2	3	4	5
4b	Engages in critical analysis of qualitative and quantitative research methods and findings.	1	2	3	4	5
4c	Uses and translates research findings to inform and improve practice, policy, and service delivery.	1	2	3	4	5

Comment regarding competency #4 (optional):

<b>Competency 5. Intern engages in policy practice.</b>						
5a	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.	1	2	3	4	5
5b	Assesses how social welfare and economic policies impact the access to and delivery of social services.	1	2	3	4	5
5c	Critically analyzes and promotes policies that advance human rights and social, economic and environmental justice.	1	2	3	4	5

Comment regarding competency #5 (optional):

<b>Competency 6. Intern engages with individuals, families, groups, organizations, and communities.</b>						
6a	Applies knowledge of human behavior and the social environment and practice context to engage with clients and constituencies.	1	2	3	4	5
6b	Uses empathy, reflection, and other interpersonal skills to effectively engage diverse clients and constituencies.	1	2	3	4	5
6c	Understands how personal experiences and affective reactions may influence the ability to effectively engage with diverse clients and constituencies.	1	2	3	4	5

Comment regarding competency #6 (optional):

<b>Competency 7. Intern assesses individuals, families, groups, organizations, and communities.</b>						
7a	Collects, organizes, critically analyzes, and interprets information from clients and constituencies.	1	2	3	4	5
7b	Applies knowledge of human development, person in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	1	2	3	4	5
7c	Develops mutually agreed-on focus of work and desired outcomes.	1	2	3	4	5
7d	Critically assesses clients' strengths, needs and challenges.	1	2	3	4	5
7e	Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the client or constituency.	1	2	3	4	5

Comments regarding competency #7 (optional).

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

Comments regarding competency #8 (optional).

<b>Competency 9. Intern evaluates practice with individuals, families, groups, organizations, and communities.</b>						
9a	Selects and uses appropriate methods for evaluation of outcomes.	1	2	3	4	5
9b	Critically analyzes, monitors, and evaluates interventions and program processes and outcomes.	1	2	3	4	5
9e	Applies evaluation findings to improve practice effectiveness at the micro and macro levels.	1	2	3	4	5

Comment regarding competency #9 (optional):



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

**2<sup>nd</sup> Year MSW Field Practicum Evaluation**

This form is completed by Internship Supervisor and student. Final page should be signed and dated. It will either be submitted as word document to student's field seminar class or submitted electronically with Field department instruction. Data from this form (with no names included) will be used as a component of the UNH Department of Social Work program evaluation process.  
Thank you.

Student's Full Name: \_\_\_\_\_

Supervisor's Name, Title, and Degree: \_\_\_\_\_

Supervisor Phone and Email: \_\_\_\_\_

Agency Name: \_\_\_\_\_

Agency Address: \_\_\_\_\_

Field Seminar Instructor's Name: \_\_\_\_\_

Check all that apply below.

Course student is presently attending:

Field III \_\_\_\_\_

Field IV \_\_\_\_\_

Student program is:

Face-to-Face Durham \_\_\_\_\_

Hybrid Manchester \_\_\_\_\_

Online \_\_\_\_\_

Advanced Standing \_\_\_\_\_

Dual Degree Outdoor Education \_\_\_\_\_

Dual Degree Law \_\_\_\_\_

Summer Block \_\_\_\_\_

Period of Evaluation:

From (date) \_\_\_\_\_ to (date) \_\_\_\_\_

### Competency Ratings

The standard by which an intern is to be evaluated is that of a new entry-level social worker. The 9 competencies that are specified in this evaluation form are those established by our national accrediting organization, the Council on Social Work Education (CSWE). 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.**

1	The intern <b>has not met</b> the expectations for demonstrating the competency or behavior at this time.
2	The intern is <b>approaching</b> competency in this area and <b>it is anticipated</b> that the intern will meet the expectation in the near future.
3	The intern has <b>succeeded</b> in demonstrating competency in this area
4	The intern is functioning <b>above</b> expectations for interns in this area
5	The intern has <b>excelled</b> in this area

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.

<b>Competency 1. Intern demonstrates ethical and professional behavior.</b>						
1a	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.	1	2	3	4	5
1b	Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	1	2	3	4	5
1c	Demonstrates professional demeanor in behavior, appearance, oral, written, and electronic communication.	1	2	3	4	5
1d	Uses technology ethically and appropriately to facilitate practice outcomes.	1	2	3	4	5
1e	Uses supervision and consultation to guide professional judgment and behavior.	1	2	3	4	5
1.1AG	Demonstrates leadership in identifying and addressing ethical dilemmas on micro and macro levels.	1	2	3	4	5
1.2AG	Demonstrates an understanding of the importance of self-care in social work practice.	1	2	3	4	5

Comment regarding competency #1 (optional):

<b>Competency 2. Intern engages diversity and difference in practice.</b>						
2a	Treats diverse clients with dignity and respect.	1	2	3	4	5
2b	Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power	1	2	3	4	5
2c	Applies and communicates the importance of diversity and difference in shaping life experiences at the micro and macro levels.	1	2	3	4	5
2d	Presents self as learner and engages clients and constituencies as experts in their own experience.	1	2	3	4	5
2e	Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	1	2	3	4	5
2.1AG	Uses knowledge about diversity and difference to modify practice strategies with individuals and communities.	1	2	3	4	5
2.2AG	Demonstrates an understanding of how diversity affects conceptualizations and constructions of social problems and solutions.	1	2	3	4	5

Comment regarding competency #2 (optional):

<b>Competency 3. Intern advances human rights and social, economic and environmental justice.</b>						
3a	Recognizes that each person has basic human rights, (e.g.: safety, privacy, an adequate standard of living, health care, education)	1	2	3	4	5
3b	Applies understanding of social, economic, and environmental justice to advocate at the individual and system levels.	1	2	3	4	5
3c	Engages in practices that advance social, economic and environmental justice.	1	2	3	4	5
3.1AG	Demonstrates an ability to develop an effective plan for advocacy to address social, economic or environmental justice issues.	1	2	3	4	5
3.2AG	Applies knowledge of institutional racism and oppression to advocate at multiple levels for reduction of disparities and stigma for clients.	1	2	3	4	5

Comment regarding competency #3 (optional):

<b>Competency 4. Intern engages in research-informed practice and practice-informed research.</b>						
4a	Uses practice experience and theory to inform scientific inquiry and research.	1	2	3	4	5
4b	Engages in critical analysis of qualitative and quantitative research methods and findings.	1	2	3	4	5
4c	Uses and translates research findings to inform and improve practice, policy, and service delivery.	1	2	3	4	5
4.1AG	Demonstrates an ability to engage in basic applied evaluation activities.	1	2	3	4	5
4.2AG	Identifies, selects, and evaluates effective intervention strategies and applies research findings to evaluate their practice.	1	2	3	4	5

Comment regarding competency #4 (optional):

<b>Competency 5. Intern engages in policy practice.</b>						
5a	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.	1	2	3	4	5
5b	Assesses how social welfare and economic policies impact the access to and delivery of social services.	1	2	3	4	5
5c	Critically analyzes and promotes policies that advance human rights and social, economic and environmental justice.	1	2	3	4	5
5.1AG	Demonstrates collaboration with clients, colleagues and other constituencies for policy action.	1	2	3	4	5
5.2AG	Analyzes and applies relevant legislative and policy practice skills.	1	2	3	4	5

Comment regarding competency #5 (optional):

<b>Competency 6. Intern engages with individuals, families, groups, organizations, and communities.</b>						
6a	Applies knowledge of human behavior and the social environment and practice context to engage with clients and constituencies.	1	2	3	4	5
6b	Uses empathy, reflection, and other interpersonal skills to effectively engage diverse clients and constituencies.	1	2	3	4	5
6c	Understands how personal experiences and affective reactions may influence the ability to effectively engage with diverse clients and constituencies.	1	2	3	4	5
6.1AG	Applies the concept of “use of self” in engaging differentially with clients and client systems.	1	2	3	4	5
6.2AG	Facilitates development of meaningful client, agency and community collaborations.	1	2	3	4	5

Comment regarding competency #6 (optional):

<b>Competency 7. Intern assesses individuals, families, groups, organizations, and communities.</b>						
7a	Collects, organizes, critically analyzes, and interprets information from clients and constituencies.	1	2	3	4	5
7b	Applies knowledge of human development, person in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	1	2	3	4	5
7c	Develops mutually agreed-on focus of work and desired outcomes.	1	2	3	4	5
7d	Critically assesses clients’ strengths, needs and challenges.	1	2	3	4	5
7e	Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the client or constituency.	1	2	3	4	5
7.1AG	Utilizes differential assessment and planning skills with the targeted client system.	1	2	3	4	5
7.2AG	Adapts to specific differences in the agency or organization’s characteristics or philosophy to provide relevant assessments.	1	2	3	4	5

Comments regarding competency #7 (optional).

<b>Competency 8. Intern intervenes with individuals, families, groups, organizations, and communities.</b>						
8a	Implements interventions to achieve practice goals and enhance capacities of clients and constituencies.	1	2	3	4	5
8b	Applies knowledge of human development, person in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	1	2	3	4	5
8c	Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	1	2	3	4	5
8d	Negotiates, mediates, and advocates with and on behalf of clients and constituencies.	1	2	3	4	5
8e	Facilitates effective transitions and endings that advance mutually agreed-upon goals.	1	2	3	4	5
8.1AG	Utilizes knowledge of advanced practice theories and models to implement advanced intervention strategies.	1	2	3	4	5
8.2AG	Identifies interventions that incorporate risk and protective factors relevant to direct practice.	1	2	3	4	5

Comments regarding competency #8 (optional).

<b>Competency 9. Intern evaluates practice with individuals, families, groups, organizations, and communities.</b>						
9a	Selects and uses appropriate methods for evaluation of outcomes.	1	2	3	4	5
9b	Critically analyzes, monitors, and evaluates interventions and program processes and outcomes.	1	2	3	4	5
9c	Applies evaluation findings to improve practice effectiveness at the micro and macro levels.	1	2	3	4	5
9.1AG	Integrates evaluative feedback to inform micro and macro practice modifications.	1	2	3	4	5
9.2AG	Identifies and utilizes evaluation tools and effectively communicates outcomes with appropriate others.	1	2	3	4	5

Comment regarding competency #9 (optional):



### Internship Remediation Plan

The information below outlines issues that have been raised by the student, the field agency, and/or the UNH social work program regarding the internship placement. It highlights strengths and areas needing improvement.

Since this performance has created an issue for the intern, progress must be demonstrated in the areas noted below in order to continue the placement.

This progress must be met by \_\_\_\_\_. During that week, a phone call or face to face visit will be made including the student and internship supervisor to check in and discuss the current progress.

If sufficient progress has not been made, changes to the student's internship will be considered by the Field team at UNH.

Identified Areas Needing Improvement	Behaviors to be Demonstrated to Exhibit Improvement in Identified Areas
<b>Student:</b>	
<b>Internship placement:</b>	

**Strengths exhibited by the student**

**Strengths exhibited by the agency**

I have read and understand the Remediation Plan

Intern \_\_\_\_\_ Date \_\_\_\_\_

Supervisor \_\_\_\_\_ Date \_\_\_\_\_

**Proposal for Employer Based Internship  
Department of Social Work  
University of New Hampshire**

**Student Name:**

**Employer:**

**Placement Year:**

**Field Coordinator:**

*Please note the following criteria for a place of employment to be considered for your placement. Submission of a proposal does not constitute approval until signed off by the Field Coordinator and Field Director.*

1. It can only be for one of your two internship years. The first year is 16 hours/week, and the second is 24 hours/week.
2. It has to be different from your current role with your employer, and have a different supervisor. It should be in a different program, and the work should be master's level. *You will need to outline current employee tasks and proposed internship tasks (see table).*
3. The supervisor must be an MSW with two (2) years experience after graduate school, and must have been at the agency for a period of at least one (1) year. They must be willing to provide weekly supervision (2 hours), and to review your weekly process recordings. Additionally, they need to attend UNH Supervisor training throughout the year if they have not already done so.
4. You must write a proposal to outline the aforementioned and it needs to be approved. We recommend that you address how you will balance the two roles in this proposal, i.e. time management, schedule, etc. Please attach/include a job description for both roles when able.

	<b>Current position</b> Title: Team/Unit:	<b>Proposed Internship Position</b> Title: Team/Unit
Location		
Supervisor		
Schedule		
Role/Tasks		

Student Signature/Date:

Employer Signature/Date:

MSW Supervisor Signature/Date:

## 2015 Educational Policy and Accreditation Standards

### **Educational Policy 1.0—Program Mission and Goals**

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values, and are informed by program context.

#### *Values*

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

#### *Program Context*

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

### **Accreditation Standard 1.0—Program Mission and Goals**

**1.0.1** The program submits its mission statement and explains how it is consistent with the profession's purpose and values.

**1.0.2** The program explains how its mission is consistent with the institutional mission and the program's context across all program options.

**1.0.3** The program identifies its goals and demonstrates how they are derived from the program's mission.

### **Educational Policy 2.0—Generalist Practice**

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

### **Accreditation Standard B2.0—Generalist Practice**

**B2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

**B2.0.2** The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

**B2.0.3** The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

### **Accreditation Standard M2.0—Generalist Practice**

**M2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

**M2.0.2** The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

**M2.0.3** The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

### **Educational Policy M2.1—Specialized Practice**

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

### **Accreditation Standard M2.1—Specialized Practice**

**M2.1.1** The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.

**M2.1.2** The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.

**M2.1.3** The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.

**M2.1.4** For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

### **Educational Policy 2.2—Signature Pedagogy: Field Education**

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

### **Accreditation Standard 2.2—Field Education**

**2.2.1** The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

**B2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

**M2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

**M2.2.3** The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

**2.2.4** The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.

**2.2.5** The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.

**2.2.6** The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.

**2.2.7** The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.

**2.2.8** The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

**B2.2.9** The program describes how its field education program specifies the credentials and practice experience of its Field Supervisors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field Supervisors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a Field Supervisor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

**M2.2.9** The program describes how its field education program specifies the credentials and practice experience of its Field Supervisors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field Supervisors for master's students

hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a Field Supervisor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

**2.2.10** The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and Field Supervisors.

**2.2.11** The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education.

### **Educational Policy 3.0—Diversity**

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/ spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

### **Accreditation Standard 3.0—Diversity**

**3.0.1** The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.

**3.0.2** The program explains how these efforts provide a supportive and inclusive learning environment.

**3.0.3** The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

### **Educational Policy 3.1—Student Development**

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development.

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

### **Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation**

#### *Admissions*

**B3.1.1** The program identifies the criteria it uses for admission to the social work program.

**M3.1.1** The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.

**3.1.2** The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

**M3.1.3** The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services,\* or covered under a memorandum of understanding with international social work accreditors.

**3.1.4** The program describes its policies and procedures concerning the transfer of credits.

**3.1.5** The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

#### *Advisement, retention, and termination*

**3.1.6** The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

**3.1.7** The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

**3.1.8** The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

### *Student participation*

- 3.1.9** The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.
- 3.1.10** The program describes how it provides opportunities and encourages students to organize in their interests.

### **Educational Policy 3.2—Faculty**

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

### **Accreditation Standard 3.2—Faculty**

- 3.2.1** The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.
- 3.2.2** The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.
- 3.2.3** The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.
- B3.2.4** The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.
- M3.2.4** The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.
- 3.2.5** The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.
- 3.2.6** Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.
- 3.2.7** The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

### **Educational Policy 3.3—Administrative and Governance Structure**

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

### **Accreditation Standard 3.3—Administrative Structure**

- 3.3.1** The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.
- 3.3.2** The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
- 3.3.3** The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
- 3.3.4** The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.
- B3.3.4(a)** The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.

- B3.3.4(b)** The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.
- B3.3.4(c)** The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.
- M3.3.4(a)** The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work.
- M3.3.4(b)** The program provides documentation that the director has a full-time appointment to the social work master's program.
- M3.3.4(c)** The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

**3.3.5** The program identifies the field education director.

- 3.3.5(a)** The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.
  - B3.3.5(b)** The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.
  - M3.3.5(b)** The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.
  - B3.3.5(c)** The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.
  - M3.3.5(c)** The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.
- 3.3.6** The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

#### **Educational Policy 3.4—Resources**

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program's mission and goals and to support learning and professionalization of students and program improvement.

#### **Accreditation Standard 3.4—Resources**

- 3.4.1** The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.
- 3.4.2** The program describes how it uses resources to address challenges and continuously improve the program.
- 3.4.3** The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.
- 3.4.4** The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.
- 3.4.5** The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.
- 3.4.6** The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats. 18 2015 Educational Policy and Accreditation Standards.

#### **Educational Policy 4.0—Assessment of Student Learning Outcomes**

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies

and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

#### **Accreditation Standard 4.0—Assessment**

**4.0.1** The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.

At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.

An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.

Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.

An explanation of how the program determines the percentage of students achieving the benchmark.

Copies of all assessment measures used to assess all identified competencies.

**4.0.2** The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

**4.0.3** The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

**4.0.4** The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

**4.0.5** For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

Retrieved 4/1/15, Educational Policy from 2015 EPAS.  
<http://www.cswe.org/File.aspx?id=81660>

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

**LETTER OF AGREEMENT**

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

The \_\_\_\_\_

of \_\_\_\_\_ *(Agency Name, City)*

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/field liaison 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 Supervisors Application sent annually.
- c. Supervision in all aspects of a student's fieldwork 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** \_\_\_\_\_  
MSW Field Director

**FACILITY**

**BY** \_\_\_\_\_ **DATED** \_\_\_\_\_  
*Administrator of Facility*

**BY** \_\_\_\_\_ **DATED** \_\_\_\_\_  
Internship Director (if applicable)