



FIELD CONTACTS

Kelsey Boucher
BSSW Field Coordinator
kelsey.boucher@unh.edu
603.862.5482

Lee Pozzi Rush
Field Director
lee.rush@unh.edu
603.862.5025

Lindsey Mogren
MSW Field Coordinator
lindsey.mogren@unh.edu
603.862.3216

BSSW Field Education Manual

University of New Hampshire

2021-2022

University of New Hampshire
College of Health and Human Services
Department of Social Work
55 College Road, Pettee Hall
Durham, New Hampshire 03824

Phone: (603) 862-1799 Fax: (603) 862-4374

<https://chhs.unh.edu/social-work>

Table of Contents

BSSW Field Education Manual	1
Durham Academic Calendar	4
Forward	6
About the Social Work Department.....	7
Mission.....	7
Explanation of Mission Directives	7
BSSW Program Goals	8
Code of Ethics	8
Notice of Non-Discrimination	9
University Title IX Policy	9
Students’ Rules, Rights, and Responsibilities.....	10
Use of Student’s Work Site for Field Education	10
Academic Program	10
Field Practicum Structure and Hours	11
Readiness for Field.....	11
Title IV-E and University Partnership Opportunities in Child Welfare	12
Objectives for the BSSW Internship	13
Attendance, Sick Days, Snow Days, and Other Circumstances.....	13
COVID 19 Protocol Information	14
For the latest information on COVID-19 student protocol, please visit https://www.unh.edu/coronavirus/	14
If you have questions about any of this information as it pertains to your internship, please contact Kelsey Boucher at Kelsey.boucher@unh.edu	14
Selection Criteria for Agencies and Supervisors	15
Selection Criteria for Agencies	15
Selection Criteria for Field Supervisors/Instructors.....	15
Mutual Responsibilities	16
Responsibilities of Field Coordinator	16
Responsibilities of Field Liaisons /Seminar Instructors.....	17

Responsibilities of the Student	17
Responsibilities of Field Agencies	19
Responsibilities of the Field Supervisor/Instructor.....	19
Problem Resolution	20
Student Problems.....	20
Professional Competency and Ethical Behavior Issues.....	20
Agency Problems.....	22
Safety: Policies, Procedures, and Important Tips	22
Policies	22
Procedures	23
Safety Tips for Students in the Field.....	23
Post-Incident Protocol.....	25
Supervisor Orientation, Training, and other Communication.....	26
Orientation and Supervision Seminar	26
Field Advisory Committee	26
Continuing Education Workshops.....	26
Site Visits	26
Field Experience from Beginning to End	27
Criminal Record and CORI Checks.....	28
Health Information	29
Travel	29
The Initial Days of Placement.....	29
The Teaching and Learning Agreement	31
Site Visits	32
Student Evaluation.....	32
Grades	32
Terminating with Clients and the Agency	33
Appendix A: Field Application	34
Appendix B: Questions for Supervisors to Ask Students	38
Appendix C: Questions for Students to Ask	39
Appendix D: Internship Agreement.....	40

Appendix E: Orientation Guideline	42
Appendix G: Site Visit Form	53
Appendix H: BSSW Field Practicum Evaluation.....	54
Appendix I: Acknowledgment of Risk and Consent for Internship Course Participants.....	62
Appendix J: EPAS 2015	65
Appendix K: Generalist’s Tasks Checklist.....	71
Appendix L: Internship Remediation Plan.....	78
Appendix M: LETTER OF AGREEMENT	80

Durham Academic Calendar 2021-2022

Fall 2021

-
- August 30 - **Fall semester classes begin**
 - September 6 - **Labor Day, University Holiday**
 - October 11 - **Mid-semester break; No classes**
 - November 2 - **Election Day - no exams scheduled**
 - November 11 - **Veterans Day, University Holiday**
 - November 23 - **Classes follow a Thursday schedule**
 - November 24 - **No classes. Campus offices are open**
 - November 25 - **Thanksgiving Day; UNH Holiday; UNH closed**
 - November 26 - **UNH Holiday; UNH closed**
 - November 29 - **Classes resume**
 - December 13 - **Last day of class**
 - December 14 - **Reading day; 6:00 p.m. final exams begin**
 - December 21 - **Final exams end**
-
- December 25 - **Christmas Day; UNH Holiday; UNH closed**
-

January Term 2022

-
- December 28 - **January term trips & online classes begin**
 - December 31 - **New Year’s Holiday**
 - January 3 - **January term on-campus classes begin**
 - January 17 - **Martin Luther King, Jr. Day; University Holiday**
-
- January 21 - **January term classes end**
-

Spring 2022

-
- January 25 - **Spring Semester classes begin**
 - March 11 - **Mid-semester**
 - March 14-18 - **Spring recess**
 - March 21 - **Classes resume**
 - May 9 - **Last day of classes**
 - May 10 - **Curtailed Operation Make up Day or Reading Day**
 - May 11 - **Reading Day**
 - May 12 - **Final exams begin**
 - May 18 - **Final exams end**
-
- May 21 - **Commencement ceremony**
-

Summer Session

-
- May 23 – August 12 - **Summer Session**
-

Please see <https://www.unh.edu/main/unh-calendar>

Students should confirm class meetings and internship days with their instructors. Check the UNH Academic Calendars for the complete list of dates and holidays.

**Religious and cultural holidays, although not University holidays, are important to many members of the University community and are noted to facilitate the planning of University events. A more comprehensive list may be found at <http://www.interfaithcalendar.org>

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, agencies and the students.

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

“The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.” (CSWE, 2015, p.5)

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

To connect the theoretical and conceptual contribution of the classroom with the work world, students majoring in Social Work must complete 40 volunteer service hours prior to their entering the semester in which they apply to field (for most students, the semester they are enrolled in SW 622). These volunteer experiences must be post high school, approved by their faculty advisor and documented with a signed note attesting to the hours and activities engaged in at the program/agency. This documentation will be maintained in the student file. In addition, students will complete a 450 -hour social work field internship over two semesters of the senior year. The senior field placement in the final year of the baccalaureate program is arranged between the student and the field education coordinator. Evaluation of this senior field placement is one tool that measures student achievement of program competencies. In compliance with CSWE accreditation standards, the BSSW program does not grant social work course credit for life experience or for previous work experience.

Development and implementation of the undergraduate curriculum is directed by the Accreditation Standards of the Council on Social Work Education. The Educational Policy and Accreditation Standards (EPAS) identify nine core competencies that all social work program alumni should demonstrate. The competencies are as follows:

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic and Environmental Justice
4. Engage in Practice-Informed Research and Research –informed practice.
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations and communities
7. Assess individuals, families, groups, organizations and communities
8. Intervene with individuals, families, groups, organizations and communities
9. Evaluate practice with individuals, families, groups, organizations and communities

(CSWE, 2015, p.7-9)

A copy of the Educational Policy and Accreditation Standards can be accessed at: <http://www.cswe.org>

About the Social Work Department

Mission

The mission of the Undergraduate Program of Social Work at the University of New Hampshire is to educate baccalaureate students for generalist 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 program educates social work students to work effectively with diverse individuals, families, groups, organizations, and communities to optimize human potential for productive participation in society. Specifically, students in the baccalaureate program are educated for:

1. Practice that is social systems and client/environment oriented.
2. Practice with a strengths-empowerment perspective toward the achievement of social, economic, and environmental justice.
3. Practice that is sensitive and responsive to diversity and limitations on human rights.
4. Practice that is knowledge and research-based.
5. Practice that seeks to reduce poverty and improve the quality of life for all, domestically and globally

Explanation of Mission Directives

The following directives link the underlying philosophy of the program with the purposes and values of social work and the Core Competencies as outlined by CSWE.

Specifically, the program emphasizes the following:

Practice that is social systems and client/environment oriented: Social Work professionals must be knowledgeable about systems and interrelated aspects of the environment to work for constructive change.

Practice with a strengths-empowerment perspective toward the achievement of social, economic and environmental justice: Practice must be flexible and responsive to strengths and recognize the dignity and integrity of individuals, families, groups and communities. Client must be partners in designing the focus of services and, ultimately, the solutions that lead to greater health and independence.

Practice that is sensitive and responsive to diversity and limitations on human rights: To be effective, social work practice must be broad-based and flexible. Practitioners must consider a multiplicity of factors inherent in understanding behavior and creating change including age, income level, gender, ability, education, sexual preference, marital or job status, cultural and ethnic heritage and other factors. Social workers must possess knowledge, values and skills to identify, accept and interact with a wide range of factors to meet the needs of the people served.

Practice that is knowledge and research based: Social work practice must be solidly based on knowledge and research from social work and related fields. Furthermore, as practitioners, social workers must learn to develop and disseminate new knowledge.

Practice that seeks to reduce poverty and improve the quality of life for all, domestically and globally: Quality of life is a measure of the well-being felt by an individual, group, or community. Understanding quality of life issues is critical for effective social work practice.

BSSW Program Goals

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

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

Code of Ethics

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

Notice of Non-Discrimination

The University of New Hampshire is a public institution with a long-standing commitment to equal opportunity for all. The Department of Social Work abides by all university policies regarding non-discrimination. All policies, including discrimination and discriminatory harassment policy, are posted on the Affirmative Action and Equity Office website. <http://www.unh.edu/affirmativeaction/index.html>.

Social Work Department Anti-Racism Statement

Social Work holds a longstanding value of upholding and working toward social justice for all peoples. We are a caring community, welcoming and respecting of diversity and working for social justice on campus and in the world. We must examine racism beyond the actions of individuals, for it is embedded in the very fabric of our society.

We acknowledge that racism can be unconscious or unintentional, and that identifying racism as an issue does not automatically mean those involved in the act are racist or intended the negative impact. As an anti-racism organization, **we vow** to purposefully identify, discuss and challenge issues of race and color and the impact(s) they have on our organization, its systems, and its people.

We will also challenge ourselves to understand and correct any inequities we may discover and gain a better understanding of ourselves during this purposeful process.

We are resolved to explicitly and publicly affirm our identity as an anti-racist academic department.

We are resolved that our anti-racism commitment be reflected in the life and culture of the department through our policies, programs and practices as we continue to learn about racism.

We resolve to develop and work to implement strategies that dismantle racism within all aspects of our department, college, university, and society.

University Title IX Policy

Confidentiality and Mandatory Reporting: The University of New Hampshire and its faculty are committed to assuring a safe and productive educational environment for all students and for the university as a whole. To this end, the university requires faculty members to report incidents of sexual violence and harassment shared by students to the university's Title IX Coordinator (603-862-2930/1527 TTY). If a **student wishes to speak to a confidential service provider** who does not have this reporting responsibility, you can speak with University Counseling Center or SHARPP. For more information about what happens when you report, your rights and reporting options at UNH, including anonymous reporting options, please visit ([link](#)).

NOTE: the links will refer directly to the Title IX section of the Affirmative Action and Equity website currently being revised. For the time being, the links referenced above will provide information in the documents titled, *Community of Care...* and will be posted

<http://www.unh.edu/affirmativeaction/title-ix>

Students' Rules, Rights, and Responsibilities

The UNH Student Rights, Rules and Responsibilities is distributed to all students via email. Students may request hard copies as well. This publication clearly outlines community behavioral expectations and students are responsible for knowing and adhering to its contents. It can also be accessed electronically at: <http://www.unh.edu/student/rights/>

Behavioral violations of the Codes of Conduct contained in either of these two documents may be grounds for termination from the social work program. Occasionally, students in the program do not meet or maintain appropriate levels of professional competence and ethical conduct. Whenever a faculty member becomes aware of such concerns, every effort is made to resolve the issue quickly and directly with the student. However, when informal discussion between faculty and student(s) is unproductive, faculty and/or field supervisors may recommend a student be excluded from the social work major.

Use of Student's Work Site for Field Education

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

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

Academic Program

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

Social Work majors are required to take twelve major courses: SW 424, 525, 550, 551, 601, 622, 623, 625, 640, 640A, 641 and 641A. In addition, students are expected to successfully complete a course taken from the disciplines of Anthropology/Sociology, and Zoology/Biology, and two from a group of courses addressing ethnic or racial diversity. The determination of which course to take within these categories is made by the student, in consultation with the student's advisor from an approved departmental list. Many of these liberal arts foundation courses may also fulfill general education/Discovery requirements and none of them may be taken as pass/fail. Social Work students are required to complete 40 volunteer service hours post High School and before entering the semester they will apply for field work (SW 640/640A) – generally, Junior fall semester.

Students wishing to minor in Social Work are required to take SW 424, SW 525 and any three other courses offered by the department, excluding SW 740/740A and SW 741/741A. Students interested in either a major or minor in Social Work should consult with the Undergraduate Program Coordinator, Gretchen Bean in Pettee Hall, room 241, (603) 862-4551.

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

Field Practicum Structure and Hours

Field instruction is concurrent with classroom work. Students are required to complete a minimum of 225 hours per semester in the Field Practicum, for a total of 450 hours. Students spend 16 hours per week, exclusive of commuting time in their assigned field agency (summer session is 24 hours per week). Based on student and agency need, some flexibility in the day and time is possible. However, interns may not structure their internship by only working in the evening or only on the weekend. As students, it is important to participate in the full range of activities in an agency. Since most agencies are not fully functioning on the weekends or evenings (e.g. no staff meetings, team conferences, communication with collateral contacts) this cannot occur. The Field Coordinator and the department must approve all changes and internships cannot conflict with the student's class schedule either semester. Significant agency activities - staff meetings, continuing education seminars, case conferences, etc. - must also be included in a student's agency schedule.

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

Readiness for Field

- Complete the field application and submit resume by the required deadline
- Provide timely updates of all information pertinent to the field (new address, phone number, etc)
- 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 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.
- Pass Field I and Field II or the Advanced Standing Seminar
- Student must remain in good academic standing (semester GPA above 2.0) in order to remain in field. They also cannot receive a grade below a C in any Practice class (SW 622 or SW 623).

Title IV-E and University Partnership Opportunities in Child Welfare

Juniors may apply for a Title IV-E child welfare grant for their senior year (if available). This scholarship pays the in-state tuition and a \$2500 stipend to a social work student committed to working in child welfare. Students receiving this grant intern at a state child welfare agency. Upon graduation, the student commits to working for 2 years at the state agency. The deadline for applying is March 1st. Interested students should contact Christie Davis at Christie.davis@unh.edu.

Objectives for the BSSW Internship

1. Students will learn to practice within the values and ethics of the social work profession as described by the NASW Code of Ethics.
2. Students will be able to recognize & manage personal values and will develop skills in ethical decision-making.
3. Students will gain an understanding of the need to continuously attend to professional roles and boundaries.
4. Students will be introduced to the concepts of cultural humility & anti-racism and understand the importance of both in social work practice.
5. Students will learn to respect the dignity, worth and uniqueness of all clients and will learn to uphold the importance of human rights and ethical and responsive practice.
6. Students will demonstrate the ability to use entry-level practice skills in their agency setting and will apply critical thinking skills in engagement, assessment, planning, intervention and evaluation.
7. Students will begin to develop advocacy skills and will understand social work's unique perspective in assisting clients to access services in the community.
8. Students will use supervision appropriate to generalist practice and will take active responsibility for their learning.
9. Students will begin to develop an ability to practice personal reflection for professional development.
10. Students will demonstrate an understanding of the function, structure and policies of the field internship site and function competently as a member of the agency.
11. Students will begin to develop competence in their ability to evaluate research studies and apply their findings to their practice.
12. Students will communicate (both orally and in writing) in a clear, effective and professional manner.
13. Students will develop the CSWE core social work competencies as described in EPAS 2015 (see appendix).

Attendance, Sick Days, Snow Days, and Other Circumstances

In order to graduate from the program, students are required to complete the required number of field placement hours (225/semester). These hours exceed the minimum standards set by the Council for Social Work Education. Reliable and punctual attendance at the internship is required. Students will follow the UNH calendar, unless prior arrangements are made and agreed upon by the student, field instructor and field coordinator. Student's may not "bank" hours and complete the internship prematurely. Students are required to be at the placement on all scheduled days, unless the agency is closed, or the University is on a holiday schedule. In case of snow days or other emergencies, students should abide by the University policy, using their field instructor for consultation.

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

COVID 19 Protocol Information

For the latest information on COVID-19 student protocol, please visit <https://www.unh.edu/coronavirus/>

If you have questions about any of this information as it pertains to your internship, please contact Kelsey Boucher at Kelsey.boucher@unh.edu

Selection Criteria for Agencies and Supervisors

Selection Criteria for Agencies

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

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

Selection Criteria for Field Supervisors/Instructors

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

- Possess a demonstrated knowledge of the current state of social work practice and its relation to the knowledge base of the profession, including the NASW Code of Ethics.

- Provide evidence of continuing professional development through reading, attendance at continuing education or in-service workshops, courses, or conferences, and participation in professional organizations.
- Demonstrate a capacity for supervision and teaching, or evidence of potential, as a field supervisor.
- Agree to provide a minimum of one hour/week for regularly scheduled supervisory conferences with the assigned student.
- Demonstrate an interest in professional social work education and a willingness to work cooperatively with UNH faculty and staff to accomplish the educational objectives of the social work program.
- Be knowledgeable of the agency, the community within which the agency is located, and the needs of the clientele served by the agency.
- Work with the student to establish individualized teaching and learning goals.
- Evaluate the student's practice through-out the period of placement, both verbally and in writing, including written evaluations at the completion of each semester of placement.

Mutual Responsibilities

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

Responsibilities of Field Coordinator

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

- Develops and articulate the philosophies and policies of field education program to agencies, field instructors, and students.
- Communicates the needs and issues of the field agencies to the social work department and works to resolves concerns in a timely manner.
- Ensures the integration of field education into the overall BSSW curriculum.
- Develops quality field placements.
- Assigns each student to an appropriate, educational field placement.

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

Responsibilities of Field Liaisons /Seminar Instructors

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

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

Responsibilities of the Student

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

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

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

Responsibilities of Field Agencies

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

- Provide a sufficient number and variety of assignments within the agency (a minimum of 5-8 assignments for a two day/week placement) to insure adequate student involvement and progression during the placement.
- Orient the student to the agency and the surrounding community.
- Ensure that the student has a work space and necessary materials for accomplishing assigned tasks
- Provide adequate supervision (1-hour, regularly scheduled) each week of placement.
- Include the student in agency staff, committee, board, and other meetings and conferences when appropriate.
- Provide student with access to case records and other pertinent client information necessary for the accomplishment of assigned tasks.

Responsibilities of the Field Supervisor/Instructor

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

- Have knowledge of, and familiarity with, the Field Practicum Policies and Procedures, including those described in the Field Education Manual.
- Conduct an initial interview prior to placement to review agency function and expectations with the student and to make an educational assessment of the prospective student
- Develop an individualized Teaching-Learning Agreement with students accepted into the agency for placement within 4 weeks after the beginning of placement.
- Provide a minimum of one hour per week of regularly scheduled supervisory time with each student.

- Meet as necessary with the faculty liaison and work with Social Work Department faculty to discuss issues or concerns which may arise during the course of the field placement
- Complete the student evaluation form at the end of each semester of placement and review this evaluation with the student.
- Attend required seminar and orientation on supervision.

Problem Resolution

Student Problems

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

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

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

Professional Competency and Ethical Behavior Issues

Students enrolled in the social work program are expected to maintain academic integrity, professional conduct and adhere to the ethical standards delineated in the NASW Code of Ethics and the University of New Hampshire Student Rights and Responsibilities Handbook. A clear understanding of behavior standards that demonstrate a commitment to the dignity and worth of all people is essential.

Beyond mastering a body of knowledge, a social worker must possess professional values, skills and ethical principles. These values, skills and ethics are part of the social work academic enterprise. The NASW Code of Ethics is applicable to students of Social Work as well as professionals. Every new student in the program is expected to thoroughly review the Code of Ethics either during their admission process or during their first semester on campus and upon review, to sign a statement agreeing to abide by the principles of this document. This statement is maintained in the student's file. All students are given a copy of the Code of Ethics during the admissions/orientation process. Additional copies are available from the Undergraduate Program Coordinator, the student's academic advisor and/or the department administrative assistant. A copy of the Code is on the National Association of Social Workers website.

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

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

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

1. Failure to meet generally accepted standards of professional and student conduct, personal integrity or emotional stability required for professional practice as outlined by the NASW Code of Ethics and/or UNH's Student Rights, Rules and Responsibilities Handbook.
2. Persistent inappropriate or unprofessional behavior toward clients, colleagues, faculty or staff at the University or in the field.
3. Consistent failure to demonstrate the effective interpersonal skills necessary for forming professional relationships (e.g., boundary violation, discriminatory attitudes or violating a client's right to self-determination)

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

Agency Problems

The Department of Social Work of the University of New Hampshire requests that any student having difficulty with their Field Instructor immediately notify their Faculty Liaison. The Faculty Liaison will notify the Field Coordinator and then attempt to aid the student in addressing the problem directly with their Field Instructor. If problems continue, then the Faculty Liaison may meet with the student and the Field Instructor to attempt to remedy the situation. If this is not possible, the Field Coordinator may be asked to intervene. If this fails, then other outcomes are possible such as placing a student at another agency. The Department takes as many measures as possible to promote continuity of placement. In the rare case where a student is terminated from field, the student will need to meet with the Field Coordinator and the advisor to discuss next steps. At a minimum the student will need to take a semester off before replacement can occur.

The Department supports students and Field Instructors working together to find satisfying solutions since problem resolution is a cornerstone of the profession. If it is found that a supervisor cannot spend enough time with the student or if other agency difficulties should arise that adversely affect the student, then we will transfer a student to another placement, if appropriate.

Safety: Policies, Procedures, and Important Tips

The Department of Social Work at the University of New Hampshire 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 Faculty Liaisons with general written information about safety in the field, and about its safety policies and procedures. This is done in field seminar and through the dissemination of information through this field manual.
2. Field Seminar Instructors will discuss the Department's safety policies and procedures in Field Seminar.

3. Each agency is responsible for orienting student interns to the safety policies and procedures of that setting. *This should occur within the first two weeks of placement and before students work with clients and/or travel in the community.* Such orientation should include, but not be limited to, discussion of safety issues in the community, within the agency building(s), and with particular clients prone to violent behavior. Security of personal belonging should be covered. Procedures for the student(s) to follow in the event of a safety or security problem should be reviewed.
4. A safety plan must be included in the Learning Agreement and verified by Field Instructors and Faculty Advisors/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 Faculty Liaison should be contacted to facilitate the exploration of concerns. In consultation with the Faculty Advisor/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 the safety related events, incidents, or concerns.

Procedures

1. The Field Education Department provides students, field instructors, and Seminar Instructors/Field Liaisons, with the safety tips which students can use to maximize safety and minimize security risks.
2. If an incident occurs in which a student is personally threatened or hurt, the Field Instructor/Agency contact person should contact the students' Field Seminar Instructor/Liaison and/or Field Coordinator immediately to discuss what actions the agency and school should take to ensure the student's physical and emotional well-being.
3. The Field Seminar Instructor should inform the Field Coordinator (if not yet informed) of the incident. The Field Instructor and Field Coordinator/Field Liaison should meet with the student and, if necessary, with the Field Instructor or agency contact person to assess the student's readiness to return to the field, the need for replacement and other issues relevant to the situation.

Safety Tips for Students in the Field

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

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

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, such as a desk drawer or file cabinet. It is best not to leave handbags and other personal articles visible and unattended, even in an office with the door closed.

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

Safety Issues Related to Working with Clients

When working with clients, it is important to remember that the treatment process often makes people feel vulnerable and may challenge their usual coping mechanism. With some people, this can contribute to problems with impulse control and can raise issues of safety for the client, for the social worker, and others. There may be times when students work with individuals who have difficulty with reality testing, dealing with overwhelming emotions, and controlling their anger. Some of them may be

prone to violence and may possess a weapon. Other clients may be intoxicated, high on drugs, in withdrawal, or may have other medical or neurological disorders. Again, we would like to emphasize that students consult with agency field instructors regarding preparation for handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons.

Safety Tips for Office Meetings

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

Safety Tips for Travel in the Car

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

Safety Tips for Travel by Foot or Public Transportation

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

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

Safety Tips for Home Visits

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

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

Post-Incident Protocol

If an incident occurs in which a student experiences (personally or vicariously) a traumatic event or is personally threatened or hurt, the Field Instructor, agency contact person, or agency Director should contact the Field Coordinator or Field Liaison immediately to discuss what actions the agency and School should take to ensure the student's physical and emotional well-being. The Field Coordinator will document the incident and the steps taken to address it and will meet with the student and Faculty Liaison. Together, they will assess the student's readiness to return to the field, the need for replacement, and any other issues relevant to the situation. Other points for consideration with Field Instructors and Faculty Liaisons include:

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

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

Supervisor Orientation, Training, and other Communication

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

Orientation and Supervision Seminar

An orientation for all Field Instructors who are new to the Department of Social Work 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.

The three-part supervision seminar, encompasses the middle stages of supervision, ethical and legal concerns, termination issues, and it extends opportunities for supervisor learning and engagement beyond the required orientation. This seminar series is offered yearly and is free of charge. The seminar is four sessions, totaling fourteen hours.

Field Advisory Committee

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

Continuing Education Workshops

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

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. In most cases, the Field Liaison assigned for each student is the faculty member who is teaching the Field Seminar class for the semester. Any issues that need further dialogue are brought to the attention of the Field Coordinator and contact is promptly made to the field instructors.

Field Experience from Beginning to End

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

- Learn the structure and functioning of the agency (e.g., philosophy, goals, organizational system, policies, program, funding).
- Understand the relationship of the agency to other agencies in the community network of services.
- Become a member of an agency team.
- Develop techniques for observation and fact gathering in order to better understand the dimensions of problems encountered.
- Learn how to utilize behavioral and social science theory to enhance understanding of individual, group and community problems and to determine appropriate modes of intervention.
- Learn to regard themselves as a social work member of a larger community of helping professions with common goals of amelioration of social problems and injustice.
- Recognize the responsibility of the social worker to make an input into evaluation of service, improvement of service, and to plan for unmet needs.
- Develop an awareness of the need for ongoing personal and professional growth, including the development and specific targets for continuing education.

In order for a social work major to enter into a field placement, the student must be a senior (90 credits or more) and have successfully completed SW 622. The student must also:

- Be within 8 credits of completing all graduation requirements upon completion of field internship (SW 741/741A).

- Attend a mandatory Orientation, provided by Field Coordinator, for all prospective field students. It is scheduled during the Fall semester in which the student is taking SW 622. The students are provided an overview of the field practicum curriculum, procedures and policies.
- Complete the Application for Field which provides academic, personal, and employment/volunteer experience by the noted due date.
- Review information in the Field Agency Binder to familiarize themselves with the various Field Agencies.
- Thoroughly read the current Undergraduate Field Manual.

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

Occasionally a student will hear about a potential placement. Students should **NOT** call the agency themselves but should instead inform the Field Coordinator about the possible site. The Field Department (BSSW Field Coordinator, in consultation with the MSW Field Coordinators as necessary) will determine if the agency meets our criteria for consideration. Once the student has completed an interview, the Field Instructor and the student contact the Field Coordinator to confirm the field placement. If the placement is not deemed appropriate by any of the parties involved the Field Coordinator will identify another placement and begin the process anew.

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

Criminal Record and CORI Checks

Many New Hampshire agencies require criminal record checks and Massachusetts state agencies (e.g., DSS, DMH) and their contracted vendors require CRIMINAL OFFENSE RECORD INVESTIGATION (CORI) on all students placed at these sites. The individual agencies are responsible for conducting these checks and will discuss the process with the intern. Depending on the offense, positive results may lead to a placement being denied. Students who have any concerns should contact the Admissions Coordinator or the Field Coordinator.

Health Information

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

Travel

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

The Initial Days of Placement

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

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

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

(Adapted from the College of St. Catherine and University of St. Thomas Field Education Manual, 1993)

The Teaching and Learning Agreement

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

The learning agreement should contain the following elements:

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

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

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

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

Site Visits

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

Student Evaluation

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

Grades

It is the responsibility of the Field Seminar Instructor, in conjunction with the Field Instructor, to assign a grade to the student for the internship. The final grade is based on the field evaluation grade recommended by the Field Instructor. There are three possible grades that a supervisor can recommend for a student.

- There is a grade of Pass, which means that a student receives credit and will pass the course.
- A student may receive a grade of Fail, which means that the student receives no credit and will fail the course. Field Instructors must discuss and document concerns with the Field Liaison prior to recommending a Fail.

- Lastly, a supervisor can recommend that his or her student receive a Pass with Concern. The grade of Pass with Concern will flag a supervisor's concern about the student to the advisor and to the field department.

If a supervisor plans to recommend a Pass with Concern, then they should call the student's Faculty Liaison immediately to discuss their concerns and plan another site visit. In these cases, the Faculty Liaison will discuss any concerns about grades and performance with the Field Coordinator. We will also ask the supervisor to write an addendum to the evaluation to specifically document his or her concerns. A meeting which includes all parties including the Field Coordinator may occur depending on the issues and concerns. Any student receiving a grade of Pass with Concern must work with their field supervisor and the field coordinator to develop a plan to remedy this concern- with specific and measurable action steps. A student cannot receive a grade of Pass with Concern for the second semester.

Terminating with Clients and the Agency

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

Appendix A: Field Application

Please return completed form to:

Kelsey Boucher
UNH Department of Social Work
Pettee Hall, Rm 317
55 College Road
Durham NH 03824-3599
603-862-4551

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

The information includes:

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

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

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

Finally, I recognize that the deadline for application material is March 11th, 2018. Failure to meet this deadline may result in delaying graduation until September 2019. I also realize that failure to follow internship procedures (as detailed in the Guidelines handout) may result in delaying graduation until September 2019.

Student Signature / Date

APPLICATION FOR FIELD EDUCATION

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

Name: _____

Date: _____

E-mail: _____

Semester applied for (Please check):

Fall 20__ or Spring 20__

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

Vacation or summer address and phone:

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

Intended date of graduation: ___mo. ___year

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

Ethnic group with which you identify yourself: _____

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

Will you have an automobile available for transportation to and from an agency and for any required internship related travel: ___Yes ___No

Total academic load you plan to carry during the: First field semester: _____

Second field semester: _____

Specify Social Work courses completed: (must have completed SW 622)

Please attach **resume** that identifies both your paid and volunteer experiences. The resume and narrative (see below) may be shared with your prospective field supervisor.

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

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

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

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

My first preference
is: Reasons:

My second preference
is: Reasons:

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

Appendix B: Questions for Supervisors to Ask Students

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

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

Appendix C: Questions for Students to Ask

1. What work is done at the agency-get overall sense of how the work that you might do fits into overall purpose and mission of the agency?
2. The services provided in the agency?
3. Public/private funding and the role and impact of managed care?
4. What the “typical” client might be like?
5. What type of caseload you might have?
6. What does the supervisor think your roles and tasks will be? What are the student responsibilities at the agency?
7. How long has the supervisor been at agency?
8. What is supervisor’s style and philosophy of supervision?
9. Are there trainings for students and/or staff?
10. What are they looking/hoping for in a student?
11. What is the agency culture like for social workers (especially if a host agency)?
12. How is feedback given/ how are students evaluated?
13. What staff will you work with?
14. What qualities fit best in the work environment of the agency? What is the organizational culture like?
15. What is their potential supervisor’s overall sense of the health of the organization- not only financially etc. but especially emotionally (are workers excited to be there, a high level of burnout)?
16. Do they provide an orientation and what is it like?
17. What does the agency and supervisor imagine their first week might be like?
18. Is there anything they should know about the agency that they have not asked that is important to understanding what it will be like to intern there?

Appendix D: Internship Agreement

Department of Social Work University of New Hampshire

The purpose of this agreement is to facilitate a clear understanding of expectations between the agency and the intern in a uniform format that will also assist University coordination of the process. Please work with the student to complete this agreement form even if your agency requires a separate employment contract or internship agreement.

Agreement Between: _____

Intern: Name, Email Address, Phone Number

and

Name of Agency

Agency Address (number, street)

Agency Address (town, state, zip)

Term of Agreement: From _____ to _____.

Starting Date

Ending Date

Note: To fulfill Internship requirements, the student must work under the direction of the agency supervisor for a minimum period of 16 hours per week over two terms (450 total hours).

Agency Supervisor

Representing the agency named above, the following individual will be responsible for on-site supervision of the student intern. The agency supervisor is responsible for meeting at least weekly with the intern and for completing a mid-term and final evaluation of the student intern.

Name: _____ Title: _____

Phone: _____ Email: _____

Degree/s: _____ Year Received: _____

School: _____ City, State _____

UNH Letter of Agreement (continued)

Position Please provide a brief description of the student intern's learning opportunities, responsibilities, and expectations and/or attach a job description with a note below referring to same.

Student will need the following before starting at placement agency. Please Check as many as necessary.

_____ Immunizations/Immunization Records

_____ Criminal Background Check

_____ Agency Contract

_____ Certificate of Liability Insurance

Please note the person/email address of responsible party collecting this.

Other _____

(Please note any unique position requirements or conditions; especially those that a student intern might not otherwise be aware of, but must agree to, in order to have a successful experience. For example, unusual working hours, dress codes, transportation requirements, etc.)

Site Supervisor Signature: _____ Date: _____

Intern Signature: _____ Date: _____

Return completed Agreement to: UNH BSSW Field Program
Kelsey Boucher, BSSW Field Coordinator
Department of Social Work
University of New Hampshire
Kelsey.boucher@unh.edu

Appendix E: Orientation Guideline

1. Overview of the Agency:
 - a. Agency Mission Statement, goals, and strategies
 - b. Organizational Chart
 - c. Agency programs
 - d. Location of and access to Policy and Procedure Manual
2. Supervision:
 - a. Supervisor's role, style, and expectations
 - b. Weekly supervision times (2 hr./wk for MSW and 1hr./wk for BSW students)
 - c. Who sets the agenda for supervision?
 - d. What is discussed in supervision?
 - e. How to raise questions and concerns in supervision
 - f. Role of confidentiality in supervision
 - g. Use of process recordings, audiovisual, etc.
 - h. Plan for ongoing mutual evaluation
3. Expectations of Students:
 - a. Professional Dress and Agency boundaries (appropriate and inappropriate behavior)
 - b. How to handle absences due to illness, holidays, and bad weather
 - c. Documentation—how, when, and where; confidentiality; abbreviations; and agency forms
 - d. Confidentiality—consent for release of information; confidential and privileged information; protection of client records; legal requirements to report and other legal parameters
 - e. Required meetings
 - f. Problem resolution/grievance process
4. Safety policy and procedures
 - a. In the agency
 - b. Home visits
 - c. Universal precautions
 - d. Transportation of clients
5. Information Flow
 - a. Use of telephone, fax, e-mail, pagers, voice mail, cell phones, etc.
 - b. Computer use/access/resource person
6. Resources

- a. Mileage and other reimbursement
 - b. Office supplies
 - c. Workshops, in-service and other trainings available
 - d. Bibliography of important books and articles
 - e. Library and internet access
 - f. Use of agency vehicles
 - g. Secretarial support
7. Physical Environment
- a. Agency tour
 - b. Student phone, desk, files
 - c. Copy machine
 - d. Lunch/break room (who eats with whom?)
8. The Community
- a. Map of community or catchments area
 - b. List of community supports and social service agencies
9. Potential Additional requirements:
- a. Driver's license and driving record
 - b. Criminal record check
 - c. TB test or Chest X-ray
 - d. Hepatitis vaccinations
 - e. Automobile insurance
 - f. Formal orientation program
 - g. Certification of Satisfactory Health
 - h. Fingerprinting

Appendix F: Learning 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.

Social Work Department Anti-Racism Statement

Social Work holds a longstanding value of upholding and working toward social justice for all peoples. We are a caring community, welcoming and respecting of diversity and working for social justice on campus and in the world. We must examine racism beyond the actions of individuals, for it is embedded in the very fabric of our society.

We acknowledge that racism can be unconscious or unintentional, and that identifying racism as an issue does not automatically mean those involved in the act are racist or intended the negative impact. As an anti-racism organization we vow to purposefully identify, discuss and challenge issues of race and color and the impact(s) they have on our organization, its systems, and its people. We will also challenge ourselves to understand and correct any inequities we may discover and gain a better understanding of ourselves during this purposeful process.

We are resolved to explicitly and publicly affirm our identity as an anti-racist academic department.

We are resolved that our anti-racism commitment be reflected in the life and culture of the department through our policies, programs and practices as we continue to learn about racism.

We resolve to develop and work to implement strategies that dismantle racism within all aspects of our department, college, university, and society.

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

Professional Dress and Boundaries

Confidentiality:

Safety:

Agency policy and procedure for absences

Reimbursement for work related expenses;

Other (Please describe):

Primary Assignments:

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

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

Other learning Opportunities (workshops, training, etc.):

Learning Competencies and Objectives:

Use the following competency tables to identify specific tasks, activities, or action steps that you will take this semester to address and build the competency as described. There should be both student and supervisor tasks for each competency. Target data must include specific dates to either begin or end tasks.

Intern demonstrates ethical and professional behavior.		
Practice Behaviors	Tasks/Activities	Target Date

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.		
** Uses an anti-racist lens to understand and critique the profession's history and current practices.		
**Recognizes and manage personal values with regards to equity and inclusion in practice.		
**Understands digital technology and its ethical use in practice.		

Intern engages Anti-Racism, Diversity, Equity and Inclusion in practice (this is newly defined competency, effective CSWE 2022; formerly named "engages Diversity & Difference in Practice")		
Practice Behaviors	Tasks/Activities	Target Date

**Engages in anti-racism and cultural humility with all clients.		
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.		
** Examines how Anti-Racism, Diversity, Equity and Inclusion (ADEI) characterizes and shapes human experience including: racism, oppression, white supremacy, caste, generational status, and legal status.		
**Examines societal and historical roots of injustices as well as technological exclusions.		

Intern advances human rights and social, *racial, economic and environmental justice.		
Practice Behaviors	Tasks/Activities	Target Date
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.		
**Works to dismantle structural racism and oppression in practice.		

Intern engages in research-informed practice and practice-informed research.		
Practice Behaviors	Tasks/Activities	Target Date
Uses practice experience, theory * and anti-racist approaches* 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.		
** Shares research findings in ways that are useable to consumers.		

Intern engages in policy practice.		
Practice Behaviors	Tasks/Activities	Target Date
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, economic *and human rights-based* policies impact the access to and delivery of social services.		
Critically analyzes and promotes policies that advance human rights and social, economic, *racial and environmental justice.		

Intern engages with individuals, families, groups, organizations, and communities		
Practice Behaviors	Tasks/Activities	Target Date
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 bias, power, and privilege impact engagement with diverse clients and constituencies. (formerly Understands how personal experiences and affective reactions may influence their ability to effectively engage with diverse clients and constituencies.)		

Intern assesses individuals, families, groups, organizations, and communities.		
Practice Behaviors	Tasks/Activities	Target Date
Collects, organizes, critically analyzes, and interprets information from clients and constituencies * in a culturally responsive manner.		
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 *through collaboration.		
Critically assesses clients' strengths, needs and challenges *in a culturally responsive manner.		
Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the client or constituency.		
** Understands how bias, power, and privilege impact assessment with clients and constituencies.		

Intern intervenes with individuals, families, groups, organizations, and communities.		
Practice Behaviors	Tasks/Activities	Target Date
Implements *culturally responsive 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.		
** Understands how bias, power, and privilege impact intervention with clients and constituencies.		

Intern evaluates practice with individuals, families, groups, organizations, and communities.		
Practice Behaviors	Tasks/Activities	Target Date
Selects and uses appropriate *anti-racist methods for evaluation of outcomes.		
Critically analyzes, monitors, and evaluates interventions and program processes and outcomes.		
Applies evaluation findings to improve practice effectiveness at the micro and macro levels.		

Signatures:

Student: _____ Date: _____

Supervisor: _____ Date: _____

Faculty Field Liaison: _____ Date: _____

Appendix G: Site Visit Form

UNH Department of Social Work BSSW Program

Student: _____

Field Supervisor: _____

Placement: _____

UNH Faculty Member: _____

Date of site visit: _____

Semester 1: ___ or Semester 2: ___

- 1) Write a brief paragraph describing student's task assignments and whether the student is fulfilling the goals in the Learning Agreement.
- 2) Write a brief statement describing student's progress at the agency according to the student and the field instructor.
- 3) Discuss the quality of the supervision and whether supervisory obligations are being met.
- 4) Discuss how diversity and equity is addressed within the agency (trainings, staff meetings, supervision, with clients etc.)
- 5) Identify any problem areas that have been raised by the student, the field instructor or by you as the UNH faculty member.
- 6) Identify your follow-up plans to resolve any significant problem areas. (Phone calls, additional site visits, etc.)
- 7) Note any recommended changes in the student's learning agreement to address any problem areas.
- 8) Additional impressions and recommendations.

Appendix H: BSSW Field Practicum Evaluation

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

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

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

Identifying Data

Student's name:
Agency name:
Agency
address:

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

Period of evaluation: Fall semester _____ Spring semester _____ (Summer semester) _____ Year _____

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

Competency
Rating

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

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

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

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.

Competency 1. Intern demonstrates ethical and professional behavior.						
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	<i>** Uses an anti-racist lens to understand and critique the profession's history and current practices.</i>	1	2	3	4	5
1g	<i>**Recognizes and manage personal values with regards to equity and inclusion in practice.</i>	1	2	3	4	5
1h	<i>**Understands digital technology and its ethical use in practice.</i>	1	2	3	4	5

Comment regarding competency #1 (optional):

Competency 2. Intern engages Anti-Racism, Diversity, Equity and Inclusion in practice						
<i>(this is newly defined competency, effective CSWE 2022; formerly named "engages Diversity & Difference in Practice")</i>						
2a	<i>**Engages in anti-racism and cultural humility with all clients. (formerly Treats diverse clients with dignity and respect.)</i>	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	<i>** Examines how Anti-Racism, Diversity, Equity and Inclusion (ADEI characterizes) and shapes human experience including: racism, oppression, white supremacy, caste, generational status, and legal status.</i>	1	2	3	4	5
2f	<i>**Examines societal and historical roots of injustices as well as technological exclusions.</i>	1	2	3	4	5
del etin g	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):

Competency 3. Intern advances human rights and social, *racial, economic and environmental justice.						
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
3d	<i>**Works to dismantle structural racism and oppression in practice.</i>	1	2	3	4	5

Comment regarding competency #3 (optional):

Competency 4. Intern engages in research-informed practice and practice-informed research.						
4a	Uses practice experience, theory * and anti-racist approaches* 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
4d	<i>** Shares research findings in ways that are useable to consumers.</i>	1	2	3	4	5

Comment regarding competency #4 (optional):

Competency 5. Intern engages in policy practice.						
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, economic <i>*and human rights-based*</i> 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, <i>*racial</i> and environmental justice.	1	2	3	4	5

Comment regarding competency #5 (optional):

Competency 6. Intern engages with individuals, families, groups, organizations, and communities.						
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 <i>*how bias, power, and privilege impact engagement with diverse clients and constituencies.</i> (formerly Understands how personal experiences and affective reactions may influence their ability to effectively engage with diverse clients and constituencies.)	1	2	3	4	5

Comment regarding competency #6 (optional):

Competency 7. Intern assesses individuals, families, groups, organizations, and communities.						
7a	Collects, organizes, critically analyzes, and interprets information from clients and constituencies <i>* in a culturally responsive manner.</i>	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 <i>* through collaboration.</i>	1	2	3	4	5
7d	Critically assesses clients' strengths, needs and challenges <i>*in a culturally responsive manner.</i>	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 <i>* in a culturally responsive manner.</i>	1	2	3	4	5
7 f	<i>** Understands how bias, power, and privilege impact assessment with clients and constituencies.</i>	1	2	3	4	5

Comments regarding competency #7 (optional).

Competency 8. Intern intervenes with individuals, families, groups, organizations, and communities.						
8a	Implements <i>*culturally responsive</i> 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
8f	<i>** Understands how bias, power, and privilege impact intervention with clients and constituencies.</i>	1	2	3	4	5

Comments regarding competency #8 (optional).

Competency 9. Intern evaluates practice with individuals, families, groups, organizations, and communities.						
9a	Selects and uses appropriate <i>*anti-racist</i> 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):

**Summary and
Recommendations**

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

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

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

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

**Recommended
Grade**

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

Pass

Pass with Concern
(First Term
Only)

Fail

Supervisor / Date

Student / Date

Student Response:

Appendix I: Acknowledgment of Risk and Consent for Internship Course Participants

University of New Hampshire Department of Social Work

Section 1 (To be completed by internship student)

In consideration of being given the opportunity to participate in an internship course offered in connection with my studies in the Department of Social Work at the University of New Hampshire, I hereby:

Acknowledge that there are certain risks inherent in my participation in the internship course that are different in kind and nature than studying in a classroom, including, but not limited to risks arising from:

- Driving to and from the internship site, or while in the course of internship activities;
- Unpredictable or violent behavior of certain client populations served by the internship site;
- Exposure to infectious diseases, including tuberculosis or other airborne pathogens, and hepatitis, HIV or other blood borne pathogens.

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

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

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

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

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

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

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

By my signature below, I acknowledge that I have read, understand, and agree to abide by the terms of this agreement.

Name of Internship Site: _____

Address of Internship Site: _____

Academic Terms of Internship: _____

Printed Name of Student: _____

Signature of Student Date

Signature of Internship Instructor Date

Section 2 (General Information) Statement on Disability:

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

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

UNH Affirmative Action Statement:

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

Appendix J: EPAS 2015

EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (2015)

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

Competency 1 – Demonstrate Ethical and Professional Behavior

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

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

Competency 2 – Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, ethnicity, gender, gender identity and expression, immigration status, marital status, physical and mental ability, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.

Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4 – Engage in Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work. Social workers know the principles of logic, scientific inquiry, and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- engage in critical analysis of quantitative and qualitative research methods and research findings; and
- use and translate research findings to inform and improve practice, policy, and service delivery.

Competency 5 – Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro and macro levels and how social workers may effect change within those settings. Social workers recognize and understand the historical, social, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- assess how social welfare and economic policies impact the delivery of and access to social services;
- critically analyze and promote policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment and their utility to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers:

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

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

Social workers understand theories of human behavior and the social environment and the implications of those theories for the assessment of diverse **clients and constituencies**, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

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

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

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

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

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

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

- select and use appropriate methods for evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

- apply evaluation findings to improve practice effectiveness at the micro and macro levels.

Appendix K: 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.
- Record an interaction with a client for later review and discussion with field instructor.
- Role play client interactions that illustrate the following; an intake interview, 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 (i.e. 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 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.
- Record an interaction with a family for later review and discussion with field instructor.
- 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.
- 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 regard 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.

Appendix L: Internship Remediation Plan

Name: _____

Date: _____

The information below outlines the strengths you are exhibiting in your internship, as well as areas needing improvement, per the discussions with and Action Plan submitted by your Field Instructor. Because your current performance is below that expected of an MSW student at this point in the internship, you must demonstrate progress in order to continue in the internship placement. **This progress must be met by _____.** During that week, a meeting will occur with you; your Field Instructor, and myself to assess if sufficient progress has been made. Sufficient progress is defined as receiving scores of 3 or higher in the areas identified in the remediation plan. **If sufficient progress has not been made, termination of your internship will be considered and discussed.** If it is deemed that you have demonstrated sufficient progress, a more detailed remediation plan will be developed, as well as another evaluation period being established.

Strengths exhibited by the student

- Friendly and pleasant demeanor
- Eager to improve clinical skills
- Worked toward substance abuse certifications

I have read and understand the Remediation Plan:

Signature

Remediation Plan Tips

- Tie problematic behaviors to CSWE's Core Competencies
- Identify behaviors needing improvement, as well as measures & timeframes for assessing improvement
- When considering timeframes, be sure to include how the results will be reported (call, email, virtual meeting)
- Share remediation plan with student and Field Instructor for signature.

Identified Areas Needing Improvement	Behaviors to be Demonstrated to Exhibit Improvement in Identified Areas
Professionalism	<ul style="list-style-type: none"> • arrive at work on time and stay until the end of the work day • have no absences • demonstrate the ability to schedule and manage the work day without assistance, providing a Daily Time Log to supervisor • present self as confident and capable and ready to work • prepare for supervision by bringing questions and concerns to be discussed
Critical Thinking Skills	<ul style="list-style-type: none"> • demonstrate an understanding of the work that is being conducted at the internship site by participating in discussions with the field instructor and colleagues regarding relevant policies and procedures and how they relate to and impact client issues • produce well written work products such as clinical notes, clinical assessments and GRRS reports. • demonstrate an ability to work independently when given tasks to complete • demonstrate an understanding of how to proceed with a case, and the steps that are involved
Respond to contexts that shape practice	<ul style="list-style-type: none"> • attend to changing locales, and populations to provide relevant social services.
Engagement, Assessment, Intervention and Evaluation	<ul style="list-style-type: none"> • prepare for and communicate role within groups to co-leader and supervisor. • engage clients when providing services in mental health settings in a diverse and flexible manner, including holding sessions at locations other than the agency • increase knowledge regarding Motivational Interviewing Techniques by reading chapters, watching taps, listening to sessions and using process recordings.

Appendix M: LETTER OF AGREEMENT

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

The _____

of _____

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

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

_____ agree as follows:

1. The Department of Social Work will provide _____ with the following:
 - a. A field practicum manual which includes objectives, policies and procedures.
 - b. A faculty member to be made available for consultation and educational planning.
2. The _____ will provide the College of Health and Human Services, Department of Social Work with the following:
 - a. Field education at the agency or its affiliated centers. The program of field education is subject to review by the Coordinator of Field Education and/or other faculty representative.
 - b. An updated Field Agency Agreement form and Field Instructors Application sent annually.
 - c. Supervision in all aspects of a student's fieldwork experience by an MSW with a minimum of two years' experience.
3. The University of New Hampshire Department of Social Work agrees to hold harmless the _____, its agents and employees against any and all liability for personal injury due to the sole negligence of the University of New Hampshire, Department of Social Work and its faculty.
4. The University of New Hampshire agrees that every student will be covered by professional liability insurance to the limits of \$1,000,000 and \$3,000,000 aggregate.

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

UNIVERSITY OF NEW HAMPSHIRE

BY _____ DATED _____

Chair, Department of Social Work

BY _____ DATED _____

University of New Hampshire Representative

FACILITY

BY _____ DATED _____

Administrator of Facility

BY _____ DATED _____

Internship Director (if applicable)

BY _____

DATED _____