Advanced Generalist Practice
Autonomous Multi-Perspective Practice

Lifelong Learning
Continuous engagement in acquiring and applying knowledge and skills in the context of authentic, self-directed problems

Social Work Advanced Generalist Curriculum
Multi-Perspective Practice, Theory Building, Empirical Research, Enhanced Skills, Enhanced Techniques, and Field

Social Work Foundation Curriculum
HBSE, SW Research, SW Practice, Policy, Values and Ethics, Diversity, and Populations at Risk and Field

Liberal Arts
At least 18 hours of humanities, social and behavioral sciences, physical sciences (specifically human biology) and mathematics

Rural and Indigenous Environment
Lumbee Community/Rural Community

UNCP MSW CONCEPTUAL FRAMEWORK
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History

The University of North Carolina at Pembroke (UNCP) is a constituent institution of The University of North Carolina and is a fully accredited member of the Southern Association of Colleges and Schools. The Social Work Program at UNCP has been granted full accreditation by the Council on Social Work Education (CSWE), which is the only agency that provides accreditation for Social Work Programs and is recognized by the United States Office of Education and Council on Postsecondary Accreditation. During the academic year 1993-4, the Council on Postsecondary Accreditation replaced the Council on Recognition of Postsecondary Accreditation. During the academic year 1993-4, the Council on Postsecondary Accreditation replaced the Council on Recognition of Postsecondary Accreditation.

Maintaining accreditation by CSWE is considered a high priority by the members of the Social Work Department, the UNCP Administration, and by the General Administration of The University of North Carolina. Accreditation adds to the prestige of the Social Work Program by demonstrating that national standards are met, which provides for graduates greater employment possibilities. Some social work positions are open only to graduates of CSWE accredited programs. Most social work employers will give preference to graduates of CSWE accredited programs.

UNCP was first established in 1887 by the Native Americans of Robeson County and the General Assembly of North Carolina, which appropriated $500.00 in order to open a "normal
school for Indians.” In the fall of that same year, the school opened with 15 students. The school's first name was the Croatan Normal School but soon was changed to the Indian Normal School of Robeson County. The institution has undergone many name changes, but on July 1, 1969, the General Assembly of North Carolina granted regional university status and the institution was given the name, Pembroke State University that was changed to The University of North Carolina at Pembroke (UNCP) in July 1996. Today, UNCP has a diverse population of approximately 5,800 students: 20% American Indian, 2% Asian, 25% Black, and 3% Hispanic. The University has a rich cultural history of which the faculty and students of the Social Work Program are very proud.

The practice of combining Sociology and Social Work is common throughout the nation, especially on smaller campuses. At UNCP, this practice was particularly appropriate because of the historical development of social work offerings by the Sociology Department since 1969. The department changed its name in the fall of 1983 from the Department of Sociology in order to raise the visibility of the Social Work Program on campus. Thus, the Program was housed within the Department of Sociology, Social Work and Criminal Justice. During 2004, growth in the Social Work Program warranted the additional positions of an Administrative Assistant and an additional full-time faculty member. The Social Work Program officially became the Department of Social Work on July 1, 2005. The MSW program began in fall 2008 and received full accreditation status in fall 2011. The MSW is staffed with seven full-time faculty members, which include a MSW Field Director and an MSW Social Work Program Coordinator and a slate of social work practitioners that serve as adjunct faculty.

Mission of The University of North Carolina at Pembroke

The university encourages the pursuit of education as a lifelong experience so that its graduates will be equipped to meet the challenges of the twenty-first century. Drawing strength from its heritage, The University of North Carolina at Pembroke continues to expand its leadership role in enriching the intellectual, economic, social, and cultural life of the region and beyond.

Social Work Mission at UNC Pembroke

The mission of the Social Work Program at The University of North Carolina at Pembroke seeks to prepare students to become leaders in enhancing the quality of life and seeking solutions to rural problems. It is particularly concerned with the consequences of injustice, and thus focuses on the empowerment of populations-at-risk and the advancement of economic, political and social justice in all communities. Additionally the mission of the Master of Social Work (MSW) program at the University of North Carolina at Pembroke is to prepare students for professional social work practice within an advanced generalist model. Social workers prepared using a generalist model has the capacity to practice in varied settings with diverse client populations. They are equipped to utilize resources available in rural areas and prepared for challenges faced when working with indigenous communities. They have an awareness of both historical and contemporary social issues that are embedded in a framework of a larger, more global reality. There are few social work programs in Rural and Native American communities that prepare
students in this manner. The MSW program builds on the Core Values of the University as articulated above.

The MSW program is designed to (1) help meet the immediate and growing need in public, private and social service agencies in North Carolina for advanced generalist social work professionals, and (2) to offer an advanced generalist program that emphasizes work with Rural and Native American indigenous populations.

Building on the BSW program, the MSW program at UNCP both continues and enhances the current mission, emphasizing fieldwork as a mechanism for integration of knowledge and experience. The program provides students opportunities to apply the advanced social work generalist model under the supervision of a practicing social worker. Implementation of these goals is characterized by the following:

- **Regional Rural Focus.** Requiring our students to become knowledgeable about the regional landscape in which they live and understand the unique circumstances of practicing in culturally diverse rural areas. This addresses the University’s goal of improving the quality of life for a culturally diverse society.

- **Community Development and Leadership.** Requiring our students to take leadership roles in public and private social service agencies in such areas as mental health, anti-poverty work, rural community development, and child welfare, while encouraging responsible participatory citizenship. This is in keeping with the University’s mission of preparing knowledgeable professionals for future community development.

- **Life Long Learning and Professional Development.** The MSW program seeks to develop professional working relationships based on collaboration, and mutual learning dedicated to social justice, equity, and cultural competence.

- **Social and Economic Justice.** The MSW program seeks to develop understanding of the multi-level relationships among economic, political, and social systems that contribute to the perpetuance of poverty and oppression.

- **International Exchange.** The MSW program, following the University’s mission, will continue to support faculty/student exchanges, preparing students with global perspectives.

- **Technology.** Graduates from the MSW program will gain a working knowledge of emerging information technology that meets the needs of the communities and contexts in which they will be practicing.

The goals of MSW program are logically followed by program objectives. These objectives are crucial to the development of the MSW student in the Field Practicum. The course objectives for the four Field Seminars are tied to the MSW Program objectives. The combined MSW Program objectives for both the Foundation and Concentration years are:
The Social Work Program emphasizes field work, which leads to a realistic appreciation of social work practice and provides the student with opportunities to apply the social work generalist theory under the supervision of a practicing social worker. These activities enhance social work employment opportunities.

The Field Practicum is closely integrated with all aspects of the social work program curriculum and is an integral component of the curricula; it is consistent with the program’s goals and objectives. The field experience reinforces identification with the purposes, values and ethics of the profession in a real-world setting in which the student has the opportunity to actually translate classroom experiences into beginning-level professional practice. In a carefully chosen agency setting the student is able begin the process of integrating empirical and practice-based knowledge. The student is afforded the opportunity to develop professional competence by doing, transforming his/her abilities and knowledge gained in social work courses into action. Specifically, students will develop the ability to use oral and written skills that are consistent with the language of the specific practicum setting. They will be able to evaluate agency policy within ethical guidelines. The field practicum core competencies, and practice behaviors are described below, and establish criteria by which students demonstrate achievement of the MSW program areas.

**MSW Program Objectives**

The program objectives of the Department of Social Work are derived from the goals of the department and the Educational Policy of the Council on Social Work education, our national accrediting body. These competencies and the associated practice behaviors that students will be challenged to develop are as follows:

**Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

- AGPB1 (Advanced Generalist Practice Behavior) Develop training and educational opportunities for career-long learning.
- AGPB2 Design opportunities for supervision and consultation
o AGPB3 Negotiate professional roles and boundaries in a rural environment

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers
- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work,
- Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

o AGPB4 Justify practice decisions based on professional social work values and relevant laws

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers
- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

o AGPB5 Use multiple perspectives to analyze client’s strengths and problems

Educational Policy 2.1.4—Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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
- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
• recognize and communicate their understanding of the importance of difference in shaping life experiences; and
• view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers
• understand the forms and mechanisms of oppression and discrimination;
• advocate for human rights and social and economic justice; and
• engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers
• use practice experience to inform scientific inquiry and
• use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to
understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.
  - AGPB10 Synthesize and select human behavior and the social environment theories to match client system needs.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.
  - AGPB11 Evaluate agency programs and/or practices in relation to client needs
  - AGPB12 Promote social policies and program practices to advance social welfare and enhance service delivery

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
  - AGPB13 Employ micro and mezzo practice by monitoring and responding to changing contexts
  - AGPB14 Continuously scan the environment, forecast, and adapt macro practice based on the acquired knowledge

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.
Educational Policy 2.1.10(a)—Engagement
Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.
  - AGPB15 Integrate theory-based relational skills in all areas of client engagement
  - AGPB16 Engage with key stakeholders through active listening and constructive dialogue approaches

Educational Policy 2.1.10(b)—Assessment
Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.
  - AGPB17 Design and conduct a multi-level case assessment based on a systematic and conceptually-driven process
  - AGPB18 Design and conduct community, organizational, and technological assessments

Educational Policy 2.1.10(c)—Intervention
Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.
  - AGPB19 Critically apply interventions to facilitate effective practice
  - AGPB20 Critically apply systematic interventions that prevent problems, expand opportunities, and enhance quality of life

Educational Policy 2.1.10(d) - Evaluate with individuals, families, groups, organizations, and communities
Social workers

- Social workers critically analyze, monitor, and evaluate interventions
  - AGPB21 Critically analyze, monitor, and evaluate treatment and adherence to best practices
  - AGPB2 Develop and recommend program and/or policy changes based on evaluation
Expectations of Students throughout Field Practicum

The field practicum design consists of four field experiences that enable students to apply master’s level coursework in a generalist/advanced practice setting. Students, agency supervisors and faculty field instructors plan activities that will support the development of generalist skills as specified in individualized learning contracts. Students will be exposed to a variety of social work roles and responsibilities. The graduate field instruction includes a seminar that will meet weekly throughout each semester. The purpose of the seminar will be for students to share field experiences and to relate them to real world experiences. Students will have a minimum of 930 hours in these four field experiences. The first year, called the Foundation year, requires a minimum of 430 hours. The second year, called the Concentration year, requires a minimum of 500 hours.

The MSW Program has the following expectations of students in the Field Practicum:

1. Confidentiality must be strictly maintained so students must not use actual client names or any specific identifying information in any written assignments or class discussions. (Evaluation: Reflection, Learning Journals, Learning Contract, Field Instructor’s Feedback, Mid Term and Final Evaluation)
2. The student must complete a minimum of 930 hours of supervised work in the field practicum. (Evaluation: Reflection, Learning Journals, Learning Contract, Field Instructor’s Feedback, Mid Term and Final Evaluation)
3. The student must follow the National Association of Social Worker’s Code of Ethics. (Evaluation: Reflection, Journals, Learning Contract, Field Instructor’s Feedback, Mid Term and Final Evaluation)
4. The student must attend all scheduled seminars during placement. (Evaluation: Reflection, Learning Journals, Learning Contract, Field Instructor’s Feedback, Mid Term and Final Evaluation)
5. The student must attend all required agency and school meetings and workshops. (Evaluation: Reflection, Learning Journals, Learning Contract, Field Instructor’s Feedback, Mid Term and Final Evaluation)
6. The student must attend all scheduled supervision sessions with the field instructor and the faculty liaison. (Evaluation: Reflection, Learning Journals, Learning Contract, Field Instructor’s Feedback, Mid Term and Final Evaluation)
7. The student must develop and successfully fulfill the activities described in a Learning Contract with the agency. (Evaluation: Reflection, Learning Journals, Learning Contract, Field Instructor’s Feedback, Mid Term and Final Evaluation)
8. The student must maintain liability insurance throughout their practicum. (proof of coverage)

Field Practicum Objectives

The Field Practicum is closely integrated with all aspects of the social work program curriculum and is an integral component of the curricula. The field experience reinforces identification with the purposes, values and ethics of the profession in a real-world setting in which the student has the opportunity to actually translate classroom experiences into beginning-level professional
practice. In a carefully chosen agency setting the student is able to begin the process of integrating empirical and practice-based knowledge. The student is afforded the opportunity to develop professional competence by doing, transforming his/her abilities and knowledge gained in social work courses into action.
Student Advising

The Social Work faculty at UNCP sees the value of both formal and informal advising. The formal advising consists of explaining policy and routine guidance, “how to get things done at the University”. Students are assigned a Social Work Program Advisor at the time of acceptance into the program. Students are expected to meet with his/her academic advisor each semester to review his/her plan of study and receive the Personal Identification Number (PIN) that is required for registration through Braveweb. Advisors should be made aware of academic concerns that may negatively impact the student. Any changes to a student’s course of study must be approved by the Advisor. Additional information is available in the UNCP MSW Field Experience Handbook.

Only full time faculty who teach in the graduate program will be assigned to advise graduate students. Factors that are taken into consideration in the assignment of advisors include faculty workload, number of current advisees, and student’s request. Students can request a change in advisor anytime by submitting a request to the Chair.

Graduate level social work students are advised by the MSW Program’s full-time faculty. Students potentially interested in admittance to the MSW program are strongly encouraged to consult with Social Work faculty as early as possible in their academic career.

The informal advising consists of issues related to, long-term career and, personal goals, and issues relating to the social work profession. You may want to talk to a professor who shares an interest area with you. We encourage you to take full advantage of all social work faculty in helping you through the process. We would ask that for issues related to the university to first see your assigned advisor or in their absence the Director of the Program.

The Advisory Boards

The Field Education Advisory Board is composed of field agency representatives (to include program alumni), field program faculty, and a student representative. The MSW Field Director serves as the chair of the committee. The committee meets annually and as needed to review and recommend policies to the Social Work Department in accordance with the accreditation standards of the Council on Social Work Education.

Field Education Advisory Board

The board is instrumental in developing many aspects of the social work field program. Some of the areas in which their participation will be helpful are:

- Evaluation of the Learning Contract
- Review of the placement process
- The process of student evaluations
- Recruitment of new students
- Identifying potential field placement sites as well as supervisors
• Participation in planning for the yearly social work symposium
• Creative problem solving for the field program

Program Advisory Board

The Program Advisory Board will help ensure that the social work program continues to move in a direction that compliments the program’s mission and the mission of The University of North Carolina at Pembroke. The Board will also identify ways to evaluate the effectiveness of the Social Work Program. The Program Advisory Board consists of:

A. social work practitioners from the local area;
B. Student/s
C. Directors of the Social Work Program (ex-officio).

The Board will:

• Review and evaluate curricular content, including both course work and field experience.
• Review and evaluate general program objectives, design and operation.
• Identify areas of curriculum and program, needing development and/or modification.
• Make recommendations to faculty and administration for changes which are in compliance with the standards and guidelines of the Council on Social Work Education.
• Promote and advocate for the Social Work program within the college and community.
• Long Range Program Planning

Each member is asked to serve a term of one academic year. Vacancies will be filled by the Director of the MSW Social Work Program, who will elicit suggestions for new members from the current members of the Board, Social Work Faculty, and Social Work Students. The Director of the MSW Social Work Program will act as a conveyor and facilitator of the meetings. He/she will call at least one meeting per academic year.

Students are encouraged to make an effort to meet members of the Field Advisory Board and Program Advisory Board.

Fundamental Guidelines of the Field Work Experience

Only those students who have met the program’s specified criteria for field education are admitted to the Field Practicum. Students must be admitted to the MSW program. Students must also attend Orientation for MSW students. Students must complete all prerequisite requirements before entering into field.

How Field Settings and Students are Selected

Presently, the Social Work Department's field placement selection process is designed to permit students to select their own placements by ranking their particular areas of social work interest. Students complete the MSW field practicum application, which allows them to select three agencies that they are interested in and give this information to the MSW Field Director. The
MSW Field Director then contacts each agency to determine if they are interested in student placement. Once an agency has confirmed they are interested, the MSW Field Director contacts the student and informs them of the outcome. Students are then able to contact the agencies and arrange an interview prior to making the final decision. If the agency has never been used as a field site, the MSW Field Director will meet with agency personnel to determine if the agency meets the Social Work Department's criteria. A Field Setting Profile is then completed and the field placement site’s information is entered into the Field Selection Protocol listing on the Social Work Department’s Web Page.

Getting "Field Ready”

Students become ready for field through the application of social work program content in the learning environment. Content consists of the professional foundation areas of social work:

- Social Work Values and Ethics
- Diversity
- Social and Economic Justice and Populations-at-risk
- Human Behavior and the Social Environment
- Social Welfare Policy and Services
- Advanced Generalist Social Work Practice
- Research
- Assessment
- Field Practicum

Content in the first three foundation areas can be found throughout all required courses in the foundation social work curriculum, while content in the many of the foundation areas are found in specific courses. Integration of professional foundation content is achieved by the use of curriculum sequencing and prerequisites. All students follow their designated curriculum track. Students are guided in their choice of courses each semester by their faculty advisors, who assist them in making sure that all needed courses are taken at the appropriate times. Please note that students cannot transfer field hours from another MSW program.

The Field Selection Protocol

Throughout the curriculum and prior to field placements, students are encouraged to review their field placement options by reviewing the Field Selection Protocol. The Field Selection Protocol includes all the field settings that have been approved to provide field experience for our students. The Field Selection Protocol is used to assist students in locating agencies that offer volunteer experience. In addition to the Field Selection Protocol, UNCP offers a directory of "North Carolina Social Service Agencies.” This directory offers additional opportunities for volunteer work and gives critical insight into the job market.

Students attend field seminars scheduled by the MSW Field Director during each semester they are in field. The field seminar provides opportunities for students to integrate knowledge from theoretical developments to actual experience in the field. The seminar provides a forum for the
comparison of practice similarities and differences among diverse rural agency settings, diverse client systems, and a variety of organizational funding sources.

The Social Work Department adheres to the NASW Code of Ethics. Section 3.01 (c) discourages dual or multiple relationships between supervisors and supervisees. Students will not be placed in an agency or under the supervision of a field instructor that would constitute a dual relationship. As feasible, students are placed within close proximity of their county of residence. Placements in agencies outside Bladen, Columbus, Cumberland, Hoke, Moore, Richmond, Robeson, and Scotland counties will require special consideration by the Social Work Department.

Criteria for Selecting Field Agencies

Field agencies are selected based on educational needs of the student and agency interest and commitment to participation in the field education process. To be considered for approval as a field agency, a Field Agency Profile Form must be completed by the agency. If the agency can provide a meaningful learning experience for students and if there is appropriate supervision, the agency will be visited by the director of field education. When agencies are approved for student placements, the Provost of the University, the Head of the Department of Social Work and the agency administrator sign an Educational Affiliation Agreement. Information about what agencies provide is made available to students to assist them in making informed choices about their placement.

Request for referrals and recruitment of effective field settings is a continuous process. After an initial contact is made and the agency director, staff member, social work student or other interested party has expressed an interest in the field work component, a representative from the setting is requested to complete the "Field Setting Profile Form" (see XIII Appendix E). Based on the information recorded on the form, an interview is scheduled by the Field Director with the setting representative in order to discuss selection criteria in order to accept or to reject the setting.

The selection criteria for field agencies are as follows:

1. The agency is expected to provide an educational experience within the context of the Advanced Generalist Model of social work practice.
2. The agency is expected to be willing and able to provide appropriate supervision and instruction.
3. The agency is expected to support and to represent the student by attending the orientation meetings and the Annual Social Work Symposium.
4. The agency is expected to offer facilities to provide effective social work practice experience consistent with advanced generalist practice.
5. The agency is expected to complete evaluation forms and other documents in a timely manner.
6. The agency is expected to be able to schedule at least two visits by the Field Director per field work course and to consult with the Director as necessary.
7. The agency is expected to provide adequate space and facilities for the student's practice experience.
8. The agency is expected to provide adequate space and facilities for the student's practice experience.
9. The Agency is expected to provide a field instructor with appropriate educational background and experience.

Criteria for Selecting Field Practicum Instructors

Agency field instructors for master’s students will hold a CSWE-accredited master’s social work degree. They must also have a commitment to the purposes of social work education, and to teaching and working with students. The field practicum placement will be responsible for reinforcing social work perspectives. In the event that the field placement does not hold the required degree the UNC-P Social Work Department will make arrangements to meet this educational requirement by providing external MSW Supervision to the students.

Agency instructors who do not hold the MSW credentials with at least two years post experience are considered as Task Instructors. Agency employees, who are highly experienced in the area of human services and to the program, may be assigned as a Task Instructor for the student. These should be used in only unusual circumstances in field.

A formal interview is conducted with the potential agency field instructor in which he/she receives a copy of The Field Experience Handbook. The interview is used as a screening process. The MSW Field Director maintains a confidential file on personnel who have been rejected as agency field work instructors and reviews them periodically to determine if a change has occurred in order to later include them as part of the program. In addition, the agency field instructor is expected to:

1. Provide an educational experience within the context of the Advanced Generalist Model.
2. Provide appropriate supervision and instruction.
3. Attend the orientation meetings.
4. Offer facilities to provide experience consistent with generalist practice.
5. Complete evaluation forms and contracts in a timely manner.
6. Be willing to have field site visits and conference calls by the Field Director and/or field liaison for each semester the student is in placement.
7. Be able to provide adequate space and facilities for the student's experience.
8. Be able to provide scheduled supervisory meetings with student each week.
9. Complete the Annual Field Work Questionnaire
10. The quality of the learning experience of students in placement, the continued presence of an approved supervisor and the geographic proximity to the UNCP service area are important considerations.

Upon approval of the agency, the Memorandum of Agreement is signed between the Agency and the University. The Memorandum clarifies and defines the roles and responsibilities of the University and the agency in regards to the field placement. The Memorandum of Agreement is placed on file in the UNC-P Social Work Department and remains on the database file unless a request by the signing parties has been made to lift the agreement.
After the university approves agencies, they are placed in a Field Instruction Agency Database that provides information pertaining to the Agency Director and the Field Contact Person and the type of agency. Information concerning function and purpose, learning opportunities, types of programs, target group served, and demographics are also included.

**The Interview Process**

The interview process serves the following functions:

1. To assist the student in learning the functions and expectations of the field setting.
2. To give agency personnel the opportunity to meet and to assess the student's suitability.
3. To allow both the student and the agency to begin to formulate goals for the coming semester.
4. To allow the student and agency time to prepare for the placement process.

Some agencies may have prepared reading lists which will help the student prepare for the placement. Use of such a list is strongly encouraged by the faculty. The field work setting and the student are under no obligations to accept each other until the *Social Work Internship Agreement* is signed.

As a result, the student and/or representative of the field setting can reject the tentative placement and/or the student after the interview. Neither the field setting nor the student is required to offer a rationale for the rejection. The MSW Field Director reviews the *Student Profile Form* and evaluates other alternatives. The student's first choice is usually honored. After placements have been finalized, field instructors and students receive information from the Director confirming the field placement assignment and the date for the MSW Field Work Orientation meeting. The *Social Work Internship Agreement* is to be signed at the MSW Field Work Orientation meeting or forwarded to the MSW Field Director during the first week of the field placement. Field work instructors are expected to retain a copy for agency records.

**Two Students at One Placement**

As the MSW Field Director matches the interests of students with opportunities available in field agencies, sometimes more than one student requests the same placement. Since a primary objective is to maximize the satisfaction of both students and field agencies, occasionally two students will be placed in the same agency. This situation can create some special conditions—some positive and some negative.

Having more than one student in the same agency can produce certain benefits:

1. Students can car pool together, if feasible.
2. Students can support one another during the field work process.
3. Students can learn from one another as they share their ongoing experiences.
4. Multiple students tend to increase each student's productivity in the agency.

There are also potential pitfalls in having more than one student in the same agency:
1. Agency field instructors may report difficulty with individualizing for the student—their abilities, interests, strengths, and needs.
2. A student who is unsure about his/her abilities as a beginning social work practitioner may attempt to make himself / herself look good at the expense of the other.
3. A student may tend to lose his/her identity by becoming dependent on the other student.

The MSW Field Director and the Agency Instructor are encouraged to become aware of particular warning signs:

1. Agency field instructors may report difficulty in individualizing the student--their abilities, interest, strengths, and needs.
2. One or both students are hypercritical of the other.
3. One student frequently seems to be the voice for both students.
4. Tension is present in their relationships with each other.

If the Agency Instructor or the MSW Field Director identifies problems, he/she should communicate these concerns to one another. It is also important for the MSW Director of the Social Work Program to be informed of such concerns. The Social Work Program embraces a philosophy of open communication and commitment to working through problems in a respectful and mutually beneficial way.

Field Placements in Agency Where Student is also Employed

The policy of the Social Work Department is that an employment setting may be used as a field placement if all the regular requirements of agencies and agency instructors are met in the setting. This placement must be clearly delineated as a learning experience and not a work experience, and therefore will require close supervision. Not all employment situations will be approved for field placement. Approval depends on how clearly the student and setting can describe the learning opportunity, how it differs from the student's regular employment, and how the field experience is supervised differently from the students’ employment.

Students who are requesting field placement in their field setting must submit a plan that includes:

- Reason(s) for request
- Supervision: Name and qualifications of educational supervisor
  - Must be an MSW or approved substitute
  - Not the employment supervisor
  - The agency must review the requirements of the MSW program and agree to all of the learning experiences
  - Description of planned learning experiences and student’s regular work assignments
  - Description of designated employment hours and internship hours

The Employment-based Field Application (found on the social work website) will be submitted to the MSW Field Director. The MSW Field Director will review the material and make a recommendation to the MSW Program Director making sure that role confusion will not occur between the student and employee role.
Basic Principles of Field Placement

“Comments for Field Instructors”

The Agency Field Instructor is an integral part of the Social Work Program and provides a valuable service to the community and the profession. Supervisors are encouraged to be familiar with classroom content and other learning input (i.e., The Campus Association of Social Workers) to which the student is exposed. Field Instructors are recognized as training resources for the Social Work Department. The MSW Field Director is responsible for making available to instructors materials that would be helpful to them. These materials include but are not limited to:

1. Visits to campus, the library and other resources
2. *The University of North Carolina at Pembroke Catalog* -- latest issue
3. *Field Experience Handbook* (this document)
5. Bibliographies from SWK courses

The Social Work Department is committed to providing ongoing consultation to local agencies in the community. Any agency that offers its resources as a field placement can request in-service training (at no cost) from the Social Work Faculty. The offer is limited to the fields of expertise of each faculty member.

Students come to The University of North Carolina at Pembroke from a variety of backgrounds, experiences and interests. As a result, no two students are alike. This uniqueness is more evident in field work than at any other time during the student's academic career. It is expected that our students will be sincere, motivated, tolerant, empathetic and discreet. The field instructors can also expect that the student will work efficiently, show flexibility and a readiness to perform the necessary tasks related to the learning experiences. It is important to recognize that the Social Work Curriculum is preparing students for advanced generalist social work practice at the entry level. It is extremely important that social work students understand agency policy prior to becoming deeply involved in direct service. This is stressed for two obvious reasons:

1. In order for students to make a contribution to the agency, they must grasp the basic philosophy of the agency as well as the procedural requirements. Students are capable of making significant contributions if they are informed of agency policies and procedures.
2. Having practical experience in understanding and analyzing agency policy is considered a part of the students' learning experience.

It is essential that the roles of the agency field instructor and the student are clearly defined if the transition from student to social work professional is to be a smooth one. Students typically show signs of ambivalence through this transition. There is a desire for independence; however, there is also some anxiety. Underlying this anxiety is, most frequently, a sense of insecurity and lack of confidence. In order to increase self-confidence and competence, the Field Instructor needs to give considerable support as well as encouragement to the student. As a result, *planned*
supervisory meetings between student and field instructor are required. Such conferences are required by the Social Work Department and the Council on Social Work Education.

The agency field instructor should prepare for such meetings with the student, clarifying at the beginning the responsibilities he/she will have in the field setting. One of the functions of these meetings is to provide an on-going assessment of the student's performance. The student should be given an opportunity to be informed of the instructor's impressions. Ongoing constructive feedback contributes to a quality learning experience for the student, provides an opportunity for stimulation, and enables both the instructor and the student to develop a productive professional relationship. In summary, there should be ongoing communication of the strengths and needs of the student and, these needs should be addressed. One way of assessing the quality of feedback is the student's reaction. Thus, if a student is surprised by the written evaluation, the quality of the on-going oral feedback must be questioned.

Faculty Monitoring of Students and Contact with Field Practicum Agencies

The faculty liaison visits field placement sites in order to assess and evaluate the field placement activities of each student. The preferred plan is to make two field visits. The agency field instructors meet with the MSW field students the first day of class/internship each semester to review the goals and objectives of the practicum and updates on the program.

Comprehensive evaluations take place to ensure that students are applying their knowledge, values and skills. These evaluations include Student Mid-Semester evaluation, Student Final Evaluation, Student Evaluation of Field Placement, and Annual Field Placement Questionnaire. The seminar class encourages discussion of student’s experiences in field and also the application of advanced generalist concepts. A visit by the MSW Field Director is made at mid-term and again at the end of the semester to review the practicum experience and obtain the recommended grade from the agency field instructor.

Priority is placed on early visits to agencies that are being utilized for field placements for the first time. The faculty liaison meets with both the student and the agency field instructor at the agency. The faculty liaison also communicates with agency field instructors as needed throughout the semester by telephone. Additional meetings are arranged, if necessary, to handle placement problems or special needs of students.

Orientation for Field Instructors

Training and support of agency field instructors occurs on an ongoing basis, and is critical to the attainment of program objectives. We hold an orientation at the beginning of each Fall semester for the field student and the agency field instructor. Agency field instructors are provided a copy of the MSW Field Experience Handbook; it has all of the information regarding field instruction of the social work program. The MSW Field Director facilitates this orientation and reviews the goals and objectives of the program with each participant.

In the Spring of each year the Social Work Program holds an annual symposium. This symposium provides an opportunity for regional human services personnel to interact with each other. We also offer opportunities for them to earn Continuing Education for state certifications
and licenses; they also share their experiences with other agency field instructors. The symposium also provides agency field instructors formal and informal opportunities to ask and answer any questions regarding student evaluation.

**Tasks of Supervision**

There are six primary tasks for student supervision:

1. Attend the Agency Field Instructor Orientation as scheduled.
2. The sharing of practical experience, knowledge and agency resources.
3. The development of a professional identity as an entry level professional social worker.
4. The teaching of agency specific knowledge and the encouragement of skill development.
5. The evaluation of the student with feedback to facilitate professional growth on an ongoing basis.
6. Weekly scheduling of supervisory conferences to successfully complete the above tasks.

The student has the opportunity to link the academic world with the real practice of social work, to develop his/her professional identity and to learn a specific area of social work. The most difficult task of the agency field instructor is to evaluate the student's experience. Since the Spring of 1985, the social work program has used the Pass/Fail grading system (see “Grading” below). The P/F grading system requires that the instructor offer an evaluation that is descriptive of the student's strengths and needs which may not appear otherwise.

Students are to be evaluated by the highest standards. The faculty respects the Field Instructor’s evaluation. A passing grade will be indicated by the instructor’s selection of one or more of the following four assessments on the Final Student Evaluation Form (see XIII. Appendix N):

1. This intern has completed the semester performing above expectations of an average student intern. He/she is ready to begin practice as a social worker.
2. This intern is being considered for hire by this agency.
3. This intern has completed the semester successfully and has accomplished the goals in the Learning Contract.
4. This intern has successfully met the core competencies and practice behaviors identified in the Learning Contract.

**Agency Field Instructor’s Evaluation of the MSW Program**

At the end of each academic year, the field work instructor is asked to complete the Annual Field Work Questionnaire. The Questionnaire is short, but extremely important for the field work component. Supervisors are given the opportunity to evaluate four aspects of the Social Work Program and its liberal arts foundation:

1. Field Work Materials
2. The Field Director
3. The Curriculum
   a. Liberals Arts Foundation
   b. Professional SWK Content
4. Services to the Supervisor
The evaluation can be found in XIII. Appendix B. Agency Field Supervisors and Task Instructors are asked to copy the form, respond to the questions, and mail the form to the MSW Field Director.

Methods of Supervision/Field Instruction

During the Field Practicum experience, students are beginning to integrate skills, values, and knowledge. Following are some techniques that can be used to enhance student development and effectiveness as a practitioner.

1. Use the information from the Agency Field Instructor Orientation as a basis for all interaction with the student.
2. Create a supportive learning environment for each social work student.
3. Provide each student with an orientation period which provides structure and learning about the agency, its purpose, goals and the social work roles.
4. Encourage continued professional growth through client contact, group work, community involvement, participation in the agency's organizational environment, evaluation of service delivery systems, social welfare policy implementation, professional documentation, social history writing, grant writing, workshop attendance, research and professional reading.
5. Encourage continued self awareness and personal growth through the understanding of personal values verses professional values, ethics and human diversity.
6. Encourage students to integrate social work and liberal arts skills, values, knowledge, ethics, and self awareness which will eventually translate to more effective social work practice skills.
7. Set aside time for weekly supervisory conferences and use that time to obtain feedback regarding the student's feelings and learning style. Give support, suggestions, and encouragement as deemed appropriate.
8. Use the MSW Field Director as a resource and maintain ongoing contact.
9. Be willing to share your practice wisdom and serve as a mentor to your student; but recognize that you can also learn from your student.

Individual, one to one, supervision is by far the most common form of supervision used by the agencies working with the MSW Program. Regular supervisory conferences are required in order to provide the students with ongoing support, increased learning and skill development through regular periodic assessment. "Periodic" is usually interpreted as one meeting for every 30 hours of supervised field work, or approximately one meeting every week. The Supervisor can use this time to offer a continuing oral assessment of the student's skills, attributes, and progress.

One important element of supervision is evaluation. This is accomplished informally and formally at least six times during the academic year:

1. Oral evaluation with MSW Field Director during each site visit (constitutes an informal evaluation).
2. Short written evaluation at midterm.
3. Written evaluation at the end of the semester.
The Student Evaluation Forms are the basis on which the grade for field work is determined, and the Field Director is prohibited from giving a passing grade without having a completed evaluation. There are two Student Evaluation Forms which are used to evaluate the field experience. The first is the MID SEMESTER STUDENT EVALUATION FORM (see XIII. Appendix M). The second is FINAL STUDENT EVALUATION FORM (see XIII. Appendix N). If the "final" form is not returned to the MSW Field Director in a timely manner, the student will not receive a grade or be permitted to graduate. Students are responsible for informing Field Instructors as to due dates set for these evaluations.

It will be necessary for the agency field instructor to give verbal feedback on a regular basis. Students must know where they stand prior to a written evaluation. Specifically, the NASW Code of Ethics states: "The social worker who has the responsibility for evaluating the performance of employees, instructors, or students should share evaluations with them." Methods for dealing with student’s evaluations are discussed during Fall Field Orientation and the annual Spring Social Work Symposium each year for agency field instructors. During this time, these issues are discussed in greater detail.

Awards for Agency Field Instructors

The Social Work Department has an excellent working relationship with local field work agencies. Field instructors are awarded in a variety of different manners:

1. A continuing education activity is offered each spring through the annual Social Work Symposium and contact hours are available to participants.
2. At the annual Social Work Symposium, Field Instructors are recognized and awarded a Certificate of Appreciation.
3. An individual is selected as Field Instructor of the year. Below is more information.

The Program offers a special award for Field Instructors or agencies who go beyond the normal expectations. Recipients are recognized as the Field Instructor of the Year and presented with a plaque at the Annual Social Work Symposium. The award is offered annually to a field work instructor or agency who meets the following criteria:

1. The instructor has offered his/her services to the Social Work Program for three (3) consecutive academic years.
2. The instructor has consistently received above average ratings on student evaluations.
3. The instructor or the agency has made a significant contribution to the Social Work Department or the local community.

Criminal Background Checks

Students should be aware that some Fieldwork agencies may require a health screening, drug testing, criminal background check and/or fingerprinting, and that these results may then be shared with the Field Director. It is the student’s responsibility to inform the Field Director of any information that would be reasonably understood to have a direct impact on field placement.
recommendations; for example, a felony conviction. Depending on the student’s area of interest for field placement, other types of information that would potentially be relevant may include, for example, personal experience with domestic violence or sexual assault, a history of substance abuse and/or mental illness. If the student, or a close family member, received services from any local agencies that might be recommended as a field placement based on the interests the student has indicated, that information should be provided as well. Students are encouraged to make an appointment with the Field Director to discuss any concerns about current issues or past experiences that may impact field placement. This information may be disclosed to the MSW Program Director, a potential Field Instructor and/or the MSW Field Seminar Director-Professor/Field Liaison if it is relevant to the student’s field placement. Students who have concerns about the release of any specific information should discuss this directly with the MSW Field Director.

Responsibilities of Student to the Field Work Setting

Liability Protection

Field Placements are an essential part of students' education. Their involvement may also place them in situations in which they are vulnerable to legal action. Lawsuits are unpleasant. They're also expensive. **Students must obtain professional liability coverage for duties performed as part of their social work placement.** Proof of liability insurance is required prior to a student’s first day in the field agency. Students can purchase liability insurance through the UNC Pembroke Student Accounts office. Student membership in NASW is encouraged and the association offers students a special reduced membership dues rate. See NASW for application and information.

Field work settings freely commit themselves to the education of social work students. They volunteer their facilities and the time of the staff. These agencies have established policies and procedures which the students are expected to follow. If a student is unclear or questions agency policies, it is the responsibility of the student to discuss the matter with the agency field instructor, and the MSW Field Director.

Time Requirements

Students will have a minimum of 930 hours in the four field experiences. The first year (Foundation Year) of field education requires that student be in placement two days a week. Students must complete at least 430 clock hours in the agency. Students in their second year (Concentration Year) are expected to be in the field three days a week and must complete no less than 500 clock hours in the agency.

Students will document their field hours weekly and submit to the agency field instructor for signature to monitor the required hours in field. The student must submit their field hours on a routine basis as scheduled to the MSW Field Director.

The agency field instructor and the MSW Field Director must be informed of all absences in advance when possible. The Field Absence Form must be completed for all absences that do not involve continuing education. Time missed must be made up to meet the requirements of the
field setting, the Social Work Department, and the University. However, students are encouraged to attend special events (workshops and seminars related to their field work placements). In order to attend such events, students must obtain permission from the agency field instructor. The MSW Field Director is to be informed in advance. Students are required to document the event in their Field Work Journal and to complete the Activity Absence Application. The journal is submitted routinely as scheduled for review during Integrative Field Seminars.

All students are required to attend the field work seminar on a weekly basis. The seminar is of the utmost importance for the professional growth and development of the student. It also supports the transition of the student to entry-level professional, and serves to integrate the classroom knowledge with the field experience. Students are expected to attend all seminar classes.

**Field Work Learning Journal**

For successful completion of MSW Field and MSW Seminar, students are required to maintain a daily journal that documents activities and charts professional development. These entries should process the learning experience by discussing growth in one or more of the following areas: personal knowledge (self-awareness), professional growth, rural social work skills/practice, research experience, social justice, and working with populations at risk, practice with American Indian families, and/or ethics. The journal should also include any difficulties encountered in the field placement. Entries will not include the name of any client or other identifying information. These journals are to be treated as confidential documents and will be read by the MSW Field Director on a routine basis. The learning journals allow ongoing communication between the student and the Director and should enhance the development of self awareness, reflection, professional attitudes, and expertise. All students are required to submit their journals on a monthly basis or as directed in the course syllabus; failure to do so will result in a failing grade. At the end of the semester, students are required to surrender their journals by the final day of class to the MSW Field Director. Field Work Journals will not be returned to the student. The journals are not kept on file but are destroyed in order to protect confidentiality.

**Grading**

The grading for Field Work is pass/fail. In various sections of the *Handbook*, grading policies are addressed. Following are guidelines to assess the proper grade. These criteria are discussed throughout the *Handbook* in greater detail, but are summarized here:

1. A Pass (P) means that the student has met or exceeded standards and expectations.
2. A Fail (F) means that the student has neglected to meet standards and expectations.
3. Failure to submit one's journal, time sheet, and assignments on a routine scheduled basis will result in an "F" for the course.
4. Failure to meet with the student’s agency field supervisor/instructor as scheduled will result in an “F” for the course.
5. Failure to meet with the student’s MSW Field Director for scheduled seminars will result in an “F” for the course.

**Final Field Seminar Project**
Students must complete a final field seminar requirement before graduating from the MSW program. Students will complete a final project, specifically the area of their field practicum interest. The information gathered is evaluated and assessed. The integrative project provides a culminating MSW educational experience, in which students integrate and synthesize program material in relation to the core competencies and practice behaviors in their particular area of interest.

Students attend the 5800 Integrative Field Seminar in the Spring of the concentration year. However, students are encouraged to begin thinking about their capstone project before that time. Students will submit their project capstone outline at the end of SWK 5500. The Integrative Field Seminar will provide guidance for the final project.

**Professional Integrity and Social Work Values**

The field of social work has a professional value base that provides an ethical foundation for competent practice. The best guide for professional integrity is the *Social Work Code of Ethics* approved by the National Association of Social Workers. All students are required to read this document and demonstrate their understanding during Seminar. Pincus and Minahan (1973) have defined values as *beliefs, preferences of assumptions about what is desirable or good for humankind.* Felix Biestek (1957) identified seven practice principals that reflect what we call social work values. Two of his principles include (a) *the need for self-awareness* and (b) *purposeful planned intervention when working with any client system.* Maria McMahon (1990) states that *the values of social work practice are rooted in the belief that every human being has dignity and worth.*

At The University of North Carolina at Pembroke, the faculty recognizes that the social work value base provides students with the foundation for ethical social work practice. Professional values provide parameters that enable social workers to provide services to diverse client systems without imposing one's personal values. Adherence to professional values increases one's competence and effectiveness as a professional.

There are seven basic values that the Social Work Department has identified as crucial to ethical practice. They are as follows:

1. **Individualization**--respecting the dignity and uniqueness of the individual. Do not generalize.
2. **Nonjudgmental attitude**--not being the client's parent or judge.
3. **Acceptance**--approval of the worth and dignity of the individual. Accept him/her as a human being even though you may not condone some of his/her behavior.
4. **Controlled emotional involvement**--the client needs a professional response to a problem or need. The student social worker is not a friend of the client. Do not over or under react.
5. **Confidentiality**--treat all information with respect and privacy.
6. **Clients right to self determination**--the client has the right to make choices which may not be congruent with the student's values system. Clients also have the right to make decisions that may result in poor outcomes.
7. *Advocacy and social action*—for the powerless, oppressed and the service eligible.

The MSW Curriculum is designed to assist each student in the making of a conscious effort to incorporate these values into their practice of social work.

**Student Evaluation of Field Work**

In the interest of maintaining consistent high standards of quality in our field placement settings, the Social Work Department at The University of North Carolina at Pembroke recognizes the value of providing students with the opportunity to report their perception of the field work experience. The students are required to provide a copy of the *Student Evaluation of Field Placement* to the MSW Field Director. This form can be found on the UNC-P MSW website. The information provided is also used to help decide who will receive the Agency Field Instructor of the Year Award.

**Grievance and Student Dismissal Procedures**

If problems occur between the student and the field placement, the Social Work Internship Agreement can be voided by the grievance procedure or the agency's dismissal of the student.

**Grievance Procedure**

If a student finds that the particular field setting is problematic, the following procedure is to be followed:

1. The student is expected to write a letter to their agency field instructor stating the problem and requesting assistance in resolving the problem. If this step does not provide satisfaction:
2. The agency field instructor is required to write a letter to the MSW Field Director stating the problem and requesting a conference with the contracting parties. At this point, the Director of the MSW Social Work Program must be notified of the decision of the contracting parties if the problem is not resolved.
3. The student may appeal the decision by writing a letter requesting appeal to the MSW Field Director within three (3) working days of the decision. Within three (3) working days of the receipt of the appeal request, the Director will schedule a formal meeting of the Social Work Field Advisory Committee. Field setting staff, the student, social work faculty, witnesses and attorneys may be invited to attend. All decisions made at this meeting are final.
The *Grievance Procedure* has a specific chain-of-command:

1. Field Agency Instructor
2. MSW Field Director
3. MSW Program Director
4. The Field Advisory Committee

A student who violates the chain-of-command will face disciplinary action. The rationale for strictly adhering to the chain-of-command is associated with issues of agency confidentiality, division of labor, and policy.

**Student Dismissal Procedure**

If the field setting finds that a particular student is inappropriate, the agency field instructor should:

1. Inform the student in writing of the existing difficulties and the possibility of dismissal. If there is no satisfactory improvement:
2. The agency field instructor should contact the MSW Field Director to discuss the problem in detail. The MSW Field Director, the agency field instructor and the student will cooperate in the drafting of a plan of action for strengthening the area(s) to be improved. If the problem is not resolved:
3. The agency field instructor will write a letter to the student and to the MSW Field Director stating the provisions of the *Social Work Internship Agreement* that have been violated and the effective date of termination of the Agreement. The final evaluation will accompany this letter. Termination of the student's placement will be effective on the date that the Agreement is terminated.
4. The MSW Program Director will receive documentation from the MSW Field Director indicating the problem situation with an attached, completed *Student Evaluation Form*. The student will receive a copy and the original will be retained in the student’s permanent file in the Social Work Department.

The student has three (3) options:

1. Request a new field placement.
2. Receive an "F" as a grade for Field Work.
3. Accept expulsion from the Social Work Program.

In *all* cases, the Social Work Field Advisory Committee will be the final arbitrator and final appeal.

**Duties of the MSW Field Director**

The MSW Field Director is the representative of the Social Work Department to the local field settings. The faculty member is responsible for coordinating all field activities. However, no change in field placements may occur without the knowledge of the Chair of the MSW Social Work Department, who is the direct supervisor of the MSW Field Director. The major duties of the MSW Field Director include, but are not limited to the following:
1. Oversight of the MSW Field Program, and participation of the BSW and MSW program activities.
2. Personally visits every MSW field work setting each semester and completes the Social Work Visitation Form.
3. Edits the Field Experience Handbook to reflect current standards.
4. Organizes campus meetings for agency field work instructors. One is orientation and training in the fall and the other is the annual Social Work Symposium in the spring.
5. Meets with MSW field work students as scheduled each semester in a seminar fashion to discuss relevant issues.
6. Reports any difficulties or potential difficulties to the Chair of the Social Work Department.
7. Reads and comments on the MSW students’ journals.
8. Provides a mid-term and final grade for MSW students based on the evaluations completed by the agency field Instructor.
9. Meets with the MSW Program Director to outline the progress of students.
10. Explains and represents the Social Work Department to the network of field work settings.
11. Meets with the Social Work Department Advisory Board on an as needed basis.
12. Coordinates the activities of the Field Advisory Board.
13. Meets with MSW field work students on an individual basis who are experiencing difficulty.
14. Provides special supervision for students who have not been placed in a traditional social work setting.
15. Seeks out and evaluates social service settings to be considered as part of the field work component.
16. Evaluates and reevaluates current field work agencies to be included or excluded from future agreements.
17. Interviews MSW students individually to facilitate the placement process.

In order to assist the MSW Field Director with number thirteen (13), the Social Work Department has established a ranking system for credential preference of the person who directly supervises the student:

1. A social work professional (MSW who embraces the generalist model for social work practice).
2. If a MSW is not available, other arrangements must be made to provide additional supervision.

Summary Statement

The MSW Field Experience Handbook is designed to guide field work instructors, social work interns and the Field Director in the execution and documentation of the fieldwork experience for the Social Work Department of The University of North Carolina at Pembroke. If there are questions or other concerns, please contact the MSW Field Director.
References


Beistek, F. (1957). The casework relationship, Chicago: Loyola University


