



Social Work

UNIVERSITY OF COLORADO
COLORADO SPRINGS

BSW & MSW Field Education Manual

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***New Field Instructor Online Application Form* 66**

1. FIELD INTRODUCTION & WELCOME

Field Education at UCCS

Field Education is a critical component of University of Colorado Colorado Springs Social Work's BSW and MSW programs. The Council on Social Work Education emphasizes that fieldwork is the "signature pedagogy" of social work education:

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

- Council on Social Work Education (EPAS 2.2)

Through field education, students develop social work competencies and practice behaviors under the supervision of an experienced social worker.

The ideal field placement offers students a focus on the methods of direct practice, policy development and implementation, and other social work special projects and research activities. It is expected that students will experience a diversity of client populations and intervention issues, relying upon a range of theoretical concepts and models to develop breadth of learning and to establish a broad base for practice.

Supervised practice in a field agency is central to the development of competent, humane, knowledgeable, skilled, and effective social workers. Field education is the point at which the integration of theory, practice, skills, and ethics come together for emerging social work professionals. As the profession's "signature pedagogy" it allows opportunities for applying classroom content and experiences to professional situations, developing and evaluating student readiness for professional practice, and developing collaborative partnerships among students, faculty, field agencies, and the University.

Students are encouraged to read the entire Field manual and to keep it handy as a reference throughout their time in the Field Education Program. Current and prospective Agency Field Instructors and their organizations will find the material in this manual helpful in understanding social work education at UCCS, roles and expectations of parties involved in field education, and relevant policies and procedures.

Overview and Importance of Field Education

Field Education is an experiential course that challenges students to develop and demonstrate social work practice behaviors and competencies within an organizational and community context and affords experiential assessment and evaluation of students' development in the process of becoming helping professionals. Field Education is a vital dimension of students' social work education. In the field placement, students master the lessons of the classroom through interaction with real clients in a supervised agency setting. In social work education, the field placement is where theory and science join the art of practice. The Council on Social Work Education (CSWE) has stated that field education is the "signature pedagogy" of social work education. Field work provides students with opportunities to apply theory to practice and to develop and practice essential social work skills.

Field Education provides students an opportunity to participate in and become familiar with the many components of the social work role. The ideal field placement offers students a focus on the methods of direct practice, policy development and implementation, and other social work special projects and research activities.

Field Education provides practice experiences in a continuum of modalities, including work with individuals, families, small groups, and communities within an organizational and community context. It is expected that students will experience a diversity of client populations and intervention issues, relying upon a range of theoretical concepts and models to develop breadth of learning and establish a broad base for practice.

Student Learning Plan/Contract

As part of their field placements, students are expected to work collaboratively with their Agency Field Instructor to develop a behaviorally specific learning agreement based on their level in the social work program (BSW, MSW Generalist, MSW Specialist). The learning agreement promotes adult learning and is the blueprint for students to develop and demonstrate social work practice behaviors and competencies. See the Appendices for a template of the Student Learning Plan/Contract. An editable version of the Student Learning Plan/Contract may be found online under the "Resources" section at: <https://spa.uccs.edu/programs/social-work-sw/field>.

Learning plans outline the specific competencies and practice behaviors students are expected to develop over the course of their Field Practicum. Students and Agency Field Instructors should discuss specific learning opportunities, tasks, and assignments available to the student in the agency and document these in the learning plan and are due by the 4th session of the Field Practice Course. Learning activities should be personalized to student interest, skill level, and to opportunities available in the agency setting. Learning plans will be reviewed by Faculty Field Liaisons to ensure appropriateness, mutual understanding, and expected outcomes.

It is recommended that students and Agency Field Instructors regularly review the Learning Plan as part of their weekly supervision meetings. Agency Field Instructors are encouraged to monitor student progress toward development of competencies and are expected to provide constructive feedback to support student learning and professional growth.

At the end of the fall semester, students and Agency Field Instructors are expected to review the student's progress toward goals outlined in the learning agreement and to informally evaluate progress toward development and mastery of social work practice behaviors and competencies. Students and Agency Field Instructors will create a plan to address growth areas for the next semester, and outline goals and learning activities to ensure competencies are met by the end of the spring semester.

Evaluation

At the end of each semester, students and Agency Field Instructors must complete an evaluation of the student's progress toward the development of professional competencies and practice behaviors. The UCCS Social Work Program provides evaluation matrices for each level of learning (BSW, MSW Generalist, and MSW Specialist). Mid-year evaluations are informal and used as a tool to guide learning for the following semester.

An evaluation tool is provided on the final page of the Student Learning Plan/Contract, and may be found in the Appendices of this Field Manual as well as online. An editable version of the Student Learning Plan/Contract may be found online under the "Resources" section at: <https://spa.uccs.edu/programs/social-work-sw/field>. Evaluations will be reviewed and discussed with the Faculty Field Liaison during site visits conducted at the end of the fall semester and the end of the year. The Faculty Field Liaison issues the final grade for the field seminar course.

Field Placement Requirements

Field Practicum provides an opportunity for the student to apply the general knowledge of theories and principles presented in the classroom to problems and challenges in the field. The field experience allows the student to try on and develop the role of professional social worker. The field instructor

serves as a mentor, role model, and a source of feedback to the student regarding the student's performance and professional growth. Therefore, the purpose of field practicum is summed up in three words: integration, application, and socialization. The student integrates what has been learned, applies that knowledge in specific practice situations, and in the process, develops an identity as an emerging, professional social worker.

Field practicum gives students the opportunity to connect theory with practice (integration of empirical and practice-based knowledge), experience situations that focus attention on the use of social work values/ethics and encourage identification with the purposes and functions of the profession. Additionally, students have the opportunity to acquire expertise in assessment and intervention at all levels of client systems from the individual (micro practice), family and group (mezzo practice), to the organizational and community levels (macro practice).

Field Practice in Social Work I (SWRK 4111). First course of the two-course field practice sequence. Supervised agency field practicum with practice situations for developing professional skills, values, and attitudes for social work practice. Includes concurrent field seminar to promote integration of theory and practice and critical examination of oneself as a helping professional. Course requires completion of a minimum of 200 field hours at an approved social service agency. BSW capstone project preparation will begin in this course.

Field Practice in Social Work II (SWRK 4112). Second course of the two-course field practice sequence. Supervised agency field practicum with practice situations for developing professional skills, values, and attitudes for social work practice. Includes concurrent field seminar to promote integration of theory and practice and critical examination of oneself as a helping professional. Course requires completion of a minimum of 200 field hours at an approved social service agency. BSW capstone project completion will occur in this course. (GPS Summit)

Generalist Field Practice (SWRK 5111 & 5112): During the generalist practice year, MSW field practicum, students have the opportunity to observe the field instructor (and other appropriate professionals as approved by the field instructor) and to practice alongside these professionals as they build initial skills and incorporate theoretical perspectives and research informed intervention techniques from classroom learning. Students must complete no less than 400 Generalist Practice Field hours. **Please note that the Council on Social Work Education has approved a temporary reduction in required field education hours for the 2020-2021 Academic Year, in light of the COVID-19 pandemic. The minimum requirement for the 2020-2021 academic year is now 340 hours, although we encourage students to work to complete the minimum 400 hours if agency, safety, and health standards allow.*

Specialized Field Practice (SWRK 6111 & 6112): During the specialization year, MSW field practicum students are expected to take on increasing levels of autonomous practice, especially as the practicum progresses. Students will continue to be supervised by the field instructor as the student moves in the direction of “doing” more than “observing”, as would have been the case during foundation field. Skills at the specialization level are expected to incorporate more complexity in terms of a) trauma informed social work practice, b) systems addressed and their problems; c) theoretical perspective and interventions employed; and d) problem-solving skills and independent critical thinking of the student, all under the watchful eye of the field instructor as supervisor. Students must complete no less than 500 Specialized Practice Field hours.

2. THE FIELD PLACEMENT PROCESS

6 Phases of Field Placement

The field placement process occurs in 6 phases:

1. Students must complete an online [Student Application for Field Placement](#) during the Spring semester prior to the Fall of the eligible field placement year. This is typically completed in January or February.
2. After completing the online [Student Application for Field Placement](#), students must schedule field placement advising with the BSW or MSW Field Director.
 - MSW field placement advising may be scheduled with Dr. Mary Fortson-Harwell through the following link: <https://calendly.com/maryfortson>
 - BSW field placement advising may be scheduled with Ms. Malikah Marrus through the following link:
3. Potential field placement matches are typically made in April or May of the Spring prior to the Fall Semester in which a student will be in field placement. The student and the potential Field Instructor will be notified of the match(es) and the interview process.
 - 3.A. BSW and Year 1 (Generalist) MSW students will be matched with one agency at a time. Year 2 (Specialized) MSW students may be matched with more than one potential field sites, allowing the Specialized MSW student the opportunity to interview with more than one agency to determine best fit for their final field placement.
4. After receiving match information, students must reach out to their potential Field Instructor to schedule an interview. The interview must occur within a 5-week period from the match being made.
5. Following the interview, both the student and the potential Agency Field Instructor complete a Review of Field Placement Interview Form (see Appendices and online resources for both the [Student](#) and the [Field Instructor](#) Review of Field Placement Interview Form) to indicate whether they accept or reject the match. Rejections must be accompanied with a written explanation. Please note: Students may not reject a match simply because it is not their preferred agency or population.
6. When both the student and the potential Field Instructor accept a match, the placement will be confirmed for the coming academic year, and the student will begin field placement at the start of the Fall Semester. The student and the Agency Field Instructor will coordinate to create the student's field schedule for the coming Fall Semester.

Non-Match Acceptance

The UCCS Social Work Program understands that, from time to time, students may not receive acceptance from agencies following their interview. Non-match acceptance may be due to a lack of capacity at the agency following multiple student interviews or general lack of fit between student and agency. If a student does not receive acceptance from the matched field agency following their interview, the student will have the opportunity to be matched with, and interview with, another agency.

Students who do not receive a match acceptance should schedule a post-interview advising appointment with the Field Director prior to receiving another potential match. This advising appointment allows the student the opportunity to reflect and process the interview experience, as well as discuss the student's interview strengths and areas for growth.

- MSW field placement advising may be scheduled with Dr. Mary Fortson-Harwell through the following link: <https://calendly.com/maryfortson>

In the event that a student interviews with 3 potential agencies and does not receive match acceptance after each of the 3 interviews, the student must schedule an appointment with the Field Director and the Program Director. Students should note that following this appointment, it may be recommended that the student wait to enroll into the field placement course until the following year.

3. FIELD STRUCTURE, HOURS AND ELIGIBILITY REQUIREMENTS

Structure of Field Education Hours

- Students begin their field placements in August of the academic year in which they are eligible.
- BSW students must complete 400 hours in their field placement in their senior year.
- Year 1 (Generalist) MSW students must complete 400 hours in their field placement. **Please note that the Council on Social Work Education has approved a temporary reduction in required field education hours for the 2020-2021 Academic Year, in light of the COVID-19 pandemic. The minimum requirement for the 2020-2021 academic year is now 340 hours, although we encourage students to work to complete the minimum 400 hours if agency, safety, and health standards allow.*
- Year 2 (Specialized) MSW students must complete 500 hours in their field placement.

Eligibility Criteria for Entrance into Field Placement

- Prior to entering their Field Placement, BSW students must complete all required courses, except for the concurrent Field Education seminar course.
- Students must have a cumulative grade point average of 3.0 (B) or better.
- All coursework must be graded. Students are not allowed to enter into field placement with an “I” (incomplete) in a class. If a student enters a field placement with an “I” (incomplete), they will be removed from the placement until the course is graded.
- Students must demonstrate ethical and professional behavior in the classroom.

Additional Requirements to Begin Field Placement and Field Seminar

- Students must be enrolled in required coursework (SWRK 4111, 4112, 5111, 5112, 6111, 6112) to be placed into the field. If the student has a hold on their account, which prevents them from enrolling in the course, they may not enter into a field placement or start the seminar course until the hold is removed. If the situation is not resolved by the second week of the start of the semester, this may result in the student having to delay field placement until the next field cycle.
- An affiliation agreement with the internship site must be fully executed. If a student wishes to be considered for a placement at an agency in which the affiliation agreement is not yet executed, the completion of the agreement may impact the student’s ability to begin their field work at the start of the semester.
- Students must complete all agency clearance requirements of the field site, which may include (but are not limited to) a background check, drug screen, finger printing, driving record, social security number, and immunization record review. Students who anticipate any obstacles completing agency clearance requirements should alert the

Field Director as soon as possible.

4. POLICIES AND PROCEDURES RELATED TO THE FIELD PLACEMENT

Selecting Field Settings

UCCS Social Work field settings are selected based upon the program, agency, and/or site's ability to provide students with the experience and supervision required for the respective year of placement (e.g., generalist practice or specialized practice). The field setting must be able to provide a variety of activities which enable the student to demonstrate competence across the range of practice behaviors identified on the competency matrix for the respective year of placement (please see Accreditation Standard M2.0.3 and M2.1.4). For BSW students, field settings must be able to provide supervision for the student by someone who holds a bachelor's degree in social work or a master's degree in social work. For MSW students, field settings must also be able to provide supervision for the student by someone who holds a master's degree in social work from a CSWE-accredited program and at least two years of practice experience. Given this second stipulation, the UCCS MSW program foresees rare situations in which an agency might not be able to provide student supervision by an instructor who holds a CSWE-accredited social work degree. An example of such a situation would be if a field instructor leaves the agency in the middle of the placement and is replaced by someone other than a social worker. In such cases, an appropriate field instructor from outside of the agency (such as a member of the social work faculty), in close collaboration with the agency, would be asked to provide supervision. These situations, however, would be exceptions to standard practice.

Criteria for Selecting Field Settings

The criteria for selecting a Field Setting includes, but is not limited to:

1. The field setting must be legally established.
2. The field setting must follow the guidelines of the Council on Social Work Education (CSWE) for BSW & MSW programs.
3. The field setting must be an organization that embraces and incorporates the values and ethics of the National Association of Social Workers (NASW).
4. The agency must offer social work practice across micro, mezzo, and macro systems.
5. Clients from the agency must be sufficiently diverse in terms of gender, race, ethnicity, age, culture, sexual orientation, and social class so as to ensure that students are exposed to issues that have an impact on a range of people and problems.
6. The field setting must provide direct weekly supervision with a social worker who holds a BSW degree from an accredited institution (for BSW students) or an MSW degree from an accredited institution (for MSW students). However, the field experience may also include diverse learning opportunities under the supervision of tasks by various staff members.

7. Although students are to be involved in doing the work of the agency, the agency must recognize that field placement is a learning experience and must agree to view work expectations and workloads for students differently from those of staff.
8. The field setting must provide facilities for the student's use (e.g. office space, office equipment, etc.).
9. The field setting must observe policies with respect to non-discrimination of race, ethnic origin, sex, age, religion, disability, military or veteran status, or sexual orientation.
10. The field setting must allow the necessary time for the field instructor to adequately supervise students, meet with the faculty liaison and/or the Director of Field Placement, attend trainings, and prepare student evaluations as required.
11. Membership in a national standard-setting body appropriate to its function or licensing by the state is encouraged, but not required.
12. The agency must approve the arrangements for the practicum, and the agency staff must be receptive to students and willing to cooperate with their program of learning.
13. The field setting must provide a learning environment that allows the student to demonstrate all ten core competencies outlined in the Educational Policy and Accreditation Standards of the Council on Social Work Education (CSWE).

As included in criteria 8 above, the field setting must provide a suitable workspace. Generally, this will include a desk and chair, telephone, computer, supplies, and clerical services, but the UCCS Social Work programs recognize that work environments vary from one agency to another. Some agencies will also provide reimbursement for travel or other expenses in carrying out program/agency business. In all cases, students must be privileged to privacy when conducting client services that require confidentiality.

Selecting Field Instructors

In negotiating with agencies/programs/sites about student supervision, the Social Work Program Field Director specifies that the BSW Field Instructor must be a person who holds a bachelor's degree in social work from a CSWE-accredited program, and the MSW Field Instructor must be a person who holds a master's degree in social work from a CSWE-accredited program with at least two years of practice experience. Those trained professionals who indicate an interest in serving as field instructors are asked to complete an online application in which they document their academic credentials and suitability for supervising social work students.

As previously discussed, the UCCS Social Work Program foresees occasional situations in which an agency might not be able to provide student supervision by an instructor who holds a CSWE-accredited social work degree. In such cases, an appropriate member of the community who holds the appropriate credentials (such as a UCCS social work faculty member), would be asked to provide

supervision in close collaboration with the agency. The supervision provided by the community member will reinforce a social work perspective by integrating social work knowledge, skills, and values into the supervision process through case discussion and learning activities. Day-to-day task supervision will continue to be the responsibility of an appropriate staff member of the field site. These situations would be exceptions to standard practice.

All Field Instructors should be comfortable teaching from a conceptual standpoint as well as training students to perform specific tasks. Persons serving as Field Instructors are expected to have demonstrated a high level of skill with respect to communication and to practice, as well as being committed to the education of students. Whenever possible, experience in supervision is desirable.

Training Field Instructors

The MSW and BSW Field Directors work together to provide training and orientation for those interested in becoming field instructors with UCCS Social Work. These trainings may occur via one-to-one visits with field instructors at the agencies, group trainings on campus, and/or online learning modules. On campus trainings typically occur once per year, while the online learning modules may be accessed at the individual's convenience. At the beginning of the first semester of placement, instructors are oriented in regard to use of the field evaluations, student learning plan, and student time logs. The UCCS Field Director delivers these tools to the instructors via the training module of choice (either in-person or virtual), as well as via e-mail. Field Instructors are also invited to ask questions and relay their feedback by e-mail or phone, as needed. As indicated above, the program incorporates the use of faculty liaisons for ongoing dialogue with agencies concerning student performance.

Procedures for Placing and Monitoring Students

BSW students and Generalist Practice MSW students are assigned to an agency by their respective Field Director. The primary basis for these assignments is information provided by the student during the field advising process, although the field director may also rely on ancillary information (e.g. information the student already has provided in their program application and information shared in classes, if applicable). In completing the field application form, the student is invited to indicate the type of social work agency to which she/he/they would like to be assigned. However, in the field advising process, the Field Director makes it clear that while the student's professional interests are given serious consideration in the assignment process, there is no guarantee that the student's assignment will match these preferences.

Students are notified of their potential field placement matches via e-mail, asking the student to contact a specific person at the agency to which they are being matched to request an interview. Generally, this person is the field instructor who will be the student's supervisor while in placement,

but for some agencies, the point of contact is a coordinator of interns. In making the assignment, the Field Director sends both the student and the prospective field instructor (or coordinator of interns) a form to be sent back to the Field Director following the interview. For the agency, this form allows the prospective field instructor to indicate whether or not they feel the placement can proceed.

The field placement process for Specialized Practice MSW students differs in that students have more autonomy in selecting the agency at which they would like to do their placement. The MSW Field Director is still charged with making the actual assignment, however students have the opportunity to interview with more than one placement site and both student and agency preferences are given strong consideration in deciding which student will be assigned to which agency. In the interest of assuring a well-rounded social work field experience, in most cases, MSW students may not complete their Specialized Practice field placement at the same agency as their Generalist Practice placement. Similarly, students admitted to the Advanced Standing program may not complete their placement at the same field placement site at which they completed their Bachelor of Social Work (e.g., undergraduate) field placement.

Once the placement begins, the Field Director monitors student issues via the Field Placement course, through communication with designated faculty liaisons, and through the online field tracking software. Field Liaisons are assigned by the Field Director and charged with being the first line of intervention if the student or the Field Instructor feels there are issues of concern developing within the placement. Field Liaisons also commit to visiting the field placement site at least once during the semester, as well as providing a written progress report to the Field Director. In addition to communication with the Field Liaison, both students and Field Instructors are invited to contact the Field Director with questions and concerns.

Evaluating Student Learning and Field Setting Effectiveness

It is important to ensure the Field Program maintains congruence with the BSW & MSW Program competencies. For this reason, an evaluation tool is used at the end of each semester by both the student and the Field Instructor. The evaluation tool measures the student's competence regarding the practice behaviors associated with the respective year of learning. The evaluation tool used for the mid-year evaluation is an informal process to measure the student's and the Field Instructor's assessment of the student's progress towards competency in each of the practice behaviors. The mid-year evaluations occur at the end of Generalist Field Placement I (SWRK 5111) or Specialization Field Placement I (SWRK 6111) for MSW students, and Field Practice in Social Work I (SWRK 4111) for BSW students.

The end-of-year evaluation is a formal process and serves as the primary assessment instrument for field. During this process, the Field Instructor assigns the student with a numerical value indicating the

student's mastery of specified competencies and practice behaviors. The end-of-year evaluation occurs at the end of Field Practice in Social Work II (SWRK 4112) for BSW students, and Generalist Practice Field Placement II (SWRK 5111) or Specialized Practice Field Placement II (SWRK 6111) for MSW students. The faculty member instructing the respective field placement course has the final responsibility for assigning a letter grade to each student in the course.

Students are also asked to complete an online assessment to evaluate the effectiveness of the learning experiences and supervision provided at their agency. Students will be provided with a link to complete this assessment online at the end of each semester in which they are enrolled in a field placement course.

Agency Orientation

Field Instructors are expected to provide students with a comprehensive orientation to the agency and field site at the start of their field placement. This orientation should include, but is not limited to, introducing students to administrators and co-workers with whom the student will be interacting; relevant policies and procedures, including those related to safety, dress code and work hours; expectations for the internship and supervision; as well as any other relevant areas.

In some circumstances, field sites may offer agency orientation prior to the start of the semester in which students enter field. In these cases, the student or agency Field Instructor should contact the Field Director to receive approval for this arrangement, and to discuss logging the student's hours prior to the start of the semester.

Sick Time, Vacation Time, and Extended Absence During Field Placement

- Students are not given sick time or vacation during the internship. If a need to miss time at field placement arises, the student should coordinate this with their Field Instructor to ensure that they are able to meet their field hours requirement.
- If a student misses one to three consecutive days at their field placement, then the student and field site must agree on arrangements for makeup of field time or any other absences. If a student misses over three consecutive days of their field placement, they must also notify their Field Liaison. In some circumstances, the field education completion date may be extended, depending upon the amount of time taken and the circumstances. This may impact the student's ability to graduate on time.
- If a student has excessive absences or experiences an extended absence during their field placement due to illness or other life circumstances, the student may be required to terminate the placement and re-enroll during the next available semester.

- A Field Liaison may assist in the negotiation regarding making up time at the request of the student or the Field Instructor.

Students who negotiate a start date for their field placement that is later than that outlined by the Field Education Office should note that such an arrangement may impact their graduation date. Additionally, if a student has a disruption while in their field placement, which effects the completion date of their field education, the graduation date may be impacted. Students are encouraged to consult with their Field Liaison as to how these situations may impact their ability to graduate as planned.

Tracking Field Education Hours

Students will utilize a field tracking Microsoft Excel timesheet to log their field hours. The categories in this timesheet may be edited with approval from the agency Field Instructor, to ensure that the tracked activities accurately reflect the student’s work at the agency. The Social Work Field Placement Time Log may be found online under the “Resources” section at: <https://spa.uccs.edu/programs/social-work-sw/field>.

Students in the Military

Students who are in the military and are called to active duty, IDT, AT, ADT, TDY, or any other military-related activity that may lead to absence from the field placement, must inform the Field Education Office as soon as the student is made aware of the situation. The Field Education Office will work with the student, per the University guidelines. Please note that under these guidelines it is the student’s responsibility to keep the Field Office informed of all military-related absences.

Professional Liability Insurance

Students are strongly encouraged to purchase professional liability insurance during the duration of their field placement. In some cases, field sites may require students to purchase professional liability insurance. Common professional liability insurance carriers for social workers include NASW Assurance Services and American Professional Agency, although students may purchase liability insurance through any company of their choice.

Transporting Clients

Per University policy, students are not to transport clients during their field placement. Students may accompany an agency employee, but may not drive their vehicle or the agency’s vehicle to transport clients.

Physical Restraints

The UCCS Social Work Program recognizes that in some organizations the use of physical restraints is a necessary part of ensuring the safety of clients and staff. We encourage students to attend available trainings that allow them the opportunity to learn the proper use of restraints, however, students are not to participate directly in physically restraining clients. They may, however, be involved in the verbal de-escalation, as appropriate.

Work-Based Field Placements

Students currently employed in a social service or human service program, agency, institution, or organization may complete one field placement experience in their current job if specific conditions are met. Prior approval of the field placement plan by the Field Director is required before the start of the field placement. Specific guidelines for such cases include, but are not limited to, the following:

1. Students may be allowed to use their place of employment as a field placement site but can do so for only one of their two placement experiences. However, the program, agency, institution, or organization must meet all requirements for serving as a placement site including suitability for the competencies specific to the field placement level (e.g., generalist practice or specialized practice).
2. The field instruction experience must be distinct from the student's normal work activities and must be evaluated separately from those activities.
3. The student must be supervised by someone who is not her/his/their regular work supervisor. This instructor must meet the usual requirements of field instruction (i.e., for MSW students, someone who holds an MSW degree with at least 2 years of post-graduate experience in the field of social work).
4. The hours credited toward field placement must be distinct from the student's employment hours.
5. Assignment to all field placements remains solely the province of the program's field director.

5. GUIDELINES REGARDING STUDENTS PERFORMING PRIVATE PRACTICE

Policy

UCCS strongly discourages bachelors and masters-level students from engaging in private independent practice of psychotherapy or counseling concurrent with their social work education. Students who choose to practice psychotherapy with private clients during their social work education assume sole responsibility for the care and treatment of those clients. UCCS, its faculty, and staff, assume no responsibility for the care and treatment of students' private practice clients. This policy statement and guidelines are not meant to prohibit or restrict students from agency employment in social work, mental health, or related human service organizations during their graduate education.

Definition of Terms

As used here, "private independent practice" refers to the delivery of psychotherapeutic services by a mental health practitioner on a fee-for-service basis, independent of a UCCS-approved agency structure, whether practices as a sole endeavor or group enterprise, business partnership, or as an owner or employee of a professional service corporation. This includes private work done under the contract, auspices, and/or supervision of a psychotherapist or clinical social worker (whether licensed or unlicensed) in private practice.

Guidelines

For those social work students who choose to see "private practice clients" while enrolled at UCCS, the following guidelines shall apply:

- The Colorado State Board of Social Work Examiners regulates the practice of social work, including prevention, assessment, diagnosis, and intervention with individual, family, group, organizational, and societal problems. In addition, the Colorado State Board of Registered Psychotherapists regulates the practice of psychotherapy by registered therapists. Students in private practice are expected to conform to all applicable Colorado laws and regulations [see C.R.S. 12-43-101 et seq.] and regulations of the Colorado State Board of Social Work Examiners and the Colorado State Board of Registered Psychotherapists. This includes registering in the Colorado database directory of registered psychotherapists, taking a jurisprudence examination or workshop, using a mandatory disclosure form with clients, and practicing only within their competency and training and within generally accepted standards of care. In addition, students are expected to practice according to the NASW Code of Ethics and the clinical standards determined by the social work profession.

- The name of the University of Colorado Colorado Springs Social Work Program may not be stated in conjunction with “MSW candidate”, “BSW candidate”, “social work candidate”, or “social work intern” for the purposes of representing a student’s competence or qualifications to engage in private practice, in advertising, or recruiting private practice clients.
- Students are prohibited from using private practice clients to fulfill any UCCS academic course or field education assignment. Students’ private practice may not be used as a work site or field placement setting. UCCS faculty, staff, and field instructors will not supervise, either voluntarily or on a fee-for-service basis, students’ clinical work with private practice clients. Students are prohibited from transferring or referring clients seen in a field placement agency or setting to their own private practice.
- In the event that a student receives a sustained violation of professional and ethical standards, legal violation, or judgment of professional misconduct or negligence which as occurred in the context of private psychotherapy practice, they shall notify the Social Work Program Chair within five (5) working days of the determination that the complaint has merit. In the event the Chair is absent or unavailable, the student shall notify their academic advisor and/or the relevant BSW or MSW Program Director.
- As defined here, a sustained violation is an allegation or complaint which has been duly investigated and been determined to have merit by a court of law, state regulatory body, agency or organization, or a professional association’s ethics committee or peer review committee. Evidence that a violation has been sustained includes termination of employment by an agency for unprofessional and/or unethical behavior, malpractice suit, ethical sanctions imposed by a professional association (e.g., NASW) for unprofessional and/or unethical behavior, any judgment or disciplinary action taken by the State Board of Social Work Examiners or the State Board of Registered Psychotherapists, and conviction for violation of Colorado laws regarding the practice of mental health.

Note: The titles “social worker”, “registered social worker”, licensed social worker”, “licensed clinical social worker”, and “licensed independent social worker”, and their abbreviations “RSW”, “LSW”, “LISW, and “LCSW”, are legally restricted to only those persons who have successfully passed the state’s licensing or registration process. The practice of psychotherapy by social workers is restricted to persons holding an LCSW, or an LSW who are being supervised by a LCSW.

6. STUDENT SAFETY

UCCS Social Work has adopted the following policy and procedures regarding the safety of MSW and BSW student interns in the field. This policy was created to recognize that violence in the lives of clients can create potential dangers to professional social workers and students engaged in the study of the profession. While social workers and interns may be more aware of these issues in urban areas, we believe issues of safety are relevant in all communities and settings. We urge social work students to become familiar with this policy regardless of the location of your internship placement.

Policy

a) The UCCS Social Work Program is responsible for providing all students and faculty advisors with general written information about safety in field placement.

b) The UCCS Social Work Program expects each agency to be responsible for orienting student interns to the safety policies and procedures of that agency and setting. Such orientation should include, but not be limited to, discussion of safety issues in the community, within the agency building(s), with particular clients prone to violent behavior, and about clients who may be sharing living quarters with persons prone to violent behavior, to the extent that such information is known. Security of personal belongings of the social work intern while at the agency should also be covered. Procedures for the student(s) to follow in the event of a safety or security problem should be reviewed at the beginning of the placement with ample opportunity for questions and discussion as needed.

c) UCCS Social Work Students should not be required to engage or to remain in assignments or at placements in which they feel physically at risk. UCCS Social Work urges all agencies to make the same accommodations to ensure students' safety as they make for their own agency staff and in some situations the agency may need to make even greater accommodations for a student. If a student's concerns about safety interfere in whole or in part with the learning process, the faculty advisor should be contacted by the Field Instructor to facilitate prompt exploration of the concerns and to seek a mutually satisfying resolution.

Procedures

a) If an incident occurs in which a student is personally threatened or hurt it is the student's responsibility to notify the Field Instructor immediately. The Field Instructor, agency contact person, or agency director should then contact the Director of Field Education immediately to discuss what actions the agency and UCCS Social Work should take to ensure the student's physical and emotional well-being in the wake of the incident and on a going-forward basis.

b) The Director of Field Education will document the incident and the steps taken to address it and will meet with the student and faculty advisor to assess the student's readiness to return to the field, and any other issues relevant to the situation. The Director of Field Education may alert the UCCS Social Work Chair, SPA Dean, or SPA Associate Dean about incidents and concerns on an as-needed basis.

Safety Guidelines for Students in the Field

Agency Protocol. It is important for students to know the Agency's safety and security protocol for office and home visits with clients prior to the start of the placement. If the agency does not have safety and security policies and/or procedures the field instructor and student should review and discuss any issues related to safety and security in the setting. UCCS Social Work students are urged to bring their questions and concerns to the Field Instructor. Regular communication, particularly about safety concerns, is strongly encouraged.

The following are guidelines and suggestions that may be helpful to students, field instructors, and faculty advisors 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 coats, handbags, cell phones, laptops, and other belongings while at placement. It is preferable that the space be one that can be locked and could be in a desk drawer or filing cabinet. Students should not leave handbags and other personal items 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. Neither the agency nor UCCS Social Work can be responsible for lost, stolen, or damaged personal items.

Safety Issues Related to Working with Clients. When working with clients, it is important to remember that the treatment process often makes people feel vulnerable and may challenge their usual coping mechanisms. With some people, this can contribute to problems with impulse control, and can raise issues of safety for the client, the social worker, the student intern, 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 these clients may be prone to violence and may possess a weapon. Other clients may be intoxicated, under the influence of controlled substances, in withdrawal, or may have other medical or neurological disorders. Again, we urge all UCCS Social Work students to consult with their agency field instructors to adequately prepare

for handling 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 Guidelines for Office Meetings. If a student will be meeting with a client with whom the student does not feel safe, it is important for the student to discuss the situation promptly and fully with the agency field instructor. Based on the outcome of this discussion, there may be a decision that a student will not see the client or see the client under specific circumstances or controls. However, if it is decided that a student will see the client, several points should be considered. A client's mental status should be assessed. When considering location of the meeting, it might be helpful to think about what physical objects are in the room, whether there is more than one exit, and where each person might sit. It may also be helpful to think about whether to include someone else in the meeting, and what to wear. When discussing the time of the appointment, it can be helpful to think about whether or not many people are around at the time being considered for the meeting. It is also important to discuss the plan for backup and assistance in the event that the client becomes agitated. A student should never see a potentially dangerous client alone without someone else in the agency knowing about the client, the appointment time, and the location of the appointment. Students should keep supervisors informed about their agency schedules at all times.

Safety Guidelines for Travel by Car. When a student is traveling by car to an agency or to home visits, it is advisable to know where he or she 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. The student should tell someone where he or she is going and the expected amount of time she/he/they will be away from the office. The agency should have the student's cell phone number or other information on how to contact you in the event of an emergency.

Safety Guidelines for Travel as a Pedestrian or on Public Transportation. When traveling as a pedestrian or on public transportation, it is advisable that students know where they are going and the route by which they will travel. Students are encouraged to carry the least amount of valuables with them as possible. Money, identification, 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 also helpful to be alert, and to walk with a purpose, as if one has a clear destination. One should maintain awareness of their surroundings and of people in the immediate area.

Safety Guidelines for Home Visits. It is important that students familiarize themselves with the clients' file prior to the home visit. If there is a question of safety, students should plan accordingly with field instructors. It may be decided that meeting at a neutral place or going with another worker is the appropriate plan. Someone at the agency should always know the student's itinerary. It is helpful to

stay alert and to think about what to wear, which room to meet in, and where to sit. If a student ever feels threatened at any point during the interview, they are encouraged to err on the side of caution and appropriately terminate the visit. If clients seem to feel threatened by the student entering their dwelling, the student should desist and not force the issue. If a student hears a heated argument from inside the house or apartment, the student may decide to re-schedule the visit or call to assess the situation before entering the dwelling. A student should never see a potentially dangerous client alone without someone else in the agency knowing their location and schedule. In general, a cell phone is very useful for students doing home visits.

Health Safety. Students should be alerted to the existence of biohazards. They should receive training and information about how to protect themselves from infectious diseases.

COVID-19 Safety. The COVID-19 pandemic is an ongoing and rapidly changing concern. Please check the UCCS COVID-19 webpage for the most up-to-date campus information: <https://covid19.uccs.edu/>. UCCS Social Work will continue to follow all local, state, public health, CSWE, and campus guidelines to ensure the safety of UCCS Social Work students on campus and in the field. When health and safety standards allow students to attend their field placement in-person, students, clients, and their agencies should practice all personal protective equipment, cleaning, and social distancing measures relevant to their setting, as required by local, state, public health, CSWE, and campus guidelines. UCCS Social Work expects that agencies will have COVID-19 safety plans in place, and that this information will be included during the student's agency orientation.

Should the COVID-19 pandemic require that students complete their field hours in a remote environment, agency field instructors and students are encouraged to re-assess the Student Learning Plan/Contract and creatively assign remote activities that allow students the opportunity to engage with and meet the appropriate practice behaviors and competencies. Please see Section 7 for additional guidelines regarding interruption of field. A COVID-19 remote field activity toolkit is also publicly available online through the North American Network of Field Educators and Directors at: <https://www.nanfed.org/policies-re-covid-19-and-other-disruptions-to-field>.

Post Incident Protocol

If an incident occurs in which a student is personally threatened or hurt, the field instructor, agency contact person, or agency director should contact the Director of Field Education immediately to discuss what actions the agency and School should take to ensure the student's physical and emotional well-being.

The Director of Field Education will document the incident and the steps taken to address it, and will

meet with the student and faculty advisor. Together, they will assess the student's readiness to return to the field and any other issues relevant to the situation.

7. INTERRUPTION OF FIELD

Policy

The UCCS Social Work Program has developed a plan to address temporary disruption to students' social work field placements due to national or local events such as communicable diseases, natural disasters, and/or civil unrest.

If students are advised by their agency, supervisor, UCCS, and/or government to not attend their field placement, or if safety concerns warrant a temporary disruption in field placement, students should immediately consult with both their Field Liaison and their Agency Field Instructor(s).

In efforts to fulfill the student's field hour requirements and educational competencies during temporary field placement stoppages, we are providing alternative field learning activities that can be completed off site.

This policy is meant to address short term field placement disruptions. If the field placement stoppage continues beyond a 30-day period, a review will be conducted by the Field Office to determine the most appropriate response to support students in completing their field placement requirements.

Alternate Learning Activities

Agency Field Instructors and Agency Task Supervisors should assign students off-site alternative field learning activities that the student may complete in the event of a temporary field disruption. Examples of alternative field learning activities are listed below.

- **Supervision:** Weekly supervision using Microsoft Teams, Zoom, or other teleconferencing applications.
- **Meetings with individuals, families, and groups** utilizing teleconferencing applications that can be accessed via computer, tablet, and/or telephone; provided teleconferencing applications meet any agency requirements regarding HIPPA and/or confidentiality.
- **Agency Trainings:** develop trainings that will benefit the agency (e.g., self-care, ethics, etc.)
- **Groups/Workshops for Clients:** develop curriculum for future implementation with clients (e.g., life skills, grief, trauma, domestic violence, etc.)

- **Written Materials for Clients or Community:** develop handouts/flyers/brochures (e.g., explaining voting rights, informed consent policies, etc.)
- **Organizational Policy Review:** review agency policies with suggestions/recommendations where appropriate (e.g., safety policies, diversity policies, use of social media, utilization of technology, etc.)
- **Legislative Policy Review:** review relevant laws and policies impacting the population served by the agency (e.g., Indian Child Welfare Act, Emergency Mental Health Holds, Homeless Camping Ban, etc.) and provide a synopsis of key takeaways
- **Advocacy Activities:** write a policy brief; write a letter to the editor about a policy issue impacting the agency; complete an analysis of a political candidates' plans for policy change; prepare key talking points on an issue that others may use; read the social work voting toolkit (<https://votingissocialwork.org/#>) and develop a plan for implementation within the agency
- **Literature Review:** conduct a literature review on a specific topic relevant to field placement (e.g., effectiveness of an intervention, how interruption of services impacts mental health or economic stability, etc.)
- **Grants:** research potential grant opportunities and/or prepare aspects of the grant writing.
- **Community Networking/Resource Development:** teleconference with various service providers, participating in resource mapping, and develop a list of resources for clients with services offered, referral process, etc.
- **Complete Online Trainings:** complete assigned trainings and provide a certification of completion, a short, written reflection, and/or prepare a presentation to disseminate knowledge gained. Examples may include topics such as:
 - Suicide Risk Factors and Warning Signs (Free, 1 hour): www.co.train.org (Course ID 1080982)
 - Building Resiliency: Supporting Youth Affected by Trauma and Community Violence https://learn.nctsn.org/course/ind_ex.php?categoryid=44. Each free recorded webinar presentation is 1.5 hrs.

Agency Field Instructors and Agency Task Supervisors are encouraged to add additional activities and trainings to this list, as is relevant and appropriate for their agency, population, and setting. All activities should be pre-approved by the agency supervisor prior to the student beginning a task.

Confidentiality and the Use of Technology

All students must comply with relevant laws, regulations, ethical standards, and organizational policies to ensure the confidentiality of clients. Students and agencies are encouraged to utilize the standards listed in the [Technology in Social Work Practice](#) guide to inform their use of technology. While each agency should develop their own protocols around the use of technology and confidentiality, the following best practices should be followed by all students:

- Take reasonable steps to maintain appropriate boundaries when using personal phone numbers or other electronic communication. For example, consider temporarily hiding your caller ID when making outgoing calls, through your phone's settings.
- Position web cameras so that others can only see your face. All visible confidential data should be removed from camera view.
- Conduct all sensitive conversations in a private space. Be mindful of the potential for family members or bystanders to overhear any portion of your discussions.

8. RESOLUTION OF PROBLEMS ARISING IN THE FIELD ENVIRONMENT

Field Problems & Resolution

The field internship is an integral part of the student's educational experience and preparation for professional practice. Performance in the field is a critical indicator of readiness for professional practice and is a key element of the MSW program. It is important that concerns arising in the field placement be discussed early, and that feedback be given regularly.

Concerns related to internships may be raised by students, field liaisons, field instructors, task supervisors, UCCS faculty, or the Field Education Program. A student should convey concerns related to field placement directly to their agency field instructors. If, for some reason, the student believes this is not possible, she/he/they may discuss the concerns with the field liaison instead. In many cases, the agency field instructor or field liaison may coach the student in resolving the problem for her/him/themself. The field liaison will be responsible for monitoring the progress of any attempted resolutions. The agency field instructor should be the first to intervene when a student is experiencing problems in the internship. If the issues are not resolved in a timely manner, or result in actual or potential harm, the agency field instructor must notify the field liaison. The field liaison must keep the Field Director apprised of the situation.

Whenever possible, the following steps should be taken to resolve problems in a field placement:

1. The student and/or the agency field instructor identify the problem and attempt to resolve it by meeting together to discuss the problem and possible solutions.
2. If the problem is not resolved, the student and/or agency field instructor consult with the field liaison, and another attempt is made to resolve the problem.
3. If the problem is still not resolved, the field liaison facilitates a meeting between the student and the agency field instructor as soon as possible. As a result of this meeting, a remediation plan is developed at the agency level to address the problem. The remediation plan should be a comprehensive problem-solving plan of action, including specific time frames for resolution. Within a week following the meeting, the field liaison documents that plan and distributes it to the student, agency field instructor, Field Director, and academic adviser. A remediation plan at the agency level is required whenever a student is at risk of failing to meet the requirements for a specific competency or competencies.
4. If necessary, additional meetings may occur involving the student and the Field Education Office and/or other UCCS faculty.

5. If it is determined at any point that the problem resolution requires that a student change internship sites, the Field Director will facilitate this process.
6. In a situation in which a student is perceived to have caused actual or potential harm to clients or client systems, the student may be immediately removed from the internship upon the recommendation of the agency field supervisors, the field liaison and/or the Field Director. If initiated by the agency, this action requires discussion with the Field Director. If such emergency action is required, the issue will be referred to the Program Retention Committee and the Termination of Enrollment Due to Ethical Breaches Policy will be followed.
7. At the initiation of a referral to the Program Retention Committee, a student may be withdrawn from the field internship.
8. If a student remains in field following a review by the Program Retention Committee, she/he/they must intern in a UCCS pre-approved agency with an on-site MSW. The number of hours that may or may not be credited from the original internship will be determined on an individual basis.
9. Continued lack of success in the field placement environment following multiple documented steps for remedial action may result in failure of the Field Placement Course.

If concerns arise related to an agency or field instructor, the Agency Problem Resolution Process will be followed.

Termination of Enrollment Due to Ethical Breaches

Students can be dismissed from the UCCS Social Work program for various infractions that constitute ethical breaches. These behaviors / choices can lead to disciplinary action, up to and including dismissal from the program. The following list of behaviors presents some of the most important of these infractions but is not, in itself, exhaustive:

1. Documented behavior that is inconsistent with the Code of Ethics of the National Association of Social Workers;
2. Documented problems in behavior or performance, which raise questions from the faculty or field instructor about the student's suitability for professional social work. The following list is not exhaustive:
 - a. Forced or coerced sexual behavior;

- b. Sexual activity with clients including, but not limited to, kissing, fondling, or sexual intercourse;
 - c. Physical actions, such as hitting, spanking, or slapping, directed at clients, students, faculty, or staff;
 - d. Physical or emotional threats directed toward clients, students, faculty, or staff.
 - e. Acceptance of clients' gifts or money that are not considered standard payment for services received on behalf of the student's agency or field setting; students shall not ask for nor communicate an expectation of gifts from clients;
 - f. Illegal or unethical behavior that limits or takes away clients' rights, that results in financial, material, or emotional loss for clients, or that results in financial, material, or emotional gain for social work students; and
 - g. Sexual harassment.
3. Plagiarism, cheating, or any other form of academic dishonesty or disruption;
 4. Failure of student to maintain a 3.0 GPA beyond one semester of academic probation; and
 5. Failure to follow policies and rules as outlined in the UCCS Social Work Student Handbook or as outlined in the UCCS Social Work Field Manual.

Concerns about unethical behavior will be addressed by the MSW program committee. If unethical behavior occurs with regard to field placement, the program retention committee will consist of 1) the student's advisor, 2) the MSW field coordinator, and 3) the field liaison.

The program retention committee will review oral and written reports of the student's unethical behavior. The student will be given the opportunity to address the committee. The committee will deliberate and decide whether or not to dismiss the student. If a decision is made to dismiss, the student will be given a letter explaining the rationale behind the decision.

Students who wish to appeal the decision to terminate must first write a letter of appeal to the Department chair. If the dispute is not resolved by the Department chair, students must follow the Graduate School procedures outlined by the [Dean of Students guide for Student Conduct](#).

Agency Problem Resolution Process

Difficulties or concerns can occasionally arise related to an agency or a field instructor that will be addressed directly by the UCCS Field Education Office because the issues are beyond the scope of what is deemed appropriate for a student to address with his/her/their agency field instructor or the agency without assistance. The field internship is an integral part of the student's educational experience and

preparation for professional practice. The experience, training, and supervision provided by the internship agencies are critical to this process. It is important that any concerns related to an agency's ability to provide a quality learning experience for a student, including appropriate levels of safety, are discussed and addressed, and that a plan for resolution of the concerns at the agency is mutually agreed upon by the field team and the agency, and implemented by the agency.

Concerns related to an agency may be raised by students, field liaisons, agency field instructors, the agency itself, or the Field Education Office. It is expected that students communicate any concerns they have directly to their field liaison. Once a concern has been raised, the Field Education Office will take steps to address and resolve. Concerns may become known as a result of a liaison's observation of the student and the internship, a student's report of their experience while at the agency, as a result of others involved with the agency, or as a result of information shared by the student at the end of the year in the program evaluations they complete. Concerns may include inadequate supervision, inadequate or inappropriate tasks or responsibilities, safety concerns, micro aggressions, or anything that is seriously impacting the student attaining his/her/their learning goals. The goal of the Field Education Office is always to assess accurately and work collaboratively with the agency to resolve concerns, and in a fashion that maintains the quality of the professional relationship between the agency and UCCS.

The Field Education Office will take the following steps to resolve problems or concerns with a field agency:

1. Once a concern is brought to the attention of the Field Education Office, the designated field team member will consult with the liaison assigned to the agency and other involved field members to get accurate and thorough information to assess the nature of the concern and what would be required for resolution. When appropriate, a student will be consulted.
2. If a student is currently at an agency, it will be determined whether the concern is serious enough to take immediate action.
3. If appropriate, the liaison will have a discussion with members of the agency to work towards a solution of the problem or concern.
4. If, in consultation with the Field Education Office, it is deemed out of the scope of the liaison's role due to the seriousness of the concerns, the Field Director will develop a plan for addressing the concern which could include any or all of the following:
 - a. Field Director speaking with the appropriate individuals at the agency.
 - b. Field Director scheduling a meeting with the individuals at the agency, which may or may not include the liaison.
 - c. Temporarily changing the status of the agency to "under review" or "temporarily not accepting students", so there is opportunity to resolve the concern prior to another student accepting an internship there.

- d. Assessing whether the concern is serious enough to warrant removing the student from the internship because of safety concerns or significant compromises to the learning goals.
 - e. Assessing whether there has been a pattern of concerns at an agency with previous attempts to resolve.
5. A plan for resolution of the concern is to be mutually agreed upon by the agency and the Field Education Office and implemented by the agency. Specifics of this plan will be documented and distributed to all relevant parties. If resolution is reached, the agency will be made “active” as a potential placement for future students. Resolution plans could potentially include any of the following and/or any other adjustments that would respond to the presenting concerns:
 - a. Adjusting the supervisory plan to meet the needs of students and the requirements of UCCS Social Work.
 - b. Adjusting the tasks and responsibilities a student will be assigned in order to meet the expected competencies.
 - c. Reducing the number of students placed at an agency.
6. In the event that a concern is unable to be resolved to the satisfaction of the field team, and the concerns would seriously impact the quality of the learning or safety of a student, the Field Education Office may decide to “close” an agency for future students unless or until a satisfactory solution can be agreed upon. It will also be assessed whether further actions are necessary.
7. If necessary, additional meetings may also occur with the Field Director.
8. Once a resolution has been reached, ongoing evaluation will occur to assess the efficacy of the plan. This will occur in consultation with the agency, the liaison, and the Field Education Office.

APPENDIX A

[Student Field Placement Online Application Form](#)

Default Question Block

Welcome to the UCCS Social Work Student Field Placement Application page! As field practice (e.g., internships) is considered to be the "signature pedagogy for social work" (CSWE, 2015, p. 12), the UCCS Social Work program will rely heavily on field education and community agencies to help produce competent practitioners.

To help inform the field placement process, please complete the following application. The Field Education team will review the application as soon as possible. After completing the application, your next step will be Field Placement Advising with the MSW Field Education Director, Dr. Mary Fortson-Harwell (mfortson@uccs.edu). We will email you to schedule your appointment, either virtually or on campus. Please contact us with any questions or concerns that you may have.

Student Contact Information

Name:

Student ID:

Email:

Phone Number:

Preferred Pronouns:

He, Him, His

She, Her, Hers

They, Them, Theirs

 Other

The Field Schedule

Please see below for the expected field hours for UCCS Social Work students. Field placements may include evening and weekend hours.

- BSW students are required to complete no less than 400 hours of field practice.
- Generalist practice (year 1) MSW students are required to complete no less than 400 hours of field practice.
- Specialized practice (year 2) MSW students are required to complete no less than 500 hours of field practice.

Field placements will be tailored to the interests, educational goals, and career aspirations of each student. We will make every effort to place you in an agency matching your interests, however, specific placements cannot be guaranteed. BSW and Generalist/first-year MSW students are typically in the field 2 days a week, and Specialized/second-year MSW students are typically in the field 3 days a week.

Block

1

Level of social work student:

BSW

MSW Generalist (Year 1)

MSW Specialized Practice (Year 2)

Please upload a copy of your most recent resume or CV.

Please describe your professional and academic social work goals:

Where was your BSW or First Year MSW field placement (if applicable)?

Where is your current place of employment (if applicable)?

Block

2

Do you agree to embrace and incorporate the values and ethics of the [National Association of Social Workers \(NASW\)](#) while in your field placement? The NASW core values and ethical principles include:

1. Service: Social workers' primary goal is to help people in need and to address social problems.
2. Social Justice: Social workers challenge social injustice.
3. Dignity and Worth of the Person: Social workers respect the inherent dignity and worth of the person.

4. Importance of Human Relationships: Social workers recognize the central importance of human relationships.

5. Integrity: Social workers behave in a trustworthy manner.

6. Competence: Social workers practice within their areas of competence and develop and enhance their professional expertise.

Yes

No

Do you have a current driver's license?

Yes

No

Do you have access to transportation to and from your field placement?

Yes

No

Some agencies expect that students have a vehicle available for travel related to their field placement. Will these placements be appropriate for you?

Yes

No

Are you comfortable with placement at a faith-based agency?

Yes

No

Other

Geographic Areas of Interest (please choose all that apply):

Colorado Springs

El Paso County

Greater Denver Area

Pueblo

Trinidad

	Other
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Populations of Interest (please choose all that apply):

Aging/Gerontological Social Work

Alcohol, Drug, or Substance Abuse

Child Welfare

Children & Family

Community Practice

Corrections/Criminal Justice

Domestic/Partnership Violence

Foster Youth

Group Services

Health/Health Care

Homelessness

Human Trafficking

Intellectual & Developmental Disability

Legal Advocacy

LGBTQIA+

Mental Health/Community Mental Health

Military

Non-Profit

Policy

Public Assistance/Welfare

School Social Work

Youth & Adolescence

Veterans

	Other
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Please indicate your top and bottom 3 populations of interest
(please choose only one option for each column):

	Top 3 Populations of Interest			Bottom 3 Populations of Interest		
	#1	#2	#3	#1	#2	#3
Aging/Gerontological Social Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alcohol, Drug, or Substance Abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child Welfare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children & Family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Corrections/Criminal Justice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Domestic/Partnership Violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Top 3 Populations of Interest			Bottom 3 Populations of Interest		
	#1	#2	#3	#1	#2	#3
Foster Youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health/Health Care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homelessness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Trafficking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectual & Developmental Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal Advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LGBTQA+	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental Health/Community Mental Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Military	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Profit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public Assistance/Welfare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Social Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth & Adolescence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veterans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other <input style="width: 200px; height: 20px;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rank your priorities from the list below (please select each category and priority level only once):

	First Priority	Second Priority	Third Priority	Fourth Priority
Population Served	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geographic Area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paid Internship (if available)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No cost for clearance requirements (i.e., background check)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Block
3**

Please describe any special circumstances that you would like us to consider when generating your field placement:

Would you like to be considered for a placement with evening and/or weekend placement hours, if available?

Yes

No

Many agencies require additional clearances prior to students beginning field placements. These requirements may include, but are not limited to: auto insurance, background checks, DMV driving records, drug testing, first aid/CPR, Live Scan/fingerprinting, mandatory training, orientation, and social security numbers.

Please also be aware that although marijuana usage is legal in the State of Colorado, many of our agencies (for example, government agencies and those that receive federal funding) require drug testing, and a positive result for marijuana will be prohibitive for placement in such agencies.

If you have concerns with any of the above, please contact Dr. Fortson-Harwell (mfortson@uccs.edu) as soon as possible.

I have read and understand the above information regarding agency clearance requirements.

Yes

No

Any additional information that you would like to be considered when developing your field placement, if possible:

I attest that the information provided in this field education application form is true and accurate to the best of my

knowledge. I hereby authorize the information on this field education application form to be shared with prospective field agencies.

x

SIGN HERE

clear

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APPENDIX B

Review of Field Placement Interview Form



University of Colorado Colorado Springs

UCCS Social Work Program: Field Instructor – Interview Form

Please return this form as soon as possible to swfield@uccs.edu.

Field Instructor Name: _____

Please check the below applicable option:

- MSW Field Instructor
 Outside of Agency MSW Field Instructor
 Task Supervisor

Agency Name: _____

Placement Address: _____

Email: _____

Phone: _____

Student Name: _____

Please check one option below and sign.

- I accept the student listed above for placement.
 I do not accept the student listed above for placement and I have notified the student.

Field Instructor Signature

Date

**Please return this form to swfield@uccs.edu as soon as possible.*

APPENDIX C

Student Learning Plan/Contract



Student Name	Student UCCS ID
Field Placement Site	Field Instructor Name
Semester/Year	Field Liaison/Director

Practice Behavior	Associated Task/Activity	Timeline	Progress Towards Competency
Competency 1 – Demonstrate Ethical and Professional Behavior.			
a. 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.			
b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.			
c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.			
d. Use technology ethically and appropriately to facilitate practice outcomes.			
e. Use supervision and consultation to guide professional judgment and behavior.			
Competency 2 – Engage Diversity and Difference in Practice.			
a. Apply and communicate understanding of the importance of diversity and			



Practice Behavior	Associated Task/Activity	Timeline	Progress Towards Competency
difference in shaping life experiences in practice at the micro, mezzo, and macro levels.			
b. Present self as a learner and engage clients and constituencies as experts of their own experiences.			
c. 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.			
a. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.			
b. Engage in practices that advance social, economic, and environmental justice.			
Competency 4 – Engage in Practice-informed Research and Research-informed Practice.			
a. Use practice experience and theory to inform scientific inquiry and research.			
b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.			
c. Use and translate research evidence to inform and improve practice, policy, and service delivery.			
Competency 5 – Engage in Policy Practice.			



Practice Behavior	Associated Task/Activity	Timeline	Progress Towards Competency
a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.			
b. Assess how social welfare and economic policies impact the delivery of and access to social services.			
c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.			
Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities.			
a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituents.			
b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.			
Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities.			
a. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.			
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of			



Practice Behavior	Associated Task/Activity	Timeline	Progress Towards Competency
assessment data from clients and constituencies.			
c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.			
d. 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.			
a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.			
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.			
c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.			
d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.			
e. Facilitate effective transitions and endings that advance mutually agreed-on goals.			
Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.			



Practice Behavior	Associated Task/Activity	Timeline	Progress Towards Competency
a. Select and use appropriate methods for evaluation of outcomes.			
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.			
c. Critically analyze, monitor and evaluate intervention and program processes and outcomes.			
d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.			

Student Signature	Date
Field Instructor Signature	Date
Field Liaison/Director Signature	Date

Student Learning Plan/Field Evaluation Assessment Scale

Please note that there will be an informal mid-year evaluation and a formal end-of-the-year evaluation. Although the mid-year evaluation does not need to be returned to the Field Liaison, this is an important assessment period for which students can mark their progress and field instructors can help guide students in celebrating strengths and creating plans for growth areas. Students are evaluated on a scale of 1-5 based on the learning experiences with which they are engaged, as indicated in the learning plan. The following scale will be used to evaluate the student's performance in each practice behavior within the nine areas of social work competency identified by the Council on Social Work Education:

- **(5) - Outstanding Competency:** Performance is consistently above expectations for students at this level. Student demonstrates the ability to thoughtfully apply skills in complex situations, demonstrates skills of self-reflection leading to consistent growth and change, demonstrates the ability to consistently complete assigned tasks and activities with practice excellence, takes full responsibility for learning and demonstrates initiative in creating opportunities for growth.
- **(4) – Above Average Competency:** Performance is often above expectations for students at this level. Student demonstrates the ability to apply skills in a variety of situations, demonstrates consistent growth and change, demonstrates the ability to complete assigned tasks and activities, takes full responsibility for learning.
- **(3) - Satisfactory Competency:** Performance meets expectations for students at this level. Student demonstrates the ability to independently apply skills in less complex situations, demonstrates moderate growth and change, demonstrates ongoing progress, adequate performance on tasks and behaviors (but needs more practice), often takes initiative for learning.
- **(2) - Below Average Competency:** Performance shows signs of competency, however, the student does not consistently meet expectations for students at this level. Student demonstrates beginning level of skill development, needs continued practice and assistance, progress on tasks and behaviors is inconsistent, inconsistently takes initiative for learning.
- **(1) – Unsatisfactory/Does Not Meet Competency:** Performance is not meeting expectations for students at this level. Student demonstrates little knowledge or skill, limited evidence of growth or change, rarely demonstrates progress on tasks and behaviors, and takes little initiative for learning.
- **(N/A) - Not Yet Assessed:** Student has not yet had the opportunity to demonstrate this behavior. This will only be an option during the mid-year evaluation. If this option is selected, the student and field instructor should create a plan to ensure that the student is given an opportunity to meet this competency in the second half of the year.



Second Year MSW Student Name:	Second Year MSW Student UCCS ID:
Field Placement Site:	Field Instructor Name:
Semester/Year:	Field Liaison/Director:

Practice Behavior	Associated Task/Activity	Timeline	Progress Towards Competency
Competency 1 – Demonstrate Ethical and Professional Behavior.			
a. Recognize trauma reflective ways to improve ethical decision making.			
b. Combine the use of self-reflection, professional supervision, and self-care practice to prevent secondary trauma and improve service delivery.			
c. Show professional demeanor when outcomes of trauma and violence are exhibited by individuals, families, groups, organizations, and communities.			
d. Select current evidence-informed approaches and technologies when working with individuals, families, organizations, and communities who experienced violence, victimization, systemic oppression, abuse, and other personal and collective traumatic experiences.			
e. Demonstrate the ability to use supervision and consultation to guide professional judgment			

Practice Behavior	Associated Task/Activity	Timeline	Progress Towards Competency
and improve care to clients and client systems impacted by trauma.			
Competency 2 – Engage Diversity and Difference in Practice.			
a. Apply and communicate the importance of diversity and difference in shaping trauma experiences, help-seeking behaviors, and responses to trauma at the micro, mezzo, and macro levels.			
b. Choose to engage in the ongoing process of developing cultural competence in a way that views clients and constituencies as experts of their own experiences.			
c. Develop cognitive self-awareness about the impact of trauma and personal bias in one's own life to improve affective self-regulation and the ability to work inclusively with clients and constituencies.			
Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice.			
a. Identify and work to remedy human rights, social, economic, and environmental injustices that result from or perpetuate trauma.			
b. Select practices that advance social, economic, and environmental justice for individuals, families, groups, organizations, and communities impacted by trauma and violence.			

Practice Behavior	Associated Task/Activity	Timeline	Progress Towards Competency
Competency 4 – Engage in Practice-informed Research and Research-informed Practice.			
a. Choose trauma-relevant practice, theory, and research methods when conducting evaluative research.			
b. Combine critical thinking and analysis of evaluative research findings to improve services to clients and client systems impacted by trauma.			
c. Use research and evaluation to adopt, modify, and translate practices and policies that are appropriate to trauma-focused interventions with diverse populations.			
Competency 5 – Engage in Policy Practice.			
a. Recognize ways social policy at the local, state, and federal level could retraumatize, victimize, or oppress clients and client systems impacted by trauma.			
b. Examine organizational dynamics and policy considerations that may contribute to traumatic stress as they related to diversity and difference.			
c. Apply critical thinking to analyze, formulate, and advocate for trauma-informed policies that increase access, enhance service delivery, and advance human rights and social, economic, and environmental justice.			

Practice Behavior	Associated Task/Activity	Timeline	Progress Towards Competency
Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities.			
a. Employ trauma-informed engagement strategies at the individual, family, group, organizational, and community levels.			
b. Demonstrate an ability to use a trauma-informed lens to effectively engage diverse clients and constituencies.			
Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities.			
a. Apply critical thinking and trauma-informed strategies to collect, organize, and interpret information from clients and client systems.			
b. Select empirically sound assessment techniques that integrate the client’s trauma assessment and accurately reflects an unbiased understanding of current functioning and patterns of behaviors.			
c. Develop mutually agreed upon trauma-informed goals and objectives for clients.			
d. Use assessment information, research knowledge, and client preference to select appropriate trauma informed intervention strategies.			
Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities.			
a. Apply empirical and theoretical knowledge about trauma to choose and			



Practice Behavior	Associated Task/Activity	Timeline	Progress Towards Competency
implement interventions with clients and client systems.			
b. Select developmentally and culturally appropriate trauma-informed evidence-based interventions to address the adverse consequences of trauma.			
c. Use inter-professional collaboration to address clients and client systems challenges using a trauma-informed lens.			
d. Demonstrate an ability to negotiate, mediate, and advocate for the advancement of trauma-informed systems of care for marginalized and oppressed people who are most at risk for trauma experiences.			
e. Recognize ways to facilitate effective transitions and endings to trauma-informed care when mutually agreed-on goals have been achieved.			
Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.			
a. Employ appropriate trauma-informed methods to evaluate intervention processes and outcomes.			
b. Apply knowledge about the etiology, impact, and outcomes of trauma in the evaluation of intervention processes and outcomes.			
c. Use evaluation findings to improve trauma-informed practice effectiveness at the			

Practice Behavior	Associated Task/Activity	Timeline	Progress Towards Competency
micro, mezzo, and macro levels.			

Student Signature	Date
Field Instructor Signature	Date
Field Liaison/Director Signature	Date

Student Learning Plan/Field Evaluation Assessment Scale

Please note that there will be an informal mid-year evaluation and a formal end-of-the-year evaluation. Although the mid-year evaluation does not need to be returned to the Field Liaison, this is an important assessment period for which students can mark their progress and field instructors can help guide students in celebrating strengths and creating plans for growth areas. Students are evaluated on a scale of 1-5 based on the learning experiences with which they are engaged, as indicated in the learning plan. The following scale will be used to evaluate the student's performance in each practice behavior within the nine areas of social work competency identified by the Council on Social Work Education:

- **(5) - Outstanding Competency:** Performance is consistently above expectations for students at this level. Student demonstrates the ability to thoughtfully apply skills in complex situations, demonstrates skills of self-reflection leading to consistent growth and change, demonstrates the ability to consistently complete assigned tasks and activities with practice excellence, takes full responsibility for learning and demonstrates initiative in creating opportunities for growth.
- **(4) – Above Average Competency:** Performance is often above expectations for students at this level. Student demonstrates the ability to apply skills in a variety of situations, demonstrates consistent growth and change, demonstrates the ability to complete assigned tasks and activities, takes full responsibility for learning.
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- **(2) - Below Average Competency:** Performance shows signs of competency, however, the student does not consistently meet expectations for students at this level. Student demonstrates beginning level of skill development, needs continued practice and assistance, progress on tasks and behaviors is inconsistent, inconsistently takes initiative for learning.
- **(1) – Unsatisfactory/Does Not Meet Competency:** Performance is not meeting expectations for students at this level. Student demonstrates little knowledge or skill, limited evidence of growth or change, rarely demonstrates progress on tasks and behaviors, and takes little initiative for learning.
- **(N/A) - Not Yet Assessed:** Student has not yet had the opportunity to demonstrate this behavior. This will only be an option during the mid-year evaluation. If this option is selected, the student and field instructor should create a plan to ensure that the student is given an opportunity to meet this competency in the second half of the year.

APPENDIX D

Field Placement Time Log

APPENDIX E

[New Field Instructor Online Application Form](#)



Default Question Block

Thank you for your interest in UCCS Social Work Field Education! As field practice (e.g., internships) is considered to be the “signature pedagogy for social work” (CSWE, 2015, p. 12), the UCCS Social Work program will rely heavily on field education and community agencies to help produce competent practitioners.

To be considered as a new field instructor, please complete the following application. The Field Education team will review the application as soon as possible. The MSW Field Education Director, Mary Fortson-Harwell (mfortson@uccs.edu) will email you with the status of your application and any additional steps. Please feel free to contact us with any questions or concerns that you may have.

New Field Instructor Contact Information

Name:

Email:

Phone Number:

Students' Field Schedule

Please see below for the expected field hours for UCCS Social Work students. Field placements may include evening and weekend hours.

- BSW students are required to complete no less than 400 hours of field practice.
- Generalist practice (year 1) MSW students are required to complete no less than 400 hours of field practice.
- Specialized practice (year 2) MSW students are required to complete no less than 500 hours of field practice.

Field placements will be tailored to the interests, educational goals, and career aspirations of each student. BSW and Generalist/first-year MSW students are typically in the field 2 days a week, and Specialized/second-year MSW students are typically in the field 3 days a week.

UCCS Social Work will begin placing first-year MSW students into field placements beginning Fall 2020, and second-year MSW students as well as BSW students beginning Fall 2021.

**Block
1**

Minimum Qualifications for Potential Field Instructor

In order to be considered for an agency placement, the potential field instructor on your team must meet the following qualifications.

Must hold an MSW from an accredited School of Social Work program.

Yes

No

Other

For potential field instructors for MSW students: Do you have at least 2 years of post-MSW practice experience? (A task

supervisor without 2 years of experience may be eligible for intern placement with additional supervision.)

Yes

No

N/A - I would only like to supervise BSW students.

Preferred affiliation with the field placement agency for at least 1 year.

Yes

No

If the potential field instructor has not been affiliated with the agency for at least a year, please provide information about their experience working in similar agencies or working with similar populations.

Capacity for and interest in teaching and supervision in a field learning environment.

Yes

No

Willingness to provide direct weekly supervision of UCCS Social Work student(s) placed at the agency.

Yes

No

Willingness to complete UCCS Social Work New Field Instructor Training.

Yes

No

Willingness to recognize that field placement is a learning experience, and agree to view work expectations and workloads for UCCS Social Work students differently from those of staff.

Yes

No

Must observe policies with respect to non-discrimination of race, ethnic origin, sex, gender, age, religion, disability, military/veteran status, and/or sexual orientation.

Yes

No

Please upload a copy of your most recent resume or CV.

Block

2

Agency Information

Agency Name:

Has your agency previously completed a new field instructor application for another potential field instructor within the agency? (if yes, you will be directed to the end of the application.)

Yes

No

Agency Address (please list all addresses if multiple locations are available for student placement):

Agency Phone:

Website:

Agency Description:

Please describe the ways in which the agency utilizes a trauma-informed approach.

Does the agency embrace and incorporate the values and ethics of the [National Association of Social Workers \(NASW\)](#)? The NASW core values and ethical principles include:

1. Service: Social workers' primary goal is to help people in need and to address social problems.
2. Social Justice: Social workers challenge social injustice.

3. Dignity and Worth of the Person: Social workers respect the inherent dignity and worth of the person.

4. Importance of Human Relationships: Social workers recognize the central importance of human relationships.

5. Integrity: Social workers behave in a trustworthy manner.

6. Competence: Social workers practice within their areas of competence and develop and enhance their professional expertise.

Yes

No

Population Served (please choose all that apply):

Aging/Gerontological Social Work

Alcohol, Drug, or Substance Abuse

Child Welfare

Children & Family

Community Practice

Corrections/Criminal Justice

Domestic/Partnership Violence

Foster Youth

Group Services

Health/Health Care

Homelessness

Human Trafficking

Intellectual & Developmental Disability

Legal Advocacy

LGBTQIA+

Mental Health/Community Mental Health

Military

Non-Profit

Policy

Public Assistance/Welfare

School Social Work

Youth & Adolescence

Veterans

Other

Please describe the ways in which the agency offers social work practice across micro, mezzo, and macro systems.

Is the agency able to provide facilities for the field student's use (e.g., office/desk space, office equipment, etc.)?

Yes
No

Does the agency provide paid field placement opportunities?

Yes
No

 Other

**Block
3**

Student Placement Information

Level of social work student accepted by the agency (please choose all that apply):

BSW
MSW Generalist (Year 1)
MSW Specialized Practice (Year 2)

Number of social work students accepted by the agency:

<input type="text"/>	BSW
<input type="text"/>	MSW Generalist (Year 1)
<input type="text"/>	MSW Specialized Practice (Year 2)

The field setting must provide a learning environment that allows the student to demonstrate all ten core competencies outlined in the [2015 Educational Policy and Accreditation Standards](#) of the Council of Social Work Education (CSWE). Please describe the types of skills, assignments, and learning that a student placed at your agency would experience, in order to demonstrate these ten core competencies.

Types of skills, assignments, and learning for BSW students (if accepting):

Types of skills, assignments, and learning for MSW Generalist (Year 1) (if accepting):

Types of skills, assignments, and learning for MSW Specialized Practice (Year 2) (if accepting):

Will you accept students in the summer?

- Yes
- Maybe
- No

Do you offer evening and/or weekend placement hours?

- Yes
- No

Please describe placement hours available on evenings and/or weekends.

Agency student clearance requirements (please choose all that apply):

- Auto Insurance
- Background Check
- DMV Driving Record
- Drug Testing
- First Aid/CPR
- Live Scan/Fingerprinting
- Mandatory Training
- Orientation
- Social Security Number

 Other

For the clearance requirements listed above, will the agency pay associated fees?

- Yes
- No

 Other

What are the anticipated costs of clearance requirements for the student?

Any additional information that you would like for us to know:

**This field manual (and subsequent policies and resources) has been developed with thanks to the following social work programs for making their policies and resources available through depositories and/or online: Azusa Pacific University, Boston University, James Madison University, Louisiana State University, Simmons University, University of California Los Angeles, University of Denver, University of Illinois, University of Michigan, and Wayne State University.*