

COLLEGE OF SOCIAL WORK  
FIELD EDUCATION MANUAL  
FOR  
STUDENTS,  
AGENCY FIELD INSTRUCTORS,  
AND FIELD PROFESSORS



 College of  
Social Work

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**COLLEGE OF SOCIAL WORK FIELD MANUAL FOR STUDENTS, AGENCY FIELD  
INSTRUCTORS, AND PRACTICUM PROFESSORS/INSTRUCTORS**

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# WELCOME TO FIELD

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## **Social Work Education at the University of Kentucky**

### **The University of Kentucky (UK)**

The University of Kentucky is a public, land grant university dedicated to improving people's lives through excellence in education, research and creative work, service and health care. As Kentucky's flagship institution, the University plays a critical leadership role by promoting diversity, inclusion, economic development and human well-being.

The University of Kentucky:

- Facilitates learning, informed by scholarship and research;
- Expands knowledge through research, scholarship and creative activity; and
- Serves a global community by disseminating, sharing and applying knowledge.

The University contributes to the economic development and quality of life within Kentucky's borders and beyond, nurturing a diverse community characterized by fairness and equal opportunity.

### **History of the Social Work Program**

The University of Kentucky Board of Trustees established a department of social work within the College of Arts and Sciences in 1938. This undergraduate Bachelor of Arts in Social Work (B.A.S.W.) program was later transferred to the newly created College of Social Professions (later named the College of Social Work) in 1969. A year later the College's Master of Social Work (M.S.W.) program was admitted to candidacy status by the Council on Social Work Education, and in 1972 the M.S.W. program was fully accredited.

### **UK College of Social Work Vision Statement**

We will make major contributions to the generation of knowledge that will alleviate contemporary social problems as the social work profession enters its second century of service to the nation and the world. By consistently striving for excellence, we will earn entry into the ranks of the foremost schools of social work through our research, teaching, and community engagement. We will invigorate the lives of all people who join us in this endeavor. We are committed to a renewal of collaborative public service that is grounded in an intellectual and moral seriousness that reflects the enormous challenges faced by our global community. Such achievements will require individual excellence, effective partnerships, and innovative solutions. This vision is the hallmark of our college.

### **UK College of Social Work Mission Statement**

The University of Kentucky College of Social Work promotes community and individual well-being through its translational research and scholarship, exemplary teaching, and vital community engagement. The College is committed to the people and social institutions throughout Kentucky,

the nation, and the world. The College, like the University, is an organization that cultivates a diverse academic community characterized by interpersonal fairness and social justice. The College is fiercely committed to developing outstanding social work professionals and scholars - leaders who will serve individuals, families, and communities through innovative and effective practices that are guided by cultural competency, systematic ethical analysis, and a keen and pragmatic understanding of the human condition.

### **UK College of Social Work BASW Program Mission Statement**

The Bachelor of Arts in Social Work program at the University of Kentucky seeks to prepare effective, competent, generalist social work practitioners who are ethical, engaged, culturally aware and informed agents for social change.

The BASW Program Mission Statement, Program Goals, the BASW Student Handbook and other student resources can be found on the College website.

### **UK College of Social Work MSW Program Mission Statement**

The MSW program mission flows from the University's and College's mission statements as well as the College's vision statement. Inspired by and illustrative of social work's core values, it affirms a commitment to education, research, and community engagement and the integration of these emphases in education and practice with diverse populations. Our focus is on preparing advanced social work practitioners. The MSW program mission statement is provided below:

The Master of Social Work Program at the University of Kentucky seeks to prepare competent, evidence informed social work practitioners and leaders who are ethical, culturally aware change agents to promote social justice and improve quality of life for all.

The MSW Student Handbook and other student resources can be found on the College website.

## **College Structure**

### **Administrative Organization**

The College of Social Work is a single unit, with no departments or divisions, headed by a Dean. The Faculty is guided by the Rules of Procedure of the Faculty of the College of Social Work which delineates the functions and responsibilities of the faculty. Several faculty members hold administrative positions and carry out responsibilities relative to their program areas. The administrative positions include: Associate Dean for Research, Associate Dean for Academic and Student Affairs, Director of Graduate Studies, Director of Undergraduate Studies, Director of the Doctoral Program, and Director of Field Education. These faculty members also serve as ex officio members of pertinent College committees. The Director of Field Education is an ex-officio member of the Curriculum Committee, and a member of the Administrative Team.

### **College of Social Work Centers and Labs**

Information on the College's unique centers and labs can be found on the College website.

## **Curriculum**

### **BASW Program**

The BASW Curriculum and Program Models are located in the BASW Student Handbook on the College website.

### **MSW Program**

The MSW Curriculum and Program Models are located in the MSW Student Handbook on the College website.

### **Army/UK MSW Military Specialization**

The Army/UK MSW Military Specialization is located within the US Army Medical Department Center and School (AMEDDC&S), Health Readiness Center of Excellence (HRCoE). The AMEDDC&S HRCoE is located at Joint Base San Antonio Fort Sam Houston, Texas. The AMEDDC&S is where the Army Medical Department formulates its medical organization, tactics, doctrine, and equipment. The AMEDDC&S is also where the Department of Defense (DoD) educates and trains medical personnel from all the services, to include service members of the Navy, Air Force and DoD civilians.

### **Accreditation**

The Bachelor's and Master's program in the College of Social Work conform to the structure and guidelines of the Council on Social Work Education (CSWE). The BASW and MSW programs have maintained CSWE accreditation and reaccreditation since their inception. The BASW and MSW programs employ the CSWE competencies and practice behaviors as student learning outcomes.

## **Field Education Program**

### **Field Education Mission**

The mission of the Field Education Program is to provide mutually supportive and positive learning environments that cultivate leadership, increase knowledge, refine skills, and strengthen social work values in student interns as they develop proficiency in the social work core competencies in preparation for professional practice.

### **Field Education Goals**

The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. 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 achievement of program competencies. (CSWE Educational Policy 2.2).

The primary goal of the Field Education Program is to prepare graduates who are committed and knowledgeable about improving the quality of life for vulnerable individuals, families, groups, and communities, locally, nationally, and internationally. Undergraduate students are prepared for generalist practice by course work built upon a liberal arts perspective and the generalist social work curriculum. This preparation helps students develop their problem-solving capabilities, critical thinking skills, writing skills, and communication skills. First year graduate students prepare for the advanced practice curriculum through the development of foundation social work competencies. Second year graduate students build upon the foundation competencies through the advanced practice curriculum, and may choose areas of special study to further their knowledge and skills for advanced practice. Second year graduate students may also participate in specialized certificate programs.

### **CSWE Competencies**

See **Appendix A** for the 2015 CSWE Competencies

### **Structure of the Field Education Program**

The Field Education Program is managed by a faculty Director of Field Education. The Director is assisted by staff field coordinators and an administrative assistant on the main Lexington campus, a faculty online MSW field coordinator, and a staff field coordinator on the Army/UK MSW Fort Sam Houston off-campus site. The Program Coordinator and advisor at the Hazard off-campus site provides additional field placement advising and information for students in Eastern and Southeastern Kentucky.

### **Field Program Role Descriptions and Responsibilities**

**Director of Field Education:** The College of Social Work (CoSW) faculty member who provides educational and administrative leadership for the field education program in both the BASW and MSW programs. The Director also provides field orientation and advising for BASW and MSW students, and coordinates primarily advanced MSW year placements.

**Online MSW Field Coordinator:** The CoSW faculty member who coordinates placements, advises students, and teaches in the online MSW program.

**Field Placement Coordinator:** The CoSW staff member who advises students and coordinates placements primarily in the BASW program and the MSW foundation year.

**Clinical Field Coordinator:** The CoSW staff member who advises students and coordinates placements primarily in the Integrated Behavioral Health (IBH) area of special study.

**Army/UK MSW Field Coordinator:** The CoSW staff member who advises students and coordinates placements in the Army/UK MSW Military Specialization located at Fort Sam Houston, Texas.

**Field Administrative Assistant:** The CoSW staff member who provides administrative support for field education faculty and staff in both the BASW and MSW program.

**Off-Campus Program Coordinator:** The CoSW faculty and staff members who provide program coordination for the Eastern and Southeastern Kentucky campus, and assist with field advising and oversight for students at their off-campus site.

## **Field Advisory Group**

The Field Advisory Group for the College of Social Work and an Advisory Group at the Army/UK MSW Military Specialization campus serve in an advisory capacity to the Director of Field Education and the Field Education Program (See **Appendix B** for Advisory Group Members). Its primary functions are:

- to promote communication with and among faculty, students, practicum professors/instructors, alumni, and the public to promote the Field Education Program;
- to review curriculum changes in the field program and identify ongoing field instructor training needs;
- to serve as an avenue for feedback to the College regarding various community needs; and
- to bring social justice and cultural sensitivity to bear on the Field Education Program.

## **General Requirements**

*IMPORTANT NOTE: The College of Social Work does not grant social work course credit for life experience or previous/current work experience. All field education credits must be earned through enrollment in the College's field education courses.*

Undergraduate students must complete two semesters of field education courses, usually during their junior and senior years. Graduate students complete three semesters of field education courses, or four semesters of field education courses on the Army/UK MSW Military Specialization at the Fort Sam Houston campus, with the exception of advanced standing MSW students who complete two semesters.

Careful planning with your academic advisor will insure that you have the necessary prerequisites for beginning field work. The planning and advising process begins in late January and early February for summer and fall field courses, and in late September for spring field courses.

All students are required to take the Situational Awareness Training and pass the competency quiz before starting their first field placement. Instructions for enrolling are located on the Field Education website. This training only needs to be completed once.

The Field Education Program utilizes the Intern Placement Tracking (IPT) software program. All students must complete their registration and individual student pages in IPT prior to beginning any practicum. Fort Sam Houston campus students do not use IPT. Practicum choice, advising, and placement will be accomplished through personal interactions with the Army/UK MSW Fort Sam Houston field placement coordinator.

## **Field Education Course Requirements**

When you begin a practicum course, your time must be managed carefully to ensure fulfillment of all responsibilities. In addition to the agency placement, students participate in an integrative field seminar class. You will be required to complete field education assignments related to the requisite CSWE Competencies and behaviors as described in the course syllabus provided by the Practicum Instructor. Failure to complete these assignments, and/or failure to participate in

the seminar, can result in a student earning a lower grade or possibly failing the practicum course despite satisfactory performance in the practicum agency. The final course grade will include completion of the required number of agency hours, the agency Field Instructor's evaluation of your performance in practicum, and completion of practicum seminar course assignments.

## **Field Education Courses**

### **BASW Program**

#### **SW 444 Educational Practicum I**

This course is an introduction to social work field education under faculty direction in the Teaching-Learning Center. Students will begin to apply knowledge from prerequisite courses in experiences which utilize social work practice skills with emphasis on individuals, families and small groups, toward goals of prevention, restoration and enhancement of social functioning. This course includes both a seminar class and experiential learning. Open only to social work majors.

#### **SW 445 Educational Practicum II**

This course continues the process of social work practicum under faculty direction in a Teaching-Learning Center. Students will continue to apply knowledge from prerequisite and concurrent courses in experiences which utilize social work practice skills with individuals, families, and small groups as well as with organizations and communities toward the goals of prevention, restoration, and enhancement of social functioning. This course includes both a seminar class and experiential learning. Open only to social work majors.

### **MSW Program**

**SW 640 MSW Foundation Practicum** - Students in this course engage in a generalist social work field placement under the direction of a faculty practicum professor and an agency field instructor. Through field education seminars, students integrate knowledge, skills, and behaviors from prerequisite and concurrent courses to demonstrate foundation social work practice with individuals, families, small groups, organizations and communities. The focus includes attention to policy, ethical considerations, the application of theory, and the use of research-informed interventions. Includes specified hours per semester of seminar and experiential learning.

**SW 740 MSW Advanced Generalist Practicum I**- This advanced level practicum builds on the foundation practicum and foundation level courses, and prepares students to practice as social workers at the advanced level in public and private settings. The advanced generalist practicum focuses on the application of theory, knowledge, and skills, and integrates the social work competencies developed in the advanced curriculum year with practice experience in community-based agencies to address complex needs and problems. Students have the opportunity to choose areas of specialization, and work in community-based agencies that provide services in that area of specialization. This course includes specified hours per semester of seminar and experiential learning. Prerequisites: SW 640 or Advanced Standing

**SW 741 MSW Advanced Generalist Practicum II**- This advanced level practicum builds on the SW 740 advanced practicum and the foundation practicum, and prepares students to practice as social workers at the advanced level in public and private settings. The advanced practicum focuses on the application of theory, knowledge, and skills, and integrates the social work

competencies developed in the advanced curriculum year with practice experience in community-based agencies to address complex needs and problems. Students have the opportunity to choose areas of specialization, and work in community-based agencies that provide services in that area of specialization. This course includes specified hours per semester of seminar and experiential learning. Prerequisites: SW 740

### **Army/UK MSW Military Specialization**

**SW 640** – Students in this course engage in a generalist social work field placement under the direction of a faculty practicum professor and an agency field instructor. Through a three hours per week field education seminar, students demonstrate their ability to integrate their knowledge, skills, and behaviors from prerequisite generalist practice courses that addressed social work practice with individuals, families, small groups, organizations and communities in a military and community-based setting. The seminar also focuses on the importance of policy, ethical practice, theory application, and the use of research-informed interventions.

**SW 641** – Students in this course engage in a generalist social work field placement under the direction of a faculty practicum professor and an agency field instructor. Through a three hours per week field education seminar, students demonstrate their ability to integrate their knowledge, skills, and behaviors from prerequisite generalist practice courses that addressed social work practice with individuals, families, small groups, organizations and communities in a military and community-based setting. The seminar also focuses on the importance of policy, ethical practice, theory application, and the use of research-informed interventions.

**SW 740** – This specialized practice practicum builds on the generalist practice practicum / curriculum and specialized practice courses, and prepares students to practice as social workers at the advanced level in a military setting. The specialized practice practicum focuses on the application of theory, knowledge, and skills, and integrates the social work competencies emphasized in the specialized practice curriculum with practicum experience in civilian and military agencies to address complex client needs and problems. This course includes a three hours per week seminar that reinforces students' experiential learning.

**SW 741** – This specialized practice practicum builds on the generalist practice practicum / curriculum and specialized practice courses, and prepares students to practice as social workers at the advanced level in a military setting. The specialized practice practicum focuses on the application of theory, knowledge, and skills, and integrates the social work competencies emphasized in the specialized practice curriculum with practicum experience in civilian and military agencies to address complex client needs and problems. This course includes a three hours per week seminar that reinforces students' experiential learning.

### **Specific Time/Hour Requirements**

**BASW** Students enrolled in SW 444 course must complete 200 hours. Students enrolled in SW 445 must complete 200 hours. Seminar classes and related learning experiences approved by the practicum instructor count toward the total hours. Students should expect to spend approximately 15-18 hours each week in the agency practicum setting during the fall or spring semesters, depending on the number of weeks spent in practicum agency.

**MSW** Students enrolled in the 60 hour MSW program must complete three field practicum courses of 300 hours each. Advanced standing MSW students must complete two field practicum courses of 300 hours each. Seminar classes and related learning experiences approved by the practicum instructor count toward the total hours. Students should expect to spend approximately 18-20 hours a week in the agency practicum setting, depending on the number of weeks spent in practicum agency.

**Army/UK MSW Military Specialization** Students must complete four field practicum courses and complete a minimum of 250 supervised training hours during each practicum. Seminar classes and related learning experiences approved by the field coordinator can count toward the total hours. Students should expect to spend approximately 36 hours a week in the agency practicum setting, and 3 hours in seminar for 14 consecutive weeks.

### **Disclosure of Student Status**

In accordance with the NASW Code of Ethics, social workers (including social work students) must represent themselves as competent only within the boundaries of their education. In general, this means that students must identify themselves as student interns to clients/patients, and in all documents produced by the student for or on behalf of the agency.

### **Scope**

The Council on Social Work Education (CSWE) sets forth competencies and related behavioral dimensions students are to develop in accredited BASW and MSW programs. The MSW program also includes related advanced behavioral dimensions in the advanced year of the MSW.

Field education programs are tasked with ensuring that students have the opportunity to demonstrate the social work competencies through interpersonal interactions with clients and constituencies, which may include the use of digital technologies (AS 2.2.4, [2015 EPAS Interpretation Guide](#)). The EPAS allow for technology-based social work practice as appropriate for the level of practice (e.g., telework, phone contact with colleagues, clients, and constituents, remote access to platforms and projects, etc.).

Social work encompasses a broad spectrum of practice environments. Students develop skills in engagement, assessment, intervention planning and implementation, and practice evaluation appropriate for their level of education. Students must be supervised by a BASW or an MSW (if a BASW student) or an MSW (if an MSW student) with a minimum of 2 years post-degree experience. Students may also receive task supervision from persons with related degrees.

*Students may not diagnose mental disorders or provide therapy for mental disorders independently. They may observe and/or assist a licensed clinical social worker in the delivery of therapy.*

### **Field Education Planning Process and Model for Student Placement**

All BASW and MSW students beginning their first practicum are required to participate in Field Orientation and Advising in the semester prior to beginning their practicum. These sessions are conducted by the Director of Field Education and/or the appropriate field coordinator. Students are introduced to the College and CSWE requirements for practicum, and the College requirements and procedures for practicum placement. Students beginning their first practicum

in SW444, in SW640, or in a special area of study for SW740, participate in individual field advising with the appropriate field coordinator or the director of field education.

During the planning process, all students complete a student detail page in IPT with their demographic information, their areas of interest and career goals, and any prior practicum experiences. This information is used in advising to assist students in locating field sites that are suited to their educational goals and professional growth. The School Social Work Coordinator and Public Child Welfare Program Coordinator advise and assist students interested in a school or public child welfare setting.

The College maintains a searchable software database with an individual field profile for each approved agency. The field agency pages are continuously updated and are accessible to students and practicum faculty within IPT.

Students in subsequent field education courses (SW 445, SW 740, SW 741) may contact any approved agency in IPT for a pre-placement interview or request pre-placement advising and assistance from the appropriate field coordinator or the director of field education. All students are responsible for arranging and confirming pre-placement interviews, for notifying agencies of their final site selection, and for confirming the placement on their student detail page in IPT.

**\*\*MSW Military Specialization students** located at Ft. Sam Houston will not contact agencies until approved to do so by their field placement coordinator.

The Field Education Office assigns students to field education practicum sections and to practicum professors/instructors before they begin an agency placement. Each practicum professor is responsible for teaching the field seminar class and for conducting conferences with the students' placement agencies to review and discuss the student learning agreements, agency learning opportunities, field education requirements, and student performance evaluations.

**MSW Military Specialization students** located at Ft. Sam Houston will be assigned a faculty field liaison who will conduct conferences with the students' placement agencies to review and discuss the student learning agreements, agency learning opportunities, field education requirements, and student performance evaluations.

### **Rationale for the Field Placement Model**

The Director of Field Education, Field Coordinators, and Practicum Professors have developed an on-going relationship with agency field instructors and their respective agencies. This gives them a basis for assessing and assisting students to find placements that will more likely result in a good fit for both the agency and the student.

This model is designed to reinforce college and agency field collaboration. Through direct agency contacts, practicum professors/instructors stay informed on approved agencies. Practicum professors/instructors learn about changes in personnel, research protocols, funding, and service delivery programs. This knowledge provides the field office with important data for future student placement.

Practicum professors/instructors teach the integrative field seminar based on the theoretical underpinnings of the students' course work; connecting theory and practice. The seminar also provides an opportunity for the professor to learn about practice issues and potential problems

that students encounter in the field. The students learn valuable lessons from one another and from the seminar content. Practicum professors/instructors serve as field liaisons for the students in their seminar section.

The Director of Field Education works closely with the practicum professors to ensure that consistency of expectations exists across field sites and across course sections of the field seminars. In addition to individual meetings and consultation with practicum professors, group meetings are held on a regular basis with part-time instructors in the field education program. The Director of Field Education and the Directors of Graduate and Undergraduate Studies address issues regarding curriculum, pedagogy, and University and College academic policies.

### **The Field Education Planning and Advising Process**

The College of Social Work's Field Education Program uses an internet-based placement system called **Intern Placement Tracking (IPT)**. This web-based software was developed to assist colleges with the complex issues associated with managing student interns in their field placements. It is also a valuable tool for students to begin researching prospective agencies for their practicum placements, and provides students with access to descriptive information about agencies and learning opportunities.

\*Army/UK MSW Military Specialization students at Ft. Sam Houston will not use the IPT system, please see your local field placement coordinator for guidance.

The Field Education Program uses IPT to:

- Provide password-protected, web-based access to pertinent field placement information for students, practicum instructors, agency field instructors, the field director and coordinators.
- Update and expand our field agency database, so current and future students have quick access to agency information when researching field placements.
- Provide the Director of Field Education, Field Coordinators, and Practicum Instructors the ability to communicate directly to students and advise them regarding field placements based on relevant information on student and agency detail pages.
- Maintain accurate and timely information on individual student placements in the field.
- Help meet accreditation requirements to maintain data, assess and report on field education.

All students, practicum professors/instructors, and agency field instructors are provided registration information and support for their use of IPT.

### **Agency Selection and Monitoring**

The College of Social Work selects agencies that desire to help students integrate classroom and field learning, that can provide rich and appropriate learning experiences which grow in complexity over a semester, that have qualified professionals to provide field instruction, and that commit to offering at least one hour of social work field instruction per week. The agencies selected for practicum placements reflect the diverse settings in which professional social workers are employed. Through this partnership with community agencies, opportunities are found at both the Bachelors (BASW) and Masters (MSW) level, assuring that students have a variety of

experiences that contribute to the development of the requisite competencies of professional practice.

### **Criteria for Approving Field Education Sites**

Approved practicum sites must allow students contact with their client populations to provide opportunities for skill and knowledge application. When completing the Field Agency Profile to apply to be a practicum site, agencies must indicate whether client contact is able to be offered as part of the student opportunities at the agency. Clients can be individuals, families, groups, community partners or stakeholders, or communities themselves, depending on the level of service agencies provide (micro, mezzo, macro).

The agency approval process begins with an Agency Information Profile. Completion of a web form (See Appendix D) located on the field education website provides the necessary information to determine if the proposed practicum site meets the Council on Social Work Education (CSWE) accreditation requirements. When reviewed and approved by the Director of Field Education, the information is used to set up an agency profile page in IPT.

The agency:

- has a signed Affiliation Agreement with the College and University of Kentucky (See Appendix E), or with the Army/UK MSW Program for the Military Specialization.
- has a social worker with a BASW plus two years post-degree professional experience who is willing to serve as field instructor(s) for BASW students, and/or a MSW plus two years post-degree professional experience who is willing to serve as field instructor(s) for BASW students or MSW students; or an off-site BASW/MSW willing to serve as the field instructor.
- has an agency field instructor(s) who can provide a minimum of one hour weekly social work field instruction and supervision
- may have task supervisors with related degrees provide on-site supervision for students
- provides assignments that are appropriate to the student's level of education and competency, and area of interest or specialization
- provides varied and increasingly complex tasks for students to master throughout a semester to allow for breadth and depth of learning
- have a commitment to provide students with a conducive learning environment
- have policies and procedures that are in compliance with the NASW Code of Ethics

### **Monitoring Field Education Sites**

The College monitors the quality and quantity of the learning experiences provided by approved agencies. At the end of each semester, students and professors complete an evaluation of the agency and the agency field instructor (See **Appendix R** and **Appendix S**). Program and personnel changes that may affect student learning are documented. Those agencies not complying with College and CSWE standards are dropped from the approved agency listing in IPT.

## **International Placements**

Students may locate their own international field placement by contacting the University of Kentucky International Studies Program or by inquiring at the Field Education Office. An international practicum placement must be approved by the Director of Field Education at least one semester in advance of the start date.

## **Agency Field Instructor Qualifications and Responsibilities**

Agency Field instructor qualifications include:

A Master's degree in Social Work from a CSWE accredited social work program and two years of post-degree social work experience for supervising graduate students; and a Bachelor's degree or Master's degree in Social Work from a CSWE accredited program and two years post-degree social work experience for supervising undergraduate students. If a credentialed on-site social worker is not available, an off-site BASW/MSW field instructor may be utilized (e.g. an agency advisory board member, a community social worker, a faculty member or field liaison), if approved by the Director of Field Education.

### **Agency field instructors have many responsibilities, and must:**

- provide a minimum of one hour of weekly social work supervision to the student
- model the values and ethics of the social work profession
- develop a comprehensive learning agreement in collaboration with the student, task supervisor (if applicable) and the practicum professor
- select appropriate educational learning tasks aligned with the CSWE competencies in the learning agreement
- assign applicable educational and training materials
- participate in three-way conferences with the student and the practicum professor
- complete a mid-term and final evaluation of the student's performance
- work collaboratively with the practicum professor to resolve any student issues or concerns
- participate in field instructor training

## **Agency Field Instructor Training**

The College of Social Work Field Education Program offers agency field instructors a variety of training opportunities. A three-hour field instructor training course is available online in Canvas. This course includes information on: College and CSWE requirements for field education; best practice in supervising students in the field; addressing problematic student behavior in the field; ethical considerations; and evaluating student performance. A host of resources for practicum professors/instructors and field instructors are also available in Canvas and on the Field Education website. This training for continuing education units (CEUs). (See **Appendix F** for an outline of the training).

## **Evaluation of Student Performance**

Conferences for planning and evaluation, involving the student, the practicum professor/instructor, and the agency field instructor (and the off-site field instructor and task supervisor, if applicable) will be held. The practicum or agency field instructor may request individual conferences at any time during the semester for the purpose of performance review, evaluation, or clarification of perceived concerns with a student's performance.

## **The Learning Agreement**

The learning agreement forms the basis, background, and framework for the student performance evaluation, and is aligned with the CSWE Competencies. This three – way agreement is signed by the student, the field instructor and task supervisor, and the practicum professor/instructor or faculty field liaison, and is completed early in the semester.

Students will specify learning activities and tasks that are agency specific, measurable, and individualized to promote successful development of social work competencies in collaboration with their agency field instructor. The learning agreement will be reviewed and discussed during the first agency conference among the practicum professor/instructor/field liaison, agency field instructor, and student, and will provide a basis for ongoing feedback and evaluation of the student's performance.

The learning agreement is a working document and may be amended with the permission of the agency field instructor and practicum professor to accommodate new learning opportunities. The agency field instructor and practicum professor should initial any changes to the learning agreement. A sample BASW and Foundation MSW learning agreement template is located in **Appendix G** and on the field education website.

The learning agreement in the MSW Advanced Generalist Practicum year, and in the Military Specialization, will reflect the advanced and specialized competency behaviors.

(See **Appendix H** and the field education website for the SW740/741 Learning Agreement template)

## **Student Performance Evaluations**

The student performance evaluations are directly aligned with the CSWE competencies and behavioral dimensions in the student's learning agreement. The student will complete a midterm and final self-evaluation and share this self-evaluation with the field instructor and the practicum professor. The agency field instructor will evaluate the student's performance at midterm, and review and discuss this evaluation with the student. The student will then submit the evaluation to the practicum professor for review.

The agency field instructor will complete a final student performance evaluation at the end of the semester and share this evaluation with the student. A final evaluation conference with the student, agency field instructor and practicum professor, may be held to review and discuss the

student's performance evaluation. The BASW and MSW Foundation student performance evaluation template is located in **Appendix I**.

The evaluations in the MSW Advanced Generalist Practicum year, and in the Military Specialization, will reflect the advanced and specialized competency behaviors and align with the learning agreement.

(See **Appendix J** for the SW740/741 student performance evaluation template)

## **Grading**

The Practicum Professor/Instructor assigns the grade the student earned for the practicum course. The grade consists of the agency field instructor's evaluation of student performance, the learning agreement, assignments specific to each practicum course, and active, engaged participation in seminar and web-based class sessions. See the individual practicum course syllabi for the specific details on assignments and grading for each practicum course

## **Field Education Policies and Guidelines**

### **Criminal Background Policy**

If students have pending felony or certain misdemeanor charges that have not been adjudicated at the time they seek to begin a social work field course, they will not be allowed to start. This policy is based upon the need to have an official listing of actual felony charges so that agencies may be able to appropriately screen students who are seeking a practicum in their agency settings. The pending nature of the charge means that a student could be found guilty or innocent of the charge. If found guilty of the charge, it may impact the agency's compliance with the policies and/or laws that apply to their agency or agency population. In addition, if a student were to be judged guilty and incarcerated, there may be extreme disruption to the agency and clients served. For the above reasons, students with pending felony charges will not be allowed to seek to complete a practicum until felony charges have been resolved. Students should discuss any questions about this policy with the Director of Field Education.

Students who have a criminal background should understand that some agencies are precluded by law from accepting them in field placement. Additionally, some agencies are unwilling to supervise students having certain criminal charges. The Field Education Office will make every effort possible to assist students in securing a field placement. However, if a placement cannot be accomplished for any reason, the student may not be able to complete the degree program. Students should also be aware that even if field placements are secured and a degree is awarded, certain criminal offenses may preclude them from obtaining employment as a social worker and that a state licensing board may refuse to license the applicant as a professional social worker.

### **Transportation of Agency Clients**

Students in field placement are not permitted to transport clients in their personal vehicles. If an agency agrees to allow the student to transport clients in the agency owned vehicle, the student should review the agency's policy regarding client transportation and the insurance coverage of the agency.

## Liability Insurance

The College provides liability insurance for all practicum students registered for a practicum course and will provide, if requested, a certificate of insurance coverage for the agency.

\*Army/UK MSW Military Specialization students at Ft. Sam Houston are not eligible or required to have liability insurance provided by the University of Kentucky, and are covered by the provisions of 28 United States Code, section 2679.

## Using the Student's Place of Employment as a Field Placement

As noted earlier, a student's work experience cannot be used as credit toward practicum requirements. To request a practicum at your place of employment, you must submit the Field Education/Employee Application located on the Field Education website. (See **Appendix K**). The Director of Field Education will review all applications. Your work supervisor and your agency field instructor cannot be the same person.

The following supporting documents must be uploaded to this application: (1) a current job description; (2) a description of the proposed field experience, with learning objectives; (3) a description of the differences between your current job and the proposed placement; (4) and a letter from your employer (immediate supervisor) agreeing to this placement proposal and stating a plan for your current job duties while in the field practicum. This application will be processed only if all four components are included. Applications will not be approved without all supporting documents.

This provision does not apply to Army/UK MSW Military Specialization students at Ft. Sam Houston.

## Safety in Field Placements – Situational Awareness Training

All students taking a practicum course are required to complete a Situational Awareness Training. This training is to provide an awareness of safety issues that may arise in a practicum placement. The training must be completed, and the competency quiz taken and passed, before **the student** starts the practicum placement. This training only needs to be taken one time. (See **Appendix L** for a training outline)

The full training is located online. The training is divided into modules, so students do not have to view the entire training in one sitting. After completing the training, students must take a competency quiz and pass the quiz with a minimum grade of 70%.

The instructions for enrolling in the Situational Awareness Training located in Canvas are on the field website here: [Situational Awareness Training Enrollment Instructions \(PDF\)](#).

All students must also complete the **Safety in Practicum Student Checklist** for each practicum placement. This checklist is to be discussed with your agency field instructor, signed by the field instructor, and turned in to your practicum professor/instructor at the beginning of the semester. (See **Appendix M**).

## **Student Orientation to the Agency**

The student's orientation to the agency is a critical first component for a student to have a successful practicum experience, and lays the foundation for the practicum experience. The orientation provides the student with concise and accurate information regarding important policies/procedures of the agency, the agency client demographics, the agency's mission and goals, and its approach to educating students.

A sample student orientation checklist is located in **Appendix N**.

This checklist is designed to promote communication between the student and the field instructor early in the semester around these important issues.

## **Professional Preparation and Expectations**

As a social work major, you are expected to adhere to the standards and guidelines for professional behavior as outlined in the *NASW Code of Ethics* and state social work licensure rules and regulations. The NASW Code of Ethics can be found at this link: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>

In addition, as an outcome of your education, you are expected to demonstrate ethical and professional behavior (2015 CSWE EPAS, Competency 1) as described below.

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

Social workers:

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

## **Agency Expectations**

Agency representatives have communicated that they have the following expectations of students:

- Adherence to the NASW Code of Ethics, which sets forth values, principles, and standards to guide social workers' conduct. The code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Students are urged to pay particular attention to the confidentiality provisions.
- Regular and on-time attendance; failure to attend on scheduled days is seen as evidence of the lack of professionalism.
- A willingness to learn and a willingness to be open to constructive feedback.
- Initiative in seeking learning opportunities.
- Initiative in asking questions when in doubt about policies, procedures, practice and/or ethical issues
- Appropriate professional dress (check with the field instructor and practicum professor about appropriate dress for the agency)
- Sobriety and good judgment are expected from all students (never go to an agency under the influence of/or impaired by mood altering or intoxicating substances) Note: Some agencies have a "Drug and Alcohol -Free Workplace" policy. You are expected to follow these guidelines.
- Appropriate professional communication, both written and oral.
- Appropriate use of technology, including cell phones, in compliance with the agency's policies.

Finally, remember that you are representing the University of Kentucky, College of Social Work - not just yourself. We count on you to help maintain good relations between the agency, the College of Social Work, and the University.

## **When Problems Occur**

Make it a practice to deal with concerns and problems as soon as possible and before they become overwhelming. When students have a concern, they are advised to take the following steps in sequence:

- Talk to your practicum professor and/or agency field instructor and attempt to resolve the issue.
- Schedule a conference to explore the concerns, and develop a plan to resolve the concerns. If you do not reach a satisfactory resolution;
- Speak to the Director of Field Education. If you cannot resolve the issue;
- Speak to the appropriate Director of Graduate Studies or Director of Undergraduate Studies. If you cannot resolve the issue;
- Referral to the practicum review committee

## Campus Resources

There are numerous resources available to students through the University of Kentucky. These resources are available on the College website and on the University website.

College classes and practicum can be stressful. The University of Kentucky Counseling Center is available to fee-paying students who are enrolled for at least six credit hours in undergraduate, graduate or professional programs: <http://www.uky.edu/StudentAffairs/Counseling/>

The National Suicide Prevention Lifeline is available twenty-four hours a day at 1-800-273-TALK (8255) if you are concerned about yourself or someone else.

## Student Violations of Ethical and/or Professional Standards of Behavior

The College of Social Work **Practicum Review Committee** will examine all reports of serious violations concerning student interns, including but not limited to the following types of alleged violations:

- The violation of a client's rights
- The violation of the University of Kentucky College of Social Work's policies, rules, and procedures
- The violation of the *NASW Code of Ethics*

*If a student is asked to leave an agency and the placement has been terminated by the agency, or if a student fails a practicum course, the Practicum Review Committee will automatically review the situation.*

In such instances, the practicum professor and/or agency field instructor will complete a practicum review report form (see **Appendix O** for the Report Form), and submit it to the Director of Field Education.

The Director will convene the Practicum Review Committee to review the report and the alleged violations. The Committee may hold hearings to make findings of fact, and will do so within two weeks of having received such a report from an agency field instructor and/or a practicum professor. The Committee will make recommendations to the Dean of the College of Social Work concerning actions to be taken regarding reported violations. The Dean will notify the student within 14 days after receiving the Committee's recommendation.

Army/UK MSW Military Specialization students at the Ft. Sam Houston campus are subject to the University of Kentucky College of Social Work's policies, rules, and procedures in addition to AMEDDC&S HRCoE regulations.

## Practicum Course Withdrawal

In rare instances, circumstances may require that a student withdraw from a field course. Because of consequences for both agencies and agency clients, withdrawing from a practicum course is much more serious than withdrawing from other university courses. Students who experience grave difficulties that require such withdrawal should follow this step-by-step process:

1. Immediately contact your practicum professor to arrange a meeting to discuss your withdrawal.
2. Contact the Director of Field Education and/or the appropriate Director of Undergraduate or Graduate Studies to arrange a meeting to discuss your withdrawal.
3. If your withdrawal from the field education course is approved by the Director of Field Education, and/or the appropriate Director of Undergraduate or Graduate Studies, follow the College and University guidelines for withdrawing from a course.
4. Contact your agency field instructor to discuss your withdrawal.

Students who do not follow this withdrawal process, or who are asked to withdraw by the agency or practicum professor, must appear before the Practicum Review Committee to gain permission to register again for a practicum course.

## **Suspension**

### **Students Returning from Suspension from the University of Kentucky or from a Period of Inactivity of Greater Than One semester (excluding the summer semester)**

Students returning from suspension must do at least one semester of classroom course work before they will be allowed to register for a Practicum Course. Students returning to school after a period of inactivity of greater than one semester cannot register for a practicum course without the permission of the Director of Field Education.

### **BASW Students**

Information on the process for students placed on probation or suspension is in the University Bulletin.

Information is also located in the BASW student handbook on the College website.

### **MSW Students**

Information on the process for students placed on probation or suspension is in the Graduate School's Bulletin and located in the MSW student handbook.

### **Additional Field Questions**

We hope the information in this manual helps you to be successful in your field education experiences. If you have additional questions about field education you may direct them to the Director of Field Education or the appropriate Field Coordinator.

### **Answers to Frequently Asked Field Questions**

BASW FAQs - See **Appendix P** or on the field education website.

MSW FAQs - See **Appendix Q** or on the field education website.

# FIELD MANUAL APPENDICES

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## Appendix A: 2015 CSWE Competencies



2015 EPAS\_CSWE Competencies Summary.pdf

**Appendix B: Field Education Advisory Group**  
**Field Instructor Agency Representatives**

Doug Adams, MSW, LCSW	Fayette Co. Public Schools
Cynae Carter, MSSW, CSW	Community Action Council
Mary Alice Daniels, MSW, CSW	God's Pantry
Sheri Estill, MSW	The Nest
Jennifer Garland, MSW	LFUCG Senior Center
Rachel Hodnett, MSW	Department for Community Based Services, CHFS
Elaina Howard, MSW, LCSW	LFUCG Family Care Center
Susanna McQueary, MSW, LCSW	Veterans Administration Medical Center
Megan Moore, MSW, CSW	KVC Behavioral Healthcare Kentucky
Martha Parks, MSW, LCSW	UK Department of Family and Community Medicine
Brenda Rosen, MSW, CSW	NASW Kentucky
Cheryl Talbert, MSW, LCSW	UK Healthcare Case Management Services
Lella Still, MSW, LCSW	Eastern State Hospital

**College of Social Work Representatives**

Pamela Weeks, J.D., MSW, CSW	Director of Field Education
Renee Campbell, Ed.D., CSW	Online MSW Field Coordinator
Desha Scanlon, MSW, CSW	Field Placement Coordinator
Aimee Mau, MSW, LCSW	Clinical Field Coordinator
Lynn Wallace	Field Administrative Assistant
Kalea Benner, Ph.D., LCSW	Associate Dean for Academic Affairs; DGS
Diane Loeffler, Ph.D., MSW	Director of Undergraduate Studies
Melissa Slone, MSW, CSW	S.E. Kentucky MSW Program Coordinator
Stephanie Ratliff, MSW, CSW	Director, Credit for Learning Child Welfare Program
Erin Mayhorn, MSW, CSW	Public Child Welfare Certification Program Coordinator
Janet Doss, MSW, LCSW	School Social Work Certificate Coordinator



**Appendix C: Army/UK MSW Program  
Fort Sam Houston Campus  
Field Advisory Group**

**Field Instructor Agency Representatives**

Betty Beck, LCSW  
South Texas Veterans Health Care System  
Palliative Care and Student Education Coordinator  
San Antonio, TX 78229

Ellie Saucedo, LMSW  
Good Samaritan Community Services  
San Antonio, TX. 78212

John Jeffers, LCSW  
Texas Department of State Health Services  
San Antonio State Hospital  
San Antonio, TX 78223

Melanie Hennis, LPC-S, LCDC  
Founder/Director Sage Social Services  
Converse, TX 78109

John Uriarte, LCSW, BCD  
Team Leader, San Antonio NE Vet Center  
San Antonio, TX 78233

Michelle Loper, LCSW  
Brooke Army Medical Center  
Ft. Sam Houston, TX 78234

Elisabeth Garza, LCSW  
Bexar County Family Justice Center  
San Antonio, TX 78212

Angela Chavez, LCSW  
Laurel Ridge Treatment Center  
San Antonio, TX 78259

**College Representative**

Susan Bratcher, LCSW  
Field Placement Coordinator, Fort Sam Houston



**Appendix D: Agency Information Profile Form**

Select the campus where your students attend classes:

- UK Main Campus
- Morehead KY
- Ashland KY
- Southeast KY

Agency Organization Name \_\_\_\_\_

Agency Organization Address \_\_\_\_\_

\_\_\_\_\_

Primary Agency Contact Person: This should be the person who will be the point of contact for students who are seeking practicum placements.

Last Name \_\_\_\_\_ First Name \_\_\_\_\_

Agency Phone Number \_\_\_\_\_

Agency e-mail address \_\_\_\_\_

Website \_\_\_\_\_

**Select the following that best describe your agency’s areas of service: (select all that apply)**

Which best describes the nature of your agency’s focus:

- Macro (administrative, policy making, community development, advocacy, etc.)
- Micro (direct service to individuals, families, children, groups, etc.)
- Both

Would you consider this an appropriate agency/organization for undergraduate students?

- Yes
- No
- Maybe

Would this agency/organization be appropriate for graduate students?

Yes

No

Maybe

If yes, what year?

1<sup>st</sup> year (SW 640 Foundation/General Practicum)

2<sup>nd</sup> year/Advanced MSW Practice (SW 740/741 Adv. Practice Practicum) \*

\*Note on Advanced MSW Placements: Direct client contact must be able to be offered as part of the student opportunities at the agency in order for the student to develop the requisite skills for advanced professional practice. Clients can be individuals, families, groups, community partners or stakeholders, or communities themselves depending on the level of service agencies provide (micro, mezzo, macro). Second year/advanced MSW placements are two semesters in length.

Possible hours that students can intern (please check all that apply):

Daytime 8am-5pm M-F

Evening 5pm-9pm M-F

Weekends

Is there someone with a Bachelors of Arts in Social Work (BASW) degree with two years' post-degree experience on staff willing to serve as a field instructor and supervise students?

Yes

No

Unsure

Is there someone with a Master of Social Work degree with two years' post-degree experience on staff willing to serve as a field instructor and supervise students?

Yes

No

Unsure

Please list all potential and willing staff who can serve as Field Instructors supervising students:

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Is each identified Field Instructor available to provide a minimum of one hour of supervision to each student per week?

Yes

No

Is your agency wheelchair accessible?

Yes

No

Does your agency have a qualified BASW or MSW Field Instructor on site?

Yes

No

Not sure

If no, what arrangements can the agency make for the qualified teaching and supervision of the students? Please explain? Is an off-site BASW or MSW field instructor available?

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How many undergraduate students would you prefer per semester? \_\_\_\_\_

How many graduate students would you prefer per semester? \_\_\_\_\_

Is your agency willing to participate in College of Social Work orientations and trainings for Field Instructors?

Yes

No

Is your agency able to offer students the ability to work directly with clients? Clients can be individuals, families, groups, community partners or stakeholders, or communities themselves depending on the level of service agencies provide (micro, mezzo, macro).

Yes

No

Please give a brief description of your agency:

---

---

---

---

Please highlight the potential learning opportunities that are available within your agency:

---

---

---

---

Do you have an upcoming or ongoing special project in which you would like to involve students?

If so, please give a description:

---

---

---

---

**This form will be submitted to the Director of Field Education, UK College of Social Work.**

## Appendix E: Memorandum of Agreement



A MEMORANDUM-OF-AGREEMENT\_Updated\_2018.pdf

## **Appendix F: Field Instructor Training Modules and Learning Objectives**

### **Web-based Training**

#### **Module 1: Structure and Purpose of Field Education**

Participants will be able to:

- Describe the purpose of the field education within social work education
- Identify the principles of competency-based learning
- Explain the role of the field instructor and the role of the College field faculty and staff
- Identify the requirements for field instructors and practicum students in field

#### **Module 2: Field Supervision of Students**

Participants will be able to:

- Describe phases of learning experienced by new supervisors
- Describe tasks of developing expertise in supervision
- Identify qualities of an effective supervisor
- Describe guidelines for modeling ethical behavior
- Identify skills for modeling and teaching professional behavior

#### **Part 2: Field Supervision of Adult Learners**

Participants will be able to:

- Summarize developmental stages of practicum students
- Define field instruction modalities for adult learners
- Identify strategies for engaging difference in practice

#### **Part 3: Integrating Coursework, Theory and Practice**

Participants will be able to

- Define “supervision”
- Identify common supervision models
- Describe the ITP Loop Model of supervision and explain how the ITP Loop is useful for teaching evidence-informed practice
- Summarize key principles of effective field instruction
- Identify helpful strategies and tools for field learning
- List sample Learning Agreement tasks/activities

### **Module 3: Evaluating Student Performance**

#### **Part 1:**

Participants will be able to:

- Describe the requirements and expectations for evaluating student performance
- Identify the relationship between the learning agreement and the evaluation of student performance
- Describe tools and techniques for providing student feedback and appraisal
- Recognize ethical considerations in serving as a field instructor for students

#### **Part 2:**

Participants will be able to:

- Identify common student challenges in field education and methods for addressing these challenges
- Recognize ethical considerations in evaluating student performance
- Describe the characteristics of a fair and relevant evaluation of performance
- Explain the College process for addressing student issues of concern

**Appendix G: BASW and MSW Foundation Learning Agreement Template**



**SW 445 and 640 Field Practicum  
Field Education Learning Agreement Template**

**Name:**

**Semester:**

**Date of Agreement:**

**Field Agency:**

**Address:**

**Phone:**

**Field Instructor:**

**Phone:**

**Practicum Weekly Schedule:**

**Planned Supervision Time:**

---

*Review each of the 9 Competencies and the related behavioral dimensions. In consultation with your field instructor, identify 2 tasks, activities, and/or opportunities for each Competency area that can be completed within the practicum placement to demonstrate the knowledge, skills, and values associated with each competency and associated behavioral dimensions.*

**In order to achieve this Competency:**

1. Student will demonstrate Ethical and Professional Behavior.

- Behavioral Dimensions:**
1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, and models ethical decision-making
  2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
  3. Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication
  4. Use technology ethically and appropriately to facilitate practice outcomes
  5. Use supervision and consultation to guide professional judgment and behavior

By completing and/or participating in the following tasks and opportunities:	Student performance will be measured in the following manner:

**In order to achieve this Competency:**

2. Student will engage diversity and difference in practice.

- Behavioral Dimensions:**
1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
  2. Present themselves as learners and engage clients and constituencies as experts of their own experiences
  3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

By completing and/or participating in the following tasks and opportunities:	Student performance will be measured in the following manner:

**In order to achieve this Competency:**

3. Student will advance humans rights and social, economic and environmental justice.

**Behavioral Dimensions:**

1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
2. Engage in practices that advance social economic, and environmental justice

By completing and/or participating in the following tasks and opportunities:	Student performance will be measured in the following manner:

**In order to achieve this Competency:**

4. Student will engage in practice-informed research and research-informed practice.

**Behavioral Dimensions:**

1. Use practice experience and theory to inform scientific inquiry and research
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
3. Use and translate research evidence to inform and improve practice, policy, and service delivery

By completing and/or participating in the following tasks and opportunities:	Student performance will be measured in the following manner:

**In order to achieve this Competency:**

5. Student will engage in policy practice.

- Behavioral Dimensions:**
1. Identify social policy at the local, state, and federal level that impacts client well-being, service delivery, and access to social services
  2. Assess how social welfare and economic policies impact the delivery of and access to social services
  3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

By completing and/or participating in the following tasks and opportunities:	Student performance will be measured in the following manner:

**In order to achieve this Competency:**

6. Student will engage with individuals, families, groups, organizations, and communities.

- Behavioral Dimensions:**
1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
  2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

By completing and/or participating in the following tasks and opportunities:	Student performance will be measured in the following manner:

**In order to achieve this Competency:**

7. Student will assess individuals, families, groups, organizations, and communities.

- Behavioral Dimensions:**
1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
  2. Apply knowledge of human and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
  3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
  4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

By completing and/or participating in the following tasks and opportunities:	Student performance will be measured in the following manner:

**In order to achieve this Competency:**

8. Student will intervene with individuals, families, groups, organizations, and communities.

- Behavioral Dimensions:**
1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
  2. Apply knowledge of human and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks in interventions with clients and constituencies
  3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
  4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
  5. Facilitate effective transitions and endings that advance mutually agreed-on goals

By completing and/or participating in the following tasks and opportunities:	Student performance will be measured in the following manner:

**In order to achieve this Competency:**

- 9. Student will evaluate practice with individuals, families, groups, organizations, and communities.

**Behavioral Dimensions:**

- 1. Select and use appropriate methods for evaluation of outcomes
- 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- 3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes
- 4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

**By completing and/or participating in the following tasks and opportunities:**

**Student performance will be measured in the following manner:**


**Signatures upon Completion of Learning Agreement**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Agency Field Instructor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Practicum Seminar Instructor Signature

\_\_\_\_\_  
Date

**Appendix H: MSW Advanced Generalist Practicum Learning Agreement Template**



**SW 740/741**

**Field Education Learning Agreement**

**Name:**

**Semester:**

**Date of Agreement:**

**Field Agency:**

**Address:**

**Phone:**

**Field Instructor:**

**Phone:**

**Practicum Weekly Schedule:**

**Planned Supervision Time:**

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*Review each of the 9 Competencies and the related behavioral dimensions. In consultation with your field instructor, identify tasks, activities, and/or opportunities for each Competency area that can be completed within the practicum placement to demonstrate the knowledge, skills, values and cognitive/affective processes associated with each competency and associated behavioral dimensions.*

**In order to achieve this Competency:**

1. Student will demonstrate Ethical and Professional Behavior.

**Behavioral Dimensions:**

1. Identify and mitigate potential ethical issues in practice, planning and decision-making that confront social workers in their identified area and level of social work practice.
2. Apply ethical decision-making skills to complex issues specific to their identified specialty area (e.g., clinical social work, gerontology, school social work, military social work) and level of social work practice (micro, mezzo, macro) and facilitate resolution.
3. Engage in life-long learning, supervision, and consultation to enhance the knowledge and skills needed to work effectively within students' specialty area across all levels of practice.

By completing and/or participating in the following tasks and opportunities:	Student performance will be measured in the following manner:

**In order to achieve this Competency:**

2. Student will engage diversity and difference in practice.

**Behavioral Dimensions:**

1. Identify and/or address ways through which organizations and their operations may marginalize or exclude classes of persons.
2. Provide leadership through education and support to community partners to increase cultural competence and acceptance and encouragement of diversity in practice.
3. Research and apply knowledge of diverse populations to enhance practice outcomes within students' specialized area of practice.

By completing and/or participating in the following tasks and opportunities:	Student performance will be measured in the following manner:

<b>In order to achieve this Competency:</b>	
3. Student will advance humans rights and social, economic and environmental justice.	
<b>Behavioral Dimensions:</b>	
<ol style="list-style-type: none"> <li>1. Advocate for the inclusion of minority and constituent groups in the development and implementation of needed services.</li> <li>2. Advocate for the minimization of disparities that vulnerable populations experience in accessing quality services.</li> </ol>	
<b>By completing and/or participating in the following tasks and opportunities:</b>	<b>Student performance will be measured in the following manner:</b>

<b>In order to achieve this Competency:</b>	
4. Student will engage in practice-informed research and research-informed practice.	
<b>Behavioral Dimensions:</b>	
<ol style="list-style-type: none"> <li>1. Utilize foundation research skills to develop and implement interventions in identified area and level of social work practice.</li> <li>2. Apply foundation research skills to evaluate practice interventions.</li> </ol>	
<b>By completing and/or participating in the following tasks and opportunities:</b>	<b>Student performance will be measured in the following manner:</b>

<b>In order to achieve this Competency:</b>	
5. Student will engage in policy practice.	
<b>Behavioral Dimensions:</b>	
<ol style="list-style-type: none"> <li>1. Use evidence-based practice and practice-based evidence to advocate for policy action that advances the well-being of vulnerable populations.</li> <li>2. Apply policy analysis skills to effectively engage in the policy processes that affect organizational and community service delivery systems.</li> <li>3. Articulate social work roles, ethics and values in formulating, advancing and evaluating social and agency policies that enhance the well-being of community level constituencies.</li> </ol>	
<b>By completing and/or participating in the following tasks and opportunities:</b>	<b>Student performance will be measured in the following manner:</b>

<b>In order to achieve this Competency:</b>	
6. Student will engage with individuals, families, groups, organizations, and communities.	
<b>Behavioral Dimensions:</b>	
<ol style="list-style-type: none"> <li>1. Articulate and demonstrate culturally sensitive approaches to effectively connect and interact with clients and constituents at multiple levels to enhance organizational and social well-being.</li> <li>2. Attend to the interpersonal or organizational/community dynamics and contextual factors that can potentially strengthen or threaten established level of engagement.</li> </ol>	
<b>By completing and/or participating in the following tasks and opportunities:</b>	<b>Student performance will be measured in the following manner:</b>

<b>In order to achieve this Competency:</b>	
7. Student will assess individuals, families, groups, organizations, and communities.	
<b>Behavioral Dimensions:</b>	
<ol style="list-style-type: none"> <li>1. Evaluate, select, and implement appropriate assessment instruments for use with target populations, organizations and communities.</li> <li>2. Integrate and apply theories, models, and research in the context of assessing client systems in different practice settings across different levels of practice.</li> </ol>	
<b>By completing and/or participating in the following tasks and opportunities:</b>	<b>Student performance will be measured in the following manner:</b>

<b>In order to achieve this Competency:</b>	
8. Student will intervene with individuals, families, groups, organizations, and communities.	
<b>Behavioral Dimensions:</b>	
<ol style="list-style-type: none"> <li>1. Select and apply appropriate intervention strategies based on the assessment, research knowledge, theory and values and preferences of clients and constituencies at specialty level of practice.</li> <li>2. Collaborate with other professionals to develop intervention plans and/or coordinate implementation of interventions appropriate for specialty area and level of practice</li> </ol>	
<b>By completing and/or participating in the following tasks and opportunities:</b>	<b>Student performance will be measured in the following manner:</b>

<b>In order to achieve this Competency:</b>	
9. Student will evaluate practice with individuals, families, groups, organizations, and communities.	
<b>Behavioral Dimensions:</b>	
<ol style="list-style-type: none"> <li>1. Develop and implement evaluation plans to critically analyze, monitor, and evaluate intervention and program processes and outcomes.</li> <li>2. Communicate and disseminate results in a format appropriate to the intended audience.</li> <li>3. Use evaluation activities of the process and/or outcomes to develop best practice interventions to improve practice effectiveness at the micro, mezzo, and macro levels.</li> </ol>	
<b>By completing and/or participating in the following tasks and opportunities:</b>	<b>Student performance will be measured in the following manner:</b>

**Signatures upon Completion of Learning Agreement**

_____	_____
Student Signature	Date
_____	_____
Field Instructor Signature	Date
_____	_____
Practicum Seminar Instructor Signature	Date

**University of Kentucky College of Social Work  
Field Placement Evaluation Form SW445/SW640**

Academic Semester:      Fall \_\_\_\_\_      Spring \_\_\_\_\_

Student Name: \_\_\_\_\_

Agency Name and Contact Info: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Field Instructor completing form: \_\_\_\_\_

Practicum Instructor: \_\_\_\_\_

Duties and Responsibilities: (Briefly describe the learning experiences the student completed.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This form should be completed twice, once at the midterm of the semester and once at the end of the semester.

**It is unusual for a student to rate at a level 1 or 5, especially at midterm.**

Using this scale, please rate the student's performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior.

**1 = Rarely if ever meets requirements of the competency/behavior**

**2 = Sometimes meets requirements of the competency/behavior**

**3 = Consistently meets requirements of the competency/behavior**

**4 = Consistently meets and sometimes exceeds requirements of the competency/behavior**

**5 = Consistently exceeds requirements of the competency/behavior**

*Note: The student's final grade is not based directly on the scale above.*

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	<b>Midterm Semester Rating</b>	<b>End of Semester Rating</b>
1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
3. Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
4. Use technology ethically and appropriately to facilitate practice outcomes	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
5. Use supervision and consultation to guide professional judgment and behavior	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>

<b>Overall Evaluation of Competency 1</b>	<b>Midterm Semester Rating</b>	<b>End of Semester Rating</b>
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>

**Comments:**

<b>Competency 2: Engage Diversity and Difference in Practice</b>	<b>Midterm Semester Rating</b>	<b>End of Semester Rating</b>
1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>

<b>Overall Evaluation of Competency 2</b>	<b>Midterm Semester Rating</b>	<b>End of Semester Rating</b>
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>

**Comments:**

<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	<b>Midterm Semester Rating</b>	<b>End of Semester Rating</b>
1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
2. Engage in practices that advance social, economic, and environmental justice.	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>

<b>Overall Evaluation of Competency 3</b>	<b>Midterm Semester Rating</b>	<b>End of Semester Rating</b>
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>

**Comments:**

<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>	<b>Midterm Semester Rating</b>	<b>End of Semester Rating</b>
1. Use practice experience and theory to inform scientific inquiry and research	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
3. Use and translate research evidence to inform and improve practice, policy, and service delivery	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>

<b>Overall Evaluation of Competency 4</b>	<b>Midterm Semester Rating</b>	<b>End of Semester Rating</b>
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>

**Comments:**

<b>Competency 5: Engage in Policy Practice</b>	<b>Midterm Semester Rating</b>	<b>End of Semester Rating</b>
1. Identify social policy at the local, state, and federal level that impacts client well-being, service delivery, and access to social services	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
2. Assess how social welfare and economic policies impact the delivery of and access to social services	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>

<b>Overall Evaluation of Competency 5</b>	<b>Midterm Semester Rating</b>	<b>End of Semester Rating</b>
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>

**Comments:**

<b>Competency 6: Engage with individuals, families, groups, organizations, and communities</b>	<b>Midterm Semester Rating</b>	<b>End of Semester Rating</b>
1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>

<b>Overall Evaluation of Competency 6</b>	<b>Midterm Semester Rating</b>	<b>End of Semester Rating</b>
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>

**Comments:**

<b>Competency 7: Assess with individuals, families, groups, organizations, and communities</b>	<b>Midterm Semester Rating</b>	<b>End of Semester Rating</b>
1. Collect and organize data and apply critical thinking to interpret information from clients and constituencies	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
3. Develop mutually agreed-on interventional goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>

<b>Overall Evaluation of Competency 7</b>	<b>Midterm Semester Rating</b>	<b>End of Semester Rating</b>
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>

**Comments:**

<b>Competency 8: Intervene with individuals, families, groups, organizations, and communities</b>	<b>Midterm Semester Rating</b>	<b>End of Semester Rating</b>
1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
5. Facilitate effective transitions and endings that advance mutually agreed-on goals	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>

<b>Overall Evaluation of Competency 8</b>	<b>Midterm Semester Rating</b>	<b>End of Semester Rating</b>
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>

**Comments:**

<b>Competency 9: Evaluate with individuals, families, groups, organizations, and communities</b>	<b>Midterm Semester Rating</b>	<b>End of Semester Rating</b>
1. Select and use appropriate methods for evaluation of outcomes	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in evaluation of outcomes	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>

Overall Evaluation of Competency 9	Midterm Semester Rating	End of Semester Rating
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	1 2 3 4 5	1 2 3 4 5

**Comments:**

## Overall Midterm Evaluation

Student Practicum Hours Completed at Midterm: \_\_\_\_\_

<p><b>Recommended Grade for Performance at midterm</b></p> <p>Please indicate the grade in percentage points (90%, 85%, etc.) _____ </p>
---

Overall Evaluation at Midterm	Midterm Semester Rating
Please rate the student's overall performance at midterm based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform all competencies/behaviors.	1 2 3 4 5

**Summary of Strengths at Midterm:**

**Areas for Improvement at Midterm:**

**Student Comments:**

\_\_\_\_\_

Field Instructor

Date

\_\_\_\_\_

Student

Date

# Overall Final Evaluation

Student Practicum Hours Completed at End of Semester: \_\_\_\_\_

**Recommended Grade for Performance at end of semester (this constitutes on a % of the total final grade)**

**Please indicate the grade in percentage points (90%, 85%, etc.)** \_\_\_\_\_



Overall Evaluation at End of Semester	End of Semester Rating
Please rate the student's overall performance at the end of the semester based their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform all competencies/behaviors.	<b>1   2   3   4   5</b>

**Summary of Strengths at end of semester:**

**Areas for Improvement at end of semester:**

**Student Comments:**

\_\_\_\_\_  
Field Instructor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

**University of Kentucky College of Social Work  
Field Placement Evaluation Form SW 740/SW 741**

**MSW Advanced Generalist Practicum**

**Academic Semester:**    Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer \_\_\_\_\_

**Student Name:** \_\_\_\_\_

**Agency Name and Contact Info:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Field Instructor completing form:** \_\_\_\_\_

**Practicum Instructor:** \_\_\_\_\_

**Duties and Responsibilities: (Briefly describe the learning experiences the student completed.)**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This form should be completed twice, once at mid-term of the semester and once at the end of the semester.  
**It is unusual for a student to rate at a level 1 or 5.**

Using this scale, please rate the student's performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior.

**NA = No opportunity to observe the competency behavior**

**1 = Rarely if ever meets requirements of the competency/behavior**

**2 = Sometimes meets requirements of the competency/behavior**

**3 = Consistently meets requirements of the competency/behavior**

**4 = Consistently meets and sometimes exceeds requirements of the competency/behavior**

**5 = Consistently exceeds requirements of the competency/behavior**

*Note: The student's final grade is not based directly on the scale above.*

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	<b>Mid-Term Semester Rating</b>	<b>End of Semester Rating</b>
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1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	NA 1 2 3 4 5	NA 1 2 3 4 5
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	NA 1 2 3 4 5	NA 1 2 3 4 5
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	NA 1 2 3 4 5	NA 1 2 3 4 5
4. Use supervision and consultation to guide professional judgment and behavior	NA 1 2 3 4 5	NA 1 2 3 4 5
5. Identify and mitigate potential ethical issues in practice, planning and decision-making that confront social workers in their identified area and level of social work practice	NA 1 2 3 4 5	NA 1 2 3 4 5
6. Apply ethical decision-making skills to complex issues specific to their identified specialty area (e.g., clinical social work, gerontology, school social work, military social work) and level of social work practice (micro, mezzo, macro) and facilitate resolution	NA 1 2 3 4 5	NA 1 2 3 4 5
7. Engage in life-long learning, supervision, and consultation to enhance the knowledge and skills needed to work effectively within students' specialty area across all levels of practice.	NA 1 2 3 4 5	NA 1 2 3 4 5

<b>Overall Evaluation of Competency 1</b>	<b>Mid-Term Semester Rating</b>	<b>End of Semester Rating</b>
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	NA 1 2 3 4 5	NA 1 2 3 4 5

**Comments:**

<b>Competency 2: Engage Diversity and Difference in Practice</b>	<b>Mid-Term Semester Rating</b>	<b>End of Semester Rating</b>
1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	NA 1 2 3 4 5	NA 1 2 3 4 5
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences	NA 1 2 3 4 5	NA 1 2 3 4 5
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	NA 1 2 3 4 5	NA 1 2 3 4 5

4. Identify and/or address ways through which organizations and their operations may marginalize or exclude classes of persons	NA 1 2 3 4 5	NA 1 2 3 4 5
5. Provide leadership through education and support to community partners to increase cultural competence and acceptance and encouragement of diversity in practice.	NA 1 2 3 4 5	NA 1 2 3 4 5
6. Research and apply knowledge of diverse populations to enhance practice outcomes within students' specialty area of practice	NA 1 2 3 4 5	NA 1 2 3 4 5

<b>Overall Evaluation of Competency 2</b>	<b>Mid-Term Semester Rating</b>	<b>End of Semester Rating</b>
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	NA 1 2 3 4 5	NA 1 2 3 4 5

**Comments:**

<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	<b>Mid-Term Semester Rating</b>	<b>End of Semester Rating</b>
1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	NA 1 2 3 4 5	NA 1 2 3 4 5
2. Engage in practices that advance social, economic, and environmental justice	NA 1 2 3 4 5	NA 1 2 3 4 5
3. Advocate for the inclusion of minority and constituent groups in the development and implementation of needed services	NA 1 2 3 4 5	NA 1 2 3 4 5
4. Advocate for the minimization of disparities that vulnerable populations experience in accessing quality services	NA 1 2 3 4 5	NA 1 2 3 4 5

<b>Overall Evaluation of Competency 3</b>	<b>Mid-Term Semester Rating</b>	<b>End of Semester Rating</b>
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	NA 1 2 3 4 5	NA 1 2 3 4 5

**Comments:**

<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>	<b>Mid-Term Semester Rating</b>	<b>End of Semester Rating</b>
1. Use practice experience and theory to inform scientific inquiry and research	NA 1 2 3 4 5	NA 1 2 3 4 5
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	NA 1 2 3 4 5	NA 1 2 3 4 5
3. Use and translate research evidence to inform and improve practice, policy, and service delivery	NA 1 2 3 4 5	NA 1 2 3 4 5
4. Utilize foundation research skills to develop and implement interventions in identified area and level of social work practice	NA 1 2 3 4 5	NA 1 2 3 4 5
5. Apply foundation research skills to evaluate practice interventions.	NA 1 2 3 4 5	NA 1 2 3 4 5

<b>Overall Evaluation of Competency 4</b>	<b>Mid-Term Semester Rating</b>	<b>End of Semester Rating</b>
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	NA 1 2 3 4 5	NA 1 2 3 4 5

**Comments:**

<b>Competency 5: Engage in Policy Practice</b>	<b>Mid-Term Semester Rating</b>	<b>End of Semester Rating</b>
1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	NA 1 2 3 4 5	NA 1 2 3 4 5
2. Assess how social welfare and economic policies impact the delivery of and access to social services	NA 1 2 3 4 5	NA 1 2 3 4 5
3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice	NA 1 2 3 4 5	NA 1 2 3 4 5
4. Use evidence-based practice and practice-based evidence to advocate for policy action that advances the well-being of vulnerable populations	NA 1 2 3 4 5	NA 1 2 3 4 5
5 Apply policy analysis skills to effectively engage in the policy processes that affect organizational and community service delivery systems	NA 1 2 3 4 5	NA 1 2 3 4 5
6. Articulate social work roles, ethics and values in formulating, advancing and evaluating social and agency policies that enhance the well-being of community level constituencies	NA 1 2 3 4 5	NA 1 2 3 4 5

<b>Overall Evaluation of Competency 5</b>	<b>Mid-Term Semester Rating</b>	<b>End of Semester Rating</b>
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	NA 1 2 3 4 5	NA 1 2 3 4 5

**Comments:**

<b>Competency 6: Engage with individuals, families, groups, organizations, and communities</b>	<b>Mid-Term Semester Rating</b>	<b>End of Semester Rating</b>
1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	NA 1 2 3 4 5	NA 1 2 3 4 5
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	NA 1 2 3 4 5	NA 1 2 3 4 5
3. Articulate and demonstrate culturally sensitive approaches to effectively connect and interact with clients and constituents at multiple levels to enhance organizational and social well-being	NA 1 2 3 4 5	NA 1 2 3 4 5
4. Attend to the interpersonal or organizational/community dynamics and contextual factors that can potentially strengthen or threaten established level of engagement	NA 1 2 3 4 5	NA 1 2 3 4 5

<b>Overall Evaluation of Competency 6</b>	<b>Mid-Term Semester Rating</b>	<b>End of Semester Rating</b>
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	NA 1 2 3 4 5	NA 1 2 3 4 5

**Comments:**

<b>Competency 7: Assess individuals, families, groups, organizations, and communities</b>	<b>Mid-Term Semester Rating</b>	<b>End of Semester Rating</b>
1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	NA 1 2 3 4 5	NA 1 2 3 4 5

2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	NA 1 2 3 4 5	NA 1 2 3 4 5
3. Develop mutually agreed-on interventional goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	NA 1 2 3 4 5	NA 1 2 3 4 5
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	NA 1 2 3 4 5	NA 1 2 3 4 5
5. Evaluate, select, and implement appropriate assessment instruments for use with target populations, organizations and communities	NA 1 2 3 4 5	NA 1 2 3 4 5
6. Integrate and apply theories, models, and research in the context of assessing client systems in different practice settings across different levels of practice	NA 1 2 3 4 5	NA 1 2 3 4 5

<b>Overall Evaluation of Competency 7</b>	<b>Mid-Term Semester Rating</b>	<b>End of Semester Rating</b>
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	NA 1 2 3 4 5	NA 1 2 3 4 5

**Comments:**

<b>Competency 8: Intervene with individuals, families, groups, organizations, and communities</b>	<b>Mid-Term Semester Rating</b>	<b>End of Semester Rating</b>
1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	NA 1 2 3 4 5	NA 1 2 3 4 5
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	NA 1 2 3 4 5	NA 1 2 3 4 5
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	NA 1 2 3 4 5	NA 1 2 3 4 5
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	NA 1 2 3 4 5	NA 1 2 3 4 5
5. Facilitate effective transitions and endings that advance mutually agreed-on goals	NA 1 2 3 4 5	NA 1 2 3 4 5
6. Select and apply appropriate intervention strategies based on the assessment, research knowledge, theory and values and preferences of clients and constituencies at specialty level of practice	NA 1 2 3 4 5	NA 1 2 3 4 5
7. Collaborate with other professionals to develop intervention plans and/or coordinate implementation of interventions appropriate for specialty area and level of practice	NA 1 2 3 4 5	NA 1 2 3 4 5

<b>Overall Evaluation of Competency 8</b>	<b>Mid-Term Semester Rating</b>	<b>End of Semester Rating</b>
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	NA 1 2 3 4 5	NA 1 2 3 4 5

**Comments:**

<b>Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities</b>	<b>Mid-Term Semester Rating</b>	<b>End of Semester Rating</b>
1. Select and use appropriate methods for evaluation of outcomes	NA 1 2 3 4 5	NA 1 2 3 4 5
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in evaluation of outcomes	NA 1 2 3 4 5	NA 1 2 3 4 5
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes	NA 1 2 3 4 5	NA 1 2 3 4 5
4. Apply evaluation finding to improve practice effectiveness at the micro, mezzo, and macro levels	NA 1 2 3 4 5	NA 1 2 3 4 5
5. Develop and implement evaluation plans to critically analyze, monitor, and evaluate intervention and program processes and outcomes	NA 1 2 3 4 5	NA 1 2 3 4 5
6. Communicate and disseminate results in a format appropriate to the intended audience	NA 1 2 3 4 5	NA 1 2 3 4 5
7. Use evaluation activities of the process and/or outcomes to develop best practice interventions to improve practice effectiveness at the micro, mezzo, and macro levels	NA 1 2 3 4 5	NA 1 2 3 4 5

<b>Overall Evaluation of Competency 9</b>	<b>Mid-Term Semester Rating</b>	<b>End of Semester Rating</b>
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	NA 1 2 3 4 5	NA 1 2 3 4 5

**Comments:**

# Overall Midterm Evaluation

Student Practicum Hours Completed at Midterm: \_\_\_\_\_

Recommended Grade for Performance at midterm (this constitutes on a % of the total midterm grade)

Please indicate the grade in percentage points (90%, 85%, etc.) \_\_\_\_\_



Overall Evaluation at Midterm	Mid-Term Semester Rating
Please rate the student's overall performance at midterm based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform all competencies/behaviors	1 2 3 4 5

Summary of Strengths at Mid-Term:

Areas for Improvement at Mid-Term:

Student Comments:

\_\_\_\_\_  
Field Instructor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

# Overall Final Evaluation

Student Practicum Hours Completed at End of Semester: \_\_\_\_\_

**Recommended Grade for Performance at end of semester (this constitutes on a % of the total final grade)**

**Please indicate the grade in percentage points (90%, 85%, etc.) \_\_\_\_\_**



Overall Evaluation at End of Semester	End of Semester Rating
Please rate the student's overall performance at the end of the semester based their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform all competencies/behaviors	<b>1 2 3 4 5</b>

**Summary of Strengths at end of semester:**

**Areas for Improvement at end of semester:**

**Student Comments:**

\_\_\_\_\_  
Field Instructor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date



**Appendix K: Practicum at Student’s Place of Employment Application**

To request a practicum at your place of employment, you must submit a Field Education/ Employee Application Form. You must attach the following supporting documents to this form: (1) a current job description; (2) a description of the proposed field experience with learning objectives; (3) a description of the differences between your current job and the proposed placement; (4) a letter from your employer (immediate supervisor) agreeing to this placement proposal and stating a plan for your current job duties while in the field. This application will be processed only if all 4 components are included. This form with supporting documents will be submitted to the Director of Field Education: [plweeks@uky.edu](mailto:plweeks@uky.edu)

Last Name \_\_\_\_\_ First Name \_\_\_\_\_

UK Student ID \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Your Email \_\_\_\_\_

Field Education Course Number SW \_\_\_\_\_ Semester & Year to be taken \_\_\_\_\_

Practicum Professor/Instructor \_\_\_\_\_

Previous Undergraduate and Graduate Field Education Course Number(s) and Agency Site(s):

\_\_\_\_\_

Current Employer

\_\_\_\_\_

Employer Address

\_\_\_\_\_

# Hours worked per week \_\_\_\_\_

Hired/Began Volunteering Date \_\_\_\_\_

Name of Proposed BASW or MSW Field Instructor and

Degree \_\_\_\_\_

Name of Employment Supervisor

\_\_\_\_\_

Please write the day, week, time and place for your weekly supervision conferences for your proposed practicum:

\_\_\_\_\_

Work Schedule (list days/times)

\_\_\_\_\_

## Appendix L: Situational Awareness Training

### Situational Awareness Training Outline

- I. Situational Awareness Training: Safety in the Field Setting**  
**Pamela Weeks, JD, MSW, Director of Field Education, Associate Clinical Professor**
  - a. Social work safety standards: The importance of awareness and risk prevention
    - i. Observation and communication skills
    - ii. Emotional regulation
    - iii. Professional boundaries and liability coverage
    - iv. Steps to take and who to contact if a safety concern arises
  - b. Data that demonstrates the need for safety training for social workers
  - c. Specific practice areas and safety issues of concern for social workers
  - d. Legislation and policies currently in place in Kentucky to counter risk and keep social workers in the field safe
  
- II. Risks and Guidelines for Social Service Workers in the Community**  
**Officer Alan Saylor, Crime Prevention Specialist of the UK Police Department**
  - a. Scope of issues concerning workplace violence and safety concerns for social workers
  - b. Risk factors associated with increased workplace violence and safety issues
  - c. Reduction of risk and practicing personal safety through increased awareness of:
    - i. Potential for violence
    - ii. Behaviors of concern
    - iii. Prevention strategies
  
- III. Safety Issues and Substance Use Disorders**  
**Theodore Godlaski, MSW, Associate Clinical Professor, UK College of Social Work**
  - a. Background and general information on substance use disorders
  - b. Physical and psychosocial factors regarding the detection of substance use disorders
  - c. Signs and Symptoms of potential intoxication from different substances
  - d. Screening technology for substance use disorders
  - e. Safety and awareness regarding the detection of methamphetamine production in homes and other client locations
  - f. Child wellbeing issues concerning exposure to toxic production of methamphetamine
  - g. Home visit safety guidelines if drug use is suspected
  
- IV. Social Work and Technology: Cyber Safety in the Field**  
**Desha Scanlon, MSW, Field Placement Coordinator, UK College of Social Work**
  - a. Forms of e-communication and potential risks
  - b. Ethical issues in the use of e-communications and other forms of technology
  - c. Strategies to mitigate the risks of e-communications use
  - d. Protocol for handling risks once they have occurred



## Appendix M: Situational Awareness Safety Checklist

### **Safety at the Practicum Agency**

- Know the safety related policies and procedures for your practicum agency
- Know the policies and reporting procedures related to sexual harassment
- Know how to enter and leave the building safely (including after dark)
- Know the check-in and check-out procedures
- Know any internal code asking for help (i.e., Dr. Armstrong is needed in room)
- Know if it is acceptable to work with clients with the doors open
- Know if staff or students ever physically hold a client, and under what conditions (i.e., an angry six year-old trying to kick another child violently; a teenager trying to leave the facility)
- Know procedures for handling blood related incidents (bloody noses, etc.)
- Know the location of the fire extinguisher nearest you, and the nearest stairway
- Know what to do and where to go in case of a fire (or fire drill), or tornado
- Know what to do if another staff person makes you feel unsafe or uncomfortable
- Know where emergency numbers are posted (police, fire department, poison control)
- Know the process for reporting injury at the placement agency
- Know how to deescalate angry clients and if the agency has a specific protocol
- Know the agency policy in regards to clients who are inebriated or high (do they have to leave, what if they won't leave, are they encouraged to stay)
- Know how to safely position yourself in the office (access to the door)
- Know how to use the building security
- Know how to use the phone to access help
- Know how to use supervision in regard to safety issues
- Know what to do when clients make threats towards you or others (or themselves)
- Know how to document incidents or threats
- Know who to contact at the placement site when there is an incident or threat
- Know when to inform Field Instructor, Practicum Instructor and Field Director
- Know what the procedure is if there is a suspicion that someone has a weapon
- Know where to store personal items (purse, laptop, etc.)

### **Safety in the Community**

- Know the agency's policies and procedures for safety in the community
- Generally, there is safety in numbers, go with another person when at all possible
- Is your car ready? (enough gas, well maintained and local map and/or GPS available)
- Drive through the community prior to stopping (note where there is a nearby phone, a grocery store, a community center; look for danger signals, who is outside, are there large groups gathering; what are the colors that are being worn if gang activity)
- Park your car facing out, where you can't get blocked in, so you can leave quickly if necessary
- Carry a CHARGED cell phone and know how to use it to call emergency numbers

- Know the agency's policy about leaving if you are uncomfortable
- Always leave your daily plan at the office with phone numbers attached
- Leave your purse somewhere else (if you leave it in the trunk, place it there prior to arriving at the home or in the community)
- Walk confidently to the home, using your eyes to scan around you.
- Don't dally getting in and out of your car (this is not the time to talk or text on your phone); have keys in hand approaching your car
- Know the agency policy regarding identification badges (can work for or against you in the community; be aware of the confidentiality issues)
- Dress inconspicuously (no attention-getting clothing, no expensive jewelry, no high heels –wear shoes you can run in if necessary)
- Discuss any concerns with your field instructor/agency supervisor and know how to document incidents or threats
- Carry a health bag in your car (latex gloves, bandages)
- If you feel that you are in a dangerous or uncomfortable situation or place; then leave, do not go in

### **Safety in a Client's Home**

- Know your agencies policies, procedures and protocol regarding home visits.
- Generally, there is safety in numbers, go with another person when at all possible
- Engage your client
- Respect their space and property
- Show concern about them and their situation
- Being a judge or jury does not enhance your safety
- Until you know the situation well, sit where you have easy access to a door
- When in a potentially hostile environment, maintain an arm and leg length distance between you and others
- Know your agency's protocol and techniques for de-escalation
- If you sense a safety issue, find something to agree about with the client (instead of escalating a situation) and then leave; you don't have to make your point
- Remain calm, respectful and self-assured; speak slowly, calmly and firmly; do not appear defensive, even if negative comments, insults, or cursing are directed at you.
- Hardback or leather covered chairs are less likely to have unwelcome guests in them (lice, bugs, etc.)
- Humor is a gift, but be very sensitive when using humor with clients
- If lice is a concern and you have long hair, wear your hair pulled up
- If bugs are of concern, you may want to wear pants that are tight around the bottom or have elastic around the bottom, or use socks to pull over the bottom of the pants
- If you want to clean up when you leave, you may want to keep baby wipes or antibacterial soap/lotion in your car
- It is sometimes fine to discuss neighborhood safety concerns with clients; they can be helpful. They are a wealth of information regarding being safe in their own communities. They often know safe places nearby, can let you know of gang colors, when it is best to come, where it is the safest to park, etc.
- Find out the agency policies and practice regarding meeting clients away from their home (i.e. nearest McDonalds's, at a park, etc.)

**Take Care of Yourself**

- Have a self-care plan (exercise, nutrition, friendships, support group, rest, vacation, etc.). Maintain professional and personal boundaries (social, work/school/family expectations)
- Learn about, understand and recognize compassion fatigue

**I have reviewed and discussed this checklist with my agency Field Instructor**

**Student Signature:** \_\_\_\_\_

**Field Instructor/Supervisor Signature:** \_\_\_\_\_

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



**Appendix N: Student Orientation Sample Checklist**

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Field Instructor's Name:**

\_\_\_\_\_

**Agency Orientation Packet Provided to Student:**

- Agency Mission/Vision Statements
- Client Demographics
- Policy/Procedure Manual
- Organizational Chart
- Program Descriptions
- Timesheet/Travel Vouchers
- Commonly Used Acronyms/Abbreviations
- Annual Report
- Newsletters
- Sample Forms
- Staff/Board of Directors Contact List
- Other: \_\_\_\_\_
- Maps

**Topics Covered:**

- Agency Services
- Review of Educational Opportunities for Student
- Student Restricted Activities
- Anticipated Learning Assignments/Activities/Learning Agreement
- Philosophical Approach to Education
- Attendance/Scheduled Work Hours:

\_\_\_\_\_

Weekly Field Instruction Schedule:

\_\_\_\_\_

- Breaks
- Reporting Absences (Sick Leave, Etc.)
- Sign In/Sign Out Procedures
- Field Instructor's Accessibility
- Safety Procedures
- Parking
- Office Telephone/E-mail/Text Procedures and Etiquette
- Use of Office Equipment
- Personal Cell Phone Use
- Practicum Seminar Assignments
- Anticipated Meeting/Contact with Practicum Professor
- Upcoming Opportunities/Meetings

**Orientation Activities:**

- Agency Tour
- Introduction of Student to All Staff
- Student Signed Confidentiality Agreement
- Student Provided with Physical Space
- Student Provided with Necessary Supplies
- Staff Provided with Student's Work Schedule
- Plans for Completion of Learning Agreement:

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Student's Preliminary Assignments (Contact with community partners; interviews with other agency staff; reading assignment):

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**Appendix O: PRACTICUM REVIEW COMMITTEE REPORT FORM**

**University of Kentucky  
College of Social Work**

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

Agency's Name: \_\_\_\_\_

Field Instructor (i.e. agency supervisor): \_\_\_\_\_

Practicum Professor/Instructor: \_\_\_\_\_

Practicum Course and Semester: \_\_\_\_\_

**I. Nature of the Problem:**

**(Include date when the problem was first identified, the exact nature of the conduct, and the names of persons involved)**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**II. If relevant, describe specific section(s) of the *NASW Code of Ethics*, University of Kentucky Regulations, College of Social Work's Policies and Procedures and/or Agency Policies and Procedures allegedly violated (attach a copy of the section).**

\_\_\_\_\_  
\_\_\_\_\_

**III. If there is tangible or documentary evidence, please describe and attach copies (e.g. letters, forms, e-mail correspondence etc.).**

\_\_\_\_\_  
\_\_\_\_\_

**IV. Witnesses to the violation:**

**Name**

**Address**

**E-Mail/Telephone Number**

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**V. How has the problem been addressed so far?**

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---

Signature of Person Making this report: \_\_\_\_\_

Title: \_\_\_\_\_ Phone/E-Mail: \_\_\_\_\_ Date: \_\_\_\_\_

Action Taken by Director of Field Education:

- Referred to Practicum Professor
- Referred to Director of Graduate Studies
- Referred to Undergraduate Program Director
- Referred to Practicum Review Committee
- Other \_\_\_\_\_

Signature of Director of Field Education: \_\_\_\_\_

Date: \_\_\_\_\_



## Appendix P: FAQs for BASW Field Education

<https://socialwork.uky.edu/field-education/>

### **Q: How many hours must I complete in the field practicum?**

A: Students taking a BASW practicum course (SW 444 & SW 445) must complete 200 hours in each placement. Seminar classes and related learning experiences count toward the total hours. Students should expect to spend approximately 14 hours each week in the agency placement during the fall or spring semesters, depending on the actual number of weeks spent in practicum.

### **Q: Who can supervise me at my placement?**

A: BASW students receive weekly supervision from an agency-based Field Instructor who must have a BASW or MSW degree from a CSWE accredited institution and have two years of post-degree experience.

### **Q: What date can I start my practicum?**

A: The start date is the first day of the semester. You must ask for and receive permission from your practicum professor to begin early. No placement may begin prior to the first day of the month the semester begins.

### **Students are assigned to practicum course sections by the field office.**

### **Q: Are there other requirements before I begin field education?**

A.: All students must complete their registration and student detail pages in the web-based Field Intern Placement Tracking (IPT) system prior to registering for the practicum course. Students will receive individual log-in information from the Field Office. Complete information is located on the CoSW Field Education website.

All students must complete the Field Department's **Situational Awareness Training** online, and pass the competency quiz, before beginning a practicum placement. Directions are on the CoSW Field Education website and the IPT home page. This training must be taken before beginning the SW 444 practicum course, and only needs to be taken once.

### **Q: How do I find a field placement?**

A: The College has a list of approved agencies, and information on each of the agencies, for your review in the web-based Intern Placement Tracking (IPT) system. The directions and web-link are located on the CoSW Field Education website and additional instructions are included on the IPT home page. The Director of Field Education and Field Coordinators will provide a group advising/field information session, and Field Coordinators will provide individual advising for SW 444 students. SW445 students receive advising as needed by Field Coordinators and/or practicum professors. All students are responsible for contacting agencies in a timely manner to arrange interviews and for meeting the deadlines on the Field Education Calendar.

### **Q: How should I dress for agency interviews?**

A: You should treat the interview as a professional job interview, and dress in "business casual" attire. Nice pants/dress/skirt and a nice conservative shirt/blouse, button down or polo style for men. This applies to virtual interviews as well. If it's a virtual interview, also be aware of your background (no interviews from bed).

**Q: Can I complete a field practicum at my place of employment?**

**A:** That is possible for students if certain criteria are met. Students electing this option must complete and submit an employment/field placement application with the supporting documents. The application will not be approved unless **all** supporting information is submitted with the application. Read the application carefully. The form is located on the Field Education website.

**Q: Can I complete two placements in the same agency?**

**A:** SW444 and SW445 should be completed in different agencies. Exceptions may be made if the agency is large enough to allow for substantial breadth, depth, and diversity in the practicum experiences.

**Q: Are there any paid placements?**

**A:** Paid field placements are very limited. Notices will be posted on the student listserv when paid placements are available. These placements are competitive, and some of the paid placements must be completed in specific semesters.

**Q: Can I complete an international placement or field placement in another state?**

**A:** This is possible. Students must complete at least one field education course on campus before requesting such an option. The Director of Field Education will meet with the student individually to establish course requirements, deadlines, supervision, etc.

**Q: What should I do if I have circumstances that require special consideration?**

**A:** Students with special circumstances that may impact a student's ability to complete the standard practicum requirements are referred to the Director of Field Education for individual advising.

**Contact Information**

**Pamela Weeks, JD, MSW, CSW**  
Director of Field Education  
[plweeks@uky.edu](mailto:plweeks@uky.edu)

**Lynn Wallace**  
[Blwall1@uky.edu](mailto:Blwall1@uky.edu)  
Program Support Assistant  
Field Office:  
859-257-6667  
859-323-1030 fax

**Desha Scanlon, MSW, CSW**  
Field Coordinator  
[desha.scanlon@uky.edu](mailto:desha.scanlon@uky.edu)

**Aimee Mau, MSW, LCSW**  
Field Coordinator  
[mau@uky.edu](mailto:mau@uky.edu)

**Renee Campbell, EdD, MSW, CSW**  
Online MSW Field Coordinator  
[Renee.campbell@uky.edu](mailto:Renee.campbell@uky.edu)

On the web at: <https://socialwork.uky.edu/field-education/>

## Appendix Q: FAQs for MSW Field Education

<https://socialwork.uky.edu/field-education/>

### Q: How many hours must I complete in field placements?

**A:** Students in the 60-hour MSW program must complete three practicum courses, with each course including 300 hours of seminar and experiential learning. Advanced standing MSW students must complete two practicum courses with each course including 300 hours of seminar and experiential learning. The practicum hours are a requirement of all MSW programs that are accredited by the Council on Social Work Education. NOTE: THESE HOURS ARE REDUCED TO 255 FOR AY20/21 DUE TO THE IMPACT OF COVID-19.

### Q: Who can supervise me at my placement?

**A:** MSW students receive weekly supervision from an agency-based Field Instructor who must have an MSW degree from a CSWE accredited institution and a minimum of two years of post-degree experience.

### Q: What date can I start my practicum?

**A:** MSW students will coordinate practicum start dates with the field education department and must receive permission to begin their placements early. Further information will be provided each semester to students beginning their field practicum by the field education department. To determine when you should plan to enroll in your practicum courses, please refer to your program model located on the MSW program website.

**Students are assigned to practicum course sections by the field office.**

### Q: Are there other requirements before I begin field education?

**A.:** All students must complete their registration and student detail pages in the web-based Field Intern Placement Tracking (IPT) system prior to registering for the practicum course. Students will receive individual log-in information from the Field Office. Complete information is located on the CoSW Field Education website.

All students must complete the Field Department's **Situational Awareness Training** online, and pass the competency quiz, before beginning a practicum placement. Directions are on the CoSW Field Education website and IPT home page. **Note:** If you are an advanced standing student who completed the situational awareness training as a UK undergraduate BASW student, you will not need to repeat the training. This training only needs to be taken once.

### Q: How do I find a field placement?

**A:** The College has a list of approved agencies, and information on each of the agencies, for your review in the web-based IPT system. The link to IPT is located on the CoSW Field Education website and additional instructions are included on the IPT home page. Field Coordinators provide advising for all students in both the hybrid and online MSW programs. Additional advising with the Director of Field Education is also available upon request. All students are responsible for contacting agencies in a timely manner to arrange placement interviews and meeting the deadlines on the Field Education Calendar which is posted on the Field Education Website.

### Q: How should I dress for agency interviews?

**A:** You should treat the interview as a professional job interview, and dress in "business casual" attire. Nice pants/dress/skirt and a nice conservative shirt/blouse, button down or polo style for men. This applies to virtual interviews as well. If it's a virtual interview, also be aware of your background (no interviews from bed).

### Q: Can I complete a practicum placement at my place of employment?

**A:** This is possible if certain criteria are met. Students electing this option **must** complete and submit a *Practicum at Place of Employment application* with the supporting documents. The application will not be approved unless **all** supporting information is submitted with the application. Read the application carefully. The form is located on the CoSW Field Education website.

**Q: Can I complete all practicum course placements in the same agency?**

**A:** The advanced practicum course placements, SW 740/741, are to be completed in the same agency. The second semester in the agency adds breadth and depth to the first semester experience. The SW640 practicum course placement is completed in an agency different from the agency that is planned for the advanced practicum year. Advanced year MSW students participating in a cognate area of special study or certificate program will complete the SW740/741 practicum placement in an agency appropriate to their area of study.

**Q: Are there any paid placements?**

**A:** Paid field placements are very limited. Notices will be posted on the student listserv when paid placements are available. These placements are competitive, and some of the paid placements must be completed in specific semesters.

**Q: What should I do if I have circumstances that require special consideration.**

**A:** Students with special circumstances that may impact a student's ability to complete the standard practicum requirements are referred to the Director of Field Education for individual advising.

**Contact Information**

**Pamela Weeks, JD, MSW, CSW**  
Director of Field Education  
[plweeks@uky.edu](mailto:plweeks@uky.edu)

**Lynn Wallace**  
[Blwall1@uky.edu](mailto:Blwall1@uky.edu)  
Program Support Assistant  
Field Office:  
859-257-6667  
859-323-1030 fax

**Desha Scanlon, MSW, CSW**  
Field Coordinator  
[desha.scanlon@uky.edu](mailto:desha.scanlon@uky.edu)

**Aimee Mau, MSW, LCSW**  
Field Coordinator  
[mau@uky.edu](mailto:mau@uky.edu)

**Renee Campbell, EdD, MSW, CSW**  
Online MSW Field Coordinator  
[Renee.campbell@uky.edu](mailto:Renee.campbell@uky.edu)

On the web at: <https://socialwork.uky.edu/field-education/>



**Appendix R: Practicum Student’s Evaluation of the Agency**

Student \_\_\_\_\_ Date \_\_\_\_\_

Agency \_\_\_\_\_

Field Instructor(s) \_\_\_\_\_

I am currently enrolled in:

SW444

SW445

SW640

SW 740/741

For each item, please circle the rating that best describes your experience with this field placement. To help us evaluate field placements consistently, please use the following definitions of each rating.

- 1=Poor quality (below minimum expectations)
- 2=Marginal quality (barely met minimum expectations)
- 3=Adequate quality (generally met expectations)
- 4=Above average quality (met expectations very well)
- 5=Exceptionally high quality (went well beyond expectations)

**Quality of Agency as Practicum Environment**

1. Consistent availability of appropriate learning activities and opportunities at the agency:	1	2	3	4	5
2. Agency environment/facilities: (space to work, resources to support work, etc.)	1	2	3	4	5
3. Agency structure and professionalism is appropriate for social work student learning:	1	2	3	4	5

### Field Instructor Qualities

1. Interest in student's learning and professional development:	1	2	3	4	5
2. Consistent availability to provide quality supervision:	1	2	3	4	5
3. Ability to serve as a professional role model:	1	2	3	4	5
4. Effectiveness in helping students understand the agency setting and mission:	1	2	3	4	5
5. Effectiveness in helping students understand their roles and tasks within the agency:	1	2	3	4	5
6. Ability to help students integrate classroom knowledge with field learning:	1	2	3	4	5
7. Effectiveness in helping students understand practice techniques:	1	2	3	4	5
8. Ability to provide appropriate feedback and constructive criticism to students:	1	2	3	4	5

Frequency of supervisory sessions with field instructor:  
 Monthly                  bi-weekly                  weekly                  2 or more times per week

Average duration of supervisory sessions:  
 One hour or less                  more than one hour

Final comments regarding quality of agency and field instructor supervision:

**Appendix S: Practicum Professor's Evaluation of the Agency**

Professor \_\_\_\_\_ Date and Course# \_\_\_\_\_

Agency \_\_\_\_\_

Field Instructor(s) \_\_\_\_\_

I recommend this field site for the following field education course(s)

SW444

SW445

SW640

SW 740

SW741

I do not recommend this field site because of the following:

For each item, please circle the rating that best describes your experience with this field placement for your student. To help us evaluate field placements consistently, please use the following definitions of each rating.

- 1=Poor quality (below minimum expectations)
- 2=Marginal quality (barely met minimum expectations)
- 3=Adequate quality (generally met expectations)
- 4=Above average quality (met expectations very well)
- 5=Exceptionally high quality (went well beyond expectations)

**Quality of Agency as Practicum Environment**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 4. Consistent availability of appropriate learning activities and opportunities at the agency: | 1 | 2 | 3 | 4 | 5 |
| 5. Agency environment/facilities: (space to work, resources to support work, etc.)             | 1 | 2 | 3 | 4 | 5 |
| 6. Agency structure and professionalism is appropriate for social work student learning:       | 1 | 2 | 3 | 4 | 5 |

### Field Instructor Qualities

9. Interest in student's learning and professional development:	1	2	3	4	5
10. Consistent availability to provide quality supervision:	1	2	3	4	5
11. Ability to serve as a professional role model:	1	2	3	4	5
12. Effectiveness in helping students understand the agency setting and mission:	1	2	3	4	5
13. Effectiveness in helping students understand their roles and tasks within the agency:	1	2	3	4	5
14. Ability to help students integrate classroom knowledge with field learning:	1	2	3	4	5
15. Effectiveness in helping students understand practice techniques:	1	2	3	4	5
16. Ability to provide appropriate feedback and constructive criticism to students:	1	2	3	4	5

Final comments regarding quality of agency and field instructor supervision:







