

COLLEGE OF SOCIAL WORK  
FIELD EDUCATION MANUAL



 College of  
Social Work

**COLLEGE OF SOCIAL WORK FIELD EDUCATION MANUAL**

**Table of Contents**

**I. Social Work Education at the University of Kentucky.....1**

- The University of Kentucky (UKY)
- UK College of Social Work - Vision & Mission
- BASW Program
- MSW Program
- College of Social Work Centers and Labs
- Army/UK MSW Military Specialization
- Accreditation

**II. Field Education Program Overview .....3**

- Field Education Mission
- Field Education Goals
- Field Office Administrative Descriptions and Responsibilities
- Army/UK MSW Field Coordinator
- Field Advisory Group

**III. Field Education Program Requirements.....5**

- Student-Driven Field Placement Model
- Pre-Planning and Student Placement Process
- Tevera Field Management System
- Field Education Courses
- BASW Program
- MSW Program
- Army/UK MSW Military Specialization

**IV. Field Practicum Roles and Responsibilities .....10**

- Student Rights & Responsibilities
  - Disclosure of Student Status
  - Scope of Practice as a Student Learner
  - Student Orientation to the Agency

- Using technology in Social Work Practice
- Roles & Responsibilities in Student Supervision
  - Agency Field Instructor
  - Task Supervisor
  - Off-site/External Field Instructor
  - Course Instructor

**V. Placement Agency Partnerships .....16**

- Criteria for Approving Field Education Sites
- Field Site Application & Partnership Process
- Monitoring Field Education Sites
- Employer-Hosted Placements
- International Placements

**VI. Monitoring and Evaluation of Student Performance.....19**

- The Learning Plan
- Site Visit
- Weekly Social Work Supervision
- Field Placement Schedules
- Time Keeping & Time Report Approval
- Student Performance Evaluations
- Grading
- Field Education Policies and Guidelines
- Criminal Background Policy
- Transportation of Agency Clients
- Personal Safety
- Liability Insurance
- Health & Medical Coverage
- Inclement Weather
- Paid Internships & Agency Stipends

**VII. Field Educations Policies and Guidelines.....21**

- Criminal Background Policy
- Transportation of Agency Clients

	Liability Insurance	
	Situation Awareness Training and Safety Checklist	
	Personal Safety	
	Health & Medical Coverage	
	Inclement Weather	
<b>VIII.</b>	<b>Professional Expectations and Placement Changes &amp; Challenges .....</b>	<b>24</b>
	Student Behavior Expectations	
	Placement Changes	
	Employment Offers	
	Addressing Performance and/or Problematic Behaviors	
	Requesting Placement Support	
	Suspension and/or Termination	
	CoSW Admission, Advising & Student Concern Committee Process	
	Returning from Suspension or a period of inactivity	
	Practicum Course Withdrawal	
	Frequently Asked Questions	
	Campus Resources & Support	
	<b>Appendix A: Field Contact Information.....</b>	<b>30</b>
	<b>Appendix B: Glossary of Terms.....</b>	<b>31</b>

# Welcome to Field Education

---

## ***A Letter From The Assistant Dean And Director Of Field Education & Experiential Learning***

Welcome to Field Education at the University of Kentucky College of Social Work and the heart of social work training. Field Education is where social work skills are realized and refined, and students can leave a positive mark on individuals, organizations, and communities.

As you embark on this challenging journey, I encourage you to think beyond yourself, to ask hard questions, and to be brave and courageous as you apply the knowledge and skills you have gained to real world settings. It's no coincidence that the acronym for Field Education & Experiential Learning is FEEL. Field placement is when and where social work students *feel* their skills sets become activated, *feel* their passions ignite, and *feel* the strength of their ethics and values take hold as professionals.

Everyone here at the UKY CoSW is behind you and here to help remove barriers and support your success. With our agency partners and incredible cadre of field professionals around the country, we aim to support you, challenge you, and will help you become a professional social worker who acts compassionately, thoughtfully, and ethically. We are excited to have you apply your learning and demonstrate your competency while exploring your passions and making a difference in your community!

All the best as you take these important steps and Go Big Blue!

Jeni Gamble, PhD, MSSW

*Assistant Dean and Director of Field Education & Experiential Learning*

*Clinical Assistant Professor*

*College of Social Work*

*University of Kentucky*

## I. Social Work Education at the University of Kentucky

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

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
- 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.

### **UK College of Social Work - Vision & Mission**

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.

The University of Kentucky College of Social Work (CoSW) 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.

### **BASW Program**

The BASW Student Handbook and other student resources can be found on the [College website](#). The BASW Curriculum and Program Models are in the [BASW Student Handbook](#).

### **MSW Program**

The MSW Student Handbook and other student resources can be found on [College website](#). The MSW Curriculum and Program Models are in the [MSW Student Handbook](#).

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

Information on the College's unique centers and labs can be found on [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 armed services, to include service members of the Navy, Air Force and DoD civilians.

### **Accreditation**

The Bachelor and Master programs 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.

## **II. Field Education Program Overview**

### **Field Education Mission**

The mission of Field Education 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 is the signature pedagogy of the social work educational experience, as stated by the Council on Social Work Education. Field creates the opportunity for integration of theory and classroom knowledge with practice environments for skill development and competency demonstration.

### **Field Education Goals**

The intent of field education is to connect the theoretical and conceptual contribution of instruction that occurs in the classroom with the practical world of the practice setting. The two interrelated components of curriculum, classroom learning and field education, 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 Field Education 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, and occurs in their foundation-level practicum.

First year graduate students prepare for the advanced practice curriculum through the development of foundation social work competencies. Second year graduate students build upon their foundation-level competencies through the advanced-level 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.

### **Field Office Administrative Descriptions and Responsibilities**

The Field Education Program is managed by a Assistant Dean and Director of Field Education and Experiential Learning. The Field Education team is comprised of multiple members, the Director of Field Education, Assistant Director of Field Education, Field Coordinators, and online student service personnel team

**Assistant Dean and Director of Field Education & Experiential Learning:** The CoSW faculty member who provides educational and administrative leadership for the field education program in both the BASW and MSW programs, and for overall CoSW success.

**Assistant Director of Field Education:** The CoSW faculty member who provides educational leadership for field courses and supports field operations.

**Field Coordinator:** CoSW field team members who advise students and support placement coordination in the BASW and MSW program, and provide field orientations and field guidance for BASW and MSW students.

**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 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.

Field Advisory Group functions include:

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

### **III. Field Education Program Requirements**

Careful planning with academic advisors will ensure that students have the necessary prerequisites completed for beginning field work. Students should expect to engage in the field planning and guidance process as soon as possible in the semester prior to their scheduled field experience, typically ensuing in late January/February for summer and fall field courses, and in late September for spring field courses.

The Field Education Program utilizes Tevera, an online Field management system and all students must register for Tevera. Tevera requires a one-time registration fee that can be purchased directly through Tevera or at the UK Bookstore. It can also be utilized following graduation for job searches and licensing purposes. Complete information on Tevera is located on the [field website](#) and in the BASW and MSW Student Field Orientation modules in Canvas. [Quick Reference Guides](#) are also available for step-by-step functional guidance.

Those enrolled in the Army/UK MSW Military Specialization located at the Fort Sam Houston campus will complete an additional field course, for a total of four semesters of field education. Those field education experiences will be exclusively set up by the Fort Sam Houston field coordinator due to program location and requirements. *\*Fort Sam Houston campus students do not use Tevera.*

When students begin a practicum course, time management is essential and must be managed carefully to ensure fulfillment of all responsibilities. Occurring simultaneously with field agency placement, students enrolled in SW 444, SW 445, or SW 640 participate in an integrative field seminar course, with optional seminar sessions available for SW 740 and SW741.

All students 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 Course Instructor. Assignments include learning plans, time sheets, midterm and final evaluations. Failure to complete these key assignments, and/or failure to participate in the seminar (when required), can result in a student earning a lower grade or possibly failing the practicum course, despite satisfactory performance in the practicum agency and completing hour requirements.

The final course grade will include completion of the required number of agency hours, the agency Field Instructor's evaluation of student performance in practicum, and completion of practicum course assignments, and seminar participation when required.

*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.*

#### **Student-Driven Field Placement Model**

All students are responsible for identifying potential placement agencies, arranging and conducting pre-placement interviews, notifying agencies of their final site selection, and confirming the placement Tevera. The Field Education Program has developed on-going relationships with agencies and may assist students to find placements that may also result in a good fit for both the agency and the student. The Tevera field management system is used to maintain, coordinate, and deliver field activities.

Course Instructors for foundation field courses teach integrative field seminars based on the theoretical underpinnings of the students' course work, connecting theory and practice. Seminar sessions provide an opportunity for the instructor to learn about practice issues and potential challenges that students encounter in the field and assist in navigating those situations. Students learn valuable lessons from one another and from the seminar content and stay informed on approved agency options through direct agency contact and student monitoring. Course Instructors serve as liaisons for the students in their seminar sections. Advanced field courses do not include required seminar sessions, but students may engage in optional seminar sessions.

The Assistant Dean and Director of Field Education and Experiential Learning (ADDFEEL) works closely with instructors to ensure that consistency of expectation exists across field sites and course sections. In addition to individual meetings and consultation with Course Instructors, group meetings are held each semester with part-time instructors in the field education program. The ADDFEEL, field team, and fellow directors address issues that arise regarding curriculum, pedagogy, and University and College academic policies.

### **Pre-Placement Planning and Student Placement Process**

All BASW and MSW students beginning their first practicum are required to participate in the Canvas Field Orientation and can engage in guidance sessions in the semester prior to beginning their practicum. Students are introduced to the CoSW and CSWE requirements for practicum, and the CoSW requirements and procedures for practicum placement in the Canvas Field Orientation. Field guidance sessions are conducted by field coordinators and are available upon request and guidance materials are available.

During the pre-planning process, students register for Tevera and complete their Student Field Details Form in Tevera. This information is used to assist students in determining what type of field sites would be suited to their educational goals and professional growth. Students initial field placements occur in SW 444 and SW 640.

The CoSW maintains a searchable database with agency information for each approved agency in Tevera. Field agency information is continuously updated and is accessible to students and agency and field Instructors within Tevera. This database allows students to search with a variety of specifics such as type of population services, location, or by specific institutions.

Students in field education courses may contact any approved agency in Tevera for a pre-placement interview or request pre-placement guidance and assistance from a field coordinator throughout their degree program. Students may complete their field placements in the same agency for foundation and advanced levels or be hosted by different agencies, as well as complete their field placement with their employer when appropriate. Students are encouraged to consider their learning needs, life circumstances, and the depth and breadth of their skill development when determining their placement approach.

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

## **Tevera Field Management System**

The CoSW Field Education Program uses the Tevera online field management system, which assists colleges with the complex issues associated with managing student interns in their field placements. It is 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. All students, Course Instructors, and agency field supervisors are provided registration information and guidance in using Tevera. [Quick Reference Guides](#) for Tevera are available for students, Field Instructors, and Course Instructors.

The CoSW uses Tevera for the following:

- Provide secure, online access to pertinent field placement information for students, Course Instructors, agency field instructors, and the field team.
- Update and expand the placement agency database for current and future student access.
- 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.

Students use Tevera for the following:

- Search for potential practicum agencies
- Confirm their agency and agency Field Instructor
- Track practicum hours and run time reports for Field Instructor approval
- Develop and submit learning plan, midterm and final field evaluations, and other program assessments.
- Provide access to your agency field instructor/supervisor for time tracking reports, learning plan and field evaluations.
- Postgraduate utilization for licensure and CEU tracking and job searching.

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

## **Field Education Courses**

### **BASW Program**

Undergraduate students must complete two semesters of field education courses, SW 444 and SW 445, with SW 444 traditionally completed in the fall of their 3<sup>rd</sup> year and SW 445 in the fall of their 4<sup>th</sup> year. Field engagement during these courses may occur in different agencies or in the same agency. Students that would benefit from completing SW 444 and SW 445 in consecutive semesters should discuss this option with their academic advisor. At the successful conclusion of SW 445, BASW students will have met

the CSWE field requirements for 400 hours of agency engagement and their Foundation-level field placement.

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

This course is an introduction to social work field education. Students will begin to apply knowledge from prerequisite courses in experiences that 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 is open only to social work majors and includes a weekly seminar class and 200 hours of experiential learning and agency engagement. Students should expect to spend 12-15 hours a week engaging with their practicum sites when completing the course.

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

This course continues the process of social work practicum. 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 is open only to social work majors. and includes a weekly seminar class, and 200 hours of experiential learning and agency engagement. Students should expect to spend 12-15 hours a week engaging with their practicum sites.

### **MSW Program**

Graduate students enrolled as Regular Standing (RS) students in the 60-hour MSW program complete three semesters of field education courses, SW 640, SW 740, and SW 741. Students enrolled as Advanced Standing (AS) students in the 30 hour MSW program will only complete two semester of field education, SW 740 and SW 741. Students may complete SW 640, SW 740 and SW 741 in the same agency or with separate agencies, if the agency provides appropriate learning activities for both foundation and advanced-level placements, with SW 740 and SW 741 designed to be completed within the same agency.

#### ***SW 640 MSW Foundation Practicum***

Students in this course engage in a generalist social work field placement under the direction of a Course Instructor and an agency Field Instructor. Through field education seminars, students integrate knowledge, skills and behaviors from prerequisite and concurrent courses to demonstrate foundation-level 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. The course requires 300 hours of engagement per semester; 25 of the 300 total can be completed through seminar with the remaining 275 completed through agency experiential learning. Students should expect to spend 16-20 hours a week in their practicum agencies.

*\*Course completed by Regular Standing students only*

#### ***SW 740 MSW Advanced Generalist Practicum I***

This advanced level practicum builds on 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. Students can choose areas of specialization and engage in agencies that provide services in that area. The course requires 300 hours (RS)/250 hours (AS) in an agency and students should expect to spend 16-20 hours a week engaging with their agencies. *Prerequisite: SW 640 or enrolled in the Advanced Standing MSW program.*

### **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 may also choose areas of specialization, and engage in community-based agencies that provide services in that area of specialization. The course requires 300 hours (RS)/250 hours (AS) of engagement per semester in an agency and students should expect to spend 16-20 hours a week engaging with their agencies. *Prerequisite: SW 740*

### **Army/UK MSW Military Specialization** \*Open to Fort Sam Houston program participants only

Students must complete four field practicum courses and complete a minimum of 250 supervised training hours during each. Seminar classes and related learning experiences approved by the field coordinator may 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.

### **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 practicum course builds on the generalist practicum 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 practicum course builds on the generalist practicum courses and prepares students to practice as social workers at the advanced level in a military setting. The specialized 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. This course includes a three hours per week seminar that reinforces students' experiential learning.

#### **IV. Field Practicum Roles and Responsibilities**

##### **Student Rights & Responsibilities**

The student, with the support of the Course Instructor and agency field instructor, has the main responsibility for their own learning and is expected to actively participate in the development and implementation of the field instruction experience. During the field placement, the student is expected to maintain the same ethical standards and practices as professional staff.

Student specific requirements include the following:

- a) Attend required Field Education Information sessions for foundation and advanced placements and follow all field placement instructions in a timely fashion. This may include discussion with field coordinators of appropriate placement choices.
- b) Make their Field Instructor aware of any pertinent information that may affect the student's ability to learn.
- c) Advocate for self in pursuit of learning. The student is responsible for the discussion with their Field Instructor and the initial drafting of the learning plan, so that it can be finalized for submission to their Course Instructors by the specified deadline date.
- d) Adhere to the agreed upon items in the learning plan, including required reports, etc. The student is also required to participate in a site visit with the Course Instructor during each placement.
- e) Respect client/agency confidentiality and abide by the NASW Code of Ethics.
- f) Using technology appropriately, professionally, and ethically. This includes refraining from accessing records not relevant to direct work with clients.
- g) Engage in appropriate termination activities with clients and agency at any point placement ends.
- h) The student is expected to prepare for and participate in regular supervision sessions with the Field Instructor, focusing on the student's learning and application of social work concepts. To foster the integration of class and field, the student is expected to share with the Field Instructor course materials and syllabi in addition to appropriate classroom discussions and experiences. The student uses this professional mentoring relationship as a constructive tool in their total educational program.
- i) The student should have a clear understanding between the agency, themselves, and the CoSW about the student's use of agency material in the classroom.
- j) The student must take responsibility for becoming a part of the field instruction setting and participate as a responsible member of the staff. The student is expected to be punctual and accountable for their time. A planned weekly time schedule should be developed by the Field Instructor with the student. Time reports that document student activities and hours are used during field placements.

- k) Attendance at meetings and conferences in the agency and community are encouraged. The student should take advantage of appropriate opportunities to broaden the learning experience within the field instruction placement consistent with educational and service obligations.

### **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 learners to clients/patients, and in all documents produced by the student for or on behalf of the agency.

### **Scope of Practice as Student Learner**

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 may not diagnose mental disorders or provide therapy for mental disorders independently. They may, however, while under the supervision of a Field Instructor meeting CoSW criteria, observe and/or assist in the delivery of therapeutic services and diagnostic activities. Students with scope of practice concerns have the responsibility for communicating their concerns with their Field Instructor and/or Course Instructor for support and guidance.

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

### **Using Technology in Social Work Practice**

All students must comply with relevant laws, regulations, NASW ethical standards, and organizational policies to ensure the confidentiality of client data and information. In addition to the [NASW Code of Ethics](#), additional guidance in using technology has been provided in the [NASW, ASWB, CSWE, and CSWA Standards for Technology in Social Work Practice](#).

While each agency should develop their own protocols around the use of technology and confidentiality,

the following best practices should be utilized by all students.

- Take reasonable steps to maintain appropriate boundaries when using personal phone numbers or other electronic communication. For example, consider temporarily hiding your caller ID when making outgoing calls to clients or using a Google phone number.
- Position web cameras so that others can only see your face, with all visible and confidential details removed from camera view. Use a virtual background to encourage privacy and professionalism.
- Conduct all sensitive conversations in a private space. Be mindful of the potential for family members or bystanders to overhear any portion of your discussions. Using a white noise machine may be useful when conducting client conversations in many places.
- Turn off personal assistive devices in your home and on your phone, such as Apple's Siri, Amazon Alexa, or others, to ensure these platforms are not able to access confidential conversations.

### **Roles & Responsibilities in Student Supervision**

The CoSW is proud and excited to work with many individuals to support students and provide educational instruction as part of their service to the community and profession of social work. The term “field supervisor” is used throughout this manual in reference to each of the roles and individuals working to supervise, instruct, mentor and guide social work students in their field experiences.

Field supervisors include 1) Agency Field Instructors with MSW credentialing and the required years of post-MSW experience that are leaders within the agencies where students are hosted, 2) External Field Instructors with MSW credentialing and the required years of post-MSW experience that are located outside of where the students spend the majority of their time, and 3) Task Supervisors that are usually onsite and work closely with students throughout their experiences but bring different educational backgrounds and skill sets. Each of these roles are important in providing exceptional field education, are appreciated, and included in student goal setting and evaluation.

### **Field Supervisors Training**

The CoSW offers all field supervisors a variety of training opportunities and no-cost continuing education units (CEU). A three-hour field instructor training course is available online that includes: CoSW 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.

#### **Agency Field Instructor**

The process of field instruction is designed to foster the student's acquisition, application, and progressive development of professional knowledge and skills. The Field Instructor is a teacher and a role model and serves as the representative of the field placement site, regardless of whether the Field Instructor is on site, or off-site, but within the same agency. All on-site Field Instructors must complete new Field Instructor training modules within their first year of serving as a field supervisor.

**Agency Field Instructors** take on significant professional educational responsibilities that include:

- Providing an agency orientation and ensure that students are aware of safety protocols in the practicum environment.
- Working with students to develop and implement the learning plan for field instruction.
- Providing appropriate learning experiences to enable the student to develop and integrate theoretical concepts with practice skills.
- Developing a placement schedule with the student and holding them accountable for meeting placement expectations.
- Providing hour-long supervisory sessions each week in addition to informal interaction throughout the week.
- Providing initial and continuing assessment of the student's level of knowledge, educational needs and interest, in cooperation with the faculty liaison.

Importantly, Field Instructors complete a mid-term and final evaluation of the student's progress using the field assessment form provided by the CoSW and discuss with the Course Instructor any serious problems that may arise. They also assist the CoSW in periodic evaluations of the appropriateness of the setting in providing sound learning and practice experiences for students, while also attending and participating in necessary meetings and training opportunities offered by the CoSW.

BASW Field Instructors must bring the following experience and credentials: A n undergraduate-level social work degree from an accredited social work program and a minimum of 2 years post-degree social work-related work experience, or a graduate-level social work degree from an accredited social work program and a minimum of 2 years post-degree social work-related work experience.

MSW Field Instructors must bring the following experience and credentials: A graduate level social work degree from an accredited social work program and a minimum of 2 years post master's degree social work-related work experience.

### **Task Supervisor**

In situations where an appropriate placement agency does not have an individual who meets the requirements to be an approved Field Instructor on site, the SSW allows for an on-site, professional staff person to serve in the role of Task Supervisor and provide additional supervision for the BASW or MSW student placement. The Task Supervisor must be knowledgeable about the agency setting, its programs, policies, intervention strategies and tactics; social work roles and functions; and must be willing to undertake the teaching role.

Assignment of a Task Supervisor for any social work student does not negate the need for an approved and trained BSW or MSW level Field Instructor to provide consistent, weekly supervision to students. The policies for selection of Field Instructors and Task Supervisors serve to set the minimum expectations for supervision of students in the agency and thus strengthen the CoSW's ability to maintain a high-quality educational experience for students.

To be accepted as a Task Supervisor for a BASW or MSW student, an individual must have the following: An undergraduate or graduate degree in a related field (such as psychology, law, counseling, nursing, etc.) and a minimum of 2 years of post-degree experience in their field.

**Task Supervisor** role and responsibilities:

- Must meet Task Supervisor criteria.
- Assume primary responsibility for student onboarding, agency orientation, and schedule development, and ensure that students are aware of safety protocols in the practicum environment.
- Work collaboratively with student and External Field instructor to develop and finalize student Learning Plan.
- Assume primary responsibility for daily supervision of student and the student's work, as outlined in the Learning Plan and submitted in time reports.
- Participate in student Site Visit with Course Instructor, External Field Instructor, and student, and share updates and details around student progress.
- Provide insight around student competency development and develop the initial draft assessing student progress for midterm and final evaluations.
- Communicate and collaborate with External Field Instructor, Course Instructor, and student as needed for problem-solving and placement success.

### **Off-site/External Field Instructors**

Situations may arise where there may not be an individual within the specific program, department, or agency that could serve as the Agency Field Instructor. In these instances, the student will have both an External Field Instructor and a Task Supervisor, that meet the standard criteria to serve in the roles. Students will be tasked with recommending an External Field Instructor for CoSW approval but can be assisted by the CoSW in the event they are unable to locate an appropriate External Field Instructor. All parties, including the agency administrator, must agree to this arrangement. External Field Instructors must also complete the new Field Instructor training modules within their first year of serving as field supervisors.

In placement situations requiring an External Field Instructor and Task Supervisor, the roles work collaboratively to ensure student learning activities and agency engagement are aligned. Task Supervisors work with the student and provide guidance, mentorship, and participate in the student's Learning Plan development, time report approval, and assessment processes, while the External Field Instructor provides weekly social work supervision and primary oversight of the placement.

The supervisory requirements and frequency schedule for Off-site/External Field Instructor are the same as for traditional Field Instructors. However, dependent upon the geographic distance and other related issues, weekly supervisory sessions may be conducted virtually (conference call, video conference, zoom, etc.). Due to logistical needs, face-to-face supervision sessions may be conducted at an appropriate

alternative site, but never in either parties' home. Students can request an External Supervisor using the Placement Support Request form in Tevera.

**Off-site/External Field Instructor** role and responsibilities:

- Must meet criteria for BASW or MSW Field Instructor, as appropriate
- Lead student in integrating social work theory and concepts in practice environments and service settings and fulfill educational teaching functions.
- Work collaboratively with student and Task Supervisor to develop and finalize student Learning Plan.
- Provide weekly social work supervision sessions with student and review progress toward competency development and Learning Plan activity completion.
- Review, provide feedback, and provide final approval to students' time reports.
- Participate in student site visit with Course Instructor, Task Supervisor, and student and share updates and details around student progress.
- Provide insight around student competency development and finalize supervisor assessments of student progress for midterm and final evaluations and grade recommendations.
- Communicate and collaborate with Task Supervisor, Course Instructor, and student as needed for problem-solving and placement success.
- Assumes responsibility for reinforcing a social work perspective with student.

**Tips for External Field Instructors**

- Get a basic overview of the setting in which your student is working
- Establish a standing day/time for supervision
- Establish a plan for meeting collectively with student and Task Supervisor (monthly?)
- Review the field syllabus, field manual, and CoSW policies
- Instruct your student to plan an agenda for supervision including: an overview of their activities, questions, any areas where they see course content applying to their work
- Discuss time management and professionalism
- For virtual students, help them to construct a weekly schedule and discuss ongoing low priority virtual work they can do when agency assignments are not available

**Course Instructor**

The UKY affiliate who serves as Course Instructor carries the major responsibility for the placement agency contact regarding the design, implementation, and evaluation of the student's field education and field placement. Site visits, typically initiated by the Course Instructor, include a monitoring and coordinating function designed to assure that social work learning opportunities are made available.

The Course Instructor is expected to make a minimum of one site visit during each semester of placement. Additional visits may be made at any time a need is identified by any participant. Course Instructors may conduct site visits remotely (Zoom, Skype, Facetime, etc.) or in person.

While engaging in this role, the Course Instructor is responsible for developing and maintaining collaborative relationships between agencies and the COSW by engaging in the following:

- Clarifying the educational and administrative expectations of the student, agency and school.
- Maintaining consultative and evaluative communication with the agency and students.
- Facilitating and assisting in the integration of classroom material and practice experience.
- Clarifying and reinforcing the educational role of the Field Instructor.

The Course Instructor also participates with the Field Instructor and student in the evaluation of student performance, awards the final field course grade, and serves as the first point of contact in situations where problems occur in field learning.

Both BASW and MSW Course Instructors bring the following experience and credentials: A graduate level social work degree from an accredited Social Work Program; A minimum of 2 years post master's degree social work-related work experience; and experience serving as a CoSW Faculty Member, Field Instructor or Task Supervisor.

## **V. Placement Agency Partnerships**

The College of Social Work identifies agencies that desire to help students integrate classroom and field learning, that can provide rich and appropriate learning experiences that grow in complexity, have qualified professionals to provide field instruction, and that commit to offering sufficient social work supervision, typically one hour each week, to address learning plan needs and competency development. Agencies approved 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 Bachelor (BASW) and Master (MSW) levels, assuring that students have a variety of experiences that contribute to the development of the requisite competencies.

### **Criteria for Approving Field Placement Sites**

Approved placement sites allow students contact with client populations and provide opportunities for skill and knowledge application. When completing the Field Agency Profile Form, agencies will describe what populations they serve and what learning opportunities are available to students. 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 a Field Agency Profile Form. Completion of the application in Tevera provides the necessary information to determine if the proposed placement agency meets CoSW's requirements. When approved, the information is used to enter the agency in Tevera.

#### Field Agency Qualification Checklist:

- Works collaboratively with the CoSW to maximize the educational nature of the field placement.
- Accepts the student as a learner and provides appropriate learning experiences. It will maximize the student's learning to have assignments which include work with clients of different races, genders, ethnic backgrounds, sexual orientations, income levels, and physical/mental abilities.
- Executes a Partnership Agreement with the CoSW and University of Kentucky, or with the Army/UK MSW Program for the Military Specialization.
- Provides qualified and available employees or affiliates who are interested in offering field supervision and who meet the criteria and standards of the CoSW. This includes:
  - a BASW/BSW plus two years post-degree professional experience who is willing to serve as Agency Field Instructor(s) for BASW students,
  - a MSW plus two years post-degree professional experience who is willing to serve as Agency Field Instructor(s) for BASW students or MSW students, or
  - a BASW/BSW or MSW meeting CoSW criteria willing to serve as External Field Instructors, plus Task Supervisors with related degrees provide on-site supervision for students and collaborate with External Field Instructor
- Has an Agency Field Instructor able provide a minimum of one hour weekly social work field instruction and supervision
- Provides varied and increasingly complex tasks for students to master throughout a semester to allow for breadth and depth of learning, assignments that are appropriate to the student's level of education and competency, and area of interest or specialization if applicable
- Accepts student as a participant in the overall agency program and activities as appropriate. A supportive learning environment includes opportunities to participate in staff meetings, interagency meetings, in-service training, and other opportunities for professional learning.
- Provides students with the proper physical environment and equipment, including phone, desk, an appropriate space for client interactions, office supplies, clerical services, etc. The student is reimbursed for expenses incurred in the performance of agency responsibilities, such as travel and special agency activities.
- Agrees to treat all information, including evaluations of students, as confidential. According to the provision of the Buckley Amendment to the 1974 Family Rights and Privacy Act, the student must give written permission for the COSW or agency to release data concerning their attendance history or performance record.
- Adjusts the field supervisor's schedule to permit time to plan the student's program, prepare for and hold supervisory conferences, and generally supervise the student's field placement progress.

#### Field Agency Application & Partnership Process

In accordance with CSWE accreditation standards, the following field site application and review process has been implemented.

The field site approval process is as follows:

- 1) Individuals wishing to submit an agency, organization, or program for consideration as an approved field site for social work students, must complete a Field Agency Profile Form in Tevera.
- 2) Upon review of the completed Field Agency Profile Form, a field team member determines the levels and appropriateness of the agency's student learning activities and opportunities.
- 3) If the agency or program is appropriate as a social work placement site, based on the robust learning opportunities anticipated for students, the agency is marked as approved in Tevera.
- 4) Once deemed appropriate for student placements, the Field Office then facilitates with UKY's Legal Counsel the process of establishing a Memorandum of Understanding (MOU) partnership agreement with the agency. *\*Any and all changes in the MOU language by the field site must be reviewed and approved by UKY's Legal Counsel's office, which could delay the approval process, and potentially the student's placement start date.*
- 5) Upon return of the MOU, signed by the Agency Director, the field office then obtains the appropriate signatures from UKY administrators, and then emails a copy of the MOU to the agency. A digital copy of the MOU is maintained with the agency's site profile in Tevera.

As per University policy and liability insurance guidelines, no student may begin logging field placement hours until a fully executed MOU is received by the CoSW and the student is enrolled in the appropriate field course.

### **Employer-Hosted Placement**

The CoSW allows students to complete field placements in their places of employment when appropriate learning opportunities are available and student employment positions include competency-building activities. Many students are working in positions and agencies that provide essential and important services, and provide consistent access to individuals, families, groups and communities for social work competency development and skill-building.

Students pursuing employer-hosted placements are required to complete a separate Employer-Hosted Placement Application in Tevera that must be approved by their agency, supervisors, and the field office. If the student's current role includes activities and responsibilities that align with social work competencies, students may include "overlapping" hours dedicated to competency development and skill-building, up to the maximum weekly hours allowable for the student's placement type. In the application, students will identify the specific activities and responsibilities that are aligned with the competencies and that could be included as "overlapping" time, as well as their supervision plan and schedule. Separate educational and employment supervisors are required and applications are reviewed and approved by the Field Office.

If a student is not approved for an employer-hosted placement and/or does not disclose that they are completing their placement with their employer, course activities and credit may not be applied toward their degree plan and disciplinary action may result.

*\*A student's work and/or lived experience cannot be used as credit toward practicum requirements.*

*\* Employer-Hosted Placements do not apply to Army/UK MSW Military Specialization students at Ft. Sam Houston.*

## **Paid Internships & Agency Stipends**

Depending on the field agency and their resources, students may receive financial support during their field placement in the form of a stipend or partial payment for their placement hours from the agency. These funds are typically provided to support student transportation costs, meals, etc. A partially paid placement or stipend from the agency does not qualify as an employer-based placement and the arrangement is made between the student and agency, with the student bearing the responsibility to complete any and all tax-related documentation and verification. Although a stipend or partial payment does not need approval from the field office, students are encouraged to discuss the arrangement with a field coordinator to ensure the student's academic and field requirements are prioritized.

## **Monitoring Field Education Sites**

The CoSW monitors the quality and quantity of the learning experiences provided by approved agencies through surveys and solicited feedback, and community relationships. At the end of each semester, students and instructors complete an evaluation of the agency and the agency field instructor. Program and personnel changes that may affect student learning are documented and agencies not complying with CoSW and CSWE standards are removed from being an active agency in Tevera. The field team will take faculty feedback into consideration when to approving an agency as a field placement site.

## **International Placements**

Students may locate and secure their own international field placement by contacting the [UKY International Center](#) or by inquiring with the Field Office. An international practicum placement must be approved by the Director of Field Education at least one semester in advance of the start date and requires an additional agency MOU specific to international engagement. Existing international placement opportunities are included in Tevera.

# **VI. Monitoring and Evaluation of Student Performance**

## **The Learning Plan**

The learning plan forms the basis for a student's learning opportunities, is the framework for the student performance evaluation, and is centered around the CSWE 2015 social work competencies. This plan is signed by the student, agency field instructor, task supervisor if appropriate, and the Course Instructor, and is completed in the first month of the placement.

Students specify learning activities and tasks that are agency specific, measurable, and individualized to promote successful development of social work competencies. The learning plan is reviewed and discussed during the first student site visit among the Course Instructor, agency field instructor, and student, and provides the basis for ongoing feedback and evaluation of student performance.

The learning plan is a working document and may be amended by the student, agency field instructor and Course Instructor to accommodate new learning opportunities. The agency field instructor and Course Instructor must approve learning plan changes in Tevera.

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

## **Site Visit**

While students are completing their field placement, Course Instructors will complete at least one site visit with the student and their field supervisors per semester. This is an opportunity to discuss the student's comfort in the agency, progress toward learning plan goals and hour requirements, and any challenges or issues being experienced. Site visits may be completed in person or virtually (Zoom, Skype, Facetime, etc.), and should include the student, Course Instructor, Field Instructor (onsite or external), and the Task Supervisor if applicable to the student's supervision arrangement.

Site visits are held early each semester during a field course, and the course or agency field instructor may request individual meetings at any time during the semester for the purpose of performance review, evaluation, or clarification of perceived concerns with a student's performance.

## **Weekly Social Work Supervision**

Students and field Instructors are expected to participate in weekly supervisory conferences to process learning activities, review progress, and discuss social work competency development. Supervision may be conducted via zoom, or some other video conferencing platform, on the phone, or in person, and may be structured as individual supervision or as part of a group supervisory process.

Supervision conducted via a video platform, like Zoom, is both acceptable and even encouraged. Students' abilities to proficiently use technology in social work practice can be enhanced by ethical use of video tools as students and may improve their technology adeptness as new professionals.

## **Field Placement Schedules**

Field Instructors and supervisors are expected to establish a weekly schedule with students and make clear to students what the expectations of the agency are regarding hours, taking into account the student's coursework and other responsibilities. Traditional daytime business hours during the Monday through Friday work week are encouraged for placements due to increased agency, client, supervisor, and community engagement during this time period. Self-directed and remote activities may be completed at times most convenient to students and are not restricted to regular business hours.

A student's schedule may reflect variations in relation to assignments, such as fulfilling evening, weekend or on-call responsibilities. It is important that there is a regular overlap of time when supervisors and students are working together. Appropriate access to field supervision must be available so that they may at times directly observe the work of the student and provide feedback and direction. If and when weekend or evening hours are part of the student's schedule, it is also important that the experience offers rich opportunities that are professionally appropriate to the student's learning needs.

The Field Instructor and the student may jointly modify the placement schedule to accommodate for University and agency sanctioned holidays or recesses. Student schedules may also be adjusted to compensate for overtime hours and/or hour shortages caused by illness or other approved absences, as well as ramping up and winding down at the start and end of semesters, as long as the minimum field experience requirements of hours and tasks are met.

Students should discuss scheduling requests with the Field Instructor in advance when possible, with specific permission for extended absences of more than one week discussed and requested from the Field

Instructor and Course Instructor. Students may plan to finish their field placement no more than two weeks before the end of the semester, unless approved by their Course Instructor and/or the Field Office.

### **Time Keeping & Time Report Approval**

Students enter their completed field hours into Tevera each day and in the appropriate activity area, with reports generated either bi-weekly or monthly, depending on the student's program. Regular timekeeping enables the student to document completed field hours and weekly activities, and to ensure ongoing accountability. Specific [Tevera Quick Reference Guides](#) are available to assist students in documenting their activities appropriately and completing time entry requirements.

Time reports are required for each monthly reporting period while a student is in field and are submitted as course assignments to field supervisors for final approval through Tevera. Field Instructors, and Task Supervisor where applicable, are required to approve all time reports. Course Instructors provide final approval of completed field hours. Time reports are approved in the following order: #1) Task Supervisors (if applicable), #2) Field Instructors, and #3) Course Instructors.

### **Student Performance Evaluations**

Student performance evaluations are directly aligned with CSWE competencies, behaviors, and agreed upon practice activities in student learning plans. At midterm, students complete a midterm self-evaluation and share it with their agency field instructor and Course Instructor. Informed by the student's midterm feedback, the agency field instructor then evaluates student performance and reviews and discusses this evaluation with the student. Students then submit the completed and reviewed midterm evaluation to the Course Instructor for final review and approval.

For final evaluation of performance and at the end of the semester, students complete a self-evaluation and submit it to their agency field instructor for review. The agency field instructor then completes a final performance evaluation and then reviews this with the student. The student's final evaluation from the agency field instructor is then submitted to the Course Instructor for review, approval, and final grade submission. A final evaluation discussion with the student, Agency Field Instructor and Course Instructor, may be held to review and discuss the student's performance evaluation.

It is imperative that the Field Instructor notifies the Course Instructor by the mid-point of the placement if there is any indication that the student's performance is less than satisfactory. In most instances where performance has been marginal, it is expected that discussions between Course Instructor, Field Instructor (and Task Supervisor if applicable), and student will have occurred before the formal evaluation.

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

### **Grading**

Because performance in field instruction is a critical indicator of the student's readiness to assume professional responsibilities, and field instruction is a major formal requirement, CoSW faculty will only grant academic credit to students whose course work meets minimum acceptability standards. Students must earn a C or higher for both Foundation and Advanced placements in field instruction in order to complete candidacy for Bachelor or Master of Social Work degrees, respectively.

The Course Instructor utilizes the learning plan that was established to evaluate student performance at midterm and final evaluation time frame and assigns the student's earned numeric grade for the practicum course. The grade consists of the agency field instructor's evaluation of student performance against the learning plan, assignments specific to each practicum course, and active, engaged participation in seminar (if applicable). Individual practicum course syllabi will outline specific details on assignments and grading for each practicum course.

## **VII. Field Education Policies and Guidelines**

### **Criminal Background Policy**

Students need to be aware that some agencies require background checks to be completed at state and national levels and may reject those with specific charges/convictions in their background from completing a field placement in an agency. Background check requirements are agency-specific and a student's responsibility to complete. Students whose placement agency requires a background check can explore online resources and should be prepared to cover the costs of the process. The CoSW does not use or endorse any specific background check service for this purpose or pay for student background checks.

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

Students with a pending criminal charge should disclose the charge and situation to the Field Office to determine how the situation could impact the student's ability to be successful in field. The CoSW understands that some non-violent, drug-related offenses may be subject to expungement due to changing state laws and encourages students to investigate their legal options in expunging a criminal conviction prior to their scheduled field courses.

### **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 an agency-owned vehicle, the student should review the agency's policy regarding client transportation and must be covered under the agency's liability insurance. If a student is completing an employer-hosted placement and is required to transport clients in their personal vehicle while covered under their employer's liability insurance, those activities may continue.

### **Liability Insurance**

Professional liability insurance coverage is provided by the University of Kentucky for students enrolled in the CoSW, provided there is a written and fully executed Memorandum of Understanding (MOU),

establishing an agreement between the placement agency and UKY. Students must be enrolled in the correct section of the appropriate field course to be covered under this policy. It is important that students are acting within the scope of their role as a student learner within the field placement agency. The College provides professional 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.

### **Situational Awareness Training and Safety Checklist**

All students must complete the *Situational Awareness Training* during their Foundation-level placement (SW 444 or SW 640). This training is designed to provide an awareness of safety issues that may arise in a practicum placement. The training is in the Canvas Student Services Suite and must be completed one-time, and the evaluation quiz passed to meet the requirement. Students must also complete the *Safety Checklist* for each practicum placement. This checklist is to be discussed with the agency field instructor and signed by them, and then submitted in Tevera at the beginning of the placement.

### **Personal Safety**

Students engaging in their field placement should exercise both caution and good judgement in situations where there may be risks to their personal safety and/or harm to themselves or clients. Examples of such situations may include confronting an agitated, explosive, or violent client alone; intervening in an escalating situation involving more than one client where interpersonal violence seems likely; and/or any situation where a client has a weapon. In any situation where a student feels threatened or is concerned for their personal safety they should, 1) immediately contact their supervisor or the supervisor on site for support and assistance, and 2) contact the police or emergency medical services for immediate assistance. Any situation where a student has experienced a threat to their personal safety should also be discussed in supervision and documented by the Field Office.

If a student experiences any type of injury during their placement, the [University's Accident-Injury Report](#) must be completed within 24 hours of the injury occurring.

### **Health & Medical Coverage**

While student injuries in field placement are rare, there is an element of personal risk for those who engage in the practice of social work. It is important for students to know that if an injury should be sustained while in the field placement, his or her own medical insurance will be the only source of medical coverage. The University is not responsible for accidents occurring to students in connection with class, laboratory, shop, field work, travel, or other activities. Students may rely on their own coverage or purchase a student health policy. Information about this policy may be obtained from the [University Health Service](#).

## **Inclement Weather**

In case of inclement weather, students should monitor their UKY email, as notification via the UK ALERT system will occur if university activities are canceled. Students are automatically enrolled in the [UK ALERT](#) system and can manage their details in the myUK portal.

In the event of inclement or threatening weather, students should use their best judgment regarding travel to and from campus, and to their placement site. Safety should be the main concern. If a student cannot get to an in-person class or their placement because of adverse weather conditions, they should contact their Course Instructor and/or Field Instructor as soon as possible.

Students should discuss with their Field Instructor the agency's notification process for agency closure due to inclement weather and may adjust their placement schedule in order to make up placement time lost due to inclement weather, per Field Instructor approval. Similarly, if a Course Instructor is unable to reach the in-person location, the instructor will notify the class of cancellation or changes as soon as possible (at least two hours before class starts), using email notification, to prevent students from embarking on unnecessary travel.

## **VIII. Professional Expectations and Placement Changes and Challenges**

### **Student Behavior Expectations**

As future social workers, students 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. Students failing to meet expectations in field and demonstrating inappropriate, unethical, or noncompliant behaviors in field or during field-related activities may be subject to disciplinary action.

The following are expectations of students in field. Students will:

- a) Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
- b) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- c) Demonstrate professional demeanor in behavior; appearance; and in interactions with colleagues, clients, and peers
- d) Use supervision and consultation to guide professional judgment and behavior
- e) Use of technology, including cell phones, in ethical and appropriate ways and in compliance with the agency's policies.
- f) Adherence to agency policies and procedures and initiative in asking questions when in doubt about policies, procedures, practice and/or ethical issues
- g) Demonstrate regular and on-time attendance
- h) Demonstrate a willingness to learn and a willingness to be open to constructive feedback
- i) Take initiative in seeking learning opportunities

- j) Present with appropriate professional dress
- k) Exercise sobriety and good judgment
- l) Utilize appropriate professional communication, including written, verbal, and non-verbal communications.

### **Placement Changes**

Field placements, once confirmed and committed to, should not be changed without considerable cause. Students seeking a change in their current placement agency should complete a Placement Support Request in Tevera to begin the process. Students who disrupt a placement without prior consultation and approval of their Course Instructor and the Field Office risk receiving a failing grade. If the conclusion is reached by the Field office that a placement should be discontinued due to a no-fault reason, such as an unknown dual relationship or unusual circumstance, an assessment will be made whether a student should be reassigned within the same agency or to another agency setting.

### **Employment Offers**

Should the student be approached about accepting employment at the agency during the field placement, the student should immediately contact their Course Instructor to discuss the potential implications to their placement. The student is expected to complete field requirements as planned.

Students are required to submit an Employer-Hosted Placement Application to ensure their placement experience is captured accurately by the CoSW. Employment offers which disrupt, truncate, or otherwise affect the continuity and completion of the placement plan will not be approved.

If the student is in an employer-hosted placement and is offered the opportunity to transfer into the placement position or a new job with their current or a new employer, a Placement Support Request should be submitted by the student for prompt attention and consultation. In this circumstance, and before initiating any action or making any decisions that could have an impact on the current placement plan, the student and/or the Field Instructor shall consult with the Course Instructor and potentially the Field Office.

### **Addressing Performance and/or Problematic Behaviors**

Students entering their field placement will be held accountable for their behavior and actions. Problematic behaviors leading to an unsatisfactory rating or termination are not typically illegal or immoral but are often a recurrent series of minor problems indicating a lack of readiness for professional social work. Although placement terminations and unsatisfactory ratings occur infrequently, they present challenging situations for the student, Field Instructor, Task Supervisor, and Course Instructor.

Although not an exhaustive list, students should actively work to avoid the following examples of unacceptable and problematic behaviors. Each of the behaviors listed could be a reason for justifiable termination of a student in field.

- a) Disregard for UK CoSW or agency policies, rules, and regulations, including violations of the NASW Code of Ethics.

- b) A hostile, resistant, or combative attitude toward learning, their supervisors, or others in the agency.
- c) Chronic tardiness and/or absenteeism, as considered by the agency.
- d) Impairment while engaging in field activities caused by prescription drug use, alcohol use, or other controlled substances or illegal drugs.
- e) A personality unsuited to and incompatible with the practice of social work, such as being judgmental, unapproachable in appearance or attitude, and/or punitive or cold behavior.
- f) Emotional immaturity that interferes with the ability to effectively practice social work.
- g) Unprofessional behavior, including inappropriate communications (written, verbal, non-verbal) and disrespect to agency staff and/or clients.
- h) Behavior that is emotionally damaging to clients.
- i) Emotional problems and needs that interfere with the student's ability to work with clients, colleagues, or supervisors.
- j) Boundary violations and concerns regarding the student's ability to maintain appropriate and professional contact with clients.
- k) Conflicts of interest; unforeseeable or previously undisclosed.

### **Requesting Placement Support**

Students, Agency Field Instructors and/or Course Instructors are expected to address and deal with concerns and problems as soon as possible and before they become a hindrance to learning. When student issues and unacceptable or problematic behaviors become evident, the Field Instructor and/or Task Supervisor should document the observed behaviors and first arrange a meeting with the student to bring awareness to the issue and address the behavior.

Placement support should be requested for the following situations:

- a) Formal change of student supervisors in Tevera
- b) Student requesting an External Field Instructor and/or previous Field Instructor no longer available
- c) Student requesting agency transfer
- d) Student/agency facing an ethical dilemma
- e) Student violation/concern regarding UKY-CoSW field policies and/or agency policies
- f) Student performance concern (*see list of problematic behaviors*)
- g) Student failing to complete required course activities
- h) Student withdrawing from field course
- i) Student suspended/terminated from placement

The following steps should be taken by the student, field supervisors, and/or Course Instructor to initiate the placement support process from the Field Office.

1. Discuss with situation and attempt to resolve the issue directly between the student, Course Instructor, and/or agency field instructor.

2. Submit a Placement Support Request in Tevera. This is reviewed by a field team member and the submitter will be contacted for further exploration and/or guidance on resolution.
3. If not resolved, the field team member then reviews additional documentation (if available), consults with field leadership, and then provides additional guidance for the involved parties.
4. If not resolved, or the student has been terminated or suspended from the agency as part of the original issue, the Course Instructor will schedule a Placement Success Meeting to further review the support request, explore the concerns, and develop a plan for resolution. This meeting will include the student, agency field instructor, Course Instructor, and the Assistant Director of Field Education. During this meeting, a student success plan is developed to address longer-term concerns and/or future field activities. The Student Success Plan is documented and saved as an Advising Note in Tevera.
5. If a student is suspended or terminated by the agency, or if a student fails a practicum course, the Assistant Dean and Director of Field Education and Experiential Learning will automatically review the situation and determine what further action is needed, including a report to the CoSW Admission, Advising & Student Concerns Committee Process

### **Suspension and/or Termination**

**Students suspended or terminated from their placement are required to 1) immediately notify their Course Instructor and 2) submit a Placement Support Request in Tevera.** Termination from a field placement may occur when either the Course Instructor, Field Instructor, or Field Office leadership feels that there are concerns about a student's performance or professionalism that have not responded to prior remediation efforts. Termination may also occur if a student's behaviors have resulted in a significant violation of the NASW Code of Ethics, agency policy, or state or federal laws.

**Students terminated from their placement are not allowed to secure and/or begin a new placement until the termination issue has been fully explored and a decision has been made around their eligibility to move forward. Field hours completed in a placement where the student has been terminated will not be applied to a new placement agency.**

### **CoSW Admissions, Advising & Student Concerns Committee Process**

The Admissions, Advising, and Student Concern Committee will examine reports of serious issues concerning student behaviors and/or violations of the NASW Code of Ethics, the UKY CoSW's policies, rules, or Code of Conduct. The Committee may hold hearings to make findings of fact and recommendations, and will do so within two weeks of having received such a report.

1. The Assistant Dean and Director of Field Education and Experiential Learning (ADDFEEL) will interview the student and agency personnel and will then determine when it is appropriate to send a report of serious student violation to the Committee.
2. The Committee will convene to examine the report and the alleged violations, and make written recommendations, including the foundation for the recommendations, to the ADDFEEL.
3. The ADDFEEL will decide whether, or not, to adopt those recommendations. The recommendations will then be shared with the student during a second Placement Success Meeting.

4. If the recommendation includes failing the student, the ADDFEEL will decide whether, or not, to accept the recommendation and communicate the decision to the student, and other appropriate college directors, faculty, and staff. If the committee suggests failing the student, the ADDFEEL will decide to accept the recommendations or suggest alternative interventions. The final decision made by the ADDFEEL will be communicated to the student, faculty, and other appropriate college personnel that need to know the outcome.
5. The first level of appeal for the student is the Associate Dean for Academic and Student Affairs (ADASA). The ADASA will decide whether, or not, to adopt the recommendation of the ADDFEEL. The determination of the appeal will be communicated directly from the ADASA's office.
6. The next level of appeal for the student will be the Dean of the College. The Dean's determination of the appeal will be communicated directly from the Dean's office.

If the student is not satisfied with the Dean's decision on appeal, the student can appeal to the [Academic Ombud](#).

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.

### **Returning from Suspension or a Period of Inactivity**

Students returning from suspension must do at least one semester of classroom course work before they are eligible 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 Assistant Director of Field Education.

BASW Student Suspension: 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 Suspension: 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.

### **Practicum Course Withdrawal**

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

1. Immediately contact your Course Instructor to arrange a meeting to discuss your options, including withdrawal.
2. Submit a Placement Support Request for Field Office notification and guidance.

3. If your withdrawal from the field education course is approved by the Field Office, and/or the appropriate academic advisor, , 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, may be require a Student Success Meeting to gain permission to register again for a practicum course.

### **Frequently Asked Questions**

All field information and relevant field forms are in the online Student Services, Advising, and Field Orientation course in Canvas. Field Education [FAQs for BASW and MSW](#) are available on the CoSW website. Students can also complete a [Field Contact Form](#) or email [coswfield@uky.edu](mailto:coswfield@uky.edu) for assistance.

### **Campus Resources & Support**

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.

## **Appendix A: Field Contact Information**

### **Main Campus (Lexington, KY)**

General Field Inquiries

[coswfield@uky.edu](mailto:coswfield@uky.edu)

Assistant Dean and Director of Field Education and Experiential Learning

Jeni Gamble, PhD, MSSW

[jenifer.gamble@uky.edu](mailto:jenifer.gamble@uky.edu)

*Field Coordinator*

Aimee Mau, MSW, LCSW

[mau@uky.edu](mailto:mau@uky.edu)

*Field Coordinator*

Desha Scanlon, MSW, CSW

[Desha.scanlon@uky.edu](mailto:Desha.scanlon@uky.edu)

*Field Coordinator*

Alex Scroggins MSW, CSW, MA

[Alexandra.kraska@uky.edu](mailto:Alexandra.kraska@uky.edu)

### **Army/Ft. Sam Houston Campus (San Antonio, TX)**

*Field Coordinator*

Susan Bratcher, MSW, LCSW

## **Appendix B: Glossary of Terms**

- a) **Confirmation of Placement Dates form** - Completed to confirm dates of placement within the agency.
  - b) **Course Instructor** – Individual overseeing field education course and student learning activities from the university.
  - c) **Employer-Hosted Placement Application form** – This is completed by the student when the practicum is at their current place of employment.
  - d) **Field Contact Form** – A fillable form on the CoSW website that requests additional information and/or support from the field office.
  - e) **Field Agency Qualification Checklist** – The criteria agencies serving as approved placement sites must meet to host social work students.
  - f) **Field Agency Profile Form**- Completed by the agency to outline geographical information, populations served, and agency information.
  - g) **Field Instructor Application form** – This is completed by the person supervising the student who has earned an MSW + 2 years of post-grad experience and if there is no MSW field instructor in the agency the task supervisor will complete to outline their credentialing
  - h) **Learning Plan & Evaluation forms** - Learning plans are developed by the student with the field instructor to establish tasks related to the CSWE competencies. Foundation-level plans are used in SW 444/445 and SW 640, while Advanced-level plans are developed for SW 740/741.
  - i) **Orientation Checklist** – An activity completed by students at the start of their placement to ensure they are aware of essential aspects of their new placement site.
  - j) **Partnership Agreement** – The legal Memorandum of Understanding executed by the placement agency and the UKY CoSW that establishes responsibilities and terms for student field placements.
  - k) **Placement Support Request form** – This form alerts the Field Office that a student, field supervisor, or Course Instructor needs assistance in navigating a situation or concern regarding the student placement. The requester will indicate the specific area of support, steps that have been taken to address the situation, and the ultimate outcome desired. The request is then reviewed by the Field Office and solutions to the issue are engaged.
  - l) **Safety Checklist** - An activity completed by students at the start of their placement to ensure they are aware of essential safety aspects of their new placement site.
  - m) **Site Contact Information** - Completed by the student to outline who the field office communicates with to start the partnership agreement process.
  - n) **Student Field Details Form**- completed by the students to outline their interests and populations that they are interested in working with to help drive the practicum selection process.
  - o) **Task Supervisor** – Person in the field placement agency providing day-to-day support to the student learner that has a non-social work background.
-