School of Social Work

Master of Social Work (MSW) Field Education Program Manual

2015-2016

University of Nevada, Reno
Division of Health Sciences
# Table of Contents

**UNIVERSITY OF NEVADA RENO** 4-7

**UNR COMMUNITY**
- CAMPUS AND SURROUNDING AREA
- CAMPUS RESOURCES

**SOCIAL WORK PROFESSION** 8-11
- INTRODUCTION TO SOCIAL WORK
- CSWE ACCREDITATION
- MSW PROGRAM AND ADVANCED GENERALIST PERSPECTIVE
- MSW PROGRAM GOALS
- MSW PROGRAM COMPETENCIES

**SOCIAL WORK FIELD EDUCATION** 12-13
- OVERVIEW
- FIELD EDUCATION PROGRAM
- FIELD-BASED LEARNING

**UNR FIELD EDUCATION PROGRAM STRUCTURE, ROLES, AND RESPONSIBILITIES** 14-18
- FIELD EDUCATION PROGRAM COORDINATOR
- FIELD SETTINGS
- FIELD INSTRUCTORS
- FIELD INSTRUCTOR TRAINING
- FACULTY LIASONS
- HUMAN DIVERSITY AND FIELD LEARNING

**PLACEMENT PROCESS AND FIELD EDUCATION PROGRAM ORIENTATION** 19-24
- ADMISSION TO FIELD EDUCATION PROGRAM
- OVERVIEW OF STUDENT PLACEMENT PROCESS
- PRE-PLACEMENT ORIENTATION
- FIELD FAIR
- IDENTIFICATION OF AGENCIES
- AGENCY INTERVIEWS
- MATCHING, CONFIRMATION, AND STUDENT PREPARATION
- ENROLLMENT IN FIELD EDUCATION COURSES
- FIELD EDUCATION PROGRAM ORIENTATION

**SOCIAL WORK FIELD PRACTICUM ESSENTIAL COMPONENTS** 25-37
- FIELD SEMINAR
- RESPONSIBILITIES OF THE STUDENT IN FIELD SEMINAR
- TIME LOG
- LEARNING AGREEMENT
- SITE VISIT AND SITE VISIT FORM
- FIELD INSTRUCTOR ASSESSMENT OF STUDENT PERFORMANCE
- LENGTH OF TIME IN FIELD PRACTICUM
- ABSENCES
- RESPONSIBILITIES OF STUDENT IN FIELD PRACTICUM
- GRADING
<table>
<thead>
<tr>
<th>SCHOOL OF SOCIAL WORK POLICIES</th>
<th>38-43</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Integrity</td>
<td></td>
</tr>
<tr>
<td>Accommodation for Students with Disabilities</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
</tr>
<tr>
<td>Nondiscrimination</td>
<td></td>
</tr>
<tr>
<td>Academic Credit for Life Experience</td>
<td></td>
</tr>
<tr>
<td>Remediation and Termination</td>
<td></td>
</tr>
<tr>
<td>Grievance Procedure</td>
<td></td>
</tr>
<tr>
<td>Executive Session</td>
<td></td>
</tr>
<tr>
<td>Grade Appeal</td>
<td></td>
</tr>
<tr>
<td>Retention</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIELD EDUCATION PROGRAM POLICIES</th>
<th>44-48</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidentiality and Release of Information</td>
<td></td>
</tr>
<tr>
<td>Confidentiality in Field Setting and Field Seminar</td>
<td></td>
</tr>
<tr>
<td>Practicum at Place of Employment</td>
<td></td>
</tr>
<tr>
<td>Student Employment During Practicum</td>
<td></td>
</tr>
<tr>
<td>Dual Relationships in Field Education and Supervision</td>
<td></td>
</tr>
<tr>
<td>Background Checks, Examinations, Immunizations, etc.</td>
<td></td>
</tr>
<tr>
<td>Students with Criminal Convictions</td>
<td></td>
</tr>
<tr>
<td>Student Malpractice/Professional Liability Insurance</td>
<td></td>
</tr>
<tr>
<td>Student Injury While at Practicum</td>
<td></td>
</tr>
<tr>
<td>Holidays, Conferences, etc.</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRACTICUM CONCERNS</th>
<th>49-50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Concern with Practicum</td>
<td></td>
</tr>
<tr>
<td>Field Instructor Concern with Practicum</td>
<td></td>
</tr>
<tr>
<td>Field Instructor Vacancy</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPENDIX A – RESOURCES</th>
<th>51-61</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education Program Calendar</td>
<td></td>
</tr>
<tr>
<td>School of Social Work Competencies and Practice Behaviors</td>
<td></td>
</tr>
<tr>
<td>Bibliography</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPENDIX B – AGENCY FORMS</th>
<th>62-72</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Setting Application</td>
<td></td>
</tr>
<tr>
<td>Field Instructor Application</td>
<td></td>
</tr>
<tr>
<td>Field Education Agreement</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPENDIX C – STUDENT FORMS</th>
<th>73-110</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Application</td>
<td></td>
</tr>
<tr>
<td>Resume Template Instructions and Sample</td>
<td></td>
</tr>
<tr>
<td>Application for Practicum at Place of Employment</td>
<td></td>
</tr>
<tr>
<td>Student Review of Field Setting</td>
<td></td>
</tr>
<tr>
<td>Learning Agreement</td>
<td></td>
</tr>
<tr>
<td>Time Log Sample</td>
<td></td>
</tr>
<tr>
<td>Individual Practice Assessment Sample</td>
<td></td>
</tr>
<tr>
<td>Assessment of Student Performance</td>
<td></td>
</tr>
<tr>
<td>Documentation of Concerns</td>
<td></td>
</tr>
<tr>
<td>Remediation Action Plan Sample</td>
<td></td>
</tr>
</tbody>
</table>
UNR Community

The University of Nevada, Reno (UNR) is one of eight institutions within the Nevada System of Higher Education. The University system was established in 1864, the year of the state’s admission into the Union, but because of the state’s small population, wasn’t able to offer courses until ten years later. The first classes were offered by the University in 1874 in Elko as one of the rare preparatory schools in the intermountain region. In 1885, the University was moved to Reno, near the center of the state’s population, and it has flourished since its first year of formal college-level study in 1887.

A constitutionally established land grant university, UNR emphasizes those programs and activities that best serve the needs of the state, region, and nation. UNR seeks to provide broad access to higher education irrespective of wealth or social status; to educate the professional cadres of an industrial, increasingly urban society; and to strengthen democracy by assuring the welfare and social status of all.

Approximately 18,000 students currently attend UNR. While the majority of students are undergraduates, the University has a sizable graduate student population of approximately 3,000. Students come from all over the state of Nevada to attend UNR. Additionally, UNR’s reputation attracts many students from throughout the United States and the world.

UNR offers 70 bachelor degree programs, 59 master degree programs, 34 doctoral degree programs, and boasts 9 separate colleges. UNR is accredited by the Northwest Association of Schools and Colleges and is ranked as a Carnegie 1 research institution.

The School of Social Work is housed within UNR’s Division of Health Sciences (DHS). DHS also houses the School of Medicine, the Orvis School of Nursing, and the School of Community Health Sciences. DHS is also home to Campus Wellness and Recreation, Center for Application of Substance Abuse, Sanford Center on Aging and the Center for Program Evaluation, and Nevada Center for Health Statistics and Informatics.

The University of Nevada, Reno is an Equal Opportunity/Affirmative Action employer and does not discriminate on the basis of race, color, religion, sex, age, creed, national origin, veteran status, physical or mental disability, or sexual orientation in any program or activity it operates.

Campus and Surrounding Area

The University is an integral part of the thriving Reno-Sparks metropolitan area. The 290-acre campus of rolling hills features a blend of ivy-covered buildings, sweeping lawns, and functional, progressive architecture. The campus is located less than one mile from downtown Reno, and offers a spectacular view of the surrounding community and nearby mountains.

Reno is situated prominently in an attractive natural setting. Bounded on the west by the majestic Sierra Nevada range and on the east by the rolling basin range, Reno benefits from a comfortable climate. Marked by generally cool and dry weather, the area is a haven for those who love the four seasons. The area provides endless opportunities for outdoor recreational activities, including skiing, hiking, boating, fishing, camping, kayaking, and biking. Additionally, the area attracts nationally renowned performers and offers several museums.
Campus Resources

This listing is a sample of resources available to students at UNR.

Associated Students of the University of Nevada, 775-784-6589
http://www.nevadaasun.com/

The Associated Students of the University of Nevada, (ASUN) is made up of every undergraduate student at the University of Nevada and provides a vehicle, through elected officials, to voice student concerns. (From the ASUN website)

Campus Escort, 775-742-6806
http://www.unr.edu/campus-escort

Campus escort provides prompt, courteous, safety escorts to the students, faculty and staff of the University of Nevada, Reno. Rides may also be requested online.

Campus Recreation, 775-784-1225
http://www.unr.edu/campusrec

Campus Recreation and Wellness provides several options for recreation and fitness. The Lombard Recreation Center includes a fitness center, swimming pool, climbing wall, gym, as well as racquetball, handball and squash courts. Campus Recreation and Wellness also provides students with intramural sporting opportunities, outdoor recreation opportunities, yoga and aerobics classes, and much more. Additionally, Campus Recreation has equipment available for rent. (Adapted from the Campus Recreation website)

Center for Student Cultural Diversity, 775-784-4936
http://www.unr.edu/cultural-diversity

The Center provides programs and services to support the academic and social success of students through advisement, leadership development, counseling and intercultural programming. The Center houses a conference room and computer lab. Some of the services we offer are: assistance understanding financial aid requirements, collaboration with academic faculty, community outreach, diversity workshops for students, multilingual professional and student staff, small library of culturally relevant resource materials, and student organization development and support. For more information please stop by the Center in the Joe Crowley Student Union. (Taken from the UNR Student Handbook)

Counseling Services, 775-784-4648
http://www.unr.edu/counseling

Counseling Services offers individual, couple, group psychotherapy services to UNR students. The counseling staff is comprised of licensed psychologists and licensed clinical social workers, along with a select group of advanced graduate students in clinical psychology or social work programs, who are under the supervision of the licensed staff. The staff is experienced in working with a wide range of issues, such as depression, stress, anxiety, eating disorders, sexual identity, interpersonal and relationship concerns. Appointments for initial intake sessions can be made by calling (775) 784-4648 or by visiting 202 Thompson Building. Hours are
Monday through Thursday 8am - 7pm, and Fridays 8 am - 5 pm. Services are confidential and comply with federal and state law, along with professional ethical codes. There is no charge for services beyond the mandatory counseling fee paid each semester. Counseling Services is fully accredited by the International Association of Counseling Services.

**Disability Resource Center**, 775-784-6000 (TTD: 327-5131)

[http://www.unr.edu/drc](http://www.unr.edu/drc)

The DRC was created to meet the unique educational needs of Undergraduate and Graduate level students with disabilities. The staff at the DRC is available to provide these students with sensitive and individualized assistance at the student’s request. The DRC is dedicated to providing a coordinated program of support services that are not furnished by other university offices or outside organizations. The DRC assists students in negotiating disability related barriers and strives to improve access and opportunity. This enables all levels of students with disabilities to become integrated into campus life, and become more successful undergraduate or graduate students while maximizing their independence. Our services are free of charge. 
(From the DRC website)

**Financial Aid and Scholarships**, 775-784-4046


The Office of Student Financial Aid and Scholarship Services administers federal, State and institutional grants, employment, loans, and scholarships. The Free Application for Federal Student Aid (FAFSA) should be submitted each year by February 1 for maximum consideration for all financial aid programs for the next academic year. The annual deadline for scholarships is also February 1. For more information about programs, deadlines, eligibility and applications, visit our website. (Taken from the UNR Student Handbook)

**Libraries, University**, 775-784-6500

[http://knowledgecenter.unr.edu/](http://knowledgecenter.unr.edu/)

Online collections of magazines, newspapers, journal articles, books, microfilms, video tapes, audio CDs and computer labs are among the many services available at the Getchell Library and the four science libraries. Information about library hours is available at any circulation desk, by calling or by visiting the website. (Taken from the UNR Student Handbook)

**Mediation and Student Advocacy Services**, 775-784-4388

[http://www.unr.edu/student-conduct](http://www.unr.edu/student-conduct)

Student Advocacy Services provides assistance to students in addressing conflict between faculty, administrators, and other students on campus. The assistance is provided in two ways: 1. through mediation services which provide an impartial third party to promote resolution of the conflict between the two parties; and 2. through student advocacy services in which an administrator assists students in resolving conflicts with university departments, in following the appropriate procedures to handle an appeal or request for special assistance, and in promoting a fair process or resolution on behalf of the student. Students seeking assistance are encouraged to visit with the administrator about the concern and discuss which of the two services best fits their needs. Both mediation and advocacy activities are carried out on a confidential basis for the student. For more information call, visit our website. (Taken from the UNR Student Handbook)
Motorist Assistance Program, 775-784-4654

http://www.unr.edu/parking/motorist-assistance

If you accidentally lock your keys in your car, or find that the car has a dead battery, a tire is flat or that the car has no gas the Parking and Transportation Services Department will do its best to help you. There is no charge for their services.

Office of International Students & Scholars, 775-784-6874

http://www.unr.edu/oiss/

The Office of International Students & Scholars (OISS) provides the following assistance to International Students: Admission to UNR; transition into living in the United States; understanding policies, procedures, and regulation relating to visa status; understanding university policies, procedures, and resources; understanding federal laws which relate to international students; and intercultural training and understanding. (Adapted from the OISS website)

Student Health Center, 775-784-6598

http://www.unr.edu/shc/

The Student Health Center provides services for students, faculty and staff at UNR, TMCC, and WNCC. The center offers special healthcare for men and women, sports medicine for amateur athletes, dermatology services, psychological and counseling services. (From the Student Health Center website)

Transfer Center, 775-784-4700

http://www.unr.edu/transfer

The Transfer Center is a centralized resource for prospective transfer students needing information on admissions procedures, bachelor degree requirements, transferability of course work and system transfer agreements. Currently enrolled undergraduates with transfer work may also contact the center with questions concerning their Transfer Credit Evaluation or Request for Core Curriculum Review of Additional Transfer Courses.

Office of the Associate Vice President for Student Success Services, 775-784-6307

http://www.unr.edu/student-services

Student Academic Support Services offers a variety of programs to assist students to succeed academically. Tutoring Center, Counseling Services, Trio scholars, McNair Scholars, The Center For Student Cultural Diversity, Tutoring Center, Upward Bound.
Social Work Profession

Introduction to Social Work

(Please note: the following information was taken from the Bureau of Labor Statistics website (http://www.bls.gov/, June 2010)

Social work is a profession for those with a strong desire to help improve people’s lives. Social workers enhance the fit between people’s needs and capabilities and the demands and resources of their environments. A variety of strategies are used to accomplish this goal. Social workers assist people in dealing with their relationships and solving personal and family problems. Social workers help clients identify their strengths and concerns, consider effective solutions, and find reliable resources. Social workers typically consult and counsel clients and link them with needed services. Often they refer clients to specialists in services such as debt counseling, eldercare, public assistance, or alcohol or drug rehabilitation. Social workers may review eligibility requirements, help fill out forms and applications, visit clients on a regular basis, and provide support during crises. Finally, social workers, through community organizing, program development, and political advocacy, strive to enhance environments to be socially and economically just for all people.

Social work demands a great deal from its practitioners. Social workers must be mature, emotionally healthy, and capable of coping with job-related stress. Social workers must be able to handle responsibility, work independently, and maintain good working relationships with clients and coworkers. Also required is a high level of skill in communication (i.e., reading, writing, and speaking). People who are conscientious, empathetic, caring, dedicated, and passionate will do well within the profession.

Please refer to the MSW Student manual for details on social work careers, employment outlook, salaries, educational requirements, professional licensure, continuing education, and other resources about the profession.

CSWE Accreditation

The program of social work education provided by the University of Nevada, Reno School of Social Work is accredited at the baccalaureate and master’s levels by the Council on Social Work Education (CSWE). This indicates to the public and to potential employers that UNR graduates meet the high professional standards established by CSWE in its Educational Policy and Accreditation Standards (EPAS). Please refer to http://www.cswe.org for a complete list of Educational Policy and Accreditation Standards. The School of Social Work’s graduate program was established in 1989. It has been accredited by the Council on Social Work Education since its first graduating class in 1991.
Master of Social Work Program

Flowing from the mission of the School, the overall mission of the MSW program is to prepare ethical, competent advanced generalist social work leaders who are able to practice reflectively and autonomously in complex environments with diverse individuals, families, groups, communities and organizations. Underpinning the program’s mission statement is a definition of advanced generalist practice (AGP) that builds upon CSWE’s conceptualization of advanced generalist practice—with an emphasis on leadership, autonomy and complexity. Accordingly, competent advanced generalist practitioners creatively and effectively employ a range of prevention and intervention strategies to enhance social functioning at all system levels. They are guided by a deep understanding of human behavior and the environments within which people live. They identify as professionals who act with integrity and intervene within the scope of practice for which they have been trained. They believe in the dignity and worth of each person and intentionally help clients identify their unique capacities and strengths. They recognize the important role relationship plays in fostering client development and change. Ethical principles, evidence, and critical thinking guide their interventions. They confront unjust practices, protocols and circumstances, promote human rights, and participate in social and political actions that eliminate oppressive conditions such as poverty.

Importantly, advanced generalist practitioners build upon the “knowing and doing” of generalist practice, by developing the commitment, confidence and capacity to convert complex, value-laden, ambiguous practice situations into solvable problems (Lavitt, 2009). This entails developing a broad, multidimensional approach to problem setting that fosters the most creative, innovative, and integrative solutions possible. It also requires the ability to continually reflect on the fit between the practice experiences, theoretical perspectives, empirical data, and intervention strategies one brings to bear on the situation, with the outcomes being sought. This reflection in action (Schon 1987) is critical to the development of varied hypothetical postures when confronting complex, “messy” practice situations. This broadened perspective of the potential intervention points, approaches, and consequences—blended with attention to the client’s strengths—links the freedom, creativity, and values that are so essential to leadership and autonomy in practice (Lavitt, 2009). Advanced generalist practice is also viewed as encompassing the ten core social work competencies and their associated foundation (EPAS, 2008) and concentration practice behaviors. By conceptualizing advanced generalist practice in these ways, the MSW program’s mission is consistent with the profession’s purpose to promote individual and community well-being, through the pursuit of justice, human rights, the elimination of poverty, and enhanced quality of life. It likewise resonates with the profession’s core values of service, integrity, dignity and respect, social justice, competence, human rights, relationship, and scientific inquiry.
MSW Program Goals

The goals of the MSW program flow from the MSW Mission and build upon the profession’s core competencies as articulated by the Council on Social Work Education (CSWE). The goals guiding the MSW program are to prepare advanced generalist practitioners who:

1. Identify as professionals, committed to social work’s ethical principles, continuous learning and service that meets the needs of vulnerable and diverse populations (2.1.1, 2.1.2, 2.1.4, 2.1.5);

2. Demonstrate leadership across system levels through the ability to frame issues in ways that communicate their larger significance and a vision for change, and engage with others in ways that motivate and empower (2.1.1, 2.1.3, 2.1.4, 2.1.5, 2.1.10a);

3. Integrate the strengths and person-in-environment perspectives with an array of theoretical models and intervention approaches to uniquely frame and address complex issues across diverse client systems (2.1.3, 2.1.4, 2.1.7, 2.1.10b, 2.1.10c);

4. Use research to inform practice decisions as well as produce and analyze data to identify client needs, emerging trends and evaluate interventions (2.1.3, 2.1.6, 2.1.9, 2.1.10b, 2.1.10d);

5. Are able to autonomously navigate diverse, ambiguous and changing local, regional, and global contexts in developing and delivering interventions, policies, and programs that promote health and well-being of individuals, families, groups and society (2.1.2, 2.1.4, 2.1.8, 2.1.5, 2.1.10c, 2.1.10d)

6. Promote social and economic justice through the provision of equitable and interculturally effective programs, policies and services (2.1.4, 2.1.5, 2.1.8, 2.1.9, 2.1.10c)

MSW Program Competencies

In accordance with the School of Social Work’s mission, the MSW Program seeks to facilitate the development of competent advanced generalist social workers. Upon completion of the MSW degree at UNR, students should meet each of the following ten competencies outline by the Council on Social Work Education.

2.1.1 Identify as a professional social worker and conduct oneself accordingly

2.1.2 Apply social work ethical principles to guide professional practice

2.1.3 Apply critical thinking to inform and communicate professional judgments

2.1.4 Engage diversity and difference in practice

2.1.5 Advance human rights and social and economic justice

2.1.6 Engage in research-informed practice and practice-informed research
2.1.7 Apply knowledge of human behavior and the social environment

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

2.1.9 Respond to contexts that shape practice

2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Please see the Appendix for “Program Competencies and Associated Practice Behaviors” for a complete list. Additionally, please refer to the MSW Student manual for further details about the program's mission, curriculum, admissions, policies, and other the degree.
School of Social Work Mission

The mission of the UNR School of Social Work is to prepare effective, ethical social work leaders and practitioners who—with a deep and abiding respect for cultural diversity and human strengths—challenge injustice and promote a more humane world through the development and delivery of evidenced-informed practices, policies, and programs. Our mission is achieved through education, research, and public service endeavors that reflect the unique mixture of urban, rural, and frontier characteristics of Nevada in the context of a globalized society.

MSW Program Mission

The mission of the MSW program is to prepare ethical, competent advanced generalist social work leaders who are able to practice reflectively and autonomously in complex environments across system levels with diverse client groups.

The Advanced Generalist Practice (AGP) specialization prepares graduates to address questions, issues and problems across methods, systems, and fields of practice. As defined at the UNR School of Social Work, AGP is characterized by 1) leadership in innovative problem-solving and change; 2) autonomous practice, and 3) use of integrated, evidence-informed knowledge, values, and skills to address ambiguous, complex problems in an increasingly diverse and ever changing practice environment.

Social Work Field Education

Overview

In 2008, the Council on Social Work Education (CSWE) recognized field education as the signature pedagogy of social work education. Introduced in 2005 by Lee Shulman, “signature pedagogy” refers to the fundamental methods by which an educational program trains its future practitioners and socializes them to the profession. He adds that the signature pedagogy defines “how knowledge is analyzed, criticized, accepted, or discarded.”

For social work education, this means that field-based learning is of equal importance as classroom learning. It is within the context of a field setting that the critical analysis discussed by Shulman can take place. The belief is that the blending of knowledge, skills, and values with practice applications is most effectively learned in field settings. Nationally and internationally, schools of social work strive to develop field education opportunities that prepare students to practice with clients and in settings that are impacted by today’s complex social concerns.

Field Education Program

The field education program is a central component of the MSW program. It contributes to the attainment of the program goals by developing, implementing, and monitoring advanced generalist practice opportunities for students to demonstrate the core competencies discussed below. The “field practicum” is a 450 hour structured experience that is comprised of these practice opportunities.

The integration of classroom knowledge with practice demands and practice wisdom is as important as it is difficult. In attempting to achieve this vital educational goal, we are indebted to our Field Instructors and the field settings that provide opportunities for students to integrate the learning with “real” field experiences. In our view, close collaboration among the Field Instructor, Faculty Liaison, and the Field Education Program Coordinator promotes an effective program of social work field education.
Field-Based Learning

The School of Social Work believes that experiential learning is a central component of the educational preparation of students for entry into professional practice. The diagram below illustrates how experiential learning occurs throughout the program.

As described above, the core of such learning is the social work field practicum (hereinafter “practicum”). The practicum provides students with advanced generalist opportunities to apply academic knowledge, skills, and values gained in the classroom to authentic human service experiences. At the Foundation level (an MSW student’s first practicum), the practicum is structured so that students have an opportunity to demonstrate their capacity to perform the 41 core social work practice behaviors (see Appendix A, p. 52). At the Concentration level (an MSW student’s second practicum), the practicum is structured so that students have an opportunity to demonstrate their capacity to perform the 33 social work practice behaviors of the AGP concentration (see Appendix A, p. 52). Practicum settings offer guidance and supervision in preparing graduates for professional practice while University faculty members serve as liaisons between the settings, the students and the program. Students participate in a weekly integrative seminar facilitated by Faculty Liaisons to aid in the synthesis of classroom knowledge with their social work experience.

The following details the practicum structure, process, expectations, and policies that serve as a guide for students, Field Instructors, field settings, and faculty in providing a sound academic and professional experience throughout a critical period in the student’s professional development. Forms and appendices referred to in this handbook are available for download and completion online at our website: www.unr.edu/social-work (click on Degrees & Programs, then on Field Education Program).
UNR Field Education Program Structure, Roles, and Responsibilities

The success of field education is centered on the collaborative efforts of students, practicum settings, Field Instructors, Faculty Liaisons, the Field Education Program Coordinator, the BSW program coordinator, curriculum committees, other faculty, and the School's director. Practicum settings offer guidance and supervision in preparing graduates for entry-level professional practice while University faculty members serve as liaisons between the settings and the students. These relationships are crucial to development and implementation of a competency-based social work education program. The time and commitment that the field setting and the Field Instructor provide are of critical importance to the School. The School encourages frequent and open communication among all participants in this cooperative educational venture.

The following provides details about the roles, responsibilities, and functions of these critical field education program elements.

Field Education Program Coordinator

The Field Education Program Coordinator (hereinafter “Field Coordinator”) works collaboratively with the BSW program coordinator. The Field Coordinator is responsible for the systematic design, supervision, coordination, and evaluation of the field education program in light of its aim to connect the classroom content with field-based experiences that allow students to achieve the required competencies and practice behaviors. The responsibilities of the Field Coordinator include, but are not limited to:

- Planning, coordinating, and implementing all aspects of the field education program described below;
- Developing policies for the field education program;
- Participating in the school’s curriculum development;
- Assigning students to appropriate field placements;
- Providing students with field orientations;
- Coordinating Faculty Liaison assignments;
- Coordinating Field Instructor and Faculty Liaison training activities;
- Coordinating and implementing responses to student and/or field challenges; and
- Evaluating all aspects of the field education program.
Field Settings

The School of Social Work affiliates with field settings whose policies and services are consistent with its mission and educational goals. “Field setting” is a broad term that is used to describe a learning environment that offers students practice opportunities that are appropriate for either their Foundation or Concentration year. This includes, but is not limited to, public or private agencies, specific programs, centers, community groups, etc. Field settings are identified through a variety of sources such as general identification of new agencies, student referral, alumni, and agency directed searches for field students. Field settings interested in becoming a practicum site must complete three documents, which can be obtained from the School’s website: 1) Agency/Setting Application, 2) Field Instructor Application, and 3) Field Agreement. Upon receipt of the forms, the Field Coordinator will schedule a visit with the agency to review the materials, discuss the field education program, and to assess the overall readiness for the field setting to serve as a practicum site. Criteria for selection is based on the field setting’s willingness and capacity to agree to the following:

Provide advanced generalist practice opportunities:

- Assure availability of an appropriate variety, quality, and quantity of learning experiences with individuals, families, groups, organizations and communities that will allow students to demonstrate the practice behaviors of their Foundation or Concentration year; and
- Provide opportunities for learning experiences with staff, other social workers and professionals from other disciplines.

Commit to student development and supervision:

- Interview students prior to placement and prepare other staff for the student's arrival;
- Provide instructional staff who meet qualifications to become a Field Instructor;
- Provide instructional staff with workloads adjusted to assure adequate time to meet the learning needs of students and to complete requirements such as the Learning Agreement, site visits, and Assessment of Student Performance;
- Agree not to use students to in place of regular staff; and
- Agree not to pay students for their field practicum unless stipend/paid practicum arrangements are noted in the agency application.
- Present a Concentration student with a field-based "problem" from which they can base their Integrative Project on (for students who select this option).

Commit to developing an active learning environment at the field setting:

- Provide the physical space necessary to accommodate students;
- Provide necessary field setting-based orientations and training (i.e. policies, procedures, safety, communication protocols, professional expectations, computer programs);
- Operate in compliance with all pertinent federal, state, and local laws and policies; and
- Actively participate in the field education program by participating in annual events such as the Field Fair, All School Day, and ongoing field training opportunities.
As mandated by CSWE, all students at a field setting must be assigned to a qualified Field Instructor (see below). In some cases, a setting may not have such a Field Instructor on-site. While the School prefers to have an on-site Field Instructor for all students, some exceptions may be considered under all of the following minimum conditions:

1. Field setting meets all other minimum qualifications described above;
2. Field setting has identified an on-site “task supervisor” that would be responsible for the day to day experiential learning and monitoring of the student and that this task supervisor has a degree in a related field and experience appropriate for the services provided within their role or function at the agency;
3. Field setting has identified an off-site Field Instructor that meets the minimum qualifications and commits to carrying out the roles and responsibilities described below; and
4. Field setting, task supervisor, and off-site Field Instructor agree to maintain ongoing communication and to work collaboratively to design and monitor the student’s learning opportunities.

Ongoing placement of students in any field setting will consider the agency’s capacity to provide experiential learning opportunities consistent with the competencies and practice behaviors, availability of qualified Field Instructors, and the number of students entering the field program.

**Field Instructors**

All students participating in the field education program must have an assigned Field Instructor. The Field Instructor is a social worker that is in a key position to provide the student with practical, reality-based education in the field that cannot be provided in the classroom, which is the cornerstone of quality social work education. Criteria for Field Instructors at the MSW level are:

- A Master degree in social work from a CSWE-accredited program;
- Two or more years of professional social work practice experience;
- Employment or affiliation with the field setting for at least six months prior to accepting a student;
- Possession of the appropriate, valid professional social work license when appropriate;
- Completion of the Field Instructor application form; and
- Agreement to participate in the Field Instructor Orientation and subsequent meetings as appropriate.

Individuals seeking to become a Field Instructor must complete and submit the Field Instructor application, which is available on the school’s website. Applications are reviewed and approved by the Field Coordinator. Exceptions to some of the criteria may be considered on a case-by-case basis and are guided by accreditation standards set forth by the CSWE.

The role of the Field Instructor is to model and guide the student through experiential learning activities that provide opportunities to practice and demonstrate the required competencies and
practice behaviors. Although each student will vary in their needs, the practicum requires the following responsibilities of the Field Instructor:

- Interview the student prior to placement, and approve the student placement for that agency by completing the student acceptance form and returning it to the Field Coordinator;
- Construct a learning agreement with the student that will clearly identify the learning and practice opportunities for the student in the agency, what they can and cannot do, how to report daily activities, how to report case contacts, etc.;
- Provide or arrange for an orientation to the agency that explains policies, procedures, administrative structure, and responsibilities of the social work student;
- Provide a minimum of one hour per week of professional social work supervision;
- Address and document performance issues as they arise and to contact the Faculty Liaison if those problems are not resolved;
- Work with the Faculty Liaison and student to ensure that students are able to access learning opportunities consistent with the required competencies and practice behaviors;
- Provide a minimum of one hour per week of professional social work supervision;
- Address and document performance issues as they arise and to contact the Faculty Liaison if those problems are not resolved;
- Work with the Faculty Liaison and student to ensure that students are able to access learning opportunities consistent with the required competencies and practice behaviors;
- Participate in conferences and meetings designed to meet the informational and educational needs of Field Instructors;
- Notify, as soon as possible, the Faculty Liaison and the Field Coordinator if significant changes occur in the nature of the field placement that will affect the opportunities and quality of learning for students;
- Provide feedback concerning the student's performance over the course of the placement and complete a written evaluation of the student at the end of each semester by the designated date; and
- Participate, as appropriate, in the curriculum development, assessment, and feedback process for the school.

**Field Instructor Training**

To facilitate the educational process, Field Instructors are requested to participate in an orientation and ongoing training seminars. Orientations are typically offered just before students begin their practicum. Ongoing communication and individualized technical assistance occurs primarily through the Faculty Liaison, site visits, and other individualized contacts.

The educational objectives of the orientation for new and returning Field Instructors are:

1. Describe the School of Social Work Field Education Program
2. Become familiar with the NASW Code of Ethics, Section 3.02 – Education & Training
3. Understand cultural considerations of the “Millennial Generation”
4. Gain knowledge of implications of supervising social work students of this generation and techniques for successful supervision
5. Become familiar with the School of Social Work program competencies and curriculum as it relates to the field education program
6. Gain knowledge and ideas for creating a working Learning Agreement with students with specific attention to areas needing extra focus (based on program evaluation data).

Additionally, experienced Field Instructors are requested to participate in a Field Instructor Training that presents updated information for the current field education year as well as in-depth training on emerging student issues.
Human Diversity and Field Learning

It is the expectation of the School of Social Work that teaching/learning experiences in the field provide opportunities for diversity-based learning. The following principles maximize diversity within the field instruction program:

• The School of Social Work affiliates with field agencies and Field Instructors who demonstrate a commitment to non-discriminatory service delivery and can offer diversity-based experiences to the students.

• Students are given the opportunity to work with clients with backgrounds different than their own.

• Students should be exposed to issues of gender, religion, ethnicity, race, culture, sexual orientation and/or age and how these intersect.

• Faculty Liaisons are responsible for monitoring such learning experiences and plans to evaluate student performance in this area. The students’ overall experience in field instruction should be reflective of diversity-based experiences.

Faculty Liaisons

In addition to having a Field Instructor, each student is assigned to a Faculty Liaison. The Faculty Liaison is a faculty member of the School of Social Work whose primary role is to facilitate communication between the School and field settings, monitor the learning experiences of the students, and carry out other activities that guide students through the complex process of linking classroom activities to field experiences. In this role, the liaison maintains communication with the Field Instructor about the student in placement, assists in the development of the student’s educational plan, leads an integrative seminar, and participates in the evaluation of the student’s performance. The Faculty Liaison is responsible for the following:

• Ensure each student has confirmed they have read Field Manual;
• Review each student’s learning agreement to assess the extent to which the planned opportunities are linked to required practice behaviors;
• Review and respond to the students’ time logs and Individual Practice Assessments;
• Meet with Field Instructor, when appropriate, to discuss the student’s progress;
• Conduct a site visit at least one time per semester - during which time the liaison interprets the school’s policies, procedures and curriculum, guides any needed modifications to the learning agreement, assists the student and Field Instructor in integrating the curriculum with the student’s practice skill development, assists in problem solving, monitors and evaluates the student’s progress;
• Facilitate an integrative seminar with his/her assigned practicum students;
• Identify and respond to challenges encountered either by the student or the Field Instructor;
• Communicate to the Field Coordinator matters of potential concern, relevant issues, and positive developments as it pertains to field settings, as well as ways of further developing the setting as a practicum site in terms of increased commitment to social work education and/or innovative student assignments;
• Carefully review each assessment of student performance and submit them to the Field Coordinator at the end of each semester; and
• Assign the student a grade for field practicum each semester.
Placement Process and Field Education Program Orientation

Admission to the Field Education Program

Students are eligible for the field education program when they have been admitted to the MSW Program and have completed all course pre-requisite requirements as described in the MSW student handbook. Eligible students must complete the following mandatory tasks in order to proceed with admission into the field education program:

1. Attend a pre-placement orientation session (applies to Foundation year students only);
2. Attend the annual Field Fair;
3. Complete, sign, and submit a field practicum application (electronic and hard copy);
4. Complete and submit a resume utilizing the template provided (electronic and hard copy);
5. Read, sign, and submit the Student Agreement form;
6. Complete a minimum of 3 interviews at assigned field setting sites;
7. Be successfully matched with a field practicum site;
8. Complete the Student Review of Field Setting form and submit at the student orientation; and
9. Attend student orientation at the beginning of the fall semester.

The pre-placement orientation informs students of the general placement process, provides tips for successful interviewing, and outlines some of the critical field policies relevant to the placement process. Pre-placement forms, materials, and instructions are available on the School’s website. Students who have questions or concerns about field education requirements will have an opportunity to seek clarification during the pre-placement orientation.

Final admission to the field education program is contingent on student success in completing the steps outlined above, the student’s overall readiness to move forward with a practicum, and placement confirmation at a qualified field setting. Please note that students must interview at a field practicum setting, be accepted by that setting, AND be matched to that setting in order to successfully secure a practicum. This is a competitive process and is not guaranteed (see below for placement process detail). If it is determined that a student is not ready or eligible to move forward in the field education program, then the Remediation Policy described below will be implemented.
Placement updates

During the pre-placement orientation, students are informed that they can follow the field education program placement process via Twitter.

This communication mechanism allows the Field Education Program Coordinator to provide students with updates on when resumes are sent to agencies and any new updates such as the availability of new sites.

Once the placement process is completed, the Field Education Program Coordinator continues to post field-related resources, tips, and updates on Twitter.

@ UNR_SocialWork

Overview of the Student Placement Process

The purpose of having a “process” to place students in a field practicum is three-fold. First, it aims to establish clear expectations and guidelines for students, which can help ease common feelings of nervousness for the students. Second, it aims to improve efficiency of placements so that the time and resources of students, Field Instructors, and agencies are respected. Finally, it serves as an introduction to multi-step policies and procedures often encountered in social work practice and require professional behaviors that may be new to many students.

Acceptance into the MSW program and completion of the practicum application does not guarantee placement. All students must interview and be accepted by an agency in order to move forward with their field practicum. If a student is unsuccessful with their interviews, the Field Education Program Coordinator will meet with the student to discuss and review their readiness to enter field practicum. The Field Education Program Coordinator will assess the student’s readiness to proceed with additional interviews. Additionally, while the School of Social Work will make every effort to place a student with an agency/population that is of interest to them, we cannot guarantee such a placement. We also cannot guarantee a placement in the student’s geographical preference area. If it is determined that a student is not field ready, then the Remediation Policy described below will be implemented.

Pre-Placement Orientation

MSW students attend a mandatory Pre-Placement Orientation session. During this orientation students gain knowledge of the placement process, context of field placements for the current year, and general tips for a successful field practicum. These sessions are offered at multiple times and are conducted in a small group format. During this time, students may discuss specific placement opportunities that may meet their educational needs. Following the Pre-Placement Orientation, students proceed through the steps outlined above in the “admission to field education program” section.

Field Fair
The School of Social Work hosts an annual “Field Fair” during spring semester where field settings and social work students are invited to meet and discuss the field practicum opportunities for the coming academic year. During field fair, students will have an opportunity to meet with prospective field settings and discuss learning opportunities. Additional services at the field fair include a “resume review” hosted by graduate students. This is an opportunity for field students to have their resumes proofread and critiqued.

Identification of Agencies

The Field Coordinator reviews each application to assess the student’s readiness to proceed into the field program and to identify student preferences for field education opportunities. The Field Coordinator will review responses to field program questions, possible concerns and/or barriers to placement, and student placement preferences. Following the review of all field applications, the Field Coordinator will identify the three agencies for the student to interview at and notify students via electronic mail.

In order to maximize educational opportunities that are unique to each student, it is the policy of the School of Social Work not to assign students to an agency at which they or their family members have received services and/or at an agency that a student has previously been employed, interned, or volunteered at. The Field Education Program Coordinator may consider exceptions to this policy on a case-by-case basis.

Agency Interviews

Once prospective agencies are identified, the Field Coordinator provides each agency with a list of students and their respective resumes. The student is contacted directly by the agencies for interviews. Students are expected to prepare for each interview as if it were an interview for a job. With the help of current and former field education students, the School of Social Work has developed an Interview Tip Sheet to assist students in this process (see left for examples). Additional tips are provided to students during the pre-placement orientation. Requests for additional interviews or changes to the identified sites are responded to at the discretion of the Field Coordinator. Students are not permitted to contact agencies on their own without the express permission of the Field Education Coordinator.

Once agencies have completed their interviews they will notify the Field Coordinator of their decisions and student preferences. The School of Social Work respects and defaults to agency procedure for conducting interviews and selection of students. The Field
Coordinator may provide technical assistance to the agencies in order to maximize use of time and to adhere to non-discriminatory interview procedures.

Matching, Confirmation, and Student Preparation

Following completion of the interviews, the Field Coordinator reviews agency and student preferences. A “matching” process will formalize each placement. While consideration is given to the student’s preferences, the Field Coordinator makes the final decision regarding the “match.” Final selection authority rests with the field agency. Due to a variety of compounding factors such as travel schedules, students should expect this process to take most of the summer months prior to the fall semester. Students will be notified via electronic mail of their practicum match. At that time, students will be given instructions on how to proceed with contacting their agency to begin paperwork and other requirements. Additionally, students will complete a “Student Review of Field Setting” to assist them with becoming familiar with the field setting and potential learning opportunities. This review must be turned in to the Field Coordinator during the fall student orientations.

Enrollment in Field Education Courses

The social work field practicum is completed during the student’s foundation and concentration years. The field practicum consists of four 4-credit courses (SW 680/681 and SW 780/781) for a total of 16 semester credits for regular standing MSW students. For Advanced Standing students, the practicum consists of two 4-credit courses (SW 780/781) for a total of 8 semester credits. In addition to required field hours described below, SW 680/681 and SW 780/781 also involve student attendance at a weekly integrative seminar with their Faculty Liaison. To enroll in the field education program including the weekly seminar, students must enroll in SW 680/780 in the fall and SW 681/781 in the spring. The student must complete the first semester’s practicum before the student is eligible to begin the next practicum in the sequence (see below for grading).

When registering for the field courses semester, students may notice multiple sections offered. Initially, the student may pick any section so that they may enroll by required deadlines. However, the Field Coordinator will assign all students to specific seminar sections after all practicum placements are confirmed. This assignment is a planned approach to creating an opportunity for students in seminar to benefit from the varied experiences of their peers. Students will be notified of their seminar section assignment during the Field Orientation at the start of the fall semester. Once notified of their seminar assignment, all students must immediately update their registration to reflect their assignment. Students will need to do this prior to the add/drop date on the University’s academic calendar. Students will remain in the same section for their spring semester seminar.

When assigning students to specific seminar sections, the Field Coordinator considers the following dimensions:
<table>
<thead>
<tr>
<th>Level 1 - Population(s)/Issue(s)</th>
<th>Students are assigned based on the population(s) served by their field setting. Aims to maximize students’ exposure to varied service needs and programs, such as: youth on probation, older adults, victims of domestic violence, women who are pregnant, adults charged with a crime, child welfare, and so on.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 – Organizational context</td>
<td>Students are assigned based on fields of practice, such as: direct services to individuals and/or families, group work, community organizing, program development and/or grant writing, training and technical assistance, policy development and/or advocacy. Other contexts considered include whether the organization is public or private and non-profit or for-profit status.</td>
</tr>
<tr>
<td>Level 3 – Multiple students at an organization and/or setting</td>
<td>In order to ensure exposure to settings beyond their own, it is important to limit the number of students from the same organization/setting in a seminar. Thus, when an organization accepts multiple students (i.e. 4 or more), students are assigned to multiple seminar sections. However, in order to facilitate an effective working relationship between the University and the field site, the assignments may be limited to just two sections so that the number of Faculty Liaisons per organization is minimized. In the event that students from the same organization/setting are assigned to the same seminar, there is an attempt to achieve diversification based on the students’ role within that setting. For example, when students are placed in child welfare they may be assigned to either Assessment or Permanency. When this information is known, one student from each unit is assigned to a single seminar.</td>
</tr>
<tr>
<td>Level 4 – Experience with field placements</td>
<td>Students who are placed in an organization or with a Field Instructor that is new to the field program, the student is assigned to a seasoned Faculty Liaison that is poised to provide additional technical assistance to the organization and/or Field Instructor as necessary.</td>
</tr>
<tr>
<td>Level 5 – Faculty Liaison experience</td>
<td>In some instances, a Faculty Liaison has specific experience, history and/or familiarity with the agency and the population(s) it serves.</td>
</tr>
</tbody>
</table>
Field Education Program Orientation

Collaboratively, the BSW, MSW, and Field Education program coordinators provide a mandatory formal orientation for all social work students the week prior to the start of the fall semester. Included in this event is an orientation to the field education program. During this time, students will become familiar with:

- The nature of experiential learning and competency-based education;
- The organizational structures of the field education program;
- Stages of a field practicum;
- Performance expectations;
- Supervision;
- Developing field education plans;
- Overcoming barriers and addressing challenges; and
- Practicum placement and student performance monitoring;
- Personal safety; and
- The Health Insurance Portability and Accountability Act.

The field orientation is mandatory for all students who are entering a practicum for the current academic year. The remediation policy described below will be applied to any student who misses the orientation. Students will not be able to begin their field hours until they have successfully completed their action plan according to the policy. Students should be aware that this places them at risk for falling behind in their field hours and/or a field setting changing rescinding their offer to accept a student at their site.

Sweitzer and King’s (2009) Stages of an Internship:

1. Anticipation
2. Disillusionment
3. Confrontation
4. Competence
5. Culmination

Students will be introduced to these stages as they apply to a social work field practicum during the student orientation. Students will further explore these stages throughout the course of their practicum.
Social Work Field Practicum Essential Components

As described above, the field education program contributes to the overall attainment of the MSW education program goals. Thus, the requisite competencies and practice behaviors are encompassed in all of the following essential components and requirements of the field education program.

The following provides details about these essential components with the exception of the pre-placement activities, which are described above.
Field Seminar

As the “signature pedagogy,” field education affords students the opportunity to actively observe and experience social work practice, reflect on those experiences, construct personal practice guidelines, and then practice these in a guided field setting experience while being supervised. This process is theoretically based on Kolb’s experiential learning theory (Raschick, 1998) and Problem-Based Learning (Tuchman and Lalane, 2011). The success of field education is dependent on the extent to which a student is able to translate and synthesize material from the classroom setting to the field setting. At the core of this integrative process is the field seminar where students come together for 50 minutes each week to 1) discuss their learning experiences; 2) examine the connection of the classroom material to practice; and 3) reflect on their personal professional development.

The field seminar is an important component of the student’s field practicum experience. It is designed to provide a forum where classroom material is integrated with the experience of a practicum in a social service agency. According to Sweitzer and King (2009), the seminar enhances the quality of learning because students come together as a “community of learners.” They add that seminars are effective when they include “reflective dialogue, support, the development of important relationships, and a variety of new learning experiences.” This complex process is guided and monitored by the Faculty Liaison.

**Responsibilities of the Student in Field Seminar**

- Initiate authentic and engaged dialogue (Hammick, 1998) with peers from a variety of practicum settings to critically analyze experiences from their unique field settings. This includes thoughtful, purposeful, respectful, and reflective discussions with student colleagues in the classroom. Students are expected to contribute to a positive and safe environment for engaging in this dialogue;
- Synthesize knowledge, skills, and values learned in the classroom and apply to field-based experiences by participating in specific learning activities. Such activities include, but are not limited to: discussions, student presentations, demonstrations, completion of Individual Practice Assessments, completion of Time Logs, completion of a Learning Agreement, Site Visit Form, and an Evaluation of Student Performance;
- Apply critical thinking skills to examine readiness to merge self (i.e. cultural and professional identity) with the profession;
- Continuously analyze experiences of self and peers to comply with principles and policies set forth in the University of Nevada Reno Student Code of Conduct, the National Association of Social Workers Code of Ethics, the International Federation of Social Workers, the Health Insurance Portability Accountability Act of 1996, Nevada Laws governing social workers (NRS 641B, NAC 641B), mandated reporting laws (i.e. NRS Chapter 432B), and other pertinent laws associated with the field setting in which the student is placed;
- Initiate authentic and engaged dialogue with peers and Faculty Liaison to collaboratively critique and generate ideas to respond to complex social, cultural, and economic justice issues that arise in the field practicum;
- Initiate authentic and engaged dialogue with peers and Faculty Liaison in addition to other learning activities to distinguish, appraise, and apply the knowledge, skills, and values learned in the “practice” classes to field-based experiences aimed at assessing, intervening, and evaluating issues facing individuals, families, groups, organizations and communities encountered during the field practicum;
- Comply with all course requirements such as required reading, forms, materials, and 225 hours of field education by specified deadlines; and
- Demonstrate competence in advanced generalist practice and readiness to merge self with the profession by integrating the knowledge, values, and skills of the Foundation or Concentration year practice behaviors in all 10 competencies and applying these behaviors to social issues within their field practicum setting with greater autonomy and demonstrated initiative.

**Required Reading**
- School of Social Work Field Education Manual (located online [www.unr.edu/social-work](http://www.unr.edu/social-work) (click on Degrees & Programs, then on Field Education Program and select your program of study).
- Field Setting/Agency Policies and Procedures
- Other reading assigned by field setting and/or Faculty Liaison

**Recommended Reading**
**Time Log**

Students will work directly with their Field Instructor and the field setting to establish their regular weekly practicum schedule and are expected to maintain professional communication with their Field Instructor and their Faculty Liaison regarding any changes to their schedule. Students are responsible for reporting the number of hours they have worked during the semester to their Faculty Liaison. The log includes current and a cumulative total of the hours the student has spent in the field setting and a brief record of his/her weekly activities. It also briefly addresses how those activities are linked to the student’s required competencies. The purpose of the linkage to the program competencies is two-fold. First, it requires that the student be mindful of each week’s activities with regard to their overall learning goals. Second, it is an avenue for the liaisons to monitor the student’s learning opportunities. Dishonesty, fraud, deception, or poor record keeping on the time log may be grounds for removal from the Field Education Program.

The following is an example from a student’s time log. Utilizing the template provided by the school, the student documented their hours in field, essential opportunities or tasks they worked on, and how those activities are connected to the social work competencies.

<table>
<thead>
<tr>
<th>Wk#</th>
<th>Date(s)</th>
<th>From your Field Education Agreement, choose the Field Competency and Professional Practice Behavior you were involved in related to the time logged. This will help you keep track of your accomplishments.</th>
<th># of hours completed this week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday 8/30/2011</td>
<td>Orientation, Shadowing, sitting in on group, shadowing receptionist and nurse, staffing. (6am-1:45pm = 7.75hrs) [2.1.1 &amp; 2.1.2]</td>
<td>15.25</td>
</tr>
<tr>
<td>1</td>
<td>Thursday 9/1/2011</td>
<td>Finding resources for a counselor’s case, sitting in on group, meeting with field instructor, learning counseling/group techniques. [6am-1:30pm = 7.5 hours] [2.1.1 &amp; 2.1.2]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I find that I am using almost all of the competencies in different ways, each day that I am at my field placement. However, I would need much more space to explain.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Tuesday 9/6/2011</td>
<td>Sitting in on group, I performed five SNAP assessments today [2.1.4 &amp; 2.1.1 &amp; 2.1.2] (6am-1:30pm = 7.5 hours)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Thursday 9/8/2011</td>
<td>Sitting in on a one-on-one session with client with 5 days clean - providing input [2.1.5 &amp; 2.1.7]. Performed two SNAP assessments [2.1.4], met with field supervisor for an hour. [2.1.1 &amp; 2.1.2] (6am-1:30pm = 7.5)</td>
<td>15</td>
</tr>
</tbody>
</table>

**Individual Practice Assessment**

According to Kolb (2009), experiential learning is a cyclical process where the student moves through “experiencing, reflecting, thinking, and acting – in a recursive process that is responsive to the learning situation and what is being learned.” Thus, field education demands more of the student than observing and practicing. The student must also reflect on those experiences and consider their implications for current and future practice. One such way of reflecting and processing is through the required bi-weekly Individual Practice Assessment.

The Individual Practice Assessment is a guided reflection assignment whereby the student critically assesses their observations and experiences, their own field performance, and
considers how they would modify/enhance their practice based on “lessons learned.” Utilizing the template provided, Foundation year students must respond to a minimum of two questions. The first question is listed in the schedule of classes in the student’s syllabus and corresponds with the assigned reading and the second question may be selected from the list below:

- Provide an example of how you utilized supervision during the past two weeks? How was that successful or unsuccessful?
- Describe a situation that was particularly challenging for you. How did you utilize ethical principles to guide your decision-making?
- Describe a situation in which you had to modify your course of action in order to respond to the culture and diversity of the people/organizations involved in the situation.
- Describe a situation in which the power/oppression dynamic was evidenced. Reflect on this experience.
- Describe an experience you have had in working with someone (could be a client, co-worker, or a group) who was from or represented a cultural group(s) that is different than how you would define your own cultural group(s). What was most impactful about that experience? What did you learn from that experience?
- What skills/traits would you like to develop or be exposed to before you graduate?
- What is the most important thing that you learned during the past two weeks about yourself and the work that you are doing?
- How do you know that you have done your work effectively? What evidence would you draw upon to determine effectiveness?
- What event or events had the biggest impact on you this week?
- Do you feel that you have clear direction regarding expectations of your performance?
- Frame a research question based on your experiences over the past two weeks. What practice observations are you basing this question on?
- Identify a theoretical perspective(s) that is used in your setting. To what extent does it help explain a situation, an intervention, or the context that a client might find themselves in?
- Identify policies that impact a situation that you have encountered in the past two weeks. Assess the intended and unintended outcomes of those policies.
- Assess your readiness to enter the field as a professional social worker. Reflect on this assessment.

Utilizing the template provided, Concentration year students must Students must respond to a minimum of two questions from the list below (one question from Group A and one question from Group B):

**Group A – Select one question:**

a. Provide an example of how you have demonstrated leadership during the past two weeks?

b. Provide an example of how you utilized supervision during the past two weeks? How was that successful or unsuccessful?
c. Describe opportunities you had to practice autonomously? Reflect on this experience.

d. Describe a situation that was particularly challenging for you. What were the complex dimensions involved in that situation? How did you or will you respond to that complexity? How did you utilize ethical principles to guide your decision-making?

e. Describe a situation in which you had to modify your course of action in order to respond to the culture and diversity of the people/organizations involved in the situation.

f. Describe a situation in which the power/oppression dynamic was evidenced. Reflect on this experience.

**Group B – Select one question:**

a. What skills/traits would you like to develop or improve?

b. What is the most important thing that you learned during the past two weeks about yourself and the work that you are doing?

c. How do you know that you have done your work effectively? What evidence would you draw upon to determine effectiveness?

d. What event or events had the biggest impact on you this week?

e. During the past two weeks, do you feel that you had clear direction regarding expectations of your performance?

f. Frame a research question based on your experiences over the past two weeks. What practice observations are you basing this question on?

g. Identify a theoretical perspective(s) that is used in your setting. To what extent does it help explain a situation, an intervention, or the context that a client might find themselves in?

h. Identify policies that impact a situation that you have encountered in the past two weeks. Assess the intended and unintended outcomes of those policies.

**Learning Agreement**

The Learning Agreement is available for download from the School’s website. The document outlines how practice opportunities are provided for students to demonstrate the identified core competencies and practice behaviors of their Foundation or Concentration year that are mandated by the CSWE. The agreement highlights the partnership between the student, the Field Instructor, and the agency and must be thoroughly discussed prior to execution. This agreement sets forth the context of the field experience, its parameters, and the expectations of both the student and the Field Instructor. Students are responsible for the coordination, final completion and submission of the Learning Agreement to their assigned Faculty Liaison.

The learning agreement guides the student and their Field Instructor through detailing the semester’s expectations and opportunities. The agreement aims to be uniquely constructed according to each student’s learning needs. As stated above, the field practicum is an opportunity for students to observe, conceptualize, and demonstrate social work competencies.
Students and Field Instructors must work together to identify how they will achieve this. Thus, the structure of the learning agreement is centered on these competencies.

Below is an example of a section from the learning agreement for the MSW Foundation student. It is recognized that some opportunities may overlap multiple competencies and may be repeated as appropriate.

### A. In order to achieve this Foundation Competency:

**2.1.6 Engage in research-informed practice and practice-informed research**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

### B. Student will demonstrate these Practice Behaviors:

- F21 Use practice experience to inform scientific inquiry and
- F22 Use research evidence to inform practice.

### C. By completing and/or participating in the following tasks and opportunities:

With Field Instructor, student will identify a “difficult case.” Student will conduct a chart review, participate in at least 3 meetings with the client, and discuss the case with the social worker(s) involved. Utilizing this information, student will search peer-reviewed journals for research that might be helpful in further understanding the factors of the case (i.e. theories, models, details about specifics such as poverty and domestic violence). Student will summarize the literature for the Field Instructor, present the information in a professional manner, and describe how it may help the social worker(s) with the case.

### D. Students performance will be measured in the following manner:

1. Student’s written summary of the literature (i.e. one-page summary, power point presentation, etc.).
2. Student’s oral presentation of the material.
3. Student’s overall ability to apply the literature to the specific case.

By the end of the semester, student will propose a research question to the Field Instructor based on their observations and experiences thus far. Student will describe the rationale for the question and brainstorm how they might collect and analyze data if they were to pursue that research question.
Below is an example of a section from the learning agreement for the MSW Concentration student. It is recognized that some opportunities may overlap multiple competencies and may be repeated as appropriate.

**Step One:**
The student and Field Instructor review and discuss the “Competencies” and “Practice Behaviors” identified sections A and B of the form.

**Step Two:**
Collaboratively, the student and Field Instructor identify and record tasks and opportunities that will allow the student to demonstrate the practice behaviors.

**Step Three:**
Document how the student’s performance will be measured.

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### A. In order to achieve this Concentration Competency:

**2.1.7 Apply knowledge of human behavior and the social environment**

Advanced generalist practitioners integrate multiple theories about human behavior and the social environment to complete comprehensive assessments and develop and implement intervention plans across system levels. Advanced generalists give equal importance to understanding individual uniqueness and the broader social issues that support or deter well-being.

### B. Student will demonstrate these Practice Behaviors:

- C16 Integrate understandings from a variety of theoretical perspectives in formulating comprehensive, multidimensional assessments and interventions.
- C17 Identify and question underlying theoretical and ontological assumptions about human behavior guiding agency practices, programs, and policies.

### C. By completing and/or participating in the following tasks and opportunities:

<table>
<thead>
<tr>
<th>D. Students performance will be measured in the following manner:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Student’s oral presentation of their analysis.</td>
</tr>
<tr>
<td>4. Student’s written summary of the case formulation.</td>
</tr>
<tr>
<td>5. Student’s oral presentation of the material.</td>
</tr>
<tr>
<td>6. Student’s overall ability to examine a complex case, apply an array of perspectives, and make appropriate recommendations based on the findings.</td>
</tr>
</tbody>
</table>

With Field Instructor, student will identify a “complex case.” Student will conduct a chart review, participate in at least 3 meetings with the client, and discuss the case with the social worker(s) involved. Utilizing this information, student will create a case formulation that assesses the client from multiple perspectives and within the context of the situation and services. Student will make recommendations for a case plan according to the findings from their case formulation.

At an organizational level, student will identify the basic beliefs about human nature (i.e. people are/are not capable of change, people are innately altruistic, people are innately self-serving, etc.). Student will articulate how this belief guides what services are delivered. Student will conduct the same analysis at the macro/funding level.
Site Visit

According to the CSWE, “Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.” In order to achieve this, the Faculty Liaison aims to develop a partnership with the student and their agency/supervisors to develop, implement, and monitor advanced generalist practice opportunities offered at each site for each student. The School of Social Work utilizes a “formative” approach to assess field education settings. The belief is that the success of a field placement rests on the unique combination of the student, the Field Instructor, the agency, and the context of the field placement for any given year.

Each student must complete a site visit form to submit to his or her Faculty Liaison and schedule an on-site visit by the liaison at least one time per semester. The purpose of the site visit and the site visit form is to assess the student’s placement during the course of the semester so that actions may be taken to address any issues as soon as possible. Thus, it is important that students critically assess their placement, the opportunities, and their experiences to date. The form is to be completely solely by the student and will not be directly shared with the Field Instructor or the agency. However, if there are any issues that need to be addressed, the Faculty Liaison will make a plan with the student to inform the agency of these issues and work toward a resolution. The completion of this form will prepare the student and the Faculty Liaison for a scheduled on-site meeting with the student and their designated Field Instructor (and other supervisors as appropriate). There are 3 parts to the site visit form that the student completes:

<table>
<thead>
<tr>
<th>General Tasks and Opportunities</th>
<th>Competencies and Practice Behaviors</th>
<th>Student Assessment of Field Practicum Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student provides a brief overview of their experiences to date.</td>
<td>• Student reviews competencies and practice behaviors and discusses whether or not they have had opportunities to observe or practice in these areas. • Student may also note if they and/or their field instructor are confused or not sure how they can address specific practice behaviors.</td>
<td>• Student discusses overall experience in connecting the classroom to field experiences. • Student describes their experience with supervision. • Student describes what is working and/or not working with their placement.</td>
</tr>
</tbody>
</table>
The fourth part of the site visit form is an overall assessment of the student’s learning opportunities and performance to date and is completed by the Faculty Liaison. The liaison notes any concerns that arose from the site visit and how those concerns will be addressed. Each site visit form is submitted to the Field Education Program Coordinator for final review.

**Field Instructor Assessment of Student Performance**

This assessment instrument is designed to provide input from the Field Instructor to the student and Faculty Liaison about the student’s performance according to the competencies and practice behaviors and within the context of the current semester. For example, assessment of the student for the fall semester may be reflective of the student’s beginning level demonstration of the practice behaviors. In spring, the assessment is reflective of the student’s overall readiness for progression from Foundation to Concentration or for advanced generalist social work practice.

The student and Field Instructor should establish a time that they can thoughtfully review and discuss each practice behavior. The Field Instructor should review the student’s learning agreement before initiating the assessment. Students should be prepared to provide their Field Instructors with examples of how they have demonstrated the practice behaviors.

Student performance should be rated on the basis of the established criteria set forth in the learning agreement and the student’s overall ability to demonstrate the practice behaviors. A “practice behavior” is comprised of a set of knowledge, skills, and values. Utilizing the scale provided on page 2 of the assessment form, the Field Instructor must circle or mark with an “X” a numerical score for the student according to each practice behavior. As described in the scale, a student may receive a “Competent” score if they can demonstrate all 3 areas (knowledge, skills, and values) within that practice behavior even if it is at a beginning level. An “Inadequate” score is given when a student cannot demonstrate all three areas. For example, at the Foundation level, practice behavior F30 discusses the use of empathy. An “inadequate” score for this practice behavior may be when the student has knowledge of the term “empathy,” but they are not able to demonstrate the skills necessary to engage a client empathetically. An example at the Concentration level is practice behavior C13, which discusses the application of evidence to inform practice while considering assumptions, context and culture. An “inadequate” score for this practice behavior may be when the student has knowledge of how to obtain evidence-based information, but they are not able to demonstrate the skills necessary to discern when and how the evidence does or does not apply to a given complex situation or case. The student and Field Instructor should discuss the outcomes of this assessment and document considerations for improving practice, supervision, and learning opportunities. The fall semester assessment is also another opportunity for the student and Field Instructor to assess the quality and availability of learning experiences. For example, if “no opportunity” is selected for certain practice behaviors, then they would discuss a plan for developing such opportunities during the spring semester.
**Length of Time in Field Practicum**

The accreditation standards of the CSWE require graduate students to complete a *minimum* of 900 clock hours within approved field settings. Students are placed in field at the beginning of the fall semester and remain in the same agency the entire academic year of their Foundation and Concentration program. Students are expected to complete their field practicum in consecutive sequenced semesters.

At UNR, all students are expected to complete 225 hours per semester (approximately 15 hours per week) in their field settings, plus the mandatory field seminar described above. Students are expected to meet this clock hour requirement during the 15-week semester. It is the student’s responsibility to arrange field days and hours that are compatible with the field setting and Field Instructor’s schedules. Students record and report their weekly hours to their Faculty Liaison via the required “Time Log” discussed on page 29.

In order to maximize the educational experience by balancing classroom and field experiences, students will not be allowed to “bank” hours (i.e. working over 15 hours per week in order to complete the field practicum earlier than the semester ends). Students should communicate any necessary scheduling adjustments with their Field Instructor and Faculty Liaison. Students are encouraged to maintain ongoing communication with their Field Instructor and their Faculty Liaison regarding any challenges they may be experiencing in completing their field hours so that, when appropriate, alternatives or a plan of action can be identified. Additionally, students are not to complete any portion of their hours outside of the official semester enrollment dates designated by UNR (i.e. students may not complete hours during winter break). Academic calendars may be obtained at http://www.ss.unr.edu/records/cal.asp.

**Absences**

While student absence from the field practicum may occur due to illness or emergencies, the clock hours for the practicum must be completed before a final grade will be given. Barring emergencies, the student is expected to follow the practicum time guidelines as set up between the student and agency Field Instructor and the tardiness/absentee policies of the agency.
Responsibilities of Student in Field Practicum

The student who is enrolled in field practicum is responsible to the University for academic requirements, to the agency for performance, and to the client for sound and ethical professional practice. Ultimately, each student is expected to demonstrate the practice behaviors of all 10 competencies described throughout this manual and included in the Appendix. Demonstration of these practice behaviors will include, but is not limited to, the following specific tasks:

- To read all sections of the Field Manual, appendices located on the website, and the National Association of Social Workers (NASW) Code of Ethics, the University of Nevada Reno Student Code of Conduct, HIPAA and agency policies and procedures, and to be familiar with the information. Complete Student Acknowledgement Form and submit to Faculty Liaison by the due date;
- To complete 225 hours of supervised experience in the assigned social service agency each semester of field practicum;
- To maintain a professional dress code per agency guidelines;
- To be on time for any and all activities associated with field practicum;
- To conduct him/herself in a professional manner at all times (see list of professional responsibilities below); including accountability for work performance; compliance with agency policies, punctuality; follow through with assignments, etc;
- To conduct him/herself competently and within scope of practice at all times;
- To take appropriate action if they become impaired or know of a student/colleague who may be impaired;
- To participate in the mandatory scheduled seminar;
- To complete weekly logs and submit them to the Faculty Liaison in a timely manner;
- To collaboratively develop with the Field Instructor a “Learning Agreement” which outlines the objectives and activities of the field practicum and submit to Faculty Liaison by the due date for Fall and Spring Semesters;
- To participate in weekly supervisory conferences with the Field Instructor;
- To notify the Faculty Liaison and Field Coordinator if significant changes occur in the nature of the field practicum;
- To keep confidential and respect the privacy of all information for individuals served by the agency;
- To engage in social work practice that follows the standards of the NASW Code of Ethics, the University of Nevada Reno Student Code of Conduct, and agency-specific standards and policies such as the Health Insurance Portability and Accountability Act (HIPAA); and
- To facilitate the completion of the student performance Evaluation Form at the end of each semester and submit the completed evaluations to the Faculty Liaison in a timely manner.
Grading

Students will be assessed on progress toward and achievement of integration of classroom content with the demonstrated practice behaviors described above and professional expectations outlined in the field manual and the required readings. The Faculty Liaison, in consultation with the Field Instructor, is responsible for assigning the final grade for the four-credit field practicum course. Grade options are:

- **Satisfactory (S).** Student has met the performance requirements of the course at an acceptable level.

- **Unsatisfactory (U).** Student has not met the performance requirements of the course at an acceptable level.

The following measures will be utilized in assigning the final grade in this course:

1. Field performance assessment (completed by student’s Field Instructor)
2. Seminar attendance
3. Seminar participation (i.e. engagement and contribution)
4. Timely submission of forms and other required materials
5. Adherence to all policies, procedures, and codes referenced in the field manual and as mandated by the field setting in which the student is placed
6. Student’s general readiness to advance (as measured by the level of integration of knowledge, values, and skills to demonstrate the requisite practice behaviors)

Examples of student behaviors that result in an **Unsatisfactory (U) grade** include, but are not limited to:

- Being released from their agency for documented behavior that would be grounds for firing an employee;
- Being charged with a crime that would prevent them from obtaining a license from the Nevada Board of Examiners for Social Workers (students may be removed from the field education program with re-admission pending outcomes of criminal charges);
- Failing to keep their regularly scheduled hours and failure to appropriately notify their agency supervisor, Field Instructors and Faculty Liaison of this;
- Failing to 1) turn in an acceptable “Learning Agreement” by deadline; 2) attend and participate appropriately in the scheduled seminar; 3) completion of field logs in a timely manner; 4) attend supervision meetings as scheduled; or turning in acceptable student Field Performance Evaluation by deadline;
- Failure to notify the Faculty Liaison in advance of absences;
- Use of illegal substances and/or abuse of substances during practicum or school/practicum related activities;
- Conduct which violates the NASW Code of Ethics, the University of Nevada Reno Student Code of Conduct, and agency-specific standards and policies such as the Health Insurance Portability and Accountability Act (HIPAA); and
- Failure to meet the performance requirements (i.e. achievement of program Competencies and Practice Behaviors) of the course.
School of Social Work Policies

Academic Integrity
The School of Social Work adheres to the University of Nevada Reno “Academic Standards Policy for Students” concerning issues of academic integrity. Please see the following website for a complete description, definitions and policies regarding class conduct and academic dishonesty: http://www.unr.edu/student-conduct/policies/university-policies-and-guidelines/academic-standards/policy

Accommodation for Students with Disabilities
Students who require additional support due to disabling conditions should discuss their needs with their instructors at the start of each semester. Accommodations for all reasonable requests will be made for documented disabling conditions. In addition, students are encouraged to contact the UNR Disability Resource Center at (775) 784-6000 to access a range of supportive services.

Attendance Policy
The faculty of the School of Social Work believes that classroom attendance and participation are critical aspects of professional socialization. Students are responsible for assisting in the creation of a learning environment that promotes such socialization. To do so, students should assume responsibility for their own learning by not being tardy or leaving early, by being prepared for and participating in class interaction and by consulting with the instructor regarding absences from class. Attendance and participation will be part of grading, as determined by the course instructor. Opportunities for make-up assignments are determined at the discretion of individual instructors.

Nondiscrimination Policy
The programs of the UNR School of Social Work are conducted without discrimination on the basis of race, color, gender, creed, ethnic or national origin, disability, political orientation, or sexual orientation. This policy applies to the baccalaureate and master’s programs, the field education program, and all admission, employment, and financial aid decisions.

Life Experience
In accordance with CSWE accreditation standards, academic credit for life experience and previous work experience is not given under any circumstance.
Remediation and Termination Policy

The School of Social Work encourages students, staff, faculty, Field Instructors, and Faculty Liaisons to deal directly with concerns as they arise. The Remediation and Termination policy is applied when previous attempts to address an issue have not been successful. Concerns may include, but are not limited to, academic integrity, academic achievement (including field practicum achievement), and/or student conduct. As discussed below, the policy is applied in two phases. The first phase explores the situation further, while the second phase sets out to resolve the situation.

Exceptions to the procedures described below are allowed in cases where students have engaged in particularly egregious conduct, for example ethical or legal misconduct, actual or threatened physical or verbal aggression, academic dishonesty, or refusal to implement the recommended Action Plan, in which case a student may be referred by the Remediation Committee directly to the appropriate administrative level and/or legal authorities to face disciplinary actions in accordance with university policies.

Concerns are addressed according to two categories:

Low Level Concerns include but are not limited to behaviors in which there is:

- No evidence of harm or risk of harm to self or others, agency or university
- A specific identifiable problem area
- Demonstrated student awareness, initiative, and ability to resolve the issue
- Evidence that the impact is limited to the student directly involved in the issue

High Level Concerns include, but are not limited to, behaviors in which there is/are:

- Evidence of harm or risk of harm to self, others, agency or university
- Direct violation of UNR Student Code of Conduct, NASW Code of Ethics, agency policies or standards, other relevant policies governing social work practice
- Failure to demonstrate minimal level of competency on one or more of the CSWE and/or AGP identified practice behaviors
- Diffuse concerns and which affect multiple aspects of the learning environment
- Concern regarding how the student’s behavior negatively impacts the learning environment for others
- Concern because the student is already on remediation status for a low-level concern and he/she failed to successfully remediate in the Action Plan
- Additional performance concerns because the student is already on remediation status for a or following remediation
The following steps are employed to understand the situation further:

**Phase One - Problem Exploration and Clarification**

1. The Remediation Committee is convened specific to the student concern. The committee is convened by the Program and/or Field Coordinator and includes the faculty member involved, the student’s advisor(s), and any other University professional deemed appropriate given the nature of the concern;

2. The Remediation Committee identifies the relevant social work competency(ies) and associated practice behavior(s) that are not being demonstrated, and/or the professional ethical standard(s), agency standards/policies (i.e. HIPAA) and/or university standards for student conduct that are in question;

3. Student is notified of the concern(s) and Remediation Committee’s assessment within 2 working days of the committee meeting and is invited to meet with the committee;

4. Student meets with members of the Remediation Committee to discuss the concern; and

5. Remediation committee determines:

   a. No concern present, no further action needed; or

   b. Level of concern is identified and student is placed on remediation status (proceed to Phase Two of the policy).

   Should the student not agree with the Remediation Committee’s assessment of the concern, they may grieve the decision (see grievance procedure below).

**Phase Two - Remediation**

Once the situation and concerns have been identified, the remediation committee will work with the student through a series of decision points. The charts below highlight these decisions according to the level of concern that has been identified by the remediation committee.
Low Level Concern

*An executive session* is a closed meeting of the faculty of the whole in which student performance issues and/or progress are addressed.
High Level Concern

Field Education Program Involvement

Continue field practicum or Emergency Hold:
Do NOT continue practicum

Executive Session

Continue Remediation Status or Program Termination:
No Further Action

Student Action Plan: Utilizing the template provided, student must develop and submit their Student Action Plan no later than 5 days from the remediation team meeting.

Successful Development & Implementation or Unsuccessful Development & Implementation

Follow-Up

Remediation Status Removed or Return to Executive Session
Continue remediation or program termination

Grievance Procedure

Under the remediation policy, there are 4 points at which a student can initiate a grievance:

1. If the student believes that the behavior cited in the original concern is unfounded;
2. If the student believes that the Remediation Committee's identification of a relevant competency, practice behavior, code of conduct, ethical standard is inaccurate;
3. If the student believes that the remediation decision or Action Plan does not address the original concern; or
4. If the student believes that they are being held to a higher standard of performance than other students completing the same program of study.

The written grievance should be submitted to the Director of The School of Social Work no later than 10 working days following the decision point. The burden of proof during the grievance process rests with the student. If the Director determines that the student has provided
adequate evidence to support his or her grievance, the Director may dismiss the issue with no further action required. Alternatively, if the Director determines that there is not adequate evidence to support the student’s grievance, he or she will redirect the student to the Remediation Team for further steps/action. The Director will provide his or her decision within 10 working days of receipt of the student’s grievance.

Grade Appeal Policy

The School of Social Work adheres to the University’s policy by which students may appeal a grade. This policy states “…a grade assigned by an instructor is only subject to the appeals procedure if:

1. There was a clerical/administrative error in the calculation and/or assignment of the grade;
2. The grade assignment was based on factors other than the student's performance in the course and/or completion of course requirements; or
3. The grade assignment meant that the student was held to more demanding standards than other students in the same section of the course.

The burden of proof of these conditions rests on the student.” The policy advises students to begin the process by consulting with the course Instructor. If the issue is not resolved at that level students may proceed with filing a Grade Appeal Form. The full policy and procedures for filing a Grade Appeal can be found under section 3,510 of the University Administrative Manual.

Retention

In its description of the Social Work major, the University of Nevada, Reno catalog states that:

“The admission and retention of students in the program is subject to the professional judgment of the social work faculty.”

Retention in the MSW Program at UNR is based on student performance in two general areas: academics and adherence to professional values and standards of behavior. Retention in the social work major requires students to earn C or higher in all required social work courses, including the required 6 credits of electives. Additionally, students must adhere to the academic and professional standards outlined in UNR's Student Handbook, which can be accessed @ (http://www.unr.edu/student-conduct/policies/student-code-of-conduct), the National Association of Social Workers Code of Ethics (http://www.socialworkers.org/pubs/code/code.asp) and the State Board of Examiners for Social Workers Standards of Practice (http://socwork.nv.gov/).
Field Education Program Policies

Confidentiality and Release of Information
The School of Social Work believes that ongoing communication with “the field” regarding a student’s performance is critical to the student’s educational success. “The field” is defined as an agent/representative of the student’s practicum and/or prospective practicum. This includes, but is not limited to, the student’s Field Instructor(s), task supervisor(s), agency directors and/or supervisors, and any other agency representative that is seen as having a role in the student’s educational experience. A student who is entering/enrolled in the field education program consents the School of Social Work to discuss their educational needs and performance with the field.

Confidentiality in Field Setting and Field Seminars
It is the School’s policy that all conversation that takes place within the context of a field practice seminar is to be considered confidential to that classroom and its participants (unless, of course, there is a threat of harm to someone inside or outside of the class or any indication of child or elder abuse, which must then be reported to the appropriate agency).

Confidentiality in a field seminar is critical to a student’s ability to discuss freely any opinions, concerns, and attitudes regarding a field practicum experience. Such honest discussion is crucial for the development of reflective and accurate critical thinking, which is accomplished when a student’s thoughts are expressed and presented to the class for clarification, review, and feedback. Students will be helped to identify strengths and to evaluate possible methods of intervention and advocacy that would be most effective within preferred social work practice. At times, negative as well as positive comments are expressed and it is the role of the Faculty Liaison to lead the discussion in such a way as to look at all sides of a system and help identify the values, the personal as well as official policies of concern, and other points where conflict may be occurring and where resolution may be possible. We are training social work students to be change agents in their agencies and in society, as well as with clients, and such critical thinking is fundamental to this process.

Several points of the NASW Code of Ethics in the chapter, “Social Workers’ Ethical Responsibilities to Colleagues,” support this policy of seminar confidentiality. The School believes that the principles of collegial confidentiality apply to students in the seminar classroom. Specifically, they include the importance of respecting colleagues, avoiding
unwarranted negative criticism, respecting confidential information shared by colleagues in the
course of their professional relationships and transactions, and the importance of consulting
with a colleague directly when there is a concern of impairment, incompetence, or unethical
conduct.

**Practicum at Place of Employment**

To maximize the educational opportunities of the practicum experiences, the School of Social
Work recommends that the field practicum occur in social service settings other than those in
which students are employed or have had previous experience. Therefore, the School of Social
Work typically does not utilize a student’s place of employment as a field practicum site. In rare
instances, students may be given approval to complete a practicum in a current work setting. A
student employed in a social service agency may submit a request to the Field Coordinator that
the agency be evaluated as a setting for their field practicum. Approval is dependent upon how
clearly the student and the setting can meet the requirements of establishing a learning
environment that would provide opportunities to the student that are different and outside of the
scope of their employment. A student must submit a request in writing at least 6 weeks prior to
the beginning of the field instruction period (see website for forms).

To be approved, the student and field setting must demonstrate the ability to:

- Provide experiences for the student during practicum hours that are significantly different
  from normal work hours, activities and duties;
- Provide experiences with client populations, program areas or service areas during field
  hours that are different than those encountered during employment hours;
- Ensure the availability of a qualified Field Instructor other than the student’s employment
  supervisor;
- Designate specified blocks of hours for field practicum separate from employment hours;
- Assure that the student is not paid for field practicum hours; and
- Support the plan at all levels.

In addition, the field setting must sign a written statement detailing staff willingness to support
the plan, which will be seen as a formal agreement between the student and the School of
Social Work. Field settings involved in this type of field practicum must meet the same criteria
as established for all other field agencies. Likewise, students involved in this type of field
practicum must meet the same criteria established for all other field practicum students.

The Field Coordinator reviews all requests/proposals regarding a practicum at place of
employment and is responsible for ensuring that those additional site criteria are met.
Student Employment During Practicum

Students engaging in a field practicum should be aware of the demands of the experience in addition to their required course demands. Given this, the School of Social Work understands that many students need to engage in employment during their academic year. While the School of Social Work will make efforts to support students in this (i.e. identifying agencies that provide non-traditional hour field placements), the overall integrity of the field practicum must be monitored and protected. The Remediation Policy described above will be applied to a student who cannot meet expectations and competencies of their field practicum due to employment (i.e. scheduling conflicts, arriving at practicum late or tired, inability to complete required hours). Student may be removed from their practicum and continuation will be dependent on remediation outcomes. Students may not utilize their employment as their field practicum unless it has been approved according to the policy above.

Dual Relationships in Field Education and Supervision

The National Association of Social Workers (NASW, 1999) sets forth the following:

“social workers who function as educators or Field Instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and Field Instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.”

Should a student, Field Instructor, educator, or colleague become aware of a dual relationship they are required to follow the “Policies and Procedures to Handle Concerns” described in this manual. Failure to notify, address, and follow through with requested resolution of the dual relationship may be grounds for termination of the field practicum. Additionally, the School of Social Work requests that students and Field Instructors in an active supervisory relationship do not “friend” each other on personal social networking sites.

Background Checks, Examinations, Immunizations, Etc.

Most field settings require pre-placement paperwork, orientations, and testing including, but not limited to, criminal background checks, fingerprint checks, drug screens, physical examinations, Tuberculosis tests, immunization verification, valid Nevada Driver’s license, etc. Agencies may also require random drug screening(s) at any time during the year. In order to proceed with their field practicum, students must be willing to participate in these screens/evaluations and give permission for the results to be shared with the School of Social Work when appropriate. While many of the agencies pay for the costs of these requirements, students should be prepared to pay $50-$150 for such tests in the event that an agency does not cover these costs.

Students who fail or do not meet minimum requirements of any of these screens may not be accepted at the specific agency and may become ineligible for field practicum for the current academic year. The Field Education Program Coordinator will review each case to determine
whether the student is eligible to continue in the program. The Field Coordinator may invoke
the remediation policy described above if necessary.

Students with Criminal Convictions

Students who have a criminal conviction need to be aware that this may affect field practicum
placement and/or future ability to become a licensed social worker. Many agencies and the
Nevada State Board of Examiners for Social Workers will require finger printing and background
checks. Additionally, many agencies are moving toward a “zero tolerance” policy for hiring
employees and/or accepting field practicum students who have a criminal conviction, regardless
of the circumstances surrounding the conviction. The School of Social Work cannot guarantee
a placement for students with criminal convictions.

Student Malpractice/Professional Liability Insurance Coverage

The student is covered by the liability insurance of the University of Nevada, Reno for activities
and decisions made while the student is in placement. However, the following conditions must
apply:

• The student is enrolled in field practicum (i.e. students are not covered during winter break
  as they are not actively “enrolled”);
• The activities in question take place within the semester or with a written exception from the
  Field Coordinator during University breaks such as the time between the fall and spring
  semester,
• The activity is a normal and customary part of the student’s educational program.

The agency is responsible for the professional liability of all of its employees including the Field
Instructor of the student.

Student Injury While at Practicum

Students who are injured during the course of their practicum are expected to follow agency
policy for notifying appropriate individuals and documentation of the injury. Students should
notify the School of Social Work of the injury. Students should note that they are not considered
employees of the University nor the agency; therefore, they are not covered by workers’
compensation. If students are in a field practicum site that pays a stipend and/or an hourly rate
they should consult with the agency regarding their coverage. The student is responsible for any
medical bills and associated costs that arise from an injury at their practicum site. The student
may be referred to University resources for potential access to benefits of the “accident”
insurance policy.
**Holidays, Conferences, etc.**

While students may take all University holidays observed by the agency and the observance of other holidays, these missed hours cannot be credited to the clock hour requirements of the practicum. With the Field Instructor’s approval, student attendance at conferences, legislative sessions and professional meetings may be counted toward placement hours when the content pertains to the student’s field assignments. This must be approved prior to attendance.

**Transportation**

Students are responsible for transportation to and from the field setting. The University has no funds with which to reimburse students for the use of their private automobiles and for other expenses incurred in the conduct of agency business.

*Students shall not transport clients in their own vehicles.* If the student is expected to use a personal car for any official agency business, the agency must provide in writing to the University verification that the student is covered under the agency’s insurance. In the event that such coverage is not available, the student must not be expected to engage in such activities and must not be penalized for this. Agencies are encouraged to reimburse students for reasonable mileage expenses incurred while on official agency business if such use has been approved.

**Adjunct Faculty**

Approved Field Instructors and Task Supervisors are eligible to apply for adjunct faculty status. Adjunct faculty members are eligible for benefits as defined by the University personnel office in the year of award. Benefits may include grants-in-aid (reduced tuition) for themselves but not their immediate family, library, and other faculty privileges. Exceptions to the eligibility requirements may be considered by the Field Education Coordinator and/or the Director of the School of Social Work.

The following procedures are used by Field Instructors in applying for adjunct faculty status:

- Submission of an adjunct faculty data sheet;
- Nomination by the Field Coordinator for adjunct faculty status;
- Recommendation for adjunct appointment submitted by the Director of the School of Social Work and processed according to University procedures.
Practicum Concerns

As described above, the School encourages students, Field Instructors, and Faculty Liaisons to deal directly and immediately with any concern or dispute that takes place in the practicum. While each field experience is unique to the student, setting, and Field Instructors, the following may be helpful for students and Field Instructors in attempting to resolve challenges directly at the field setting level. In any case, the Faculty Liaison should be notified of any concern and progress toward resolution.

Student Concern with Practicum

Should a student become concerned about aspects of their practicum, they should apply the following steps:

1. Alert Faculty Liaison about the problem and their plans for addressing it.
2. When appropriate, utilize consultation opportunities with peers during seminar.
3. Immediately address the issue with those that may be involved. It is recommended that the student schedule a private meeting to discuss the situation and be prepared to present specific details regarding their concerns. Students should also be prepared to present possible solutions to the concerns.
4. If resolution does not occur when the student approaches those involved in the problem, the student should consult with their Field Instructor.
5. If resolution does not occur, the student and Faculty Liaison will collaboratively work towards resolution of the dispute. The student will then return to the Field Instructor and attempt to resolve the dispute again.
6. If resolution does not occur, the student and Faculty Liaison should talk with the Field Instructor in an attempt to resolve the dispute. The Faculty Liaison will notify the Field Coordinator of the situation.
7. If resolution still does not occur, the student must complete and submit a “Documentation of Concerns” form to the Field Coordinator. The Field Coordinator will work with the Field Instructor and Faculty Liaison towards resolution of the dispute. The Field Coordinator will notify the MSW program coordinator.
8. In the event that a concern cannot be appropriately resolved, then the remediation policy described above will be implemented.

Depending on the nature of the concerns, the Field Coordinator may temporarily remove a student from their practicum placement. The removal would be made in order to prevent potential or perceived harm to clients, the organization, the student and/or their peers, the School of Social Work, the integrity of the profession and in accordance to the NASW Code of Ethics, the University of Nevada Reno Student Code of Conduct, and agency-specific standards and policies such as the Health Insurance Portability and Accountability Act (HIPAA).

Students should be aware that in any case of a concern and/or the need to change a placement, there is a possibility that the student will fall behind on the completion of the field hours. There will be a need to formulate a plan to make-up and complete the required number of hours.
**Field Instructor Concern with Student**

Should a Field Instructor become concerned about a student in their practicum, it is recommended that they apply the following steps:

1. Alert Faculty Liaison about the problem and plans for addressing it.
2. When appropriate, consult with agency policies and supervisors about the concern and possible solutions.
3. Immediately address the issue with the student. It is recommended that a private meeting be held to discuss the situation. Student should be notified of specific details of the concern, potential consequences, and possible solutions to the concerns.
4. If resolution does not occur, the Field Instructor should notify the Faculty Liaison. The student, Field Instructor, and Faculty Liaison will collaboratively work towards resolution of the dispute.
5. If resolution still does not occur, the liaison will submit a “Documentation of Concerns” form to the Field Coordinator. The Field Coordinator will work with the Field Instructor and Faculty Liaison towards resolution of the dispute. The Field Coordinator will notify the MSW program coordinator.
6. In the event that a concern cannot be appropriately resolved, then the remediation policy described above will be implemented.

**Field Instructor Vacancy**

Occasionally, a student's Field Instructor leaves an agency or program during the student’s practicum. In that event, the Field Instructor should notify the Faculty Liaison about the impending change. In turn, the Faculty Liaison will notify the Field Coordinator who will explore options for continuing the field practicum site, or changing placements.
Appendix A

Resources
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August &amp; September</td>
<td>Individual meetings with Field Instructors and agencies to discuss new curriculum and the 2014-2015 field education program.</td>
</tr>
<tr>
<td>August 18</td>
<td>Mandatory Undergraduate and Graduate Field Education Program Orientation (during Program Orientation, August 17/18).</td>
</tr>
<tr>
<td>August 24</td>
<td>Instruction begins – First day of Fall semester. <em>Students may begin field practicum.</em></td>
</tr>
<tr>
<td>Week of August 24</td>
<td>First day of field seminar (SW 480, 680, 780).</td>
</tr>
<tr>
<td>August 28</td>
<td>Final day to update registration to reflect assigned field seminar section without penalty.</td>
</tr>
<tr>
<td>September 7</td>
<td>Labor Day – Campus closed. Students may still complete field hours if their agency is open and upon approval of Field Instructor.</td>
</tr>
<tr>
<td>Week of September 14</td>
<td>Learning Agreement form due to Faculty Liaison.</td>
</tr>
<tr>
<td>October 2</td>
<td>Final day for dropping classes with 50% refund if completely withdrawing from the University.</td>
</tr>
<tr>
<td>October 19-23</td>
<td>Field site visits conducted (individually scheduled according to Faculty Liaison).</td>
</tr>
<tr>
<td>October 31</td>
<td>Nevada Day observed – Campus closed. Students may still complete field hours if their agency is open and upon approval of Field Instructor.</td>
</tr>
<tr>
<td>November 11</td>
<td>Veteran’s Day – Campus closed. Students may still complete field hours if their agency is open and upon approval of Field Instructor.</td>
</tr>
<tr>
<td>November 26 &amp; 27</td>
<td>Thanksgiving &amp; Family Day – Campus closed. Students may still complete field hours if their agency is open and upon approval of Field Instructor.</td>
</tr>
<tr>
<td>Week of December 2</td>
<td>Last day of regularly scheduled seminar classes (SW 480, 680, 780). <em>Field hours must be completed.</em></td>
</tr>
<tr>
<td>December 9</td>
<td>Finals preparation day.</td>
</tr>
<tr>
<td>Week of December 10</td>
<td>Finals Week begins. SW 480/680/780 Finals. <em>Field Evaluation due to Faculty Liaison.</em></td>
</tr>
<tr>
<td>December 16</td>
<td>Last day of instruction.</td>
</tr>
</tbody>
</table>
# Field Education Program Calendar

**Spring 2016**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 19</td>
<td>Instruction begins – First day of Spring semester. <em>Students may begin field practicum.</em></td>
</tr>
<tr>
<td>January 20</td>
<td>First day of field seminar (SW 781).</td>
</tr>
<tr>
<td>January 22</td>
<td>First day of field seminar (SW 681).</td>
</tr>
<tr>
<td>January 25</td>
<td>First day of field seminar (SW 481).</td>
</tr>
<tr>
<td>January 28</td>
<td>Final date for any changes to registration without penalty</td>
</tr>
<tr>
<td>Week of February 3/8</td>
<td>Learning Agreement Form due to Faculty Liaison.</td>
</tr>
<tr>
<td>February 15</td>
<td>President’s Day – Campus closed. Students may still complete field hours if their agency is open and upon approval of Field Instructor.</td>
</tr>
<tr>
<td>March 19-27</td>
<td>Spring Break – Campus open, no classes. Students are expected to continue regularly scheduled field hours. Field Instructor must approve changes schedule changes.</td>
</tr>
<tr>
<td>Weeks 7,8, &amp; 9 of Semester</td>
<td>Field site visits conducted (individually scheduled according to Faculty Liaison).</td>
</tr>
<tr>
<td>March 29</td>
<td>Final day for dropping classes with penalty. Student will receive a W on their transcript and there is not refund.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TBD</th>
<th>Field Instructor Appreciation Luncheon</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Field Fair for 2016-2017 field students</td>
</tr>
<tr>
<td>Week of April 25</td>
<td>Last day of regularly scheduled seminar classes.</td>
</tr>
<tr>
<td>May 4</td>
<td>Finals preparation day.</td>
</tr>
<tr>
<td>May 9</td>
<td>Finals Week begins. SW 481/681/781 Finals. <em>Field Evaluation due to Faculty Liaison.</em></td>
</tr>
<tr>
<td>May 11</td>
<td>Last day of instruction.</td>
</tr>
</tbody>
</table>

* See official Academic Calendar for the University of Nevada Reno for more details: [http://catalog.unr.edu/content.php?catoid=12&navoid=3109#Spring_2016](http://catalog.unr.edu/content.php?catoid=12&navoid=3109#Spring_2016)
## Foundation and Concentration Competencies & Associated Practice Behaviors

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Expected Learning Outcomes (Practice Behaviors)</th>
</tr>
</thead>
</table>
| **2.1.1 Identify as a professional social worker and conduct oneself accordingly**  
**Foundation**  
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct & growth.  
**Concentration**  
Advanced generalist practitioners identify with the human rights values of the social work profession, the centrality of relationships, and the interconnections between client issues and larger social problems. Advanced generalist practitioners take leadership in identifying and responding to needs and issues across system levels. | F1 Advocate for client access to the services of social work.  
F2 Practice personal reflection and self-correction to assure continual professional development.  
F3 Attend to professional roles and boundaries.  
F4 Demonstrate professional demeanor in behavior, appearance, and communication.  
F5 Engage in career-long learning.  
F6 Use supervision and consultation.  
C1 Initiate and facilitate socially responsive & just practices across systems.  
C2 Provide social work leadership within practice contexts and as a member of the profession.  
C3 Cultivate and apply leadership qualities of self-awareness and other-awareness. |
| **2.1.2 Apply social work ethical principles to guide professional practice**  
**Foundation**  
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards and relevant law.  
**Concentration**  
Advanced generalist practitioners readily recognize the range of complex, multi-dimensional ethical dilemmas that often characterize practice settings. They are adept at utilizing the advanced conceptual frameworks required to explore, navigate and resolve these complex circumstances. | F7 Recognize and manage personal values in a way that allows professional values to guide practice.  
F8 Make ethical decisions by applying standards of NASW Code of Ethics and, as applicable, principles of the International Federation of Social Workers and the Association of Schools of Social Work Ethics in SW.  
F9 Tolerate ambiguity in resolving ethical conflicts.  
F10 Apply strategies of ethical reasoning to arrive at principled decisions.  
C4 Is able to critique ethical issues within complex environments to formulate innovative responses and approaches.  
C5 Employ strategies of ethical reasoning in practice settings where policies or values conflict with the delivery of social work services, personal values, or professional ethics. |
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Expected Learning Outcomes (Practice Behaviors)</th>
</tr>
</thead>
</table>
| **2.1.3 Apply critical thinking to inform and communicate professional judgments**  
 **Foundation**  
 Social workers are knowledgeable about the principles of logic, scientific inquiry and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires synthesis and communication of relevant information. | **F11** Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.  
 **F12** Analyze models of assessment, prevention, intervention, and evaluation.  
 **F13** Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. |
| **Concentration**  
 Advanced generalist practitioners synthesize multiple sources of information as they seek to understand “what is” and clarify “what’s possible” in addressing issues that arise across system levels. In turn, they effectively communicate this information to diverse client, multidisciplinary team, and stakeholder groups. | **C6** Question, evaluate, synthesize and apply information from multiple sources in framing ill-defined, ever changing, multifaceted practice issues.  
 **C7** Question, evaluate, select and implement appropriate assessment, intervention, and evaluation strategies in complex, fluid, multidimensional practice situations.  
 **C8** Produce practice-ready presentations and documents (i.e., case presentations, intervention demonstrations, journal articles, grant applications, legislative briefs). |
| **2.1.4 Engage diversity and difference in practice**  
 **Foundation**  
 Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization and alienation, as well as privilege, power & acclaim. | **F14** Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.  
 **F15** Gain sufficient self-awareness to recognize the influence of personal biases and values in working with diverse groups.  
 **F16** Recognize, value, and communicate their understanding of the importance of difference in shaping life experiences.  
 **F17** View themselves as learners and engage those with whom they work as experts of their own circumstances/lives. |
| **Concentration**  
 Advanced generalist practitioners recognize that human diversity includes and goes beyond conventional categories of ethnicity or culture and recognizes the intersectionality of human differences. Cultural humility characterizes their professional interactions across system levels. | **C9** Demonstrate leadership in collaboratively examining underlying assumptions and developing interculturally effective policies, programs, & interventions.  
 **C10** Effectively navigate conflicts between diverse entities within and among individuals, families, groups, and organizations. |
### 2.1.5 Advance human rights and social and economic justice

**Foundation**
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

**Concentration**
Advanced generalist practitioners identify, analyze, and address mechanisms of oppression and injustice embedded within social institutions, theoretical assumptions, research endeavors, intervention practices and policies. In doing so, they are able to analyze the complex political, economic, and social forces that influence the distribution of power and resources.

### 2.1.6 Engage in research-informed practice and practice-informed research

**Foundation**
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to knowledge building.

**Concentration**
Advanced generalist practitioners critically appraise and integrate data from multiple sources to inform practice decisions. Advanced generalist practitioners also collect, analyze, interpret, and communicate data for program development, evaluation and ongoing improvement of services.

<table>
<thead>
<tr>
<th>F18</th>
<th>Understand the forms and mechanisms of oppression and discrimination.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F19</td>
<td>Advocate for human rights and social and economic justice.</td>
</tr>
<tr>
<td>F20</td>
<td>Engage in practices that advance social and economic justice.</td>
</tr>
<tr>
<td>C11</td>
<td>Approach practice with an understanding of the complex and interrelated factors impacting power and oppression (i.e., interconnected—local, regional, national &amp; global—factors, both historic and contemporary).</td>
</tr>
<tr>
<td>C12</td>
<td>Identify, develop, implement and evaluate strategies to address policies, practices, and language that are discriminatory and oppressive.</td>
</tr>
<tr>
<td>F21</td>
<td>Use practice experiences to inform scientific inquiry.</td>
</tr>
<tr>
<td>F22</td>
<td>Use research evidence to inform practice.</td>
</tr>
<tr>
<td>C13</td>
<td>Question and critically evaluate the strength and application of the evidence in regard to assumptions, context, and culture.</td>
</tr>
<tr>
<td>C14</td>
<td>Employ evaluation frameworks in assessing the impact of interventions, programs, and policies.</td>
</tr>
<tr>
<td>C15</td>
<td>Collaborate with the research enterprise in identifying and addressing questions emanating from the practice arena.</td>
</tr>
<tr>
<td>Competencies</td>
<td>Expected Learning Outcomes (Practice Behaviors)</td>
</tr>
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<td>--------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td><strong>2.1.7 Apply knowledge of human behavior and the social environment</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Foundation</strong></td>
<td>Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.</td>
</tr>
<tr>
<td><strong>Concentration</strong></td>
<td>Advanced generalist practitioners integrate multiple theories about human behavior and the social environment to complete comprehensive assessments and develop and implement intervention plans across system levels. Advanced generalists give equal importance to understanding individual uniqueness and the broader social issues that support or deter well-being.</td>
</tr>
<tr>
<td><strong>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Foundation</strong></td>
<td>Social work practitioners understand that policy affects service delivery and they engage in policy practice. Social workers know the history and current structures of social policies.</td>
</tr>
<tr>
<td><strong>Concentration</strong></td>
<td>Advanced generalist practitioners utilize a range of analytical frameworks to assess the efficacy, costs and consequences of policy choices. In turn,</td>
</tr>
<tr>
<td></td>
<td><strong>F23</strong> Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</td>
</tr>
<tr>
<td></td>
<td><strong>F24</strong> Critique and apply knowledge to understand person and environment.</td>
</tr>
<tr>
<td></td>
<td><strong>C16</strong> Integrate understandings from a variety of theoretical perspectives in formulating comprehensive, multidimensional assessments and interventions.</td>
</tr>
<tr>
<td></td>
<td><strong>C17</strong> Identify and question underlying theoretical and ontological assumptions about human behavior guiding agency practices, programs and policies.</td>
</tr>
<tr>
<td></td>
<td><strong>F25</strong> Analyze, formulate, and advocate for policies that advance social well-being.</td>
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<tr>
<td></td>
<td><strong>F26</strong> Collaborate with colleagues and clients for effective policy action.</td>
</tr>
<tr>
<td></td>
<td><strong>C18</strong> Apply analytical frameworks to critically assess the intended &amp; unintended outcomes of existing and proposed policies, especially with respect to vulnerable populations.</td>
</tr>
<tr>
<td></td>
<td><strong>C19</strong> Formulate and advocate for policies that promote socially and economically just practices and services at all system levels.</td>
</tr>
</tbody>
</table>
### Competencies

#### 2.1.9 Respond to contexts that shape practice

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

**Concentration**
Grounded in the profession’s person-in-environment perspective, advanced practitioners recognize and attend to the cultural, organizational, and social elements that continually influence and shape social work practice.

### Expected Learning Outcomes (Practice Behaviors)

<table>
<thead>
<tr>
<th>F27</th>
<th>Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F28</td>
<td>Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
</tr>
<tr>
<td>C20</td>
<td>Based on evidence, facilitate and formulate innovative responses within ambiguous and changing practice contexts.</td>
</tr>
<tr>
<td>C21</td>
<td>Critically analyze and apply relevant data and emerging interventions and technologies to evolving practice contexts.</td>
</tr>
<tr>
<td>C22</td>
<td>Analyze &amp; effectively navigate contextual structures (e.g., power, resources) encountered in emerging practice contexts.</td>
</tr>
<tr>
<td>Competencies</td>
<td>Expected Learning Outcomes (Practice Behaviors)</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td><strong>2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities</strong></td>
<td><strong>2.1.10a Engagement</strong></td>
</tr>
<tr>
<td></td>
<td>F29 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.</td>
</tr>
<tr>
<td></td>
<td>F30 Use empathy and other interpersonal skills.</td>
</tr>
<tr>
<td></td>
<td>F31 Develop a mutually agreed-on focus of work and desired outcomes.</td>
</tr>
<tr>
<td><strong>Foundation</strong></td>
<td><strong>2.1.10b Assessment</strong></td>
</tr>
<tr>
<td>Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations and communities. Practice knowledge includes identifying, analyzing and implementing evidence-based interventions designed to achieve client-goals; using research and technological advances; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.</td>
<td>F32 Collect, organize and interpret client data.</td>
</tr>
<tr>
<td></td>
<td>F33 Assess client strengths and limitations.</td>
</tr>
<tr>
<td></td>
<td>F34 Develop mutually agreed-on intervention goals and objectives.</td>
</tr>
<tr>
<td></td>
<td>F35 Select appropriate intervention strategies.</td>
</tr>
<tr>
<td><strong>Concentration</strong></td>
<td><strong>2.1.10c Intervention</strong></td>
</tr>
<tr>
<td>Advanced generalist practitioners are ethical, competent leaders who are able to practice reflectively and autonomously in complex environments across system levels with diverse groups. Advanced practitioners integrate the systems, person-in-environment, and strengths perspectives with an array of theoretical models and intervention approaches to collaboratively frame and address complex issues, questions and problems. Thus, advanced practice involves the continuous, dynamic interplay of engagement, multidimensional assessment, intervention and evaluation processes—across system levels.</td>
<td>F36 Initiate actions to achieve organizational goals.</td>
</tr>
<tr>
<td></td>
<td>F37 Implement prevention interventions that enhance client capacities.</td>
</tr>
<tr>
<td></td>
<td>F38 Help clients resolve problems.</td>
</tr>
<tr>
<td></td>
<td>F39 Negotiate, mediate, and advocate for clients.</td>
</tr>
<tr>
<td></td>
<td>F40 Facilitate transitions and endings.</td>
</tr>
<tr>
<td><strong>2.1.10d Evaluation</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F41 Critically analyze, monitor, and evaluate interventions.</td>
</tr>
<tr>
<td><strong>2.1.10a Engagement</strong></td>
<td></td>
</tr>
<tr>
<td>C23 Attend to the interpersonal dynamics, cultural &amp; contextual factors that support or threaten client-worker relationships.</td>
<td></td>
</tr>
<tr>
<td>C24 Establish a relationally based process that encourages clients to be equal participants in the establishment of intervention goals &amp; expected outcomes.</td>
<td></td>
</tr>
<tr>
<td><strong>2.1.10b Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>C25 Adapt, modify &amp; use multidimensional tools in conducting comprehensive, culturally effective, integrative case assessments.</td>
<td></td>
</tr>
<tr>
<td>C26 Identify client system strengths and coping capacities.</td>
<td></td>
</tr>
<tr>
<td>C27 Assess client system readiness for change.</td>
<td></td>
</tr>
<tr>
<td>C28 Select and modify intervention strategies based on continuous evaluation &amp; assessment.</td>
<td></td>
</tr>
<tr>
<td><strong>2.1.10c Intervention</strong></td>
<td></td>
</tr>
<tr>
<td>C29 Critically evaluate, select and apply best practices and evidence-informed interventions.</td>
<td></td>
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<tr>
<td>C30 Capable of autonomous practice, in competently applying appropriate intervention techniques for a range of presenting issues, problems, or questions.</td>
<td></td>
</tr>
<tr>
<td>C31 Develop and implement collaborative multidisciplinary interventions.</td>
<td></td>
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<tr>
<td><strong>2.1.10d Evaluation</strong></td>
<td></td>
</tr>
<tr>
<td>C32 Use process and outcome evaluation findings to inform and shape the ongoing development of social work interventions.</td>
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</tr>
<tr>
<td>C33 Work collaboratively with evaluators/researchers in identifying questions emanating from practice, as well as assessing intervention efficacy and effectiveness.</td>
<td></td>
</tr>
</tbody>
</table>
Field Education Program Bibliography


Nevada Administrative Code for Social Workers

NAC §641B which can be retrieved from [http://leg.state.nv.us/NAC/NAC-641B.html](http://leg.state.nv.us/NAC/NAC-641B.html) as of 2/21/13 especially:

- NAC §641B.200 Professional responsibility (NRS 641B.160)
- NAC §641B.205 Responsibility to client (NRS 641B.160)
- NAC §641B.210 Confidentiality of records (NRS 641B.160)

NRS §641B which can be retrieved from [http://leg.state.nv.us/NRS/NRS-641B.html](http://leg.state.nv.us/NRS/NRS-641B.html) as of 2/21/13

all Nevada Revised Statutes which can be retrieved from

[http://www.leg.state.nv.us/NRSIndex/S.html](http://www.leg.state.nv.us/NRSIndex/S.html) on 2/21/13


Appendix B

Agency Forms
# Agency/Setting Application

*Please refer to agency brochure for complete discussion of agency/setting responsibilities and selection process.*

<table>
<thead>
<tr>
<th>Date (MM/DD/YYYY)</th>
<th>Agency/Setting</th>
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<table>
<thead>
<tr>
<th>Address</th>
<th>City, State, Zip</th>
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<thead>
<tr>
<th>Director/C.E.O. (First and Last Name)</th>
<th>Email</th>
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<tr>
<th>Primary Contact (First and Last Name)</th>
<th>Email</th>
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<tr>
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<th>Fax</th>
<th>Website</th>
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</table>

## Mission


## Primary Practice Area *(please make one selection)*

- Administration
- Aging/Gerontological Social Work
- Alcohol, Drug, or Substance Abuse
- Child Welfare
- Community Planning
- Corrections/Criminal Justice
- Developmental Disabilities
- Domestic Violence or Crisis Intervention
- Family Services
- Group Services
- Health
- Housing Services
- International
- Mental Health or Community Mental Health
- Program Evaluation
- Public Assistance/Public Welfare (not child welfare)
- Occupational
- Rehabilitation
- School Social Work
- Social Policy
- Other:

## Department(s)/Project(s) in which Student(s) will be placed


## Please describe how the agency's/setting's services, activities and teaching philosophy create appropriate learning opportunities for students.


*Please continue to next page*
Availability of social work supervision

<table>
<thead>
<tr>
<th>Name and Phone Number of Field Instructor(s)*</th>
<th>On-site</th>
<th>Off-site*</th>
<th>BSW</th>
<th>MSW</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

*If agency/setting is utilizing off-site field supervision, please list the Task Supervisor(s) that will provide day-to-day supervision of the student below

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
<th>Degree</th>
<th>Length of Time with Agency</th>
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<tbody>
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<td>1.</td>
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<td>3.</td>
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</table>

Student Duties/Responsibilities

Please indicate the number and type of students your agency/setting can accept and describe the learning opportunities available.

- Generalist Practice (BSW and MSW 1st practicum): [enter number of students]
- Advanced Generalist Practice (Final year of MSW/Advanced Standing): [enter number of students]
Does your agency require any of the following?

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Yes</th>
<th>No</th>
<th>Student Pays</th>
<th>Agency will cover this cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background Check</td>
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<tr>
<td>Pre-placement orientation/Training Requirements</td>
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<tr>
<td>Other:</td>
<td></td>
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</tbody>
</table>

Is financial support available (i.e. stipend salary, travel reimbursement, etc)?

- No
- Yes, describe: 

Diversity

The School of Social Work strives to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced. Please describe how the agency/setting can contribute to this effort through representation and support of diversity.

Integrative Project

MSW Concentration students may elect “Option B: Integrative Project” for their graduate studies. The integrative project requires that students respond to an identified need of the agency/setting in which they are placed for their field practicum. While the students will work independently on this project, they will need the agency/setting’s support in identifying a need and gaining access to resources as they work toward a response/solution/product. The School of Social Work will provide training and support to agencies/settings in order to facilitate a successful integrative project experience. Please read the following description and then indicate whether or not your agency is willing to provide opportunities to complete this field-based project.

The Integrative Project Option is designed for students who wish to demonstrate their mastery of advanced generalist practice principles and skills through the completion of a field-based project. Option B students will enroll in the Integrative Project during the final fall and spring semesters of their concentration year of study.

Field-based issues, problems, or questions—originating from the student’s field practicum site—provide the basis for the integrative project.

The integrative project must:

A. Demonstrate to faculty, outside evaluators, and others, the student’s ability to synthesize social work knowledge and apply it to advanced generalist practice;

B. Illustrate this in-depth understanding by demonstrating the student’s ability to effectively address the five areas of advanced generalist practice—1) theory; 2) practice in micro, mezzo, and macro arenas; 3) policy; 4) research; & 5) diversity/activism/social justice—to a field-based issue, problem, or question; and,

C. Result in a permanent product that “gives back” and is relevant to the professional practice arena.

Please continue to next page
Yes, agency/setting is willing to provide Integrative Placement opportunities

Signature of Agency Representative

Date

Return this signed form to:

University of Nevada, Reno
School of Social Work/090
Reno, NV 89557-0090
Attention: Field Education Program Coordinator

Please keep a copy of your Agency Application for your records.

Thank you for your interest in the School of Social Work Field Education Program!

---

**FOR OFFICE USE ONLY**

<table>
<thead>
<tr>
<th>Field Instructor/Task Supervisor</th>
<th>License Verified</th>
<th>Patient Care Experiences</th>
<th>Patient Education Experiences</th>
<th>Able to Provide Supervision</th>
<th>Able to Provide Learning Opportunities</th>
<th>Able to Provide Internship Opportunity</th>
<th>Site approved?</th>
<th>Yes</th>
<th>No, explain:</th>
<th>Describe action taken:</th>
<th>Date</th>
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Field Education Program Coordinator

Date
The selection of field instructors is based upon their ability to assist students with their learning experiences. Criteria for field instructors include:

1. Graduation from an accredited School of Social Work (MSW preferred for undergraduate supervision, required for graduate supervision).
2. Two or more years of professional practice experience.
3. Possession of a valid social work license (if field site is in Nevada), preferred.
4. Employment in your current position for at least 6 months prior to becoming a field instructor.
5. Agreement to participate in field instructor orientation, follow-up training, and other field meetings.

Applications are reviewed and approved by the Coordinator of Field Instruction. To assist us in evaluating your potential to be one of our field instructors, please supply the following information:

<table>
<thead>
<tr>
<th>Date (MM/DD/YYYY)</th>
<th>Agency</th>
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<table>
<thead>
<tr>
<th>Name (First and Last Name)</th>
<th>Position/Title</th>
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<tr>
<th>Address</th>
<th>City, State</th>
<th>Zip Code</th>
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<th>Email</th>
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**Education Background**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Year Earned</th>
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<tbody>
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**Practice Information** Which of the following best characterizes the FIELD(S) OF PRACTICE associated with your current job? Please make one selection:

- Administration
- Aging/Gerontological Social Work
- Alcohol, Drug, or Substance Abuse
- Child Welfare
- Community Planning
- Corrections/Criminal Justice
- Developmental Disabilities
- Domestic Violence or Crisis Intervention
- Family Services
- Group Services
- Health
- Housing Services
- International
- Mental Health or Community Mental Health
- Program Evaluation
- Public Assistance/Public Welfare (not child welfare)
- Occupational
- Rehabilitation
- School Social Work
- Social Policy
- Other:  

*Please continue to next page*
Department(s)/Project(s) in which you will supervise a student:

Please describe how your practice experience and your teaching philosophy enable you to design appropriate learning opportunities for social work students.

Field Instruction Experience
Please describe any experience you have had as a field instructor, levels and number of students (BSW/MSW) instructed, university affiliations, etc.

Which of the following best characterizes the INTERVENTION APPROACH(ES) you use in your current job? PLEASE CHECK ALL ITEMS THAT APPLY:

- Crisis Intervention
- Individual Counseling
- Family Counseling
- Group Work
- Direct Service with Communities
- Case Management
- Staff Supervision
- Practice Evaluation
- Program Planning/Development
- Grant Writing
- Developing Policy
- Legislative Testimony /Lobbying
- Research
- Professional Writing
- Manage Branch/Department
- Conducting In-Service
- Trappings/Workshops
- Administrator / Agency Organization
- Conducting In-Service Training/Workshops
- Other (PLEASE SPECIFY):

Diversity
The School of Social Work strives to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced. Please describe how you individually can model/contribute to this effort from the perspective of the field learning environment.

Please continue to next page
All approved field instructors are required to attend an annual orientation session and follow-up field instructor training as scheduled.

Please indicate your willingness to attend required training, provide learning opportunities, and supervise social work students by signing below.

Signature                                      Date

Please keep a copy of your Field Instructor Application for your records.

Please send the following information to the address below:

- Completed application
- Copy of valid State of Nevada license as a social worker (if site is in Nevada)
- Current resume highlighting relevant credentials and practice experiences

University of Nevada, Reno
School of Social Work/090
Reno, NV 89557-0090
Attention: Field Education Program Coordinator

You will be notified in writing as soon as a decision is made regarding your application.

---

FOR OFFICE USE ONLY

Field Instructor/Task Supervisor

Accept?   Yes   No, explain:

Describe action taken:

Field Education Program Coordinator                                      Date
UNIVERSITY OF NEVADA, RENO
SCHOOL OF SOCIAL WORK

FIELD EDUCATION AGREEMENT

This agreement is made by and between the Board of Regents of the Nevada System of Higher Education on behalf of the University of Nevada, Reno and its School of Social Work; (hereafter called "UNIVERSITY") and _______________, (hereafter called "AGENCY").

The Field Education Program plays a central role in the BSW and MSW programs of the School of Social Work, University of Nevada, Reno. The School considers field instruction a vital part of the education of social work students and recognizes the importance of the contribution of the agencies where students are placed. To maintain the educational excellence desired by both parties, it has been found that a statement of the specific responsibilities is helpful and, consequently, these are listed in the following paragraphs.

Now, therefore, the parties agree as follows:

A. THE UNIVERSITY AND AGENCY JOINTLY AGREE:

1. As of ________________, 2014, the AGENCY will allow the UNIVERSITY to use its facilities for the teaching of social work students enrolled in the School of Social Work at the UNIVERSITY.

2. This agreement shall be effective for a period of __FIVE__ year(s) from the date noted above. Either party may terminate this agreement by giving the other written notice of termination, not less than three (3) months prior to the next placement of students in field practice.

3. The AGENCY and UNIVERSITY cooperate in the placement of students, each sharing responsibility for the final selection of students. The AGENCY has no obligation to work with students who, after consultation with the UNIVERSITY, are initially considered to be, or are later found to be, unsuitable to the AGENCY program.

4. The UNIVERSITY shall maintain Allied Health Malpractice (professional liability) insurance in the amount of $1,000,000 per claim and $3,000,000 annual aggregate covering all students and their supervisors. The purchase of any insurance shall not waive any of the privileges or immunities afforded the UNIVERSITY, or its present or former officers and employees under NRS 41. The UNIVERSITY shall maintain workers compensation insurance as required by Nevada Statute.

Non-Public agencies shall maintain:

- Commercial General liability insurance including coverage for premises / operations and personal injury in the amount of $1,000,000 per occurrence and $1,000,000 annual aggregate.
- Automobile liability insurance in the amount of $1,000,000 per occurrence.
- Professional liability limits of $1,000,000 per claim and $3,000,000 annual aggregate. Such malpractice insurance shall also apply to facility’s staff not otherwise insured in amounts equal to those provided by the facility.
- Workers Compensation insurance as required by Nevada Statute.

5. No part of this agreement shall, in connection with any aspect of its performance, discriminate against any person by reason of race, color, marital status, national, ethnic or religious origin, or on the basis of political or sexual orientation.

6. The Field Education Program will be conducted in compliance with the field education standards of the Council on Social Work Education, the standards of the School of Social Work of the UNIVERSITY, and the National Association of Social Workers Code of Ethics.

Revised June 2014
E. THE UNIVERSITY AGREES:

1. To provide both a Field Coordinator and a Faculty School Liaison to the AGENCY. Please refer to the School of Social Work’s Field Manual for the responsibilities of the Field Coordinator and Faculty Liaison.
2. To confer with the AGENCY prior to participation in the Field Education Program in order to establish or review the purpose, provisions, and responsibilities involved in the field experience.
3. The UNIVERSITY, AGENCY, and STUDENT will participate jointly in the selection of the student’s field education assignment. (See the School of Social Work’s Field Manual for placement procedures).
4. That when circumstances beyond the control of the UNIVERSITY or AGENCY indicate the student must be replaced, or if the AGENCY is unable to meet the conditions of the agreement, the UNIVERSITY has the responsibility to withdraw the STUDENT from the AGENCY. This action would be taken only in consultation with the AGENCY’S field instructor and other AGENCY personnel involved in the placement program.
5. To provide field instructor training throughout the year for the AGENCY’s field instructor and other AGENCY personnel involved in the placement program.
6. That it shall, at its discretion, permit social work faculty members to participate as resource persons in AGENCY activities on initiation from the AGENCY and with approval of the School’s Director.
7. That it shall list the AGENCY and the names of the field instructors in its School of Social Work Field Manual.
8. The UNIVERSITY and each student shall comply with all applicable state, federal, and local laws regarding the confidentiality of patient information and medical records.

C. THE AGENCY AGREES:

1. To designate one primary field instructor for the student. If there are multiple supervisors, the primary field instructor coordinates the total learning experience and is responsible for the final evaluation report. These subsidiary supervisors should be utilized only after consultation with the faculty liaison.
2. That it shall adhere to the requisite number of field education hours as established by the UNIVERSITY.
3. To provide time for the field instructor to hold an individual conference with the student for at least one hour per week. Time is provided for group conferences with the students as needed during the school year and for teaching preparation in advance of the conferences.
4. To provide time for the field instructor to attend scheduled meetings of field instructors during the school year.
5. To provide office supplies, telephone facilities, and office space, which enable the student to function effectively. The AGENCY provides for safeguarding confidential material such as case material and student records.
6. To provide learning experiences, including orientation to the AGENCY, and assignments.
7. To communicate immediately with Faculty Liaison any concerns regarding the student’s performance and learning.
8. That the field instructor is responsible for participating in formal evaluations, which adequately describe the student’s field learning experience.
9. That it will consult with the UNIVERSITY immediately if specific circumstances arise which require the AGENCY to ask that the student be withdrawn from placement during the school year.
10. That the determination of the number of students to be assigned to the placement shall be negotiated between the AGENCY and UNIVERSITY. The AGENCY has the final decision on the number of students it can accommodate.

D. THE PARTIES AGREE THAT EACH STUDENT SHALL BE REQUIRED:

1. To follow AGENCY and UNIVERSITY policies, procedures, program, and operating standards.
2. To complete all documentation required by the School of Social Work and the field instructor.
3. To prepare for and participate in regular evaluation conferences.
4. To communicate appropriately to the AGENCY field instructor and/or faculty liaison any concerns regarding the student's performance.
5. To have the responsibility to act professionally and ethically.
6. To be responsible for his/her own health and accident insurance since these will not be provided by the AGENCY. If the AGENCY requires health examinations or other clearances, the student is expected to meet the requirements of the AGENCY.
7. To understand and accept that he/she is not an employee and is not entitled to financial or other remuneration given to employees during placement unless otherwise arranged with the AGENCY and UNIVERSITY.

E. Prior to the beginning of each field placement, students are asked to read the Field Education Agreement between the UNIVERSITY and the AGENCY, and sign a statement attesting to their understanding of the document.

__________________________  ____________________________  ________________
Signature                   Print Name                   Date
Agency Director

__________________________  ____________________________  ________________
Signature                   Print Name                   Date
Jill Nant, MSW
Coordinator, Field Education Program

__________________________  ____________________________  ________________
Signature                   Print Name                   Date
Souheam M. Menon
Director, School of Social Work

For the Board of Regents of the Nevada System of Higher Education on behalf of the University of Nevada, Reno, School of Social Work

__________________________  ____________________________  ________________
Signature                   Print Name                   Date
Thomas L. Judy
Associate Vice President, Business & Finance
Acting for the Board of Regents of the Nevada System of Higher Education On behalf of the University of Nevada, Reno and its School of Social Work

Revised June 2014
Appendix C

Student Forms
University of Nevada, Reno | School of Social Work, Field Education Program

Concentration Field Practicum Application

To be eligible for Field Practicum, the student MUST first be accepted into the BSW/MSW program.

NOTICE

Acceptance into the MSW Program and completion of the practicum application does not guarantee placement. All students must interview and be accepted by an agency in order to move forward with their field practicum. If a student is unsuccessful with their interviews, the Field Education Program Coordinator will meet with the student to discuss and review their readiness to enter field practicum. The Field Education Program Coordinator will assess the student’s readiness to proceed with additional interviews, or whether the student will need to wait an additional year for possible placement. Additionally, while the School of Social Work will make every effort to place a student with an agency/population that is of interest to them, we cannot guarantee such a placement. We also cannot guarantee a placement in the student’s geographical preference area.

Part One: Field Application

<table>
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<tr>
<th>Date (MM/DD/YYYY)</th>
<th>Name (First and Last Name)</th>
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<th>Email</th>
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<tr>
<th>Address</th>
<th>City, State</th>
<th>Zip Code</th>
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<th>Primary Phone</th>
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I confirm that I have read the Field Education Program Manual and understand the contents. I also authorize the University of Nevada, Reno School of Social Work to provide my completed resume to prospective field agencies for their consideration. I understand that my field practicum information may be shared via electronic mail. I also authorize the School to discuss aspects of my strengths and challenges with prospective agencies to help facilitate an appropriate “fit” with a field practicum placement and throughout my practicum experience.

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<th>Signature</th>
<th>Date (MM/DD/YYYY)</th>
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1 of 7

Revised 4/7/15
Emergency Contact

Please provide the name of a person that can be contacted in the event of an emergency. By supplying this information, you are giving any person from the School of Social Work permission to contact this person in the event of an emergency. Permission is also given for the School to disclose pertinent information related to your education to this person.

Emergency Contact: 

Emergency Phone: 

Address: 

City  State  Zip Code

Yes, in the event of an emergency, I give the School of Social Work permission to discuss pertinent information related to my education to the above stated individual(s).

Signature  Date (MM/DD/YYYY)

Please continue to next page.
Social Work Learning Experience Interests

From the items listed below, please select the box to indicate the practicum area(s) that best match your interest.

Families, Children and Youth
- Children’s Protective Services
- Child Welfare / Foster Care
- Adoptions
- Family Preservation and In-Home Services
- Early Childhood Services
- Welfare, Employment and Public Assistance
- Education / School Based Social Work
- Mental Health with Youth and Families
- Alcohol / Drug Intervention with Youth / Families
- Juvenile Justice (Parole and Probation)

Health and Wellness
- Gerontology and Aging Services
- Developmental Disabilities
- Medical Social Work
- Welfare, Employment and Public Assistance
- Hospice Services
- Services for Homeless / Disadvantaged
- Alcohol / Drug Interventions with Adults
- Legal Assistance
- Faith Based Interventions
- Services for Pregnant Youth

Mental Health
- Community Mental Health Programs
- Senior Mental Health Services
- Child and Family Mental Health Services
- Adult Mental Health Services
- Inpatient Psychiatric Services
- Crisis Intervention Services
- Sexual Offender Treatment
- Other...

Community Organization/Legal
- Advocacy / Community Organization
- Domestic Violence / Shelters
- Legislative
- Adult Corrections / Legal Services
- Social Justice Programs
- Other...

Demographic Information

What is your preference for the geographic location of your field placement, i.e. Reno, Elko, Carson City? We will make an effort to accommodate both your learning interests and your geographical preferences, but there is no guarantee that we can accommodate preferences.

Location Preference:

Do you have transportation?  
- Yes  
- No

Do you have a valid driver's license?  
- Yes  
- No

The traditional 15 hours per week of field hours are completed Monday thru Friday between the hours of 8 AM and 5 PM. Are you able to meet this requirement?  
- Yes  
- No

If you NEED non-traditional hours, please describe why you need them and your availability below. There are very few placements available for non-traditional hours and many require some time during traditional hours.

---

1 See the Field Education Program Manual for specific requirements.
University of Nevada, Reno | School of Social Work, Field Education Program

Please click inside the box to respond to each of the items below. The box will expand as you type.

Field Agency Preference

Each student will be afforded an opportunity to interview at three field placement sites. In the space below, please identify and rank order your top five choices with #1 being the site of highest preference. The field office will utilize this information in conjunction with the other items in this application to assign you to field sites for interviews. You will receive an e-mail confirmation of your three sites.

1. Do you intend to apply for the Child Welfare Stipend?  □ Yes  □ No

If you marked “yes” above, please list child welfare agencies as your first and second choice below (i.e. Washoe County Social Services and Division of Child and Family Services).

2. Do you intend to apply for Behavioral Health Training for Social Workers in Nevada (BHTNV) grant?  □ Yes  □ No

If you marked “yes” above, please list a BHTNV qualified site as your first and second choice.

Note: It is best to complete this section AFTER you have attended the Pre-placement Orientation and Field Fair.

1. 

2. 

3. 

Discuss Your Preferences

Discuss your agency preferences listed above. Considering the competitive interview/selection process, why do you feel you would be a good fit for these agencies? Do you have specific educational goals that would be supported by a placement at one of the agencies listed above? Are there any special circumstances and/or accommodations that you would like the Field Education Program Coordinator to consider?
Professional Readiness

The field education program socializes you to the profession while providing opportunities to connect your classroom experiences to practice. While working in the field is rewarding, completing your field hours in addition to your course work and other day-to-day obligations is also very challenging. Most students experience feelings of frustration and fatigue. Briefly discuss your commitment and readiness to enter the social work field education program. Include each of the following components:

a. Personal strengths and values that you bring to the social work profession
b. Assessment of your social work knowledge
c. Assessment of your social work skills
d. Assessment of your growth areas
e. Readiness and support systems in place to allow you to complete 15 hours per week at a practicum placement in addition to your course work
f. If you were to step out of your “comfort zone” with an agency and/or population, what would that look like?

Possible Conflict Areas

Identify and discuss any situations or client populations that you are reluctant to work in or with. Additionally, students are not permitted to obtain a field practicum placement in an agency or with a Field Instructor with whom they have a prior relationship. Please identify any agency that you have an existing or prior relationship with as an employee, volunteer or client (include self as well as family members).
University of Nevada, Reno | School of Social Work, Field Education Program

Organizational Membership

Please list any organizational memberships you have had that you consider pertinent to your field practicum selection.

Other Languages

Are you fluent in any other languages?  □ Yes  □ No

If yes, please list languages you are fluent in:

Background Checks and/or Fingerprinting

Many agencies require that students undergo comprehensive background checks and/or fingerprinting. The following is a list of items that are routinely researched when these checks are conducted.

- Adjudication or conviction of a felony, gross misdemeanor or misdemeanor in the United States
- Court orders to register as a sex offender or the equivalent in the United States
- Suspension or revocation of professional licenses or certifications in the United States
- Credit history
- Involvement in child welfare system
- Some agencies have access to charges and/or arrests even if they did not result in a conviction

If you have any of the above identified and/or issues we urge you to discuss these with the Field Education Program Coordinator. Students who have a criminal conviction need to be aware that this may affect field practicum placement and/or future ability to become a licensed social worker. Most agencies and the Nevada State Board of Examiners for Social Workers will require fingerprinting and background checks. Additionally, most agencies have instituted a “no tolerance” policy for individuals with criminal convictions.

Select the box below to indicate your response:

□ I need to discuss this matter further with the Field Education Program Coordinator
□ I do not need to discuss this matter further with the Field Education Program Coordinator

NEXT STEP: Using the Student Resume template located on the School of Social Work website, create your professional field practicum resume. Email your completed Field Practicum Application and your resume to Candace Bortolin at cbortolin@unr.edu by the due date indicated in the Placement Memo you received. All students must also bring a hard copy of the materials (with signature) to the School of Social Work.
Part Two: Field Practicum Student Agreement

Please read the following statements carefully, initial each section, and sign at the bottom.

I hereby certify that the statements contained in this completed Field Practicum Application and any other information included as a part of this application and attachments are true and correct. I agree and understand that any misrepresentation or omission of any material facts on my part may be cause for delay in field placement, for separation from field practicum, and/or may lead to the initiation of disciplinary processes.

I hereby authorize the University of Nevada, Reno, School of Social Work and its faculty members and any of the approved field practicum agencies or field instructors to verify any and all information contained within this application. This may include, but is not limited to, contacting former employers, field practicum agencies and/or field instructors, among others. I further authorize the University of Nevada, Reno, School of Social Work to assess and discuss information that may affect my student status and/or field practicum role with the appropriate parties.

I understand that the field practicum agency may request criminal background checks, fingerprint checks, drug screens, physical examinations, TB tests, immunization verification, valid Nevada Driver’s license, etc. as requirements for acceptance at their site. Agencies may also require random drug screening(s) at any time during the year. I hereby agree to participate in these screens/evaluations and give permission for the results to be provided to the University of Nevada, Reno, School of Social Work upon request. I also understand that if I fail any of these screens, I may not be accepted at the specific agency, may become ineligible for field practicum, and may not be placed with an agency for an entire academic year. I also understand that if during the year I fail a screening, I may be removed from the agency and if removed, will not be placed in another agency for the remainder of the academic year. I understand that failing a drug screen(s) or other agency screening may be grounds for disqualification from the MSW program.

At all times, I shall maintain professional conduct in accordance with the University of Nevada, Reno, School of Social Work’s academic standards, the National Association of Social Workers Code of Ethics, and professional social work values. Code of Ethics is available at the following website – http://www.socialworkers.org/pubs/code/code.asp

If for any reason, I elect to terminate the internship before fulfilling my field practicum, I shall terminate in an appropriate, professional manner, providing written and verbal notice to the field agency and to the University of Nevada, Reno School of Social Work.

I have reviewed and understand all of the above statements and agree to comply with all of the above. If I am not in compliance with the School of Social Work’s policies and procedures, I understand that I may be considered ineligible for Field Practicum.

Print Full Name

Signature

Date

Revised 4/7/15
RESUME INSTRUCTIONS

[Address, City, State, Zip] • [Phone number] • [Email Address]*
[Current year in program (i.e. MSW, Concentration)]

FIELD PLACEMENT GOALS

Answer the following questions to outline your desires and goals for field education:

- **What are your professional accomplishments?**
  What past educational, volunteer or work experiences led you to social work as a profession?

- **What are your social work learning interests?**
  Areas of interest may be forensic social work, clinical social work, children and families, medical social work, etc. Please refer to your field application for specific areas of learning.

- **What are your long-term career aspirations?**
  Provide a short statement about how this experience will help you reach your long-term career goals.

HIGHLIGHTS

- This section gives you an opportunity to highlight your unique strengths and abilities at a glance.
- Think about what you want someone to know instantly from glancing at your resume.
- Formatting note: To delete a bullet, click the section so that the cursor is to the right of the bullet you want to delete, then hit the Enter button.

RELEVANT SKILLS AND EXPERIENCE

- Emphasize skills and/or experiences you have that would be relevant to field.
- Some items you may want to include:
  - Previous field placement(s)
  - Volunteer experiences
  - Language(s) spoken and written and level of fluency (including ASL)
  - Research experiences
  - International experiences
  - Software

RELEVANT/RECENT WORK HISTORY

Use this section to provide previous employment information beginning with your current or employer. List in chronological order.

[Month, Year – Month, year] [Position title] [Employer] [City, State]
- [Duties/Responsibilities]: Highlight primary activities or those that a potential field agency would be interested to know.

EDUCATION/CERTIFICATIONS

Provide current degrees and/or credentials you may hold. You do not need to include your high school diploma.

[Month, Year – Month, Year] [Degree, Institution, City, State]
[Month, Year – Month, Year] [Scholarship information]
[Month, Year – Month, Year] [ Credential/Certification]
SAMPLE STUDENT RESUME

1234 Sample Street, Reno, NV 89503 • (775) 111-1111 • samplestudent@sample.com
MSW, Concentration Year

FIELD PLACEMENT GOALS
After volunteering internationally and working with children and families, I am committed to pursuing social work as a profession. I am interested in obtaining a field placement that will allow me to advance my understanding of clinical social work through direct practice in a mental health setting as well as develop a strong knowledge base of community resources, community needs, funding opportunities and program development. I’m also interested in learning more about adolescents and substance abuse, addictions, and suicide intervention. My ultimate career goal is to be able to strengthen individuals and families in our community on a daily basis.

HIGHLIGHTS
- Positive, friendly attitude
- Strong organizational and analytical skills
- Capable of working in high-stress environment with patience and professionalism
- Able to establish, pursue, and accomplish goals in a set timeframe
- Current member of NASW

RELEVANT SKILLS AND EXPERIENCE
- Previous field placement experience with Washoe County Social Services, Assessment Unit
- One-year volunteer experience with the National Association of Social Workers
- Software: Microsoft Word, Excel, Publisher, PowerPoint, Access, QuickBooks
- One-year study abroad program completed August 2001-May 2002 in Santiago, Chile
- Languages: Spanish (fluent, both written and verbal)

RELEVANT/RECENT WORK HISTORY

University of Nevada, Reno, NV
August 2009-Present
Graduate Assistant
- Assist supervisor with grading papers, tracking grades, preparing assignments, word processing/document preparation, PowerPoint presentation, and table/figure compilation;
- Conduct literature searches and locate resources as needed;
- Presented several mini-lectures to an introductory social work course.

January 2006-August 2009
XYZ Elementary School, Reno, NV
Tutor for ESL Students
- Met with children ages 8-12 on a daily basis to assist with daily assignments and homework;
- Developed effective and positive communication skills with children, teachers, staff and parents;
- Assisted children in grasping linguistic and cultural concepts;
- Learned the process of reporting child and abuse and neglect to Washoe County Social Services.

August 2004-May 2008
XYZ Clothing Store, Reno, NV
Sales Associate
- Interacted with customers to ensure a pleasant shopping experience;
- Responsible for customer satisfaction and cash register;
- Maintained cleanliness of service environment;
- Utilised a computerized system to track inventory.

EDUCATION/CERTIFICATIONS

August 2009-Present
MSW in progress, University of Nevada, Reno

August 2000-December 2004
B.S., Psychology, University of Nevada, Reno
Application for Practicum at Place of Employment

To maximize the educational opportunities of the practicum experiences, the School of Social Work recommends that the field practicum occur in social service settings other than those in which students are employed or have had previous experience. Therefore, the School of Social Work typically does not utilize a student's place of employment as a field practicum site. In rare instances, students may be given approval to complete a practicum in a current work setting. A student employed in a social service agency may submit a request to the Field Coordinator that the agency be evaluated as a setting for their field practicum. Approval is dependent upon how clearly the student and the setting can meet the requirements of establishing a learning environment that would provide opportunities to the student that are different and outside of the scope of their employment. Not all employment situations will be approved for field placement. Approval depends upon how clearly the student and the setting can describe the learning opportunity, and how it is to be monitored and evaluated by the school. Agencies involved in this type of field placement must meet the same criteria as established for all other field agencies. Those students involved in this type of field placement must meet the same criteria as established for all other field placements.

In accordance with the accreditation standards of the Council on Social Work Education, academic credit for life experience/previous work experience will not be given.

A student must submit this request at least six weeks prior to the beginning of the field instruction period.

To be approved, the student and field setting must demonstrate the ability to:

- Provide experiences for the student during practicum hours that are significantly different from normal work hours, activities and duties;
- Provide experiences with client populations, program areas or service areas during field hours that are different than those encountered during employment hours;
- Ensure the availability of a qualified Field Instructor other than the student's employment supervisor;
- Designate specified blocks of hours for field practicum separate from employment hours;
- Assure that the student is not paid for field practicum hours; and
- Support the plan at all levels.

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<th>Current Place of Employment</th>
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Revised 2/4/2014
The format to be used by students in requesting a variance in the policy includes:

- State the reason for the request
- Clearly outline the distinctions between employment tasks and education tasks
- Student must include an educational plan with the Name and Qualifications of the supervisor
- Attach a written statement from the agency detailing staff willingness to support the plan which will be treated as a formal contract with the student, agency, and the School of Social Work

1. Rationale for using place of employment as practicum site (How field placement will be different from usual job duties. Detail work duties:

   a.  

   b. Hours and Schedule as an Employee:

   Please enter actual times scheduled / worked

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   TOTAL EMPLOYMENT HOURS PER WEEK:  

Continue on to next page

Revised 2/4/2014
2. Plan for duties / activities that will be separate from employment duties.

   a. Detail field practicum duties:

   b. Hours/ Schedule as field practicum student:

   Please enter actual times scheduled / worked

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   TOTAL FIELD HOURS PER WEEK:

   Direct Work Supervisor’s Signature:

   I, ____________________________, (Agency Director’s name) verify that the schedules detailed above for ____________________________, (Student) are accurate and true.

   Agency Director’s Signature:

   Student’s Signature:

   For School of Social Work use only:

   Employment as Practicum Site has been -
   - [ ] Approved
   - [ ] Denied – Reason ____________________________

   Field Coordinator’s Signature: ____________________________ Date: __________

Revised 2/4/2014
Student Review of Field Practicum Setting

Based on what you know about your agency, complete the following and bring to field orientation.

Student Name

What agency will you be doing your field placement at?

Agency’s address:

City, State, Zip

Who is the Director/CEO of the agency?

What is the agency’s website address?

Who is your field instructor?

Field Instructor e-mail:

Field Instructor Phone:

If applicable, who is your Task Supervisor?

What is the mission of the agency?

Describe what you know about this agency (i.e. primary focus, funding, history, reputation, what disciplines are represented, public or private organization, for-profit or non-profit, etc.).

If applicable, what department(s)/project(s) will you be involved with during your practicum?
Please describe the population that you think is served by this agency. Who do you think you will be working with? Include demographics, socioeconomic status, cultural background, ability/disability, etc.

As you prepare to enter your field practicum, you may be anticipating many things. Describe some of the “what ifs?” you are having. List the things that excite you as well as the things that are making you feel a little nervous or even fearful of.

### Student Duties/Responsibilities

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<th>Practicum Duties/Responsibilities</th>
<th>List 5-10 activities that you think you might be doing at your agency (i.e. case management group facilitation, advocate for client access to services, write case notes, write grants, provide training, attend meetings, etc.)</th>
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| "Please refer to agency materials, your knowledge of the agency, and information learned during your interview to complete this. DO NOT ask the agency to assist you with this." | 1.  
2.  
3.  
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7.  
8.  
9.  
10.  |

Consider your learning style (visual, aural, read/write, kinesthetic, multimodal). What could your field supervisor(s) do to help enhance and reinforce your learning while at this agency?
Field Practicum Concentration Learning Agreement

Background and Instructions

The University of Nevada Reno School of Social Work believes that experiential learning is a central component of the educational preparation of students for entry into professional practice. Experiential learning occurs in various aspects of the program, but the core of such learning is the field practicum experience. In order to prepare students for today’s complex and multi-systemic issues, the school’s “Concentration Curriculum” builds upon the content of the “Foundation” competencies to prepare graduates for advanced generalist practice. Advanced generalist practitioners apply a set of sophisticated principles and problem-solving strategies to any number of complex situations requiring them to perform and demonstrate leadership in multiple roles and functions.

The Learning Agreement outlines how advanced generalist practice opportunities are provided for students to demonstrate the identified practice behaviors and core competencies. The agreement highlights the partnership between the student, the Field Instructor, and the agency and must be thoroughly discussed prior to execution. This agreement sets forth the context of the field experience, its parameters, and the expectations of both the student and the Field Instructor.

Students are responsible for the coordination, final completion and submission of the Learning Agreement to their assigned Faculty Liaison. Agreements must be type written, no hand written agreements will be accepted.

Name (First and Last Name)          Current Semester (double click to select one)          Faculty Liaison

Placement Setting (Agency Name/Unit, etc.)

Field Instructor (Social Work Supervisor)          Task Supervisor(s) (if applicable)

Agency Address          City, State          Zip Code

Field Instructor Phone          Student Phone

This Learning Agreement constitutes a learning contract between the Field Instructor and the student whose signatures appear below. It will be used by the Faculty Liaison to monitor the field experience of the student. In the event of problems, this agreement will be referenced where appropriate. STUDENT – Your signature below also confirms that you have read and understand the Field Education Program Manual.

Date:          Student

Date:          Field Instructor (Social Work Supervisor)

Date:          Faculty Liaison

Date:          Jill Manit, Field Education Program Coordinator
Please complete the information requested below:

1. **Orientation to agency:** Provide a brief description of plan for orientation to the agency (section will expand as student types).

2. **Brief assessment of student’s prior experience:** Write a brief assessment of student’s relevant education and experience. This information is to be used in developing student’s educational plan (section will expand as student types).

3. **Supervisory structure and process:** Detail how the schedule and/or plan for the student and Field Instructor to meet for a minimum standard of one hour of supervision each week (section will expand as student types).

4. **Tools and supervision strategies:** Please list the teaching tools (i.e. observation, shadowing, videos, process recordings) the student will be expected to use during the field practicum. Please provide a brief description of each.

**Supervisory checklist** (double click to select):

- Student’s schedule is clearly outlined
- Student and Field Instructor identified a plan for communicating schedule changes and/or urgent matters (include a back-up contact should the Field Instructor not be available)
- Student has been informed of Field Instructor and Agency expectations for professional conduct (i.e. timeliness, communication with other co-workers, use of personal computers, cell phones, etc.)
- Student and Field Instructor identified a plan for communicating successes, challenges, and concerns to one another and plans for what the student should do if they become concerned with an agency policy and/or co-worker
- Student and Field Instructor have discussed learning and supervisory styles/preferences and how those styles may impact the practicum process, expectations, and experience
Review the Foundation ‘Competencies’ and ‘Practice Behaviors’ identified below in sections A and B. Collaboratively, the student and Field Instructor must identify and record in section C the tasks and opportunities that will allow the students to demonstrate the ‘Practice Behaviors.’ Finally, in Section D, please document how the student’s performance will be measured. It is recognized that some opportunities may overlap multiple competencies and may be repeated as appropriate. You may add/delete rows as needed.

### A. In order to achieve this Concentration Competency:

#### 2.1.1 Identify as a professional social worker and conduct oneself accordingly

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

### B. Student will demonstrate these Practice Behaviors:

- C1 Initiate and facilitate socially responsive and just practices across systems.
- C2 Provide social work leadership within practice contexts and as a member of the profession.
- C3 Cultivate and apply leadership qualities of self-awareness and other-awareness.

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<th>C. By completing and/or participating in the following tasks and opportunities:</th>
<th>D. Student’s performance will be measured in the following manner:</th>
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### A. In order to achieve this Concentration Competency:

#### 2.1.2 Apply social work ethical principles to guide professional practice

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

### B. Student will demonstrate these Practice Behaviors:

- C4 Is able to critique ethical issues within complex environments to formulate innovative responses and approaches.
- C5 Employ strategies of ethical reasoning in practice settings where policies or values conflict with the delivery of social work services, personal values, or professional ethics.

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<th>C. By completing and/or participating in the following tasks and opportunities:</th>
<th>D. Students performance will be measured in the following manner:</th>
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A. In order to achieve this Concentration Competency:

2.1.3 Apply critical thinking to inform and communicate professional judgments

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

B. Student will demonstrate these Practice Behaviors:

C6 Question, evaluate, synthesize and apply information from multiple sources in framing ill-defined, ever changing, multifaceted practice issues.
C7 Question, evaluate, select and implement appropriate assessment, intervention, and evaluation strategies in complex, fluid, multidimensional practice situations.
C8 Produce practice-ready presentations and documents (i.e., case presentations, intervention demonstrations, journal articles, grant applications, legislative briefs).

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

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A. In order to achieve this Concentration Competency:

2.1.4 Engage diversity and difference in practice

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

B. Student will demonstrate these Practice Behaviors:

C9 Demonstrate leadership in collaboratively examining underlying assumptions and developing interculturally effective policies, programs, & interventions.
C10 Effectively navigate conflicts between diverse identities within and among individuals, families, groups and organizations.

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

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A. In order to achieve this Concentration Competency:

2.1.5 Advance human rights and social and economic justice

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

B. Student will demonstrate these Practice Behaviors:

| C11 | Approach practice with an understanding of the complex and interrelated factors impacting power and oppression (i.e., interconnected—local, regional, national & global—factors, both historic and contemporary). |
| C12 | Identify, develop, implement and evaluate strategies to address policies, practices, and language that are discriminatory and oppressive. |

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

D. Students performance will be measured in the following manner:

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A. In order to achieve this Concentration Competency:

2.1.6 Engage in research-informed practice and practice-informed research

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

B. Student will demonstrate these Practice Behaviors:

| C13 | Question and critically evaluate the strength and application of the evidence in regard to assumptions, context and culture. |
| C14 | Employ evaluation frameworks in assessing the impact of interventions, programs, and policies. |
| C15 | Collaborate with the research enterprise in identifying and addressing questions emanating from the practice arena. |

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

D. Students performance will be measured in the following manner:

<p>| | |</p>
<table>
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</tbody>
</table>
A. In order to achieve this Concentration Competency:

2.1.7 Apply knowledge of human behavior and the social environment

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

B. Student will demonstrate these Practice Behaviors:

C16 Integrate understandings from a variety of theoretical perspectives in formulating comprehensive, multidimensional assessments and interventions.
C17 Identify and question underlying theoretical and ontological assumptions about human behavior guiding agency practices, programs and policies.

<table>
<thead>
<tr>
<th>C. By completing and/or participating in the following tasks and opportunities:</th>
<th>D. Student's performance will be measured in the following manner:</th>
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</tbody>
</table>

A. In order to achieve this Concentration Competency:

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

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

B. Student will demonstrate these Practice Behaviors:

C18 Apply analytical frameworks to critically assess the intended and unintended outcomes of existing and proposed policies, especially with respect to vulnerable populations.
C19 Formulate and advocate for policies that promote socially and economically just practices and services at all system levels.

<table>
<thead>
<tr>
<th>C. By completing and/or participating in the following tasks and opportunities:</th>
<th>D. Student's performance will be measured in the following manner:</th>
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</tbody>
</table>
### A. In order to achieve this Concentration Competency:

2.1.9 Respond to contexts that shape practice

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

### B. Student will demonstrate these Practice Behaviors:

- C20 Based on evidence, facilitate and formulate innovative responses within ambiguous and changing practice contexts.
- C21 Critically analyze and apply relevant data and emerging interventions and technologies to evolving practice contexts.
- C22 Analyze and effectively navigate contextual structures (e.g., power, resources) encountered in emerging practice contexts.

<table>
<thead>
<tr>
<th>C. By completing and/or participating in the following tasks and opportunities:</th>
<th>D. Students performance will be measured in the following manner:</th>
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<tbody>
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</tbody>
</table>
A. In order to achieve this Concentration Competency:

2.1.10 Engage, assess, intervene, & evaluate with individuals, families, groups, organizations, & communities

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

B. Student will demonstrate these Practice Behaviors:

2.1.10a Engagement

C23 Attend to the interpersonal dynamics, cultural & contextual factors that support or threaten client-worker relationships.
C24 Establish a relationally based process that encourages clients to be equal participants in the establishment of intervention goals & expected outcomes.

2.1.10b Assessment
C25 Adapt, modify & use multidimensional tools in conducting comprehensive, culturally effective, integrative case assessments.
C26 Identify client system strengths and coping capacities.
C27 Assess client system readiness for change.
C28 Select and modify intervention strategies based on continuous evaluation & assessment.

2.1.10c Intervention

C29 Critically evaluate, select and apply best practices and evidence-informed interventions.
C30 Capable of autonomous practice, in competently applying appropriate intervention techniques for a range of presenting issues, problems, or questions.
C31 Develop and implement collaborative multidisciplinary interventions.

2.1.10d Evaluation

C32 Use process and outcome evaluation findings to inform and shape the ongoing development of social work interventions.
C33 Work collaboratively with evaluators/researchers in identifying questions emanating from practice, as well as assessing intervention efficacy and effectiveness.

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

<table>
<thead>
<tr>
<th>Task/Opportunity</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
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</table>

D. Students performance will be measured in the following manner:

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Methodology</th>
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</tbody>
</table>
# University of Nevada Reno School of Social Work, Field Education Program
## Bi-Weekly Time Log

**Student Name:**

<table>
<thead>
<tr>
<th>#</th>
<th>Date(s)</th>
<th>From your Field Education Agreement, choose the Field Competency and Professional Practice Behavior you were involved in related to the time logged. This will help you keep track of your accomplishments.</th>
<th># of hours completed this week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday 8/30/2011</td>
<td>Orientation, Shadowing, sitting in on group, shadowing receptionist and nurse, staffing. (6am-1:45pm = 7.75hrs) (2.1.1 &amp; 2.1.2)</td>
<td>15.25</td>
</tr>
<tr>
<td>2</td>
<td>Thursday 9/1/2011</td>
<td>Finding resources for a counselor's case, sitting in on group, meeting with field instructor, learning counseling/group techniques. (6am-1:30pm = 7.5 hours) (2.1.1 &amp; 2.1.2)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Tuesday 9/6/2011</td>
<td>I find that I am using almost all of the competencies is different ways, each day that I am at my Field placement. However, I would need much more space to explain.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Thursday 9/8/2011</td>
<td>Sitting in on group, I performed five SNAP assessments today (2.1.4 &amp; 2.1.1 &amp; 2.1.2) (6am-1:30pm = 7.5 hours)</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Tuesday 9/13/2011</td>
<td>Sitting in on Anxiety group and provided some input and insight for clients (2.1.1 &amp; 2.1.2), data collection/research (2.1.5). (6am-1:30pm = 7.5)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Thursday 9/15/2011</td>
<td>Data collection and research continued, assisting field supervisor in applying DSM-V-TR Axes to a client's case (2.1.6, 2.1.8, 2.1.2 &amp; 2.1.1) (6am-1:30pm = 7.5)</td>
<td>15</td>
</tr>
<tr>
<td>7</td>
<td>Tuesday 9/20/2011</td>
<td>Began writing a program and procedure manual for case management (2.1.3), conducted 2 SNAP assessment, co-facilitated anxiety group, case management and employment verification for client - Created DAP case note(2.1.1-4) (6am-1:30pm = 7.5)</td>
<td>15</td>
</tr>
<tr>
<td>8</td>
<td>Thursday 9/22/2011</td>
<td>Discussed case management program with field instructor and made changes accordingly, case management with client, created DAP note in client's file (2.1.3, 2.1.8, 2.1.9)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Tuesday 9/27/2011</td>
<td>Began a program and procedure manual for Counselor of the Day, Case management. Met with field instructor.</td>
<td>15</td>
</tr>
<tr>
<td>10</td>
<td>Thursday 9/29/2011</td>
<td>Case management follow up with client regarding employment.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Tuesday 10/4/2011</td>
<td>Continued program and procedure manual for counselor of the day program, and continued formulating a program to assist with the subutex treatment program. Co-facilitated anxiety group. Sat in on a client re-admit. (2.1.1-4 &amp; 2.1.8)</td>
<td>19</td>
</tr>
<tr>
<td>12</td>
<td>Thursday 10/6/2011</td>
<td>Case management with new client regarding employment and housing, made case and dap note, leading on motivational interviewing. (2.1.9, 2.1.4, 2.1.2)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Saturday 10/8/2011</td>
<td>Front Desk work (checking clients in, receiving money, answering phones, etc.) (2.1.1) (4hrs)</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Tuesday 10/11/11</td>
<td>OFF</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Thursday 10/13/2011</td>
<td>Met with field supervisor to discuss progress, practiced motivational interviewing with client who is continuing to use methamphetamine; discussed my feelings during the interview with John, along with the progress made and applied systems theory to client's current situation. Entered DAP note in client's file. Created spreadsheet to determine which clients had been admitted into the program but discontinued services following the intake/ those who had an intake and then entered treatment later on. (2.1.1, 2.1.4, 2.1.5, 2.1.7, 2.1.10b-d) (6am-1:30pm = 7.9hrs)</td>
<td>11</td>
</tr>
<tr>
<td>16</td>
<td>Saturday 10/15/2011</td>
<td>Observed intake session, cleared up terminology questions with counselors Q &amp; A session (2.1.1) (8.5 hours)</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours Completed to date: 105.25

Total Hours Remaining: 119.75

Adapted from University of Michigan School of Social Work

Revised July 2010
Individual Practice Assessment

Student: _________________________  Weeks: 9-10

Agency: _________________________  Field Supervisor: _________________________

In the space below, please record an assessment of your practice and practice experience in our field practicum during the last two weeks. First, respond to the required question listed in the syllabus. Second, identify and respond to 1-2 additional questions. Questions may be selected from the list provided in the syllabus, or the student may identify their own question/response category.

How have you taken charge of the journey?

There was a stage that I hit during this semester where I thought I had done everything I was allowed to do at my internship as far as my scope of work reaches. I became disillusioned with the idea of coming to my internship and learning something new everyday. It was then that I realized that although I may not realize I am learning new things, in fact, I am learning more. I am learning deeper things. I decided to take control of my journey by not standing back and allowing these last couple months just pass by, but instead, to get more involved and become aware of my interactions, reactions, feelings, and experiences with clients, the agency, the counselors and even the community at large. Although I may not be learning something new every single day, I am becoming more comfortable with confrontation, more comfortable with interviewing clients, I am becoming more aware of my reactions to individual clients; I am becoming a professional.

As for preparing myself for this professional role that I will be filling very soon, I am becoming more in tune with things that I encounter which raise red flags. I am learning to pay more attention to my intuition and follow my gut. I am learning to handle conflict and difficult clients by evaluating the situation and the reasons behind their reactions, instead of simply keeping my mouth shut and never working through my frustration with them. I have found that recently I am able to rationally evaluate and then handle the client and the situation, all while remaining calm. (This is just a recent discovery, as of Saturday, March 24, so it is very exciting!)

Describe a situation that was particularly challenging. How did you respond and what supports did you engage to assist you in dealing with this situation?

One situation that recently occurred was with a client who is former military, highly obsessive compulsive and believes he has all the answers. Throughout the Saturday orientation group he was very disruptive and continued to give advice to the other client who was attending the group, a client who is new to the clinic. It is important that clients do not give other clients advice because of the potential harm that it can do. I stood up to him and respectfully said we need to try to stay away from advice giving because what works for one may not be beneficial for others. He continued to tell her about his experiences and tell her what she should try during treatment to help her, things that he has found works for him. At which point I again calmly stated the importance of not giving advice, to which he responded “What, so my experiences are insignificant?” At that point the client became very defensive and became increasingly disruptive. However, I continued to stay calm and when the group came to a close, it became obvious that I was not the only one sensing tension. Although it was difficult to sit through the group and deal with this particular client, I stood my ground and didn’t back down to him, but instead remained calm. Most importantly, I trusted myself and believed in myself. I didn’t let my self-doubt get in the way. I sometimes doubt the knowledge that I have and that has significantly held me back in the past, however, I trusted my gut and stated what I know is fact and it worked out very well for me.
# Assessment of Field Practicum Student Performance
## MSW Concentration

<table>
<thead>
<tr>
<th>Student Name (First and Last Name)</th>
<th>Faculty Liaison</th>
</tr>
</thead>
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<tr>
<th>Placement Setting (Agency Name/Unit, etc.)</th>
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<table>
<thead>
<tr>
<th>Field Instructor (Social Work Supervisor)</th>
<th>Task Supervisor(s) (if applicable)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Agency Address</th>
<th>City State</th>
<th>Zip Code</th>
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<table>
<thead>
<tr>
<th>Field Instructor Phone</th>
<th>Student Phone</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
</table>

## Instructions

This assessment instrument is designed to provide input from the field instructor to the student and faculty liaison regarding the student’s performance in their field practicum according to the competencies and practice behaviors and within the context of the fall semester. For example, assessment of the student for the fall semester may be reflective of the student’s beginning level demonstration of the practice behaviors. The faculty liaison is responsible for assigning the student’s semester grade as outlined in the student’s course syllabus and the Field Practicum Manual.

The student and field instructor should establish a time to thoughtfully review and discuss each practice behavior. Student performance should be rated on the basis of the established criteria set forth in the learning agreement and the student’s overall ability to demonstrate the practice behaviors. Students should be prepared to provide their field instructors with examples of how they have demonstrated the practice behaviors.

A “practice behavior” is comprised of a set of knowledge, skills, and values. Utilizing the scale provided on page 2, the field instructor must circle or mark with an “X” an assessment of the student according to each practice behavior. As described in the scale below, a student may receive a “Competent” score if they can demonstrate all 3 areas (knowledge, skills, and values) within that practice behavior even if it is at a beginning level. An “Inadequate” score is given when a student cannot demonstrate all three areas. For example, practice behavior C13 discusses the application of evidence to inform practice while considering assumptions, context and culture. An “inadequate” score for this practice behavior may be when the student has knowledge of how to obtain evidence-based information, but they are not able to demonstrate the skills necessary to discern when and how the evidence does or does not apply to a given complex situation or case. The student and field instructor should discuss the outcomes of this assessment and document considerations for improving practice, supervision, and learning opportunities. If “no opportunity” is selected for certain practice behaviors, then please discuss a plan for developing such opportunities during the spring semester.

If the student or Field Instructor has any questions regarding the completion of this assessment, please contact the student’s Faculty Liaison or the Field Education Program Coordinator at 775-784-6542.

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1 of 11

Revised 3/18/14
<table>
<thead>
<tr>
<th>Scale</th>
<th>Performance Measure</th>
<th>Description</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Mastered Performance</td>
<td>The student shows <strong>effective and innovative application</strong> of the knowledge, values, and skills related to the performance of the practice behavior.</td>
<td>Mastered: “somebody highly skilled at something.” Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.</td>
</tr>
<tr>
<td>8</td>
<td>Superior Performance</td>
<td>The student shows <strong>superior application</strong> of the knowledge, values, and skills related to the performance of the practice behavior.</td>
<td>Superior: “surpasses competent in one or more ways.” Superior performance is demonstration of knowledge, values, and skill where all components of the practice behavior are included.</td>
</tr>
<tr>
<td>7</td>
<td>Competent Performance</td>
<td>The student shows <strong>competent application</strong> of the knowledge, values, and skills related to the performance of the practice behavior.</td>
<td>Competent: “having enough skill or ability to do something well.” Competent performance is a demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.</td>
</tr>
<tr>
<td>6</td>
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<td>5</td>
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<tr>
<td>4</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td>Inadequate Performance</td>
<td>The student shows <strong>beginning application</strong> of the knowledge, values and skills related to the performance of the practice behavior.</td>
<td>Inadequate: “failing to reach an expected or required level or standard.” Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Lacking Performance</td>
<td>The student <strong>has not demonstrated application</strong> of the knowledge, values and skills related to the performance of the practice behavior.</td>
<td>Lacking: “missing, not present or available.” Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.</td>
</tr>
<tr>
<td>0</td>
<td>Not Observed</td>
<td>The student <strong>has not had the opportunity</strong> to demonstrate the knowledge, values, and skills related to the performance of the practice behavior.</td>
<td>Observed: “to see or notice something, especially while watching carefully.” There was no observation of the performance of the practice behavior.</td>
</tr>
</tbody>
</table>
### Competencies

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

Advanced generalist practitioners identify with the human rights values of the social work profession, the centrality of relationships, and the interconnections between client issues and larger social problems. Advanced practitioners in general practice take leadership in ethically and competently working to improve the wellbeing of clients, families, and communities.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Practice Behaviors</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C1 Initiate and facilitate socially responsive &amp; just practices across systems.</td>
<td>0 1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td></td>
<td>C2 Provide social work leadership within practice contexts and as a member of the profession.</td>
<td>0 1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td></td>
<td>C3 Cultivate and apply leadership qualities of self-awareness and other-awareness.</td>
<td>0 1 2 3 4 5 6 7 8 9</td>
</tr>
</tbody>
</table>

#### Field instructor's Comments:

**2.1.2 Apply social work ethical principles to guide professional practice.**

Advanced generalist practitioners readily recognize the range of complex, multi-dimensional ethical dilemmas that often characterize practice settings. They are adept at utilizing the advanced conceptual frameworks required to explore, navigate and resolve these complex circumstances.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Practice Behaviors</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C4 Able critique ethical issues within complex environments to formulate innovative responses and approaches.</td>
<td>0 1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td></td>
<td>C5 Employ strategies of ethical reasoning in practice settings where policies or values conflict with the delivery of social work services, personal values, or professional ethics.</td>
<td>0 1 2 3 4 5 6 7 8 9</td>
</tr>
</tbody>
</table>

#### Field instructor's Comments:
### Competencies

<table>
<thead>
<tr>
<th>2.1.3 Apply critical thinking to inform and communicate professional judgments.</th>
<th>Practice Behaviors</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced generalist practitioners synthesize multiple sources of information as they seek to understand &quot;what is&quot; and clarify &quot;what's possible&quot; in addressing issues that arise across system levels. In turn, they effectively communicate this information to diverse client, multidisciplinary team, and stakeholder groups.</td>
<td>C8 Question, evaluate, synthesize, and apply information from multiple sources in framing ill-defined, ever-changing, multifaceted practice issues.</td>
<td>0 1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td></td>
<td>C7 Question, evaluate, select, and implement appropriate assessment, intervention, and evaluation strategies in complex, fluid, multidimensional practice situations.</td>
<td>0 1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td></td>
<td>C9 Produce practice-ready presentations and documents (i.e., case presentations, intervention demonstrations, journal articles, grant applications, legislative briefs).</td>
<td>0 1 2 3 4 5 6 7 8 9</td>
</tr>
</tbody>
</table>

**Field Instructor's Comments:**

### Competencies

<table>
<thead>
<tr>
<th>2.1.4 Engage diversity and difference in practice.</th>
<th>Practice Behaviors</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced generalist practitioners recognize that human diversity includes and goes beyond conventional categories of ethnicity or culture and recognizes the intersectionality of human differences. Cultural humility characterizes their professional interactions across system levels.</td>
<td>C9 Demonstrate leadership in collaboratively examining underlying assumptions and developing interculturally effective policies, programs, &amp; interventions.</td>
<td>0 1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td></td>
<td>C10 Effectively navigate conflicts between diverse identities within and among individuals, families, groups and organizations.</td>
<td>0 1 2 3 4 5 6 7 8 9</td>
</tr>
</tbody>
</table>

**Field Instructor's Comments:**
<table>
<thead>
<tr>
<th>No Opportunity</th>
<th>Lacking Performance</th>
<th>Inadequate Performance</th>
<th>Competent Performance</th>
<th>Superior Performance</th>
<th>Mastered Performance</th>
</tr>
</thead>
</table>

### Competencies

**2.1.5 Advance human rights and social and economic justice.**
Advanced generalist practitioners identify, analyze, and address mechanisms of oppression and injustice embedded within social institutions, theoretical assumptions, research endeavors, intervention practices and policies. In doing so, they are able to analyze complex political, economic, and social forces that influence the distribution of power and resources.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>C11 Approach practice with an understanding of the complex and interrelated factors impacting power and oppression (i.e., interconnected—local, regional, national &amp; global—factors, both historic and contemporary).</td>
<td>0 1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>C12 Identify, develop, implement and evaluate strategies to address policies, practices, and language that are discriminatory and oppressive.</td>
<td>0 1 2 3 4 5 6 7 8 9</td>
</tr>
</tbody>
</table>

### Field Instructor’s Comments:

#### Competencies

**2.1.6 Engage in research-informed practice and practice-informed research.**
Advanced generalist practitioners critically appraise and integrate data from multiple sources to inform practice decisions. Advanced generalist practitioners also collect, analyze, interpret, and communicate data for program development, evaluation and ongoing improvement of services.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>C13 Question and critically evaluate the strength and application of the evidence in regard to assumptions, context, and culture.</td>
<td>0 1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>C14 Employ evaluation frameworks in assessing the impact of interventions, programs, and policies.</td>
<td>0 1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>C15 Collaborate with the research enterprise in identifying and addressing questions emanating from the practice arena.</td>
<td>0 1 2 3 4 5 6 7 8 9</td>
</tr>
</tbody>
</table>

### Field Instructor’s Comments:
### Competencies

<table>
<thead>
<tr>
<th>No Opportunity</th>
<th>Lacking Performance</th>
<th>Inadequate Performance</th>
<th>Competent Performance</th>
<th>Superior Performance</th>
<th>Mastered Performance</th>
</tr>
</thead>
</table>

#### 2.1.7 Apply knowledge of human behavior and the social environment.

*Advanced generalist practitioners integrate multiple theories about human behavior and the social environment to complete comprehensive assessments and develop and implement intervention plans across system levels. Advanced generalists give equal importance to understanding individual uniqueness and the broader social issues that support or deter well-being.*

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>C16 Integrate understandings from a variety of theoretical perspectives in formulating comprehensive, multidimensional assessments and interventions.</td>
<td>0 1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>C17 Identify and question underlying theoretical and ontological assumptions about human behavior guiding agency practices, programs and policies.</td>
<td>0 1 2 3 4 5 6 7 8 9</td>
</tr>
</tbody>
</table>

**Field Instructor's Comments:**

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

*Advanced generalist practitioners utilize a range of analytical frameworks to assess the efficacy, costs and consequences of policy choices. In turn, advanced generalists use these data to develop and advocate for socially and economically just policies that promote the human rights and dignity of all.*

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>C18 Apply analytical frameworks to critically assess the intended &amp; unintended outcomes of existing and proposed policies, especially with respect to vulnerable populations.</td>
<td>0 1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>C19 Formulate and advocate for policies that promote socially and economically just practices and services at all system levels.</td>
<td>0 1 2 3 4 5 6 7 8 9</td>
</tr>
</tbody>
</table>

**Field Instructor's Comments:**
### Competencies

2.1.9 Respond to contexts that shape practice.

Grounded in the profession’s person-in-environment perspective, advanced practitioners recognize and attend to the cultural, organizational, and social elements that continually influence and shape social work practice.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Practice Behaviors</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>C20 Based on evidence, facilitate and formulate innovative responses within ambiguous and changing practice contexts.</td>
<td></td>
<td>0 1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>C21 Critically analyze and apply relevant data and emerging interventions and technologies to evolving practice contexts.</td>
<td></td>
<td>0 1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>C22 Analyze and effectively navigate contextual structures (e.g., power, resources) encountered in emerging practice contexts.</td>
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<td>0 1 2 3 4 5 6 7 8 9</td>
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Field Instructor’s Comments:
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Practice Behaviors</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2.1.10 Engage, assess, intervene, and evaluate with individuals, families,</td>
<td>C23 Attend to the interpersonal dynamics, cultural &amp; contextual factors that</td>
<td></td>
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<tr>
<td>groups, organizations, &amp; communities.</td>
<td>support or threaten client-worker relationships.</td>
<td>0 1 2</td>
</tr>
<tr>
<td>Advanced generalist practitioners are ethical, competent leaders who are</td>
<td>C24 Establish a relationally based process that encourages clients to be equal</td>
<td>4 5 6</td>
</tr>
<tr>
<td>able to practice reflectively and autonomously in complex environments across</td>
<td>participants in the establishment of intervention goals &amp; expected outcomes.</td>
<td>7 8 9</td>
</tr>
<tr>
<td>system levels with diverse groups. Advanced practitioners integrate the</td>
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<tr>
<td>systems, person-in-environment, and strengths perspectives with an array of</td>
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<tr>
<td>theoretical models and intervention approaches to collaboratively frame and</td>
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<tr>
<td>address complex issues, questions and problems. Thus, advanced practice</td>
<td></td>
<td></td>
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<tr>
<td>involves the continuous, dynamic interplay of engagement, multidimensional</td>
<td></td>
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<tr>
<td>assessment, intervention and evaluation processes—across system levels.</td>
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<tr>
<td>Educational Policy 2.1.10 (a) - Engagement</td>
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</tbody>
</table>

| C25 Adapt, modify & use multidimensional tools in conducting comprehensive,   | 0 1 2 3 4 5 6 7 8 9                                                      |        |
| culturally effective, integrative case assessments.                           |                                                                                  |        |
| C26 Identify client system strengths and coping capacities.                   |                                                                                  |        |
| C27 Assess client system readiness for change.                               |                                                                                  |        |
| C28 Select and modify intervention strategies based on continuous evaluation |                                                                                  |        |
| & assessment.                                                                |                                                                                  |        |
| Educational Policy 2.1.10 (b) - Assessment                                    |                                                                                  |        |

<p>| C29 Critically evaluate, select and apply best practices and evidence-informed | 0 1 2 3 4 5 6 7 8 9                                                      |        |
| interventions.                                                               |                                                                                  |        |
| C30 Capable of autonomous practice, in competently applying appropriate       | 0 1 2 3 4 5 6 7 8 9                                                      |        |
| intervention techniques for a range of presenting issues.                    |                                                                                  |        |</p>
<table>
<thead>
<tr>
<th>No Opportunity</th>
<th>Lacking Performance</th>
<th>Inadequate Performance</th>
<th>Competent Performance</th>
<th>Superior Performance</th>
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**Educational Policy 2.1.10 (d) - Evaluation**

C31 Develop and implement collaborative multidisciplinary interventions.  

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C32 Use process and outcome evaluation findings to inform and shape the ongoing development of social work interventions.  

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C33 Work collaboratively with evaluators/researchers in identifying questions emanating from practice, as well as assessing intervention efficacy and effectiveness.  

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**Field Instructor's Comments:**

Please use the space below to provide additional comments as needed:

**Field Instructor Comments:**

9 of 11

Revised 3/18/14
<table>
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<tr>
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**Student Comments:**

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10 of 11

Revised 3/18/14
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Faculty Liaison Comments:

Field Education Program Coordinator Comments:

Signatures below confirm that the student and field instructor have reviewed and discussed this assessment. Signature also confirms that student will complete mandatory 225 hours by the end of the designated due date.

Student Signature

Field Instructor Signature (Social Work Supervisor)

Faculty Liaison Signature

Field Education Program Coordinator Signature

Date: 

Date: 

Date: 

Date: 

Date: 

Revised 3/18/14
# Documentation of Concerns - Student

<table>
<thead>
<tr>
<th>Name (First and Last Name)</th>
<th>Current Semester (double-click to select one)</th>
<th>Faculty Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[ ] Fall [ ] Spring</td>
<td></td>
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</tbody>
</table>

**Placement Setting (Agency Name/Unit, etc.)**

**Field Instructor (Social Work Supervisor)**

**Date form completed:**

---

The purpose of this form is to document concerns relating to the student's field experience, actions taken to resolve issues, and plans to address the issues. Student — to the best of your ability, please complete the following:

1. **Identify area(s) of concern:**
   
   
   
2. **Identify actions you have taken to resolve this issue to date:**
   
   
   
3. **Identify the outcomes of this action(s):**
   
   
   
4. **Document any previous discussions which have occurred about this issue to date:**
   
   
   
5. **Identify action steps that you believe are feasible and appropriate to address these issues:**
   
   
   
---

Please sign below and submit this form to your Faculty Liaison.

---
## Goal and Corresponding Competency

### 2.1.1. Improve professional conduct

**Specific Actions to Achieve Goal**
- Student will submit past-due assignments by 2/1/2013
- Student will review syllabi and complete a calendar listing due dates of all assignments
- Student will complete a “to-do” list to aid her in keeping up with assignments
- Student will communicate with her employer that she cannot miss class to cover employer’s business
- Student will communicate with field placement to make-up missed hours

**Expected Behavior**
- Attend all class sessions
- Complete and submit assignments by due date
- Communicate with instructors to ensure that expectations are being met

**Completion Date**
- 5/12/2013
- 5/12/2013
- 5/12/2013

### 2.1.1 Demonstrate professional growth

**Specific Actions to Achieve Goal**
- Student will identify and access an external support system
- Student will discuss personal barriers mentioned during Remediation Committee meeting with an external support system
- Student will use supervision provided through field seminar and field placement to continue development of professional behaviors

**Expected Behavior**
- Uses supervision and consultation
- Practice personal reflection and self-correction

**Completion Date**
- 5/12/2013
- 5/12/2013

---

**Notes:** Progress reports in regards to attendance and assignment completion will be collected by the student from all social work instructors and submitted to the BSW Program Coordinator by 3/15/2013.

---

**Student Signature**

---

**Program Coordinator Signature**

---

*University of Nevada, Reno*

*School of Social Work - Division of Health Sciences*