



Master of Social Work

Field Education Manual

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Purpose of the Field Manual

In this manual, the Utah Valley University Master of Social Work (MSW) Field Education Program specifies its policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the Council on Social Work Education (CSWE) Social Work Competencies as outlined in the 2015 Educational Policy and Accreditation Standards (EPAS). It is designed to help students and field instructors understand all aspects of the Field Education Program and its approach to training the next generation of social workers. All forms used by the program are completed electronically and are included in the appendices for reference purposed only.

Annual Field Events

Annual field events are held in conjunction with the BSW Field Education Program as a convenience to field agencies and field instructors who simultaneously work with both MSW and BSW students.

Practicum Kickoff – Friday before 1st day of Fall Semester

For all BSW and MSW students in the field. Kickoff includes an introduction to social work faculty and staff, getting to know students in the cohort, reviewing expectations of the field education program, strategies for being a successful practicum student, and ways to maintain student safety in the field.

Field Instructor Conference – 2nd Wednesday in September

For all BSW and MSW field instructors. The conference provides field education updates and training on relevant social work topics. CEU's are awarded to attendees in accordance with criteria established by the National Association of Social Workers (NASW).

Practicum Orientation and Field Fair – 2nd Wednesday in February

For all BSW and MSW students who will enter the field in the following academic year. Student learn about the basic structure and expectations of the field education program and hear one-minute presentations from each field agency in attendance. Students are then given the opportunity during the Field Fair to interact with and learn more about agencies where they are interested in completing their practicums.

Awards Banquet – 2nd Wednesday in April

For all BSW and MSW students and their field instructors, social work faculty and staff, and other community partners. The awards banquet celebrates the accomplishments of students in the field and recognizes outstanding students, field instructors and field agencies.

Job Fair – Reading day of Spring Semester

For all BSW and MSW students graduating and seeking employment and agencies seeking to hire social work students. Students are given the opportunity to learn more about various job opportunities and attend information sessions with potential employers. Agencies have the option to accept applications for employment and interview students in small groups or one-on-one according to their preference.

MSW Program Mission and Goals

Mission Statement

The MSW Program at Utah Valley University is committed to engaged student learning by combining innovative teaching, student-mentored scholarly work, and community collaboration to develop social work professionals who are proficient in advanced generalist practice.

This mission derives from the University's commitment to excellence and seeks to promote a healthy community within a global context through collaborative efforts that maximize human potential and promote social and economic justice through learner-centered teaching, research and scholarship, service and outreach.

The MSW program provides transformative and collaborative learning that embraces the values of social justice and inclusion while promoting an enhanced quality of life for individuals and communities, particularly for communities of color.

Goals

1. MSW students will be able to provide competent care to individuals, families, groups, communities, and societies as advanced generalist social work professionals.
2. MSW students will be able to promote social and economic justice within the psychosocial-cultural-context occupied by individuals, families, groups, communities, and societies.
3. MSW students will enhance their professional development by experiencing engaged teaching methods, clinically-based learning activities, and ongoing opportunities for self-exploration.
4. MSW students will promote the profession of social work in the local community and be able to identify how practice in the local community is impacted by the global realities.
5. MSW students will be able to, with competence and cultural sensitivity, engage communities of color and other historically marginalized populations and increase both the provision of social work services to and the utilization of social work services by members of these populations.
6. MSW students will competently evaluate research and engage in research-informed practice.

Signature Pedagogy: Field Education

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

CSWE Social Work Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual

orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-Informed Research and Research-Informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and

services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

UVU Advanced Generalist Social Work Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced generalist social work practitioners consistently demonstrate advanced knowledge of the NASW Code of Ethics, agency rules and regulations, and the relevant federal and state laws and policies that govern social work practice and licensing. When confronted with ethical dilemmas of increasing complexity, advanced generalist practitioners model ethical and skilled decision-making through identifying 1) the facts of the situation, 2) their reactions, values, and biases, and 3) the relevant ethical standards, rules, regulations, and laws. Advanced generalist practitioners identify as professional social workers at an advanced level, representing and advocating the profession’s mission, values, and frameworks when practicing on interdisciplinary teams. Advanced generalist practitioners model professional behavior and seek out opportunities to increase their knowledge and improve their practice skills. Advanced generalist social workers:

- Demonstrate advanced critical thinking and analysis when responding to ethical dilemmas of increasing complexity at the micro, mezzo, and macro systems of practice.
- Consistently employ self-reflection, self-monitoring, and self-correction in their professional behaviors and boundaries when engaging in direct practice or indirect social work practice;
- Apply self-care knowledge and practices to ensure the use of self is effective and ethical in their interactions with clients and colleagues.
- Model, embrace, and advocate for social work values and principles in both client-based and organizational or community-based situations in interdisciplinary practice settings, as applicable.

Competency 2: Engage Diversity and Difference in Practice

Advanced generalist social work practitioners understand that the relationship between diverse individuals and the various systems with which they interact (including, but not limited to family, community, child welfare, school/educational, criminal justice, mental and behavioral health, and health systems), has included experiences of discrimination, marginalization, and oppression. Advanced generalist practitioners use this knowledge to engage diverse clients and establish collaborative working relationships that emphasize and client identities, strengths, and shared power. Advanced generalist practitioners esteem and respect cultural values and communication styles. Advanced generalist social workers:

- Select and apply methods, skills, and interventions that are attuned to clients’

- identities, cultures, and experiences of marginalization and oppression;
- Employ the client’s natural support system in resolving problems with awareness and sensitivity to the uniqueness in the client’s familial, cultural, and social environments;
 - Continually examine and challenge biases and assumptions related to diverse populations in order to promote culturally sensitive and competent social work services at an advanced generalist level.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced generalist social work practitioners understand that the realization of human rights and social, economic, and environmental justice and security affect the bio-psycho-social-spiritual functioning of client systems. Advanced generalist practitioners exhibit a heightened ability to recognize the ways that society continues to uphold systems that restrict access to resources and services for marginalized populations. Advanced generalist practitioners have an expanded repertoire of skills, including legislative advocacy, program design, funding, and community organization to protect human rights and enhance social, economic, and environmental justice. Advanced generalist social workers:

- Identify gaps in, or barriers to, equitable distribution of resources and services that increase social, economic, or environmental justice at an advanced generalist level;
- Advocate with, and on behalf of, client systems to address barriers to equitable distribution of resources and services at micro, mezzo, and macro levels of social work practice;
- Empower underserved, oppressed, and marginalized clients and populations to promote and advocate for social and economic justice in their local community and state environments.

Competency 4: Engage in practice-informed research and Research-informed Practice

Advanced generalist social work practitioners value the scientific process and advance their ability to evaluate the credibility of diverse sources, including empirical research, and ways of knowing. Advanced generalist practitioners assess evidence-based interventions for applicability to specific client populations. Advanced generalist practitioners engage in empirical research to advance the science and practice of social work and disseminate acquired findings to relevant audiences. Advanced generalist social workers:

- Autonomously and consistently evaluate and integrate research evidence on direct and indirect practice modalities and approaches and apply to advanced generalist practice;
- Use practice experience and theory to inform the identification of gaps in practice-informed research;
- Effectively communicate original, empirical research results and applications to social work practice with relevant stakeholders.

Competency 5: Engage in Policy Practice

Advanced generalist social work practitioners understand that agency, local, state, and federal policy impact the bio-psycho-social-spiritual functioning of client systems and demonstrate an enhanced ability to assess and intervene in the legislative process in the State of Utah. Advanced generalist practitioners’ value and participate in local and state governing

bodies and processes.

- Evaluate public, private, or non-profit approaches to policy implementation for individuals, families, groups, organizations, and communities;
- Propose or advocate for improved or additional local and organizational policies to improve services for individuals, families, groups, organizations, and communities.
- Demonstrate advanced understanding and ability to advocate within local and state legislative processes.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social work practitioners are cognizant of the social environment in which they practice and develop the specialized expertise to engage client systems effectively. In our social environment, advanced generalist practitioners maintain the importance of human relationships as they engage increasingly complex client systems experiencing increasingly complex mental and behavioral health disorders and challenges to community well-being and inclusivity. Advanced generalist practitioners understand that mezzo and macro systems influence, and are influenced by, individuals' mental and behavioral health and skillfully engage systems to improve well-being. Advanced generalist practitioners engage client systems in creating therapeutic environments beneficial to assessment, intervention, and evaluation. Advanced generalist practitioners recognize how their personal experiences with mental and behavioral health may impact their ability to engage with client systems. Advanced generalist social workers:

- Autonomously integrate theoretical, cultural, and research knowledge to engage increasingly complex client systems and constituencies at the advanced generalist level;
- Employ and model conscious and professional use of self at the advanced generalist level;
- Effectively communicate, coordinate, and advocate with other providers and interdisciplinary teams to address mutually agreed-upon goals at the advanced generalist level.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social work practitioners are cognizant of the social environment in which they practice and develop the specialized expertise to assess diverse client systems effectively. In our social environment, advanced generalist practitioners develop their knowledge and skill to effectively assess increasingly complex individuals, families, groups, organizations, and communities. Further, advanced generalist practitioners adjust assessment protocols for client systems at various developmental stages. Advanced generalist practitioners augment mental and behavioral health assessment with data from diagnostic tools and the DSM. Advanced generalist practitioners assess organizations and communities for commitment to principles of diversity, equity, and inclusion as emphasized in the NASW Code of Ethics. Advanced generalist social workers:

- Engage autonomously in ongoing assessment responsive to the unique characteristics, situation, strengths, and challenges of client systems and constituencies at the advanced generalist level;
- Utilize evidence-informed, ethical, and appropriate screening and assessment tools at

- the advanced generalist level;
- Identify how an organization’s policies contribute to cultural humility and diversity, equity, and inclusion as emphasized in the NASW Code of Ethics at the advanced generalist level.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social work practitioners are cognizant of the social environment in which they practice and develop the specialized expertise to intervene with diverse client systems effectively. The advanced practitioner demonstrates advanced skill and sophistication in understanding, identifying, analyzing, and implementing evidence-informed interventions in increasingly complicated practice situations, including with mental and behavioral health disorders. Advanced generalist practitioners have an increased range of practice modalities to intervene with individuals, families, groups, organizations, and communities and value the collaboration across systems that contributes to increased well-being. Advanced generalist practitioners intervene using evidence-based practice modalities (including but not limited to, Cognitive Behavioral Therapy, Motivational Interviewing, Dialectical Behavioral Therapy, Emotionally Focused Therapy, and Structural Family Therapy) in direct practice with individuals, families, and groups. Additionally, advanced generalist practitioners further their indirect practice capabilities to include community development, program development funding, and social policy analysis and practice specific to the Utah State Legislature.

Advanced generalist social workers:

- Autonomously implement collaborative, client-centered, culturally appropriate, and research-informed interventions to address increasingly complex client systems and challenges at the advanced generalist level;
- Autonomously facilitate effective transitions and endings to advance mutually agreed upon goals for individuals, families, groups, organizations, and communities at the advanced generalist level;
- Enhance cultural humility and competent practice in programs and organizations at the advanced generalist level.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social work generalist practitioners are cognizant of the social environment in which they practice and develop the specialized expertise to effectively evaluate practice with diverse client systems. Advanced generalist practitioners demonstrate advanced ability to continuously evaluate practice with increasingly complex client systems and practice situations by applying theoretically sound and research-informed evaluation practices and tools. Advanced generalist practitioners value client participation in the evaluation process and apply evaluation outcomes to further enhance their practice. Advanced generalist social workers:

- Elicit feedback from diverse clients and apply it to all levels of social work practice;
- Autonomously monitor and evaluate interventions and outcomes at all levels of social work practice;
- Utilize supervision effectively to monitor and evaluate advanced skill acquisition and application at the advanced generalist level.

Connection between Classroom and Field Education

The Field Education Program connects the theoretical and conceptual contributions of the classroom and field settings primarily through an Integrative Seminar (“seminar”) course and clearly defined positions and relationships between the University and field settings.

Seminar is a weekly one-credit course that students are required to enroll in each semester they are in a field practicum. The seminar has an enrollment capacity of 15 students to enable students to discuss and connect classroom learning with practice opportunities in their field settings. The primary assignments in seminar include the learning agreement, regular journal entries, and class presentations. The online time sheet for tracking student hours, sign-ups for site visits, and completion of competency-based evaluations are also administered through the Canvas course for seminar.

The learning agreement is used to help the student develop and demonstrate social work competencies (as defined in CSWE’s 2015 EPAS) in the field setting. At the beginning of the semester, students work with their field instructors to develop 1-2 goals using SMART criteria for each of the competencies. Students are given approximately one month to create their goals, so they have an opportunity to be sufficiently oriented to the agency, understand practice opportunities available to them, consider their own learning needs and desires, anticipate how their goals can incorporate classroom learning and aid in the development of social work competencies, and ultimately prepare them for professional practice. The learning agreement is discussed throughout the year in seminar, field supervision, and site visits. Progress on the learning agreement is evaluated by the student and the field instructor at the end of each semester. The student’s ability to demonstrate the social work competencies, as evidenced in part by completion of learning agreement goals, is evaluated by the field instructor at the end of the year.

Students are required to submit journal entries approximately twice per month. The purpose of journal assignments is to encourage students to engage in self-reflection as well as critical thinking about experiences in the field setting. Journal prompts, to which students must respond thoughtfully and in-depth in order to earn receive full credit, are designed to help students thoroughly examine the knowledge, values, skills and cognitive and affective processes involved in the development of each competency.

Seminar class presentations include an agency spotlight, harmful practice explorations designed to understand application of ethical standards to real-life scenarios, and introduction to community resources and practice skills that can be immediately used by students in their own field settings.

There are four roles within the Field Education Program that are designed to connect classroom learning with the field setting. The campus-based MSW Field Education Director oversees the total effort of the Field Education Program, negotiates general arrangements with agencies, assigns students to agencies, teaches seminar, performs site visits, and serves as

Chair of the Field Education Committee (“FEC”). Field liaisons are full-time faculty members that teach seminar, perform site visits, and serve on the FEC. The field agency representative is selected by agency administrators to coordinate the placement and supervision of students in larger agencies. Field instructors within the agencies assign and monitor student workloads, assist in the development of the learning agreement, and provide regular, direct supervision for the students.

Generalist Practice Opportunities in Field Education

The Field Education Program provides a wide variety of generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities.

Field settings where students are or have been placed within the last two years include community mental health agencies with programs and services primarily for low-income individuals and families; county jails; the state prison; psychiatric hospitals; school districts; programs serving refugees; the University’s family life education program that provides social work services to family participants; medical hospitals; home health and hospice agencies; community agencies serving LGBT individuals; agencies providing programs and services for victims of domestic violence, sexual abuse, etc.; integrated care clinics; substance abuse treatment programs; residential treatment centers for adolescents and adults; and agencies providing court-ordered treatments. These field settings have been screened by the Field Education Program to ensure they employ staff members who have master’s degrees in social work and are experienced in engaging master’s-level social work students in their programs and services.

As students develop the learning agreement, they are encouraged to explore generalist practice opportunities available to them in their field settings and create 1-2 SMART goals for each social work competency. By virtue of completing the learning agreement, they are enabled to find or create meaningful ways to engage with, assess, intervene with, and evaluate practice with individuals, families, groups, organizations, and communities. The field liaison monitors the development of the learning agreement to ensure that the student is able to demonstrate the social work competencies by successfully achieving their goals.

Student Contact with Clients and Constituencies

All students in the Field Education Program are able to demonstrate social work competencies through in-person contact with clients and constituencies. Field settings are selected based on their ability and willingness to engage students as learners and provide ample opportunities for students to experience in-person contact with individuals, families, groups, organizations, and communities. As part of their learning agreement, it is anticipated that students will develop goals based on meaningful interactions with the clients and constituencies served by the field agency. The field liaison monitors the development of the learning agreement to ensure that the student is able to maximize opportunities for as much in-person contact as is feasible in the field setting.

The Field Education Program does not currently require a certain number of face-to-face hours or a certain number of in-person contact experiences with individuals, families, groups,

organizations, and communities. This allows the student and field instructor to develop goals for in-person contact that are responsive to the needs of the student as learner and the opportunities in the field setting for micro, mezzo, and macro practice. However, student opportunities for in-person contact are continuously monitored through student completion of seminar assignments, site visits, and end-of-semester evaluations.

If the field liaison and/or the student do not feel that sufficient opportunities for in-person contact are being allowed in the field setting, the field liaison will work with the student to advocate for more opportunities that enable the student to demonstrate social work competencies. When necessary, the Field Director will also be involved to work with the student to arrange for a different field placement. The field setting will also be reevaluated as to whether it should continue its partnership with the Field Education Program.

Field Hours Requirement

Students are required to complete 450 hours in a single field setting during their first year of the MSW Program and 600 hours in a different field setting during their second year of the MSW Program for a total of 1050 hours of field education. Academic credit received for field practicum hours is structured to allow no more than 225 hours per semester for first year students and 300 hours per semester for advanced standing and second year students. Advanced standing and second year students may also complete an additional 150-300 hours during the summer, which may be counted toward elective credit(s).

Students may begin any training or onboarding activities required by the practicum agency up to 3 weeks prior to the beginning of fall (or summer, if applicable) semester. Direct work with agency clients may not begin until the first day of the semester. Students are not expected to work during holiday breaks and must receive written permission from the Field Director to do so. Students are required to log their hours daily in an online time sheet. Supervisors are provided with access to review and approve student hours. The Field Director monitors the completion of hours via the online time sheets and follows up individually with students as needed.

COVID-19 Update for Students Graduating in May 2021:

A total of 900 field practicum hours is required to meet the minimum requirement set by CSWE. The number of hours that must be completed by each second year or advanced standing student will be individually determined by subtracting the number of hours completed during their first year or BSW practicum from 900 – this is the number they will need in order to fulfill field practicum hour requirements.

Student Eligibility for Field Practicum

Students who are admitted to the MSW program are automatically admitted to the Field Education Program. Prior to being assigned to a field setting, students have the opportunity to attend a Practicum Orientation and Field Fair, held annually on the 2nd Wednesday in February, where they are able to learn about the various field settings in which they might be placed. After the Field Fair, they complete an application and submit a short video explaining their preferred field settings, goals for professional practice, and any pertinent information which will enable the Field Director to select an appropriate field setting for them.

Organizations also have the opportunity to interview students and submit their preferences for particular students. The Field Director evaluates the student's previous social work experience and preferred settings and whenever possible, incorporates both student and agency preferences into field setting assignments. Ideally, students are placed in field settings that are different from previous experiences to better prepare them for competent generalist practice at the micro, mezzo, and macro levels.

As dictated by the University's graduate policy for academic standing, students must maintain a minimum cumulative 3.0 GPA to remain in the MSW Program. Therefore, the student must maintain a minimum cumulative 3.0 GPA to remain in the field setting. If the student's GPA falls below 3.0 they are placed on academic probation for the following semester. A student may remain in their field placement while they are on academic probation with permission from the Field Director, after consultation with the MSW Program Director. If their GPA remains below 3.0 after the probation semester, they are suspended from the MSW Program and also terminated from the field practicum.

Remaining in the field setting is based not only on a student's academic performance, but consideration is also given to the student's demonstrated reliability, ethical behavior, capacity for self-reflection and empathy, and ability to develop and maintain cooperative and collegial relationship, which are continually monitored by both the field liaison and field instructor. If either party has concerns about the student, they are discussed as soon as possible in the FEC meeting and a plan for addressing and resolving any issues are developed and carried out by either the field liaison or the Field Director as needed.

Selection and Expectations of Field Agencies

The Field Education Program provides a wide variety of generalist practice opportunities for students to demonstrate social work competencies and requires that the following criteria be met by each field setting:

- Vision, mission, goals and standards must be compatible with the vision, mission, values, ethical standards, and ethical principles of the social work profession.
- Must demonstrate a respect for all persons, and an understanding of the dimensions of diversity, including age, class, color, culture, disability and ability, ethnicity, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.
- Must value social work students and demonstrate a willingness to participate in their training and education.
- Must provide at least one staff person who meets the Field Education Program's criteria for field instructor credentials and social work practice experience to use the time and resources necessary to provide appropriate field instruction to each student.
- Demonstrate the willingness and ability to provide students with a variety of learning experiences that meet the requirements of the Field Education Program, including:
 - An initial orientation to the agency, including its policies, procedures, and training specific to student safety.
 - Opportunities to learn about the agency in the broader context of its funding sources

and organizational structure.

- Opportunities to attend staff meetings and in-service staff development programs.
- Regular in-person contact with clients.
- Opportunities to practice and demonstrate social work competencies.

Although the Field Education Program already has a robust database of field placements where students are regularly placed, new organizations are always under consideration. Interested agencies must complete an online form providing information related to the aforementioned criteria. The Field Director will contact the agency to further discuss the information provided by the organization. The information will then be reviewed by the FEC and the organization will receive written notification of the Field Education Program's decision to approve or deny its status as a field setting. If approved, the organization must complete a Master Internship Agreement with the University. It will then be added to the Field Education Program's database of field placements and invited to attend the next annual Practicum Orientation and Field Fair.

Placement Process

Students who are admitted to the MSW program are automatically admitted to the Field Education Program. Prior to being assigned to a field setting, students have the opportunity to attend a Practicum Orientation and Field Fair, held annually on the 2nd Wednesday in February, where they are able to learn about the various field settings in which they might be placed. After the Field Fair, they complete an application and submit a short video explaining their preferred field settings, goals for professional practice, and any pertinent information which will enable the Field Director to select an appropriate field setting for them. Organizations also have the opportunity to interview students and submit their preferences for particular students. The Field Director evaluates the student's previous social work experience and preferred settings and whenever possible, incorporates both student and agency preferences into field setting assignments. Ideally, students are placed in field settings that are different from previous experiences to better prepare them for competent generalist practice at the micro, mezzo, and macro levels.

Once they receive a field placement, students are required to schedule a final interview with the organization. In most cases, the organization and student will agree to the field placement and proceed with the completion of the Field Placement Agreement, which is completed online via the Field Education Program's webpage. Once both the student and field agency representative have electronically signed the Field Placement Agreement, the placement is considered to be formalized and the student is able to begin the onboarding process with the organization, which may include completion of background checks, drug screenings, providing verification of immunizations, etc.

If a student is not accepted by the assigned field placement due to student-related, non-agency issues, this will be considered an unsuccessful placement and the student will need to meet with the Field Director to re-evaluate the placement process. A student experiencing three unsuccessful interviews for placement at any point during the program will not be replaced and this will be considered grounds for dismissal from the program. Any questions, concerns, or problems that arise from the field placement interview process should be referred

immediately to the Field Director.

Students should be aware that some organizations may require health screenings, drug testing, a criminal background check and/or fingerprinting, and that these results may then be shared with the Field Director. It is the student's responsibility to inform the Field Director by way of the application or video submission, of any information that would be reasonably understood to have a direct impact on field placement assignments. Depending on the student's area of interest for field placement, other types of information that would potentially be relevant may include personal experience with domestic violence or sexual assault, a history or current involvement with Child Protective Services, a history of substance abuse and/or mental illness, or other such issues. If the student or a close family member received services from any local agencies that might be recommended as a field placement, that information should be provided as well. Students are encouraged to make an appointment with the Field Director to discuss any concerns about current issues or past experiences that may impact field placement. Students are asked to share sensitive personal information only in order to assist the Field Director in determining an appropriate field placement. This information may be disclosed to the MSW Program Director, and/or to a potential field instructor only if it is relevant to the student's field placement. Students who have concerns about the release of any specific information should discuss this directly with the Field Director.

Monitoring Students in Field Placements

Students are monitored in field placements primarily through completion of seminar assignments and site visits. Additionally, students are required to act professionally, take responsibility for their own learning, and behave ethically.

Students in a field placement act as representatives of the organization, the MSW Program, and the social work profession. As such, they are required to present themselves in a professional manner. Students are expected to:

- Arrange their own transportation in order to arrive at the field placement on time, as scheduled.
- Carefully plan for any absences from the field placement. They do have a right to all federal and state holidays recognized by Utah Valley University; however, they should be aware that University breaks do not necessarily correspond with field placement holidays. It is their responsibility to discuss in advance all absences with the field instructor. In the case of an absence because of illness or other emergency, they must notify the field instructor prior to the first scheduled hour of work.
- Abide by norms of dress appropriate to their particular field setting.
- Use time at the field placement for field education purposes only.
- Complete all field agency assignments carefully and in a timely manner.

Students are also expected to demonstrate a commitment to, and responsibility for, their own learning both in the field and in the classroom. Students must therefore:

- Create and be accountable for learning agreement goals in order to demonstrate social work competencies.
- Contribute to the effective use of weekly supervision time with the field instructor.
- Attend and participate in weekly seminar.
- Complete all assignments as outlined in the seminar course syllabus.

Students are required to behave in accordance with the NASW Code of Ethics. This includes the expectation that students in practicum will appropriately identify themselves as students, as well as the mandate that they will respect clients' rights to confidentiality. If the student uses client-related material in class, the information must be carefully disguised so that the identity of the client is protected. If at any time during practicum a student has questions or concerns about a potential ethical dilemma, s/he has a responsibility to discuss the matter with the field liaison.

Supporting Student Safety

Supporting student safety in the field is a top priority for the field education program. Although a certain level of risk is inherent in social work practice, several measures are taken to mitigate as much risk as possible. Field agencies are carefully screened to ensure they are compliant with state licensing requirements. All field agencies must complete a Master Internship Agreement with UVU and are covered by the university's liability insurance. The Field Director and field liaisons work to develop and maintain rapport with field agencies and individual field instructors so that all field settings are known by the field education program.

Risks inherent in social work practice, as well as strategies for improving safety, are discussed during the annual Practicum Kickoff and in weekly seminars. Field agencies and field instructors are expected to provide students with training related to agency risk management and students are expected to adhere to agency policies and to promptly report any concerns about safety to their field instructor or to the Field Director.

Evaluating Student Learning and Field Setting Effectiveness

The field liaisons monitor student learning and field setting effectiveness through weekly seminar discussions, student completion of seminar assignments including submission of regular journal entries, site visits, and end-of-semester evaluations. Evaluations are designed to assess students' development of social work competencies and measure progress on learning agreement goals. If the field liaison has concerns about the student or the field setting, they are discussed as soon as possible in the FEC meeting and a plan for addressing and resolving any issues are developed and carried out by either the field liaison or the Field Director as needed.

If a field instructor has concerns about the student's performance or the appropriateness of allowing a student to continue in a field placement for any reason, the Field Director will facilitate a conference which may include the student, field instructor, and/or the Program Director to discuss the student's suitability to the MSW Program and the social work profession. In some cases, the Field Director may require that the student complete a Field Performance Improvement Plan. However, if the student is removed from the placement

(either by the agency or the Field Education Program), the student may forfeit completed hours in that field placement and receive an “E” grade for the field practicum and seminar. The student may be denied another field placement and dismissed from the program. In some cases and on the recommendation of the Field Director, the MSW Program may give the student permission to apply for a second field placement the following year. Any student who is unable to successfully complete the second field placement will be dismissed from the program.

Occasionally, field settings requesting social work student interns fail to meet Field Education Program’s placement criteria and are not approved for student placements. Examples of this are field agencies that do not provide appropriate supervision, do not agree to provide the learning activities needed for demonstration and mastery of the social work competencies, or lack the quality of social work practice required by UVU’s MSW Program.

Selection and Expectations of Field Instructors

A field instructor for MSW students must possess a CSWE-accredited MSW degree and at least two years of post-degree social work practice experience. On rare occasions, a field instructor may be appointed by the agency who has special qualifications for the role but does not have a social work degree or sufficient post-degree social work practice experience. In such a case, an agency staff member who holds the required MSW degree and has sufficient post-degree practice experience may provide supervision.

The Field Education Program places students in the same field settings year after year, usually within a 60-mile radius of the University, where field instructors have been screened to ensure they have the credentials and social work practice experience required by CSWE. This is verified each year through an online survey that students complete with information regarding their field instructor’s contact information, agency role/position, credentials, etc. When a field setting is under consideration, the Field Director will explore whether the agency is willing to provide field instructors who have the required credentials and practice experience and are capable of the following:

- Planning a diversified range of learning experiences to enable students to develop and demonstrate social work competencies.
- Working with students to develop a learning agreement using opportunities that are already available within the agency, and creating additional opportunities as needed in order for students to create meaningful goals for each social work competency.
- Providing students with regularly scheduled weekly individual or small group educationally-focused supervision sessions.
- Teaching students the value and use of agency documentation.
- Assessing student performance, capacity, learning patterns and needs, to facilitate the individualization of planned learning experiences.
- Assisting students in learning to critically evaluate their own practice.
- Consulting with the field liaison regarding educational planning and assignments, student progress, and any issues or concerns that arise.
- Providing timely end-of-semester student evaluations to the field liaison.

- Regularly reviewing and approving student hours recorded on the online time sheet.

Rarely, a field setting may not have an individual on staff with the credentials or practice experience required by CSWE and the Field Education Program. In such cases, the Field Director works with the field agency representative to locate a field instructor outside the agency to provide regular social work supervision for the student. Such provisions are outlined in writing so there are clear expectations for when, where and how supervision is provided in a way that reinforces the social work perspective.

Field Instructor Orientation and Annual Training Opportunities

The Field Education Program provides an online orientation and annual field instruction training for all field instructors.

All new field instructors are provided with an online training and orientation to the mission, goals, policies, and procedures of the Field Education Program. The training is designed to help them understand the tools, resources, and expectations for providing an appropriate, educational field experience for students. The training covers the following topics: the role of the field instructor, elements of effective supervision and feedback, developing learning opportunities that enable students to demonstrate social work competencies, integrating theory and practice, ethical issues in field education, the gatekeeping role of the field setting, supporting student safety, and competency-based evaluations.

The Field Instructor Conference is held on the 2nd Wednesday of September each year and provides training and updates on the Field Education Program, as well as training on relevant social work topics. Field instructors receive free Continuing Education credit hours and opportunities to network with other social work professionals in the community.

Maintaining Contact with Field Placements

The Field Education Program maintains regular contact with all field settings primarily through on-campus events and field agency site visits.

In addition to the Field Instructor Conference, the Social Work Awards Banquet is held on the 2nd Wednesday in April each year and students, field instructors, and field agency representatives are invited to attend. Outstanding student, field instructor and agency accomplishments are recognized with various awards at this event.

Students are required to schedule a site visit each semester in which a field liaison meets with both the student and the field instructor on-site. During this time, the student's progress on learning agreement goals, and any other questions or concerns regarding student learning and/or performance are discussed. Since all students are placed in field settings within an approximate 60-mile radius of the University campus, it is feasible for each student to receive an in-person site visit from the Field Director or a field liaison. Rarely, extenuating circumstances may necessitate a conference call in lieu of an in-person meeting.

Field Placements and Student Employment

The Field Education Program strongly discourages field placements in an organization in which the student is also employed. Rarely, it will be considered, but only if the student (a) presents a compelling reason for completing a field practicum in the same organization where the student is also employed; (b) can demonstrate that the learning opportunities and responsibilities differ significantly from those associated with the student's employment; and (c) can confirm that the field instructor is someone other than the student's employment supervisor. The student must present a letter to the Field Director from the program supervisor or agency director indicating that the proposed field placement fulfills all three criteria. After consulting with the FEC, the Field Director will provide a written response within 30 days from the date the written request was received.

Guidelines for Problem Resolution in Practicum

In general, problems in the field should be attended to sooner rather than later. Many concerns can be addressed easily once they are openly identified and discussed.

In rare cases, a field placement may be discontinued through no fault of the student. For example, if an agency closes unexpectedly, a qualified field instructor becomes permanently unavailable, or a student's personal safety is jeopardized by remaining in the placement, the Field Director will make every effort to reassign the student to another field placement as quickly as possible.

A student who is experiencing problems in the field should first discuss them with the field instructor. If additional assistance is needed, the problem should then be brought to the attention of the Field Director. When appropriate, the Field Director will facilitate a conference which may include the student and the field instructor to discuss and resolve the problem. If a conference has been required, the Field Director will closely monitor the situation by maintaining regular contact with the parties involved for the remainder of the field placement.

A field instructor who has concerns about the student's performance in the field placement should follow the same process. First, the field instructor should discuss the problem with the student directly. If additional assistance is needed, the problem should then be brought to the attention of the Field Director. When appropriate, the Field Director will facilitate a conference which may include the student, field instructor and/or the MSW Program Director to discuss and resolve the problem. If a conference has been required, the Field Director will closely monitor the situation by maintaining regular contact with the parties involved for the remainder of the field placement.

Throughout the process of addressing problems in the field, documentation should be maintained by all involved, including a notation of the date or dates of contact, and a clear description of any plans or corrective actions agreed upon. In some cases, the Field Director may require that the student complete a Field Performance Improvement Plan. Whenever possible, students will be given an opportunity to correct mistakes or deficiencies and to demonstrate improvement. However, please note that field instructors are not expected to tolerate inappropriate behavior that is disruptive to the functioning of the agency or

potentially harmful to clients or colleagues.

In order to remain in field, students are required to maintain the standards of behavior established by Utah Valley University, the MSW Program, and the social work profession. A student whose inappropriate behavior constitutes a significant violation or pattern of violations of professional standards (for example, failure to adhere to the NASW Code of Ethics), may be dismissed from the field placement, thereby earning a failing grade in the field practicum and seminar. The Field Director has a responsibility to remove a student from field for any of the following reasons:

- Student's failure to abide by the NASW Code of Ethics, NASW Practice Standards & Guidelines, the assigned field agency's policies or procedures, and/or UVU's Student Code of Conduct.
- Student's violation of any of the principles outlined in the NASW Code of Ethics and Practice Standards & Guidelines.
- Student's attempt to harm oneself or others.
- Student's lack of progress in correcting identified deficiencies and concerns (e.g., as outlined in the Field Performance Improvement Plan).
- Student is arrested or charged with a crime. The student should immediately contact the Field Director who will consult with the MSW Program Director to determine whether the student will be allowed to continue in the field and, if so, under what conditions.
- To the extent that the field instructor or Field Director has a concern that a student is unfit to perform any of the required duties associated with the field placement, the student may be immediately removed from the field placement and the Field Director may require the student to provide adequate assurances from an appropriate health care professional acceptable to the MSW Program that the student is fit to perform all duties associated with the field placement.
- Any student who is credentialed by a state regulatory board is responsible for notifying the Field Director immediately of any sanction or disciplinary actions taken against them during their tenure in the MSW Program. The Field Director will consult with the MSW Program Director to determine whether the student will be allowed to continue in the field and, if so, under what conditions.

Any student who is removed from the field agency for the above-mentioned reasons may forfeit completed hours in that field placement and receive an "E" grade for the field practicum and seminar. In such situations, the student may be denied another field placement and dismissed from the program. The student will receive written documentation of reasons for removal and an outline of procedures that will occur after removal.

Counseling Services

Student life is full of opportunities, but it can also be a stressful time. Even the most self-reliant student might have difficulties negotiating academic, interpersonal, or emotional concerns, and would benefit from speaking with a professional. MSW students are not exempt from these concerns, even with the best of training. Student Health Services offers the

following services:

- Individual therapy
- Couple's therapy
- Group therapy
- Walk-in crisis services
- Psychiatric services
- Referrals to community resources
- Learning disability and ADHD evaluations

Student Health Services is located in the Sorensen Student Center (SC 221). Students may call (801) 863-8876 or visit uvu.edu/studenthealth for more information.

APPENDIX A: Master Internship Agreement



MASTER INTERNSHIP AGREEMENT

This Master Internship Agreement ("Agreement") is entered into this ___ day of ___, 20___, ("Effective Date"), by and between Utah Valley University ("UVU"), a body corporate and politic of the State of Utah, located at 800 West University Parkway, Orem, Utah 84058, and ___ ("Experience Provider"), located at ___ (City, State)

RECITALS

- 1. UVU offers degree programs in a wide variety of disciplines. Some of those programs offer classes and other coursework that are academically enhanced by practical work experiences outside the traditional classroom setting.
2. UVU desires to complement that coursework by providing its students with an opportunity to participate in practical work experiences through student internship positions with various companies and organizations.
3. Experience Provider has student internship positions which complement that coursework, and desires to allow UVU students to participate in those internship positions.

NOW, THEREFORE, in consideration of the promises and conditions contained herein, and for other valuable consideration, the receipt and sufficiency of which are acknowledged by UVU and Experience Provider (individually "Party" and collectively "Parties"), the Parties mutually agree as follows:
Duties and Responsibilities: See Exhibit A, which is attached hereto, incorporated herein, and made a part of this Agreement for all purposes.

Term: The term of this Agreement shall be five years from the Effective Date. At any time during the term of this Agreement, either Party may terminate this Agreement ninety (90) days after delivering a written notice of termination to the other Party, except that any termination shall not be effective until the last day of the academic semester following the delivery of the written notice of termination.

General Terms and Conditions: See Exhibit A.

In Witness Whereof, the Parties have caused this Agreement to be executed by their duly authorized representatives.

UTAH VALLEY UNIVERSITY

EXPERIENCE PROVIDER

By: Name _____ By: Name _____

(Signature)

(Signature)

Title: Director, Internship Services

Title: _____

Exhibit A
TERMS AND CONDITIONS

1.0 Duties and Responsibilities of UVU

- 1.1 UVU will organize and coordinate a student internship program, which will provide UVU students with internship positions with Experience Provider, and which will provide Provider with the ability to advertise internship positions to UVU students.
1.2 UVU will certify the academic eligibility of students registering for internship positions. Each certified student intern will have the educational background and skills required for the advertised internship position and will meet departmental requirements for participation.
1.3 UVU will conduct a pre-internship orientation for all student interns and

will provide all academic instruction, a grading system and criteria, and evaluation of all interns. UVU will grade each intern, determine the amount of academic credit to be earned through the internship position, and establish all academic requirements each intern must meet to earn the credit.

- 1.4 For each student intern, UVU will designate a Faculty Supervisor, who will monitor and evaluate the intern's performance during the internship, and serve as a liaison to better foster communication, expectations, and cooperative efforts between the Parties. UVU agrees to advise all interns of any known policies and procedures of Experience Provider related to student internships and the particular requirements of the internship positions as specified Provider.

1.5 UVU agrees to provide and maintain general liability insurance at all times during the term of this Agreement, subject to approved state judgment limitation amounts. Experience Provider agrees to provide and maintain reasonable comprehensive general liability insurance at all times during the term of this Agreement through commercial insurance or properly reserved self-insurance. The nature and amount of the insurance provided and maintained by a Party will be provided to the other Party upon written request.

2.0 Duties and Responsibilities of Experience Provider

2.1 Experience Provider agrees to prepare, for each student internship position, a position description that specifies the duties and responsibilities of the position. UVU will use the position description to determine the suitability of the internship for academic credit. Provider shall notify UVU of all selection criteria and any selection process requirements including, but not limited to, background investigations, drug testing, and health screenings.

2.2 Experience Provider will select student interns based on the Provider's needs and preferences. However, Provider represents that it is an equal opportunity employer and will not discriminate based upon sex, age, race, color, national origin, religion, or disability.

2.3 Experience Provider agrees to provide to each student intern workspace and resources sufficient for the intern to complete all internship assignments. The Provider shall give each intern an opportunity to perform a variety of tasks within the position description in order for the intern to acquire and practice various skills. Additionally, Provider agrees to have each intern be constructively involved with Provider during the entire period of the internship. Provider will provide all necessary work orientation, training, supervision and evaluations. Any intern evaluation materials provided by UVU to Provider shall be timely completed and returned to UVU in accordance with a mutually agreeable schedule, but no later than the end of an academic semester. Provider agrees to make reasonable efforts to accommodate requested site visits by UVU faculty, as well as designate an individual who will serve as the liaison with UVU and each intern.

2.4 If a student intern will not be paid for an internship position offered pursuant to this Agreement, the Parties acknowledge, and agree to comply with, the Utah statutory provisions regarding unpaid interns at Utah Code Ann. §53B-16-401, et seq. Accordingly, no such intern is an employee of Experience Provider, but rather is a volunteer worker of UVU solely for the purposes of receiving workers' compensation medical benefits, if applicable. Provider determines the schedule that each intern will maintain, but commits to a schedule that is sufficiently flexible to allow the intern to participate in any required internship meetings and required UVU academic classes and/or coursework.

2.5 If a student intern will be paid for an internship position offered pursuant to this Agreement, the intern will be a non-exempt employee of Experience Provider, which shall be responsible for providing to the intern all applicable wages, benefits, statutory withholdings, workers' compensation benefits, and other employment benefits required by applicable law. Provider shall determine the hourly or other compensation paid to the intern. Provider determines the schedule that the intern will maintain, but commits to a schedule that is sufficiently flexible to allow the intern to participate in any required internship meetings and required UVU academic classes and/or coursework.

3.0 General Terms and Conditions

3.1 Notice. Any notice to either Party under this Agreement must be in writing, signed by the Party sending it, and personally

delivered or delivered by ordinary, registered, or certified mail to the following:

3.2 Governing Law. The laws of the State of Utah will govern the validity of this Agreement and its interpretation and performance. Any litigation arising in any way from this Agreement shall be brought in the courts of the State of Utah.

3.3 Assignment. Neither Party shall assign or subcontract any portion of its rights or obligations under this Agreement without the prior written consent of the other Party, which consent may be withheld for any reason or no reason.

3.4 Waiver. The failure by any Party to insist upon the strict performance of any term or condition of this Agreement, or to exercise any rights or remedy consequent upon a breach thereof, shall not constitute a waiver of any such breach or of such, or any other, term or condition. No waiver shall affect or alter the remainder of this Agreement, but each and every other term and condition hereof shall continue in full force and effect with respect to any other then existing or subsequently occurring breach.

3.5 Relationship of the Parties. In assuming and performing its obligations under this Agreement, each Party is an independent party and shall not be considered, nor represent itself as, a joint venturer, partner or agent of the other Party. This Agreement shall not create any rights in or inure to the benefit of any third-parties other than the student interns. Nothing in this Agreement shall be deemed or construed by the Parties or by any third-party as creating the relationship of principal and agent or of partnership or of joint venture between the Parties.

3.6 Assumption of Responsibility/Governmental Entity. Each Party assumes responsibility for its own acts and omissions, and those of its employees, officers and agents while engaged in the performance of its obligations under this Agreement. Neither Party shall have any liability whatsoever for any negligent act or omission of the other Party, any third-party, or their employees, officers or agents, and nothing in this Agreement shall be so interpreted or construed. Each Party will defend any lawsuit brought against it and pay any damages awarded against it. UVU is a governmental entity under the Governmental Immunity Act of Utah (Utah Code Ann. §63G-7-101, et seq. (1953 as amended) (the "Act")). Nothing in this Agreement shall be construed as a waiver by UVU, or by Experience provider if it is also a governmental entity as defined by the Act, of any rights, limits, protections or defenses applicable under the Act, including, without limitation, the provisions of § 63G-7-604 regarding limitations of judgments. This Agreement shall not be construed, with respect to third-parties, as waiver of any governmental immunity to which UVU is entitled or to which Experience Provider, if a governmental entity, is entitled.

3.7 Entire Agreement. This Agreement, which includes this Exhibit A, constitutes the entire agreement between the Parties pertaining to the subject matter hereof, and supersedes all prior or contemporaneous written or oral agreements and understandings pertaining thereto. This Agreement may be modified only by a writing signed by both Parties. No covenant, representation or condition not expressed in this Agreement shall affect or be deemed to interpret, change, or restrict the express provisions hereof.

Updated: January 18th, 2017

For Utah Valley University

Internship Services
800 West University Parkway, MS 203
Orem, UT 84058
Phone: 801-863-6589
internships@uvu.edu

For Experience Provider

Company: _____
Contact Person: _____
Address: _____
Phone #: _____
Fax #: _____
Email: _____

APPENDIX B: Practicum Application

Practicum Application
(For reference only – application is completed online via Qualtrics)

Thank you for providing the following information which will enable you to be enrolled in Practicum. The information you provide will be used for both UVU faculty and the practicum agency to contact you. Inaccurate or incomplete information could interfere with your practicum experience by causing delays or miscommunication.

The application should take no longer than an hour to complete. It is recommended you obtain all the required information ahead of time and complete the application in one session as partially complete applications will not be saved.

This application is intended to obtain information that will be helpful in determining practicum placements. Although the experiences and interests of the applicants are taken into consideration, educational needs take precedence over all other factors involved in the assignment of students to practicum agencies. The information on this application may be shared with an agency internship coordinator, field instructor, and/or field liaison. The placement process begins once applications are received by the Field Director. Similar to a job interview, all students must interview for field placements. The student's application is reviewed and a referral is made to an agency or agencies for a phone screening and interview. Students are not guaranteed specific placements since the field placement process is competitive. Students often compete with fellow UVU students as well as students from other schools.

Please note that a background check (including but not limited to criminal history and fingerprinting), immunizations and health screening may be required for placement in certain settings. Note that these may be at the student's expense. Please discuss this with the Field Director if you have questions or concerns regarding these requirements.

The information obtained in this survey may be shared with practicum agencies and your contact information may be shared with UVU faculty/staff and peers in your cohort.

- Yes, I authorize this information to be shared with practicum agencies, UVU faculty/staff and peers in my cohort.

Contact Information

First Name:

Last Name:

What will be your standing during the upcoming academic year?

- BSW – Senior
- MSW – 1st Year
- MSW – Advanced Standing
- MSW – 2nd Year

If you are an Advanced Standing MSW Student, when and where did you complete your BSW? (Please indicate the name of the university and the year you graduated)

Student UVID number:

Professional Gmail Address:

Cell Phone:

Do you receive text messages at the above number?

- Yes
- No

Street Address (where you currently reside – not necessarily your permanent address):

City:

Emergency Contact Information

Primary Contact First Name:

Primary Contact Last Name:

Primary Contact Relationship:

Primary Contact Cell Phone:

Primary Contact Email:

Secondary Contact First Name:

Secondary Contact Last Name:

Secondary Contact Relationship:

Secondary Contact Cell Phone:

Secondary Contact Email:

Student Information

Are you at least 21 years old?

- Yes
- No

What is your gender? (UVU does not discriminate based on gender. Some practicum agencies request students of a particular gender or determine location or role based on gender. For example, correctional or residential agencies may provide services according to gender.)

- Female
- Male
- Prefer to self-describe:
- Prefer not to disclose

What is your race? (UVU does not discriminate based on race. The Council on Social work Education, our accreditation agency, seeks this information and it will only be used in aggregate for reporting purposes.)

Do you speak Spanish?

- Yes
- No

Do you speak any other language(s) other than English or Spanish?

- Yes (please specify):
- No

Special Accommodations – Please describe any Americans with Disabilities (ADA) or other accommodations you will need to complete your practicum.

- I won't need any accommodations.
- My accommodations are described below:

Transportation and Schedule/Availability

Where do you prefer to complete your practicum?

- Utah County
- Salt Lake County
- Other County:

Do you have a valid Utah Driver License?

- Yes
- No, but I do have a valid driver license from another state (please indicate):
- No, I don't have a driver license.

Will you be able to provide your own transportation?

- Yes, I'll be able to get to my practicum without a problem.
- Maybe. I may have some problems with transportation (please explain):
- No, I don't have my own source of transportation.

Will you be employed?

- Yes, full-time
- Yes, part-time
- No

Hours of Availability – Students agree to be available during regular business hours to do their practicum. Special circumstances may be considered. Please explain any preference or special circumstance regarding when you prefer to do your practicum hours.

Evening Hours – Please state your preference regarding working during the evening. This is not a guarantee your agency won't ask you to work some evenings since some agencies do require evening hours.

- Yes, I prefer evenings but I can work during the day as needed.
- No, I prefer not to work evenings but can do so as needed.

Special Considerations – Please describe any special circumstances which should be considered regarding your practicum placement.

Criminal Background Information

Have you ever been arrested or convicted of a felony or violent crime (domestic violence, assault, etc.)?

- No, I have never been arrested or convicted of a felony or violent crime.
- Yes, I have been arrested or convicted (please explain):

Have you ever been arrested or convicted of a crime involving drugs?

- No, I have never been arrested or convicted of a drug crime.
- Yes, I have been arrested or convicted (please explain):

Have you ever been investigated by Child Protective Services (CPS) or law enforcement for child abuse or neglect?

- No, I have never been investigated for child abuse or neglect.
- Yes, I have been investigated (please explain):

Practicum Placement Preferences

Please note that although student interests and preferences are taken into consideration, the University reserves the right to make final placement decisions.

Have you already completed a practicum? If so, where?

- BSW Practicum:
- MSW – 1st Year Practicum:

1st Practicum Placement Choice:

2nd Practicum Placement Choice:

3rd Practicum Placement Choice:

4th Practicum Placement Choice:

5th Practicum Placement Choice:

Optional Comments – Briefly explain anything about your practicum preferences you would like us to consider when making a placement decision.

Discuss your particular interest in social work (e.g., reasons for choosing the field, populations you would like to serve, professional goals, etc.).

Additional Practicum Placement Considerations

There are some practicum situations which might place you at either physical or emotional risk (given specific vulnerabilities of an individual student or circumstances of work with a particular client population or at a particular agency).

Individual issues may need to be presented to the field director in advance to assist with planning for your field placement. It is your responsibility to apprise the Field Director of this information. Failure to disclose may result in denial of admission to field or termination of field placement. The Field Director will consider your special needs and circumstances and will try to make accommodations when and where necessary.

The practicum placement is a graded, professional practice experience that must meet the criteria of the field education program and the professional development needs identified for the MSW Program, the social work profession, and the student.

Please disclose whether you have any personal or family involvement with an agency in which you could potentially be placed (including employment, services provided, relatives working at the agency, etc). If none, please indicate.

Briefly describe pertinent information related to any previous or current health/medical conditions or other such issues that may impact practicum placement.

Please share any personal issues which may impact your choice of possible practicum placements, i.e., substance abuse, no car or a suspended driver license, care giving responsibilities for a family member, etc. If none, please indicate.

Describe any settings and/or populations where you have a reluctance to serve. If none, please indicate.

Conclusion

Are you a member of NASW?

- Yes! I'm a proud member of NASW!
- No, I'm not a member yet but I look forward to learning about it!

Do you certify that all information you've submitted is correct and true to the best of your knowledge?

- Yes, everything is correct and true to the best of my knowledge.

APPENDIX C: Field Placement Agreement

UVU SOCIAL
WORK
UTAH VALLEY UNIVERSITY
Field Placement Agreement

Student Information

Name: _____ UV ID: _____

Phone Number: _____ Email: _____

Class Standing (Check One):

- MSW – 1st Year
- MSW – Advanced Standing
- MSW – 2nd Year

Practicum Description

Start Date: _____ Time: _____ Location: _____

Brief description of practicum duties:

Anticipated # of summer hours (or N/A):

Anticipated # of fall hours:

Anticipated # of spring hours:

Field Agency: _____

Field Instructor/Agency Liaison Name: _____

Office Phone: _____ Ext: _____ Email: _____

Overview of Expectations

- The **1st year MSW student** is expected to provide 450 total hours to the above-named agency (225 hours per semester). The **2nd year or Advanced Standing MSW student** is expected to provide 600 total hours to the above-named agency (300 hours per semester). The student may begin any training or orientation activities with the agency up to three weeks prior to the beginning of fall semester. The student should not work during university breaks and holidays and must seek written permission for any exceptions. The student is required to develop a Learning Agreement with the field instructor and be an active participant in weekly supervision. The student agrees to submit timely mid-semester and end-of-semester evaluations. The student is expected to record hours worked in the timesheet provided by the program on a daily basis and ensure that the field instructor regularly reviews and approves them.
- The **field instructor** must hold an MSW degree from an accredited program and have at least two years of post-degree social work practice experience in order to supervise an MSW student. The field instructor is expected to provide at least one hour of weekly supervision for the student, work with the student to create a Learning Agreement at the beginning of each semester, and submit timely mid-semester and end-of-semester evaluations. The Learning Agreement guides the student and field instructor in designing appropriate learning opportunities to demonstrate CSWE Social Work Competencies and forms the foundation for ongoing supervision and evaluation. The field instructor is also asked to regularly review and approve the student's timesheet.



UTAH VALLEY UNIVERSITY

Field Placement Signatures of Approval

Please mark the following Field Events on your calendar:

- Practicum Kickoff (Students Only): **Friday before first day of Fall Semester**
- Field Instructor Conference (Field Instructors Only): **2nd Wednesday in September**
- Practicum Orientation & Field Fair (All): **2nd Wednesday in February**
- Awards Banquet (Students, Field Instructors, Agency Liaisons): **2nd Wednesday in April**

<p style="text-align: center;">Student Signature</p> <p>X _____</p> <p>Date: _____</p>	<p>I have reviewed and agree with the Overview of Expectations outlined on the first page of this Field Placement Agreement and have marked the applicable Field Events on my calendar. I will conduct myself in a professional manner and will adhere to the policies and procedures of the field agency. I have a firm understanding of the NASW Code of Ethics and will apply these principles to the practice setting at all times. I agree to complete all university requirements in relation to my field placement.</p>
<p style="text-align: center;">Field Instructor or Agency Liaison Signature</p> <p>X _____</p> <p>Date: _____</p>	<p>I have reviewed and agree with the Overview of Expectations outlined on the first page of this Field Placement Agreement and have marked the applicable Field Events on my calendar. I will ensure that the student is provided with ongoing learning opportunities and regular weekly supervision. I will inform the Field Director immediately in the event that concerns arise in the student's performance.</p>

APPENDIX D: Learning Agreement – Generalist Year

MSW Student Generalist Learning Agreement

Instructions: The student learning agreement provides a broad framework for developing an individualized learning plan which is responsive to the needs of the student and the resources of the field agency. The student is required to develop one SMART (specific, measurable, achievable, realistic, and timely) goal for Competencies 1-5. For Competencies 6-9, the student is required to develop a SMART goal for each level of practice (individuals, families, groups, organizations, and communities) that includes components of engagement (Competency 6), assessment (Competency 7), intervention (Competency 8) and evaluation of practice (Competency 9). Goals will be evaluated at the end of the semester and are expected to be completed at the end of the field practicum. The field instructor is expected to review the goals and supervise the student’s progress and development.

Student _____ Agency _____

Field Instructor: _____ Class Standing (1st Year, 2nd Year, Advanced Standing): _____

<p>Competency 1: Demonstrate Ethical and Professional Behavior</p> <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p> <p>Social workers:</p>	
<p>a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</p>	<p>Outline SMART goal here:</p>
<p>b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</p>	

c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	
d. Use technology ethically and appropriately to facilitate practice outcomes	
e. Use supervision and consultation to guide professional judgment and behavior	

Competency 2: Engage Diversity and Difference in Practice	
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:	
a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	Outline SMART goal here:
b. Present themselves as learners and engage clients and constituencies as experts of their own experiences	
c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:	
a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	Outline SMART goal here:
b. Engage in practices that advance social, economic, and environmental justice	

Competency 4: Engage In Practice-informed Research and Research-informed Practice	
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:	
a. Use practice experience and theory to inform scientific inquiry and research	Outline SMART goal here:
b. Apply critical thinking to engage in	

analysis of quantitative and qualitative research methods and research findings	
c. Use and translate research evidence to inform and improve practice, policy, and service delivery	

Competency 5: Engage in Policy Practice	
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:	
a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	Outline SMART goal here:
b. Assess how social welfare and economic policies impact the delivery of and access to social services	
c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	

Review each Competency below and develop one SMART goal for each level of practice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:	
a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	
b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger	

practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- e. Facilitate effective transitions and endings that advance mutually agreed-on goals

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

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

Engage with, Assess, Intervene with, and Evaluate Practice with Individual(s)

Outline SMART goal here:

Engage with, Assess, Intervene with, and Evaluate Practice with Families

Outline SMART goal here:

Engage with, Assess, Intervene with, and Evaluate Practice with Group(s)

Outline SMART goal here:

Engage with, Assess, Intervene with, and Evaluate Practice with Organization

Outline SMART goal here:

Engage with, Assess, Intervene with, and Evaluate Practice with Community

Outline SMART goal here:

I _____ have reviewed this learning agreement and will work toward the satisfactory completion of each goal. If a conflict or issue arises preventing me from continuing or completing any task(s), I will immediately discuss the issue with my field instructor to determine a suitable alternative. I acknowledge that failure to complete any of these tasks by the end of the indicated semester may negatively impact my field evaluation.

I _____ have reviewed this learning agreement and will meet regularly with the student to support his/her success in the satisfactory completion of each goal. If I become aware of an issue or conflict preventing the student from completing any task(s), I will work with the student to determine a suitable alternative. I will refer to this document to provide a full and accurate field evaluation for the student.

Student signature:

Field instructor signature:

APPENDIX E: Learning Agreement - Advanced Generalist Year

MSW Student Advanced Generalist Learning Agreement

Instructions: The student learning agreement provides a broad framework for developing an individualized learning plan which is responsive to the needs of the student and the resources of the field agency. The student is required to develop one SMART (specific, measurable, achievable, realistic, and timely) goal for Competencies 1-5. For Competencies 6-9, the student is required to develop a SMART goal for each level of practice (individuals, families, groups, organizations, and communities) that includes components of engagement (Competency 6), assessment (Competency 7), intervention (Competency 8) and evaluation of practice (Competency 9). Goals will be evaluated at the end of the semester and are expected to be completed at the end of the field practicum. The field instructor is expected to review the goals and supervise the student’s progress and development.

Student _____ Agency _____

Field Instructor _____ Class Standing (1st Year, 2nd Year, Advanced Standing) _____

<p>Competency 1: Demonstrate Ethical and Professional Behavior</p> <p>Advanced generalist social work practitioners consistently demonstrate advanced knowledge of the NASW Code of Ethics, agency rules and regulations, and the relevant federal and state laws and policies that govern social work practice and licensing. When confronted with ethical dilemmas of increasing complexity, advanced generalist practitioners model ethical and skilled decision-making through identifying 1) the facts of the situation, 2) their reactions, values, and biases, and 3) the relevant ethical standards, rules, regulations, and laws. Advanced generalist practitioners identify as professional social workers at an advanced level, representing and advocating the profession’s mission, values, and frameworks when practicing on interdisciplinary teams. Advanced generalist practitioners model professional behavior and seek out opportunities to increase their knowledge and improve their practice skills. Advanced generalist social workers:</p>	
<p>Demonstrate advanced critical thinking and analysis when responding to ethical dilemmas of increasing complexity at the micro, mezzo, and macro systems of practice.</p>	<p>Outline SMART goal here:</p>
<p>Consistently employ self-reflection, self-monitoring, and self-correction in their professional behaviors and boundaries when engaging in direct practice or indirect social</p>	

work practice.	
Apply self-care knowledge and practices to ensure the use of self is effective and ethical in their interactions with clients and colleagues.	
Model, embrace, and advocate for social work values and principles in both client-based and organizational or community-based situations in interdisciplinary practice settings, as applicable.	

<p>Competency 2: Engage Diversity and Difference in Practice Advanced generalist social work practitioners understand that the relationship between diverse individuals and the various systems with which they interact (including, but not limited to family, community, child welfare, school/educational, criminal justice, mental and behavioral health, and health systems), has included experiences of discrimination, marginalization, and oppression within our community. Advanced generalist practitioners use this knowledge to engage diverse clients with empathy and establish collaborative working relationships that emphasize client identities, strengths, and shared power. Advanced generalist practitioners scrutinize and challenge assumptions and biases about diverse populations that are widespread in the community. Advanced generalist practitioners esteem and respect cultural values and communication styles. Advanced generalist social workers:</p>	
Select and apply methods, skills, and interventions that are attuned to clients' identities, cultures, and experiences of marginalization and oppression.	Outline SMART goal here:
Employ the client's natural support system in resolving problems with awareness and sensitivity to the uniqueness in the client's familial, cultural, and social environments.	
Continually examine and challenge biases and assumptions related to diverse populations in order to promote culturally sensitive and competent social work services at an advanced generalist level.	

<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice Advanced generalist social work practitioners understand that the realization of human rights and social, economic, and environmental justice and security affect the bio-psycho-social-spiritual functioning of client systems. Advanced generalist practitioners exhibit a heightened ability to recognize the ways that our community and region continue to uphold systems that restrict access to resources and services for marginalized populations. Advanced generalist practitioners are committed to protecting human rights and enhancing social, economic, and environmental justice within our community and have an expanded repertoire of skills, including legislative advocacy, program design, funding, and community organization to do so. Advanced generalist social workers:</p>	
Identify gaps in, or barriers to, equitable distribution of resources and services that increase social, economic, or environmental justice at an advanced generalist level.	Outline SMART goal here:

Advocate with, and on behalf of, client systems to address barriers to equitable distribution of resources and services at micro, mezzo, and macro levels of social work practice.	
Empower underserved, oppressed, and marginalized clients and populations to promote and advocate for social and economic justice in their local community and state environments.	

Competency 4: Engage In Practice-informed Research and Research-informed Practice	
Advanced generalist social work practitioners value the scientific process and advance their ability to evaluate the credibility of diverse sources, including empirical research, and ways of knowing. Advanced generalist practitioners assess how applicable evidence-based interventions are for specific client populations. Advanced generalist practitioners are knowledgeable in the stages of the empirical research process. They plan and carry out empirical practice-informed research to advance the science and practice of social work and disseminate acquired findings to relevant audiences. Advanced generalist social workers:	
Autonomously and consistently evaluate and integrate research evidence on direct and indirect practice modalities and approaches and apply to advanced generalist practice.	Outline SMART goal here:
Use practice experience and theory to help identify gaps in practice-informed research.	
Effectively communicate original, empirical research results and applications to social work practice with relevant stakeholders.	

Competency 5: Engage in Policy Practice	
Advanced generalist social work practitioners understand that agency, local, state, and federal policy affect the bio-psycho-social-spiritual functioning of client systems and demonstrate an enhanced ability to analyze and intervene in the legislative process in the State of Utah. Advanced generalist practitioners' value and participate in local and state governing bodies and processes. Advanced generalist social workers:	
Evaluate public, private, or non-profit approaches to policy implementation for individuals, families, groups, organizations, and communities.	Outline SMART goal here:
Propose or advocate for improved or additional local and organizational policies to improve services for individuals, families, groups, organizations, and communities.	
Demonstrate advanced understanding and ability to advocate within local and state legislative processes.	

Review each Competency below and develop one SMART goal for each level of practice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Advanced generalist social work practitioners are cognizant of the social environment in which they practice and

develop the specialized expertise to engage client systems effectively. In our social environment, advanced generalist practitioners maintain the importance of human relationships as they engage increasingly complex client systems experiencing increasingly complex mental and behavioral health disorders and challenges to community well-being and inclusivity. Advanced generalist practitioners understand that mezzo and macro systems influence, and are influenced by, individuals' mental and behavioral health and skillfully engage systems to improve well-being. Advanced generalist practitioners engage client systems in creating therapeutic environments beneficial to assessment, intervention, and evaluation. Advanced generalist practitioners recognize how their personal experiences with mental and behavioral health may impact their ability to engage with client systems. Advanced generalist social workers:

- Autonomously integrate theoretical, cultural, and research knowledge to engage increasingly complex client systems and constituencies at the advanced generalist level;
- Employ and model conscious and professional use of self at the advanced generalist level;
- Effectively communicate, coordinate, and advocate with other providers and interdisciplinary teams to address mutually agreed-upon goals at the advanced generalist level

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social work practitioners are cognizant of the social environment in which they practice and develop the specialized expertise to assess diverse client systems effectively. In our social environment, advanced generalist practitioners develop their knowledge and skill to effectively assess increasingly complex individuals, families, groups, organizations, and communities. Further, advanced generalist practitioners adjust assessment protocols for client systems at various developmental stages. Advanced generalist practitioners augment mental and behavioral health assessment with data from diagnostic tools and the DSM. Advanced generalist practitioners assess organizations and communities for commitment to principles of diversity, equity, and inclusion as emphasized in the NASW Code of Ethics. Advanced generalist social workers:

- Engage autonomously in ongoing assessment that responds to the unique characteristics, situations, strengths, and challenges of client systems and constituencies at the advanced generalist level;
- Utilize evidence-informed, ethical, and appropriate screening and assessment tools at the advanced generalist level;
- Identify how an organization's policies align with cultural humility and diversity, equity, and inclusion as emphasized in the NASW Code of Ethics at the advanced generalist level.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social work practitioners are cognizant of the social environment in which they practice and develop the specialized expertise to intervene with diverse client systems effectively. The advanced practitioner demonstrates advanced skill and sophistication in understanding, identifying, analyzing, and implementing evidence-informed interventions in increasingly complicated practice situations, including those that involve mental and behavioral health disorders. Advanced generalist practitioners have an increased range of practice modalities to intervene with individuals, families, groups, organizations, and communities and value the collaboration across systems that contributes to increased well-being. Advanced generalist practitioners prioritize research-informed practice and intervene using evidence-based practice modalities (including but not limited to, Cognitive Behavioral Therapy, Motivational Interviewing, Dialectical Behavioral Therapy, Emotionally Focused Therapy, and Structural Family Therapy) in practice with individuals, families, and groups. Additionally, advanced generalist practitioners further their indirect practice capabilities to include community development, program development funding, and social policy analysis and practice specific to the Utah State Legislature.

Advanced generalist social workers:

- Autonomously implement collaborative, client-centered, culturally appropriate, and research-informed interventions to address increasingly complex client systems and challenges at the advanced generalist level;
- Autonomously facilitate effective transitions and endings to advance mutually agreed upon goals for individuals, families, groups, organizations, and communities at the advanced generalist level;
- Enhance cultural humility and competent practice in programs and organizations at the advanced generalist level.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social work generalist practitioners are cognizant of the social environment in which they practice and develop the specialized expertise to effectively evaluate practice with diverse client systems. Advanced generalist practitioners demonstrate advanced ability to continuously evaluate practice with increasingly complex client systems and practice situations by applying theoretically sound and research-informed evaluation practices and tools. Advanced generalist practitioners value client participation in the evaluation process and apply evaluation outcomes to further enhance their practice. Advanced generalist social workers:

- Elicit feedback from diverse clients and apply it to all levels of social work practice;
- Autonomously monitor and evaluate interventions and outcomes at all levels of social work practice;
- Utilize supervision effectively to monitor and evaluate advanced skill acquisition and application at the advanced generalist level.

Engage with, Assess, Intervene with, and Evaluate Practice with Individual(s)

Outline SMART goal here:

Engage with, Assess, Intervene with, and Evaluate Practice with Families

Outline SMART goal here:

Engage with, Assess, Intervene with, and Evaluate Practice with Group(s)

Outline SMART goal here:

Engage with, Assess, Intervene with, and Evaluate Practice with Organization

Outline SMART goal here:

Engage with, Assess, Intervene with, and Evaluate Practice with Community

Outline SMART goal here:

I _____ have reviewed this learning agreement and will work toward the satisfactory completion of each goal. If a conflict or issue arises preventing me from continuing or completing any task(s), I will immediately discuss the issue with my field instructor to determine a suitable alternative. I acknowledge that failure to complete any of these tasks by the end of the indicated semester may negatively impact my field evaluation.

I _____ have reviewed this learning agreement and will meet regularly with the student to support his/her success in the satisfactory completion of each goal. If I become aware of an issue or conflict preventing the student from completing any task(s), I will work with the student to determine a suitable alternative. I will refer to this document to provide a full and accurate field evaluation for the student.

Student signature:

Field instructor signature:

APPENDIX F: Final Field Evaluation – Generalist Year



UTAH VALLEY UNIVERSITY

**Generalist Year
Final Field Evaluation
(For reference only – evaluation is completed online via Qualtrics)**

Student Name:
Student Email:
Agency:
Field Instructor Name:
Field Instructor Email:

Please rate the student using the following scale. Ratings at the beginning and moderate levels are expected for students during any given semester. Ratings at the advanced and mastered levels are rare, but may be given if/when the student is highly experienced and/or skilled beyond the level seen in a newly licensed social worker.

- 5 – Mastered: The student demonstrates mastery of this practice behavior and performs at a level comparable to professional colleagues
- 4 – Advanced: The student independently and routinely demonstrates the practice behavior as an integral part of daily work
- 3 – Moderate: With regular supervision, the student is beginning to integrate the practice behavior into daily work
- 2 – Beginning: Under close supervision, the student is consciously and consistently working to develop and demonstrate the practice behavior
- 1 – Does not demonstrate: The student has not developed or does not satisfactorily demonstrate the practice behavior

1. Demonstrate Ethical and Professional Behavior

a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

5 4 3 2 1

b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

5 4 3 2 1

c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

5 4 3 2 1

d. Use technology ethically and appropriately to facilitate practice outcomes.

5 4 3 2 1

e. Use supervision and consultation to guide professional judgment and behavior.

5 4 3 2 1

2. Engage Diversity and Difference in Practice

a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

5 4 3 2 1

b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.

5 4 3 2 1

c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

5 4 3 2 1

3. Advance Human Rights and Social, Economic, and Environmental Justice

a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

5 4 3 2 1

b. Engage in practices that advance social, economic, and environmental justice.

5 4 3 2 1

4. Engage in Practice-informed Research and Research-informed Practice

a. Use practice experience and theory to inform scientific inquiry and research.

5 4 3 2 1

b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

5 4 3 2 1

c. Use and translate research evidence to inform and improve practice, policy, and service delivery.

5 4 3 2 1

5. Engage in Policy Practice

a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

5 4 3 2 1

b. Assess how social welfare and economic policies impact the delivery of and access to social services.

5 4 3 2 1

c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

5 4 3 2 1

6. Engage with Individuals, Families, Groups, Organizations, and Communities

a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

5 4 3 2 1

b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

5 4 3 2 1

7. Assess Individuals, Families, Groups, Organizations, and Communities

a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

5 4 3 2 1

b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

5 4 3 2 1

c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

5 4 3 2 1

d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

5 4 3 2 1

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

5 4 3 2 1

b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

5 4 3 2 1

c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

5 4 3 2 1

d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

5 4 3 2 1

e. Facilitate effective transitions and endings that advance mutually agreed-on goals.

5 4 3 2 1

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

a. Select and use appropriate methods for evaluation of outcomes.

5 4 3 2 1

b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

5 4 3 2 1

c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

5 4 3 2 1

d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

5 4 3 2 1

APPENDIX F: Final Field Evaluation – Advanced Generalist Year



UTAH VALLEY UNIVERSITY

**Advanced Generalist Year
Final Field Evaluation
(For reference only – evaluation is completed online via Qualtrics)**

Student Name:
Student Email:
Agency:
Field Instructor Name:
Field Instructor Email:

Please rate the student using the following scale. Ratings at the beginning and moderate levels are expected for students during any given semester. Ratings at the advanced and mastered levels are rare, but may be given if/when the student is highly experienced and/or skilled beyond the level seen in a newly licensed social worker.

- 5 – Mastered: The student demonstrates mastery of this practice behavior and performs at a level comparable to professional colleagues
- 4 – Advanced: The student independently and routinely demonstrates the practice behavior as an integral part of daily work
- 3 – Moderate: With regular supervision, the student is beginning to integrate the practice behavior into daily work
- 2 – Beginning: Under close supervision, the student is consciously and consistently working to develop and demonstrate the practice behavior
- 1 – Does not demonstrate: The student has not developed or does not satisfactorily demonstrate the practice behavior

1. Demonstrate Ethical and Professional Behavior

a. Demonstrate advanced critical thinking and analysis when responding to ethical dilemmas of increasing complexity at the micro, mezzo, and macro systems of practice.

5 4 3 2 1

b. Consistently employ self-reflection, self-monitoring, and self-correction in their professional behaviors and boundaries when engaging in direct practice or indirect social work practice.

5 4 3 2 1

c. Apply self-care knowledge and practices to ensure the use of self is effective and ethical in their interactions with clients and colleagues.

5 4 3 2 1

d. Model, embrace, and advocate for social work values and principles in both client-based and organizational or community-based situations in interdisciplinary practice settings, as applicable.

- 5 4 3 2 1
2. Engage Diversity and Difference in Practice
- a. Select and apply methods, skills, and interventions that are attuned to clients' identities, cultures, and experiences of marginalization and oppression.
- 5 4 3 2 1
- b. Employ the client's natural support system in resolving problems with awareness and sensitivity to the uniqueness in the client's familial, cultural, and social environments.
- 5 4 3 2 1
- c. Continually examine and challenge biases and assumptions related to diverse populations in order to promote culturally sensitive and competent social work services at an advanced generalist level.
- 5 4 3 2 1
3. Advance Human Rights and Social, Economic, and Environmental Justice
- a. Identify gaps in, or barriers to, equitable distribution of resources and services that increase social, economic, or environmental justice at an advanced generalist level.
- 5 4 3 2 1
- b. Advocate with, and on behalf of, client systems to address barriers to equitable distribution of resources and services at micro, mezzo, and macro levels of social work practice.
- 5 4 3 2 1
- c. Empower underserved, oppressed, and marginalized clients and populations to promote and advocate for social and economic justice in their local community and state environments.
- 5 4 3 2 1
4. Engage in Practice-informed Research and Research-informed Practice
- a. Autonomously and consistently evaluate and integrate research evidence on direct and indirect practice modalities and approaches and apply to advanced generalist practice.
- 5 4 3 2 1
- b. Use practice experience and theory to help identify gaps in practice-informed research
- 5 4 3 2 1
- c. Effectively communicate original, empirical research results and applications to social work practice with relevant stakeholders.
- 5 4 3 2 1
5. Engage in Policy Practice
- a. Evaluate public, private, or non-profit approaches to policy implementation for individuals, families, groups, organizations, and communities.
- 5 4 3 2 1
- b. Propose or advocate for improved or additional local and organizational policies to improve services for individuals, families, groups, organizations, and communities.
- 5 4 3 2 1
- c. Demonstrate advanced understanding and ability to advocate within local and state

legislative processes.

5 4 3 2 1

6. Engage with Individuals, Families, Groups, Organizations, and Communities

a. Autonomously integrate theoretical, cultural, and research knowledge to engage increasingly complex client systems and constituencies at the advanced generalist level.

5 4 3 2 1

b. Employ and model conscious and professional use of self at the advanced generalist level.

5 4 3 2 1

c. Effectively communicate, coordinate, and advocate with other providers and interdisciplinary teams to address mutually agreed-upon goals at the advanced generalist level.

5 4 3 2 1

7. Assess Individuals, Families, Groups, Organizations, and Communities

a. Engage autonomously in ongoing assessment that responds to the unique characteristics, situations, strengths, and challenges of client systems and constituencies at the advanced generalist level.

5 4 3 2 1

b. Utilize evidence-informed, ethical, and appropriate screening and assessment tools at the advanced generalist level.

5 4 3 2 1

c. Identify how an organization's policies align with cultural humility and diversity, equity, and inclusion as emphasized in the NASW Code of Ethics at the advanced generalist level.

5 4 3 2 1

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

a. Autonomously implement collaborative, client-centered, culturally appropriate, and research-informed interventions to address increasingly complex client systems and challenges at the advanced generalist level.

5 4 3 2 1

b. Autonomously facilitate effective transitions and endings to advance mutually agreed upon goals for individuals, families, groups, organizations, and communities at the advanced generalist level.

5 4 3 2 1

c. Enhance cultural humility and competent practice in programs and organizations at the advanced generalist level.

5 4 3 2 1

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

a. Elicit feedback from diverse clients and apply it to all levels of social work practice.

5 4 3 2 1

b. Autonomously monitor and evaluate interventions and outcomes at all levels of social work practice.

5 4 3 2 1

c. Utilize supervision effectively to monitor and evaluate advanced skill acquisition and application at the advanced generalist level.

5 4 3 2 1

APPENDIX G: Student Evaluation of Field Experience

Student Evaluation of Field Experience

****Reference only – Evaluation to be completed online via Qualtrics****

Dates of Field Placement:	
Field Placement:	
Field Instructor:	

To the Student in Field Practicum:

This evaluation form is to be completed by you toward the completion of your field internship in any agency.

Rating Scale	
1 =	Strongly Disagree
2 =	Disagree
3 =	Somewhat Disagree
4 =	Somewhat Agree
5 =	Agree
6 =	Strongly Agree
N/A =	Not Applicable

Evaluation by Student

	1	2	3	4	5	6	N/A
1. The field placement provided an opportunity to integrate classroom theory and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The staff of the agency communicated an attitude of acceptance and helpfulness conducive to a positive learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I believe that my field placement offered a good opportunity for learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I received a minimum of one hour of supervision each week.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. This field experience stimulated the use of critical thinking (i.e. analysis, synthesis, problem solving, and evaluation).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The placement provided the opportunity to be appropriately involved and busy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I was given individual responsibility for my own case(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The work load expected by the agency was appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Because of my experience in the agency, I am able to better understand what it means to be a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

generalist practitioner.							
10. I would recommend this agency placement to other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I would recommend this field instructor to other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I feel like I was treated as valuable, professional colleague in the agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Are there any unique requirements relating to this agency that should be known to students before being placed here?							
14. What improvements should be made in this placement?							
15. Other comments:							

APPENDIX H: Field Instructor Evaluation of Field Education Program

Field Instructor Evaluation of Field Education Program

***** Reference only – Evaluation to be completed online via Qualtrics *****

Student Name:	
Agency:	

In order to continually improve our program, your feedback is requested. Please rate the following on a scale of 1 (low) to 5 (high).

	1	2	3	4	5
1. The Field Director provided direction and guidance with regards to the purposes and objectives of the practicum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Early contacts with the Field Director were clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Communication with the Field Director throughout the practicum was sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The Field Manual helped me fulfill my responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The Field Director made clear to me my roles and responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The Field Director was responsive to my needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The site visits promoted a practicum that was educationally driven.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The student was well-prepared educationally for this practicum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The annual Field Instructor Conference helped me better understand the program and provided meaningful instruction to field instructors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I would recommend this field education program to a colleague.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. How could we improve the field education program to make it meet your agency's needs better?					
12. What is a strength of our program that we should continue?					
13. Please share any other comments you have.					

APPENDIX I: Field Performance Improvement Plan

Field Performance Improvement Plan

Student Name:

Agency:

Field Instructor:

Behavior(s) of concern:

Action(s) to be completed by student:

Target Completion Date:

Action(s) to be taken by field instructor:

Target Completion Date:

Student Signature & Date:

Field Instructor Signature & Date:

Field Director Signature & Date: