2015-2016

FIELD MANUAL
OFFICE OF FIELD EDUCATION

The University of Chicago
School of Social Service Administration
Welcome to Field Education

I. Introduction to Field Education
   • Field Education Policy Statement and Purpose 3
   • Field Education Purpose and Model 3
   • Components and Structure of Field Education 3
   • SSA Academic Calendar and Evaluation Due Dates 6
   • Field Readiness Workshops 7

II. Field Education Hours and Scheduling:
   • Hours and Days for Field Placement 9
   • Field Seminars: Dates and Times 11
   • Full Time and Part Time Day Program: Field Seminar Dates 11
   • EEP at a Glance 13
   • Extended Evening Program (EEP) Field Seminar Dates 13
   • Holidays, Breaks, Vacations, Sick Time, 14
   • Family Illness, Other Absences, 15
   • Leave of Absence from Field 16

III. Responsibilities of Student in Field Placement
   • Student Standards 17
   • Dress Code, Cell Phone, Social Networking, Sexual Harassment 18
   • Disclosure of Student Status to Clients 19
   • Criminal Offense Record Investigation and Field Placement Assignments 19
   • Students Disability and Accommodation 20
   • Additional SSA Procedures 21
   • Student Checklist 23
   • Field Work Travel Reimbursement 25
   • Risk Management and Safety 26

IV. Responsibilities of Field Educators
   • Role of Field Instructor and Task Supervisor 29
   • Field Instructor Responsibilities 30
   • Field Instructor Checklist 31
   • Selection and Evaluation of Field Placement Sites and Field Instructors 33

V. Learning Contracts and Quarterly Evaluations
   • Suggested Learning Assignments 35
   • Completing Quarterly Evaluations 38
VI. Student Placement Process
• Admissions Criteria for Fieldwork 39
• First Year Field Placement 49
• Second Year Concentration Field Placement 49
• Field Placement in Place of Employment, Work Study, Stipends 52

VII. Grading and Problem Solving from a Strength Based Perspective
• Philosophy of Student Learning Agreements and Evaluations 53
• Grading 53
• Steps Toward Field Problem Resolution 56
• Requesting a Field Placement Change 58

VIII. Student Evaluation of the Field Placement and End-of-Year Field Evaluation Forms
• Evaluation of Field Placement 59
• Evaluation of Field Seminar and Consultant Role 61
• Field Instructor Evaluation of Field Consultant 63

Tool Box for Field Instructors and Students

Quick Reference:
Extended Evening Program 67
Full-Time/Part-Time Day Program 69

Forms:
Field Placement Safety Discussion Form 71
Core Learning Contract 73
Clinical Learning Contract 81
Social Administration Learning Contract 89
Reflection Logs 97
Student's Self-Assessment of Field Instruction Supervision 99
Macro Projects 101
Field Placement Incident Report Form 105
Field Work Performance Agreement 111
Core Quarterly Evaluation 113
Clinical Quarterly Evaluation 121
Social Administration Quarterly Evaluation 129
Field Consultant Evaluation of the Student 137

Resources for Field Instructors:
Application for Field Agency/Field Placement Request Form 141
Field Instructor’s Self-Assessment of Field Instruction Supervision 151
Field Instructor Training 153
Field Instructor Workshops 154
Library Privileges for Field Instructors 155
Continuing Education Credit Application 157

NASW Code of Ethics 159
Welcome to Field Education at SSA!

Long known for its rich diversity and pioneering national movements in social work, Chicago and its surrounding communities continue to offer students an opportunity to examine contemporary social welfare issues on multiple system levels. SSA values and sincerely appreciates our Field Instructors and community partners.

Your field placement is the signature setting where theory and practice converge. Optimal learning takes place through a strong partnership between you, your Field Instructor, and SSA. Your ability to step into the learner role and advocate for your own learning will be an important factor as you embrace the work of your agency. Our collective efforts contribute to your professional growth and education.

The School of Social Service Administration and the Office of Field Education have a structure in place that provides you with support, resources, and procedures for problem solving. Please read through this manual and then keep it as a reference.

This Field Education Manual contains current information about the school’s policies and practices. It should be used as a supplement to the SSA Student Handbook and the Student Manual University Policies and Regulations. The SSA Field Manual does not repeat all information pertaining to the curriculum, graduation requirements and other matters described in the School's, Announcements. Doctoral students also receive the Manual for Doctoral Students.

This manual is accessible on line at www.ssa.uchicago.edu.

On behalf of SSA and our Field Education staff, we welcome you to SSA!

Best,

Nancy Chertok, A.M.
Director of Field Education
I. Introduction to Field Education

Policy Statement

The field practica are essential and integral components of a social work education. In our Master's curriculum, the practica are designed to engage students in practice activities that provide opportunities to reinforce and integrate knowledge, values, and social work competencies learned in the field and classroom. The practicum extends the learning objectives of the overall curriculum as it encourages students to evaluate their own practice, identify practice questions that would lead to practice relevant research or analyses, and develop beginning competence in an area of social work practice.

It is expected that each student will have experience in two practica during their Master's program. The first practicum will include intervention with individuals and at least one other client system. The second practicum will include learning experiences that are congruent with the objectives of the student's concentration.

The administration and faculty of the School have the basic responsibility for the development and administration of the practica plans in the various areas of the curriculum (first year core curriculum and second year curriculum concentrations).

Field Education Purpose and Model

The field component of the curriculum is designed to help students develop competencies to help those in need and to bring about effective social change. Field instruction is an integral component of social work education. The field placement provides the opportunity for students to develop and build knowledge and skills in an area of social work practice and begin to develop a professional identity as a social worker. Students are challenged to prepare for positions of leadership and agents of change while working within the realities and contexts of field placement agencies.

The primary model of field instruction is a concurrent model, meaning students take classes and complete the field placement at the same time. The number of required hours is the same for SSA’s full time and extended programs, though the time spent in the field varies depending on the program and year of study. Students completing the clinical concentration complete a minimum of 1120 field hours. Students in the social administration concentration complete a minimum of 976 field hours.

Components and Structure of the Department of Field Education

SSA’s field education provides students with the opportunity to learn from direct field placement experience and field seminars involving active listening, solution oriented problem solving and discussion pertinent to the integration of theory and practice. Students are expected to contribute to their learning through active, constructive participation and interaction with peers, staff, and faculty in the field and in the classroom.
First and Second Year Field Model Components

1) Geographic clusters (First Year): Cohorts of full-time students will be placed in field agencies in accordance to broad geographic areas. Students in each cluster will also be together in the core direct practice course, the policy and programs courses, and in the applied learning seminar. This organizing framework is designed to increase students’ awareness of the context within which their placement agencies provide services and to enable students to share the learning experiences of one another.

2) Orientation/preparation phase (First Year): During autumn quarter, students will participate in preparation sessions covering topics such as use of supervision, legal issues, and risk assessment. The goal of these “Entering the Field” workshops is to provide students with some basic values and knowledge needed in field work. Students will begin field placements during the second week of autumn quarter.

3) Macro Projects (First Year): Field instructors will offer students options for a macro project. This is intended to provide them with an orientation to generalist practice. The goal is to enable students to learn about their agency’s mission, function, organizational structure, and how their agencies fit into their communities and fields of practice. The projects are also expected to contribute to the functioning of the agency.

4) Field Seminar (First and Second/Third Year): Required field seminars are facilitated by a Field Consultant over the course of the year. The goal of the seminar is to provide a context for integrating classroom and field learning. Common features of the seminars include: practicing interviewing skills, role plays, case presentations, group discussions, and didactic material related to social work practice.

5) Faculty Involvement: Faculty/Field Consultant Partnership (First Year): Faculty involvement in the field will be organized around a partnership between a faculty member who teaches the direct practice core course and the Field Consultant who will lead the seminar and serve as a liaison to the field placement. Faculty partners are expected to assist Field Consultants with developing a syllabus for the seminar and coordinate course and seminar content.

6) Reflection Logs (First and Second/Third Year): Reflection Logs afford the student opportunity to consolidate learning and apprise the Field Consultant of progress and challenges in the field. Due dates for Reflection Logs are outlined in the Field Seminar Syllabus. Students in summer block placements complete reflection logs every other week.

7) Learning Contracts (First and Second/Third Year): Learning Contracts are not legal contracts; they are roadmaps for specifying learning opportunities aimed at developing social work competencies. Changes in agency resources and student learning needs are anticipated in field work settings. On-going dialogue between the student and Field Instructor is expected after completion of the initial learning agreement.

8) Quarterly Student Evaluations (First and Second/Third Year): Quarterly Student Evaluations are completed by the Field Instructor and student to provide feedback and measure growth toward mastery of social work competencies and practice behaviors.
Field Education Staff and Roles

Nancy Chertok  
Director of Field Education  
Office: W18  
Phone: (773)702-1178  
E-Mail: nchertok@uchicago.edu

The Director of Field Education is responsible for the overall vision and operations of the Field Education Office. She works closely with the Field Coordinators and the Associate Director to ensure that field placements provide opportunities to reinforce and integrate knowledge, values, and skills learned in the field and classroom.

Bharathi Jayaram  
Associate Director of Field Education  
Office: BW7  
Phone: (773)702-9418  
E-Mail: bjayaram@uchicago.edu

The Associate Director of Field Education is responsible for developing new field placements, facilitating the process of matching students with appropriate field placements (in the full-time program), and working closely with the field consultants and field instructors to provide positive learning experiences for students.

Kim Vander Griend and Sarah Morgan; Field Coordinators  
Office: BW9  
Phone: (773)702-1141  
E-Mail: kavander@gmail.com; scmorgan@uchicago.edu

The Field Coordinator is responsible for developing, coordinating, and managing the Extended Evening Program student field placement process; serves as a liaison to the first year EEP students and their field placements; develops new field placements, and assists with program administration.

Alice Jackson, Field Office Assistant  
Office: BW  
Phone: (773)702-1154  
E-Mail: alicejackson@uchicago.edu

The Field Office Assistant is responsible for the field office database management, clerical and correspondence duties, and communications with field instructors around field evaluations and other information pertinent to the field experience.

Field Consultants  
The SSA Field Consultant monitors each student’s field experience and provides guidance and support to both the field instructor and student to advance social work practice competencies. SSA Field Consultants teach the field seminar, promoting the integration of coursework and field experiences. The Field Consultant is responsible for collecting and reviewing learning agreements, field evaluations, reflection logs, and any performance agreements. S/he facilitates effective communication between the field instructor, student, and SSA Office of Field Education.

Please contact your Field Consultant first with questions about field placements, seminars and specific field issues.
SSA Calendar 2015-16

International Student Orientation: September 15-17
EEP Orientation: September 12
MA & PhD Orientation: September 21-25
Autumn Quarter Registration: September 21-25

**Autumn Quarter 2015**

Field Work Ends and Evaluations Due to Field Consultant (Final 1st year Core EEP evaluation)
Classes Begin
Field Work Begins (Second year students)
Field Work Begins (First year students)
Field Work Learning Agreements Due to Field Consultant (Full-time Program)
Field Work Learning Agreements Due to Field Consultant (EEP students)
Winter Quarter Registration
Thanksgiving Holiday
Field Work Evaluations Due to Field Consultant (Full-time Program)
Field Work Ends
Autumn Quarter Convocation
Quarter Ends
Winter Break

**Date(s)**
September 25
September 28
October 5
October 6
October 22
November 16
Nov. 16 - 20
Nov. 26 - 27
December 4
December 11
December 11
December 12
Dec. 13 - Jan. 3

**Winter Quarter 2016**

Classes and Field Work Begin
Dr. Martin Luther King, Jr., Birthday Observance
Field Work Evaluations Due to Field Consultant (All EEP students)
Spring Quarter Registration
Field Work Evaluations Due to Field Consultant (Full-time Program)
Winter Quarter Convocation
Field Work Ends
Quarter Ends
Spring Break

**Date(s)**
January 4
January 18
January 25
February 22 - 26
March 11
March 18
March 18
March 19
March 20 - 27

**Spring Quarter 2016**

Classes and Field Work Begin
Field Work Evaluations Due to Field Consultant (All EEP students and Full-time second year students)
Memorial Day Holiday
Field Work Evaluations Due (Full-time first year students)
Field Work Ends (Second year Full-time and graduating EEP students)
Field Work Ends (First year Full-time students)
Hooding Ceremony
Spring Quarter Convocation

**Date(s)**
March 28
May 23
May 30
June 3
June 3
June 10
June 10
June 11

* Calendar is subject to change. 08/26/2015
### Field Readiness Workshops

**THE UNIVERSITY OF CHICAGO**  
**SCHOOL OF SOCIAL SERVICE ADMINISTRATION**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Workshop Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 24</td>
<td>9:00 a.m. – Noon</td>
<td>SSA Lobby</td>
<td>Self-Awareness and Professional Roles in Social Work</td>
<td>Stan McCracken</td>
</tr>
<tr>
<td>October 1</td>
<td>9:00 a.m. – Noon</td>
<td>SSA Lobby</td>
<td>Crisis Intervention and Risk Management</td>
<td>Matthew Epperson</td>
</tr>
<tr>
<td>October 14</td>
<td>Noon-1:15 pm</td>
<td>SSA Lobby</td>
<td>Legal Issues in Social Work Practice</td>
<td>Helene Snyder</td>
</tr>
</tbody>
</table>

Workshops are required for first year SSA students. Participation will be included in grade for Direct Practice course (301).
II. Field Education Hours and Scheduling:

Hours and Days for Field Placement
Once students are accepted into a program (Full-time Day, Part-time Day, Extended Evening Program, Accelerated A.M.), the student must follow that program’s requirements with regards to field hours (including the days and times that the student is at practicum) as well as course work-(including the number of classes expected to be carried in any given quarter).

Full time day students complete field over the course of two academic years.

Part – time day students begin field after their first year of course work in autumn quarter of their second year. Field placement days and hours then follow the Full Time Day schedule for field.

Extended Evening Program (EEP) students complete field over the course of three academic years.

Dual/Joint Degree Students complete their first year placement during their first year of attendance at SSA. Dual/Joint Degree students may complete their second field placement after completing one academic year in each academic program. Field placements can then be completed during the summer or concurrently during the academic year when returning to SSA.

All SSA students completing the clinical concentration complete a total of 1120 hours in the field. All SSA students completing the social administration concentration complete a minimum of 976 hours. The hours listed are minimum field hour requirements:

<table>
<thead>
<tr>
<th>Placement</th>
<th>Full or Part Time Day</th>
<th>Extended Evening</th>
<th>Exceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core – First Year Placement</td>
<td>480</td>
<td>400 over 12 contiguous months</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Clinical Concentration</td>
<td>640</td>
<td>720 over 20 contiguous months</td>
<td>Students in School Social Work or Community Schools Programs of Study</td>
</tr>
<tr>
<td>Social Admin Concentration</td>
<td>496</td>
<td>576 over 20 contiguous months</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

Field Days: Core First Year Placements
Full and Part Time Day Program Core Placements: two full days, generally Tuesdays and Thursdays:

Extended Evening Program (EEP) Core Placements: Students complete one full day or two half days during the work week from October through September, including the summer; days and times are negotiated prior to the beginning of placement. EEP first year field placements are 8 hours per week.

Field Days: Concentration Placements (second field placement): ALL students must pass the first year field practicum in order to start the second field placement. Any changes in the number of hours completed in field each week must be approved by the field office staff.

EEP students: Complete a minimum of one full day or two half days during the work week from October through June of the following academic year (20 months), including the summer; days and times are negotiated prior to the beginning of placement. EEP concentration placements are a minimum of 8 hours a week. Students in the clinical concentration complete 9 hours of field work a week.

Special hour requirements for the Addictions Training Program of Study and the School Program of Study are mandatory for Extended Evening Program, Full time and Part-time day students:
School Social Work Requirements: Students in the School Social Work Program of Study follow their local school placement schedule rather than the SSA calendar. Start and end dates vary. *EEP student accepted into the school social work or community school programs of study delay the start of their second field placement until the third year. EEP students must be in the field three days a week during the third academic year; participation in day time field seminars is required by the School Social Work or Community Schools Programs of Study.*

**Addictions Training Program of Study (ATP)**

All ATP Program of Study students must complete at least 500 of the required field work hours during one academic year, excluding summer quarter.
Field Seminars: Dates and Times

The purpose of the Field Seminar is to provide a forum for the integration of the student’s academic learning with agency-based field practice. Throughout the seminar, students will explore issues such as ethics and values, critical thinking, diversity, ethical, legal and moral dilemmas, and the generalist practice of social work. The seminars are experiential in nature and require consistent participation and involvement. The format of instruction will vary between lecture, discussion, small group exercises, and role-plays. Speakers may also be brought in to highlight commonalities and differences in various fields of social work practice. Students are expected to develop competencies and practice behaviors and consider the challenges of applying and integrating theory and practice. Through facilitated discussion, students will examine social work practice in various settings and assist each other in seeing the similarities and differences in applying social work knowledge from one setting to another.

Each student and Field Consultant is encouraged and expected to discuss the development of the Field Learning Agreements in the first field seminar. Please obtain the syllabus from your Field Consultant. Any date changes will be communicated by your Field Consultant.

Full Time and Part Time Day Program: Field Seminar Dates

Core (1st Year) Field Seminars (Day)

<table>
<thead>
<tr>
<th>Field Orientation</th>
<th>Monday, September 21st, 2015</th>
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<tbody>
<tr>
<td>Core Field Seminar Schedule:</td>
<td>Thursdays at a Field Placement Site 8:30– 10:30 a.m;</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>February 9, 2016</th>
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<tbody>
<tr>
<td>Date</td>
<td>March 8, 2016</td>
</tr>
<tr>
<td>Date</td>
<td>April 12, 2016</td>
</tr>
<tr>
<td>Date</td>
<td>May 17, 2016</td>
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Concentration Field Seminars: Second year field seminars are held at SSA. The schedule is set based on section assignments which may not be changed.

Clinical Concentration

Field Seminars for Levin, O’Connor Tuesdays: 12:00 p.m. - 1:20 p.m.

| October 6, 2015 | February 9, 2016 |
| November 3, 2015 | March 8, 2016 |
| December 1, 2015 | April 12, 2016 |
| January 12, 2016 | May 17, 2016 |

Field Seminars for Banghart, Drehbol, Meade, Peterson, Vander Griend Thursdays: 12:00 p.m. - 1:20 p.m.

| October 8, 2015 | February 11, 2016 |
| November 5, 2015 | March 10, 2016 |
| December 3, 2015 | April 14, 2016 |
| January 14, 2016 | May 19, 2016 |

Social Administration Concentration

Field Seminars for Carlson, Coyle, Ramsey, Silverblatt: Tuesdays, 12:00 p.m. - 1:20p.m.

EEP at a Glance
2015-2016 Schedule

EEP Core (First Year) Students

**Orientation:** September 12, 2015
Students who miss the field portion of the EEP Orientation should contact EEP Coordinator, Kim Vander Griend kavg@uchicago.edu

**Required CORE Seminars***: October 17, 2015; November 21, 2015; January 30, 2016; April 9, 2016; May 14, 2016
*Individualized office meeting one time during fall quarter: Thursdays from 4:00 – 6:00 p.m.
*Seminars meet from 9:00-11:00 a.m.

**Learning Contract:** November 16, 2015

**Core Evaluation Schedule:**
January 25, 2016; May 23, 2016; September 26, 2016

EEP Social Administration and Clinical Concentration Students

**Required Seminars**

SOCIAL ADMINISTRATION--Second Year:
October 10, 2015; November 21, 2015; January 30, 2016; February 20, 2016; April 9, 2016; May 14, 2016
**Seminars meet on Saturdays from 9:30-11:00 a.m.

CLINICAL--Second Year:
October 5, 2015; November 9, 2015; January 25, 2016; February 15, 2016; April 11, 2016; May 9, 2016
**Seminars meet on Mondays from 5:30-7:00 p.m.

**Learning Contract:** November 16, 2015

**Evaluation Schedule**

Second Year Social Administration and Clinical Concentration:
January 25, 2016; May 23, 2016; January 23, 2017; May 22, 2017

Third Year Social Administration and Clinical Concentration:
January 25, 2016; May 23, 2016

Third Year Report Schedule:
September 25, 2015
Pre-Placement Orientation, Start and End Dates

Students may participate in pre-placement orientations but may not begin the field placement early without prior approval from the field office. Hours worked prior to the start of the academic year without prior approval are not counted toward field requirements or sanctioned by SSA.

End Dates and Professional Competency

Professional termination is an important and often challenging social work competency. Students are expected to complete the placement on time. End dates for field are clearly marked on the SSA Academic Calendar. Unless arrangements are made with prior approval from the Field Instructor and the Field Consultant, the student may not leave the placement early or extend the field placement.

Holidays, Breaks, Vacations, Sick Time, Family Illness, Other Absences

Students are expected to attend their field placement during the regular hours of the agency, unless alternative schedules are approved by the Field Consultant. Attendance at field placement during regular work hours provides students with the opportunity to become socialized into the inter-agency and intra-agency dynamics and enhance student learning as a social work professional. Students are expected to notify their Field Instructor in advance of any absence or late arrival and follow all agency procedures.

Students follow SSA’s Academic Calendar. Any variations in the schedule should be negotiated with the Field Instructor and the Field Consultant at the beginning of the placement and documented. Documentation is placed in the student file and a copy is kept by the Field Consultant and student. Requests for early terminations will not be granted unless pre planning has been documented.

Holidays/Breaks/Vacations:

Students are not expected to attend their field placements during the following SSA scheduled breaks: Thanksgiving Break, Winter Holiday Break, Spring Break, and Summer Break (with the exception of EEP students who remain in field during the summer). If students’ placement day falls on an SSA or field placement observed Holiday, they are not required to attend field on that day. Students are required to make up the hours on an alternate day in that week or by extending the placement as needed. Students are expected to behave professionally and responsibly in planning with Field Instructors to meet client needs during periods of absence. If students fall behind on hours, they may request to extend their field placement hours through written communication with the Field Instructor and Field Consultant.

Field Supervisor Absence

If the Field Instructor becomes unavailable due to vacation time, sick days, or other absence from the agency, the Field and Instructor and student will immediately notify the Field Consultant. Contact information regarding an initial interim point person must be provided to the Field Consultant. The student is responsible for discussing any potential change in Field Instructor with the Field Consultant.
**Family Illness, Other Absences**

*Illness/Death in the Family:*

Students needing days away from their field placement for illness or death in the family should immediately notify their Field Instructor and Field Consultant or the Associate Director of Field Education. Students will coordinate with their Field Instructor and Field Consultant to devise a plan to make up the hours without penalty. Failure to do so may jeopardize the field grade.

*Personal/Medical Leave*

Students who experience an extensive health or medical problem should consult with their Field Instructor and Field Consultant to determine the possibility of requesting medical leave. Students experiencing extensive health problems might compromise their learning process if in a position that requires extensive make-up hours. This situation could diminish service to clients and further jeopardize their own health. In such situations, students are encouraged to take a medical leave of absence, terminate field in good standing, and re-enter the field program when health permits. Likewise, students experiencing significant family stresses or personal crises that require extended absence from field placements are encouraged to take a leave of absence. These leave times will provide students with the opportunity to address family or personal concerns. Students can re-enter the field program when the situation permits them to engage in productive learning experiences. Students may request a leave of absence from the field program in writing by submitting the “Request for Field Leave/Absence” form.

Students also follow the SSA Leave of Absence Policy outlined in the Student Handbook. A conference with the Dean of Students may be scheduled in order to support and answer questions regarding course load, financial obligations and field work. When feasible, the student will return to the original field placement setting. Alternate placements may take considerable time to confirm.

*Other Absences*

Students may want to attend educational events during field placement hours, such as workshops and conferences. Students with such requests should discuss the activity with their Field Instructor and Field Consultant who will determine whether time spent in this activity relates to students’ learning contract. If the activity is included in the learning contract, time spent attending the activity will count towards their required clock hours. Students are encouraged to attend educational workshops and seminars. Field Seminars are considered required field hours.
Leave of Absence and Disruptions from Field Placement

The University of Chicago School of Social Service Administration (SSA)’s program requires concurrent participation in field and coursework. The Leave of Absence policy, in keeping with the program philosophy, requires a student to take a leave from both field and coursework. In rare instances, a student may have a disruption in fieldwork while continuing coursework. Approval for any disruptions in fieldwork must be approved by the Director of Field Education and the Dean of Students.

Students should notify the Director of Field Education as early as possible to prepare for the return to field. A meeting with the Dean of Students may be scheduled in order to answer questions regarding course load, financial obligations and field work. Students returning to field work after a leave of absence or field placement disruption discuss their readiness to return to fieldwork with the Dean of Students and the Director of Field Education or their designee. Students who were granted a leave for medical reasons may be required by the Dean of Students to submit a statement from a physician or therapist attesting to the readiness of the student to successfully resume fieldwork. The timing of a return to field after a Leave of Absence or field placement disruption is detailed in the Student Handbook under the section: Return From Leave of Absence

When feasible, the student will return to the original field placement setting. If not returning to the previous placement, the student is provided with an opportunity to discuss how past challenges will be communicated to the next Field Instructor.

All incompletes in coursework must be finished and graded prior to returning to fieldwork. If indications of marginal performance in the field were present prior to the leave, the student may reenter field work with a performance agreement. Please see section: Performance Agreements.

The field office will work as quickly as possible to identify another field placement if needed. Alternate placements may take considerable time to confirm. Arrangements for a new placement must be made by the field office staff. If agencies are contacted by the student directly without prior approval from the Field Office, the field placement may be jeopardized.
III. Responsibilities of Student in Field Placement

Student Standards

Communicate responsibly and respectfully with colleagues, faculty, field instructors, field consultants, administrators, staff and clients.

Exhibit understanding of how one’s own values, past experiences, attitudes, beliefs and emotions affect thinking and relationships. Demonstrate self awareness of how one is perceived by others.

Use thoughtful judgment in field work. Seek resources and practice effective self care to enhance field performance. Assess one’s own strengths, limitations as they relate to the social work profession on an on-going basis.

- Be in attendance at the agency on day and at times agreed upon by the student and field instructor and, if unable to attend, notify the agency supervisor prior to or at the start of the work day.

- Meet with the field instructor on a regular basis (at least weekly).

- Identify learning needs and prepare a learning contract with the field instructor per school policy. Prepare for all meetings with the field instructor.

- Carry out agency-related assignments in a manner consistent with agency policy and procedures.

- Prepare records and reports in accord with agency policy, procedures, and format.

- Bring to the attention of the field instructor and the field consultant any areas of significant disagreement, dissatisfaction, or confusion related to the field experience.

- Bring to the attention of the field consultant any practice or behavior within the agency that you feel is unethical.

- Meet with the field instructor and the school field consultant jointly once during the field placement experience.

- Complete and submit all field monitoring and evaluation forms required by the agency and school.

- Adhere to the Code of Ethics of the National Association of Social Workers.

- Maintain confidentiality in all matters related to agency clients and business.

- Dress appropriately in conjunction with the norms of the agency.

- Devote the required number of hours to the practicum. Utilize the designated field time for the purpose of fulfilling field assignments.
**Dress Code, Cell Phone, Social Networking**

**Dress**
Students are expected to respect and adhere to the field placement’s dress code while completing field work.

**Cell Phone, Texting and Laptops**

Arrangements for personal communications should be made before or after field placement and not during field hours. Cell phone use, text messaging, checking email, or using technology for non field activities is unacceptable during fieldwork. Photography is not permitted at the field site in order to protect confidentiality of the agency and constituents.

The student must ask for permission from the Field Instructor to use their laptop in the field placement. It is the discretion of the Field Instructor to allow the use of the laptop. Use of personal communication devices is considered as an indication of lack of professional behavior and may be addressed on the quarterly performance evaluation.

**Face Book and Other Social Internet Networks**

Providing information on Face Book and/or other internet social networking systems about field placement agencies, personnel or clients is a serious breach of confidentiality. Students must adhere to the NASW Code of Ethics and all agency specific policies regarding the use of technology. If a student is found sharing information about agencies on an internet social networking site, or violating field agency policies, action may be taken by the agency or SSA to dismiss the student either from the agency or SSA.

**Sexual Harassment**

Please see the SSA Student Handbook for policy and procedural information
FIELD EDUCATION POLICIES

DISCLOSURE OF STUDENT STATUS TO CLIENTS

For ethical and legal reasons, it is the policy of the school to require students to disclose their status as a student when they intern at an agency. This ensures that their representations to clients, agencies, and the public is open, honest, and accurately reflects their professional qualifications and credentials. This policy reinforces social work’s ethical responsibility to respect clients’ right to self-determination.

Students should seek their field instructor’s guidelines on:

- How to introduce themselves to clients (e.g., school social work intern, trainee, etc.).
- Ways to help the student deal with their feelings of confidence and competence as a beginning social worker.
- How to anticipate, think about, and respond to questions that clients might raise about their student status.
- Maintaining appropriate professional boundaries with clients.

CRIMINAL OFFENSE RECORD INVESTIGATION AND FIELD PLACEMENT ASSIGNMENTS

Public concern in protecting society’s most vulnerable members from harm has resulted in national and local legislation. These laws allow for the use of national criminal background checks for people working or volunteering with children, the elderly, or disabled individuals. Most states now have laws and regulations requiring criminal background checks for employees and volunteers who plan to work in these settings. Social work interns are included in the latter group.

Increasing numbers of field placements require background checks prior to accepting interns. Students are asked to self-report any history of criminal convictions to the Director of Field Education for appropriate field practicum planning. It is not necessary for a student to share criminal background information with a field agency if the agency does not require it. In some situations, felony convictions may limit opportunities for field placements, professional licensing, and/or employment. Failure to report criminal convictions truthfully may result in withdrawal from the School of Social Service Administration at the University of Chicago. Students who have a record are encouraged to check its exact content to insure accuracy. If you have any concerns about background checks, please contact the Director of Field Education.
Student Disability and Accommodation

The American's with Disabilities Act of 1990 (ADA) is the civil rights guarantee for persons with disabilities in the United States and provides protection from discrimination for individuals on the basis of disability. As soon as possible after having been admitted, students with disabilities should contact their area dean of students for the coordination of accommodations at the University.

A "person with a disability" is anyone with a physical or mental impairment that substantially limits one or more major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. The definition also includes people with a whole range of "invisible" disabilities such as psychological problems, learning disabilities, or chronic health impairment, such as epilepsy, diabetes, arthritis, cancer, cardiac problems, HIV/AIDS. Documentation of the disability may be required and the costs of any specific tests fall in most cases to the students.

Prior to placement, students who are requesting special consideration or accommodations concerning their placement are expected to discuss the nature of their disability with the Director of Field Education and the Dean of Students in order for reasonable accommodations to be identified and recommended. Reasonable accommodations are tools or arrangements that facilitate or enhance the performance of an individual with a disability and will be discussed with the student and field instructor. Reasonable accommodations do not necessarily mean extraordinary accommodations.

In placing students with disabilities, their acceptance of their own disability/disabilities; clients' willingness to accept disabilities; and the ability of the field instructor and agency staff to respond to the student's needs are considered in matching students with agencies. Students with disabilities are expected to meet the same educational standards and requirements for competent social work practice as required for all students.
Additional SSA Procedures

1. All students registered for fieldwork in the School of Social Work are covered by the University’s malpractice insurance.

2. The field placements ordinarily run concurrently with the classroom courses.

3. Students must complete all required core level courses prior to their second year field placement.

4. Satisfactory completion of field hours, field seminars, and reflection logs is required of all candidates for the Master’s degree.

5. Unless other arrangements are made by the agency and the school, students follow the workday of the agency for starting and finishing time, and lunch hours.

6. Travel to an agency may require additional transportation time and is the responsibility of the student.

7. Students in the School Social Work Program of Study follow the calendar for holidays and the academic year used by the School in which they are placed. Students must pass the Illinois Basic Skills test before being accepted into the program of study.

8. A plan for keeping a record of field hours is recommended for Field Instructors and students. Cumulative hours must be included on each quarterly evaluation report and summary report and is the responsibility of the student and Field Instructor.

9. Change of Field Instructor: The student is responsible for discussing any potential change in Field Instructor with the Field Consultant. If the Field Instructor becomes unavailable due to vacation time, sick days, or other absence from the agency, the student will immediately notify the Field Consultant. Contact information regarding an initial interim point person must be provided to the Field Consultant.

10. The academic grade given for field is Pass, D, Fail. The Field grade is based on: student performance in the field placement; attendance and constructive field seminar participation; and completion of the Student Reflection Logs. Students in first year placements are required to complete a Macro Project.

11. If student performance is marginal the student, Field Instructor or Field Consultant initiates a meeting(s). The purpose of this process is to insure that students have knowledge of the level of their performance and to promote further learning and development as a professional social worker. Ideally, the problem solving process outlined in “Steps Toward Field Problem Resolution” (see page 44) is followed prior to considering a D or failing grade.

12. Students have the opportunity to evaluate the Field Placement, role of the Field Instructor and the Field Consultant. These evaluation forms are distributed by the Associate Director of Field Education in conjunction with the Field Consultants. Further evaluation of field education by the student body is conducted by the faculty through the Deputy Dean for Curriculum.

13. Out of State Field Placements

Students must meet with the Director of Field Education or the Associate Field Director to discuss interest in out-of-state field work opportunities no later than February 1st of their first year.
Students wishing to pursue a second year placement that is more than 100 miles from Chicago may do so under the following conditions:

- Placement must be vetted and approved by the Field Placement Office if it is not already in the Field Database;
- Student must pursue the placement as a summer block placement. Student must be in good academic standing (minimum GPA of 2.5 after completion of first 9 courses; no prior incompletes);
- Student must have received a passing grade (P) during all quarters of the core field placement;
- Student must have completed all core course requirements: 300 (1); 300 (2); 301 (1); 301 (2); 302.
- Students must sign the University of Chicago Travel Waiver, Release, and Indemnification Agreement. Students must also comply with the University's requirement to have adequate health insurance during the summer as well as during the academic year.

International experiences may be considered for course credit and do not count towards field education requirements. Questions may be addressed to the Dean of Students and the Director of Field Education.
STUDENT CHECKLIST

Field Instructor: ______________  Phone: ____________  Email: ____________
Field Consultant: _______________  Phone: ____________  Email: ____________
Task Supervisor (if applicable): __________________________________________

BEFORE PLACEMENT BEGINS
- Verify field placement address and Field Instructor contact information
- Get directions, if needed, to placement
- Inquire about arrival time, parking, appropriate attire
- Review any prerequisites and procedures for completing prerequisites before placement begins (e.g., T.B. tests, background checks, liability insurance, etc.)

FIRST WEEK OF PLACEMENT
- Talk to Field Instructor regarding workspace needs
- Clarify expectations regarding schedule and dress
- Set up time for weekly supervision
- Discuss with Field Instructor how to introduce yourself to clients
- Discuss risk management and safety policies & procedures
- Set up meetings with appropriate personnel per your Field Instructor

FIRST QUARTER OF PLACEMENT
- Let your field instructor know how you learn best, i.e., experientially, cognitively, etc.
- Identify learning needs and prepare learning agreement with your field instructor. Identify your areas of strengths, areas of challenge and competencies to be further developed. Complete safety discussion form
- Come prepared for weekly supervision with your field instructor. Discuss ideas for preparation for supervision with your consultant
- Explore opportunities for learning as is reasonable within your setting
- Prepare records and reports in accord with agency policy, procedure and format
- Complete evaluation with your field instructor

SECOND QUARTER OF PLACEMENT
- Review your learning contract; make changes as needed.
- Come prepared for weekly supervision with your field instructor
- Seek opportunities to attend relevant administrative and/or community meetings
- Prepare records and reports in accord with agency policy, procedure and format
- Complete evaluation with your field instructor

THIRD QUARTER OF PLACEMENT
• Review learning contract and revise as needed
• Discuss the termination process with clients and agency
• Come prepared for weekly supervision
• Prepare records and reports in accord with agency policy, procedure and format
• Complete evaluation with field instructor
• Complete end of year evaluations of placement

MISCELLANEOUS INFORMATION
• Should you need a blank learning agreement/field evaluation form, please call Alice Stewart, or go online at www.ssa.uchicago.edu/field-education
• If you are having concerns about your placement, please speak to your Field Consultant. Challenges and problem solving with others is part of the field placement experience. Your field consultant can assist you with concerns. Early discussions with your consultant can enhance your field placement experience. Advocate for yourself.
• Bring to the Field Instructor AND the Field Consultant any areas of significant disagreement, dissatisfaction, or confusion related to the field experience.
• Meet with Field Instructor and Field Consultant jointly at least one time during the academic term.
• Complete and submit all field monitoring and evaluation forms required by the agency and the school.
• Adhere to the Code of Ethics of the National Association of Social Workers.
• Maintain confidentiality in all matters related to agency clients and business.
• Identify yourself as an intern when working with clients. It is a good idea to discuss with your Field Instructor what to say and how to respond to a client that expresses concern about this.

FIELD EDUCATION OFFICE CONTACT INFORMATION:
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**Field Work Travel Reimbursement**

Information regarding costs related to field placement can be found on the Tuition and fees web page: [http://www.ssa.uchicago.edu/students/tuition-and-fees.shtml](http://www.ssa.uchicago.edu/students/tuition-and-fees.shtml). (See section, Estimated Expenses). **The estimated cost information is available to students on the web prior to arrival at SSA. The budget expense listed for commuting to field placement is $2,067.**

SSA has limited funds with which to reimburse first year student travel expenses to field sites greater than 20 miles from the student’s residence. **It is expected that students will assume full responsibility for travel expenses during their second year of field placement.**

The following are the conditions under which travel reimbursement will be provided:

1. First year students who travel either by car or public transportation greater than 20 miles each way (40 miles round-trip) to his/her field placement are eligible for mileage reimbursement up to $50 per quarter (reimbursement rate is 58.5 cents per mile with a maximum of $50 per quarter).

2. First year students who have parking expenses which cumulatively exceed $50 per quarter are eligible for a $50 parking reimbursement each quarter.

3. In order for students to receive the travel and/or parking reimbursement, a “**Travel Reimbursement Spreadsheet**” indicating the dates of travel, the addresses of your start and end points, the number of miles traveled and/or parking costs, must be submitted to the Office of Field Education before the last day of each quarter (to Field Office Administrative Assistant, Alice Stewart). All forms must be accompanied by a **MapQuest documentation** of number of miles between start and end points. **Late or incomplete forms will not be honored.** Only expenses for that quarter may be included. The “**Travel Reimbursement Spreadsheets**” may be found in the Office of Field Education. Parking receipts in excess of $50 must be documented and turned in with the “**Travel Expense Spreadsheet**”. Students, who use public transportation and purchase a bus pass, must turn in a receipt.

4. No student may receive more than $100 in travel reimbursement per quarter ($50 for travel greater than 20 miles each way and $50 for parking, if applicable).

5. Students should check with their individual field sites to determine reimbursement policies on behalf of the agency. In no instance will SSA provide a travel supplement for travel expenses in connection with fulfilling the agency’s service. This expense may be reimbursed by the agency in which the student is placed, if the expenditure has been approved by the agency.
Risk Management and Safety

Incidents or injuries of serious nature are extremely rare in the field. We inform students of risk management and safety guidelines so that they can take appropriate precautions to be alert, be aware, be smart, and trust your instincts. Our goal is to facilitate students having a rich, rewarding, and safe field experience.

Students are expected to attend the training on Risk Management during orientation week to become familiar with issues of safety on campus and in the city.

It is also expected that field instructors/agencies will provide necessary and appropriate information concerning issues of risks and will inform students of agency policies and procedures to be followed in the performance of field assignments. Students will also be instructed to inquire about this information at the time of orientation to their agency. Where appropriate, this information should include policies/practices regarding building/office security, home visiting, transportation of clients, staffing patterns for evening hours, infectious disease control, working with high risk populations and other potential risk aspects unique to the specific setting/populations/communities, etc., in which the student is practicing.

Recognizing that the issues and dynamics involved in assessing and managing risks are most complex, it is expected that field instructors will carefully consider the assignments given to students and will actively anticipate, supervise and address the management of potential risks to which students might be exposed in their settings. As a guide, it is the school's position that students

1. **drive clients in their personal vehicle or transport a client with a known history of aggression.** If the field site has a car/van that students use for transporting clients, the student is responsible for verifying that the agency liability insurance policy covers the student.

2. make home visits alone unless the client and environment of the home and community are so well known that an assessment of risk has been determined as minimal to almost non-existent;

3. be left to staff an office or see clients when no other staff are present;

4. be given any assignment that has not been assessed by the field instructor as to its potential risks; and

5. be given an assignment with minimal risks without appropriate training or guidance as to precautions that should be taken.

Students are responsible for completing the Field Placement Discussion Form and submitting to their Field Consultant with their Learning Contract (See form, section VI)
If, in the opinion of a student and/or a field instructor, questions or concerns arise regarding a student's safety in the performance of field assignments, these issues should be discussed immediately with the Director of Field Education. If an incident, regardless of how minor, occurs in the field where a student is threatened or is in the vicinity of threatening or assaultive activity, the student should inform his/her field instructor and submit an incident report to the Director of Field Education. Incident Report Forms can be obtained from the Office of Field Education. (This form is used strictly for the purpose of collecting data for risk management planning for students and field instructors and in no way should be considered a substitute for forms or actions utilized by an agency.)

Safety in Field Placement
Chicago is a city with a diverse and rich culture. As is true anywhere, one must be alert, anticipate, take precautions, be smart, and trust your instincts. We don't expect problems, but we do want students to be wise about personal safety in the field. The following are some safety guidelines that will help inform you and help prevent unnecessary risk.

- Become familiar with the neighborhood around your field placement. Ask questions, determine where to park, and/or assess the safest way to get from public transportation to your placement.

- Reflect on your personal attitudes, fears, biases, and stereotypes as they pertain to your impressions of the environment around you. If you feel uncomfortable in a certain area, talk to your field instructor. Anticipate how you will handle surprising or unplanned events.

- Review your agency’s policies and procedures on risk management. Discuss the procedures with your field instructor as part of your orientation.

- If your field site has clients who are prone to aggression, ask to participate in any staff trainings that involve understanding precursors and predictors of aggressive behavior, reducing the risk of aggressive behavior, de-escalation strategies, non-violent self-defense, and dealing with the aftermath of client aggression. If the organization uses physical restraints in extreme situations, student should be trained in the use of restraints, but should never be solely responsible for instituting restraints. Agencies must be adequately staffed so that a student is never left alone with clients prone to aggression.

- Familiarize yourself with the University safety procedures including the location and use of white campus phones to be used when there is an urgent safety concern or if there is an emergency. Consider enrolling in the Whistle Stop program.
Home Visits

- Communicate! Let your field instructor or designee know where you are going and when you expect to return. Bring a cell phone with you. If possible, go on home visits in pairs.
- Familiarize yourself with where you are going, whether or not there is parking, or nearby public transportation
- Walk or drive with a sense of purpose. Scan the environment before you get out of your car and walk to your destination. Lock your car, and don't leave anything of value visible on the seats.
- Be alert to surroundings. Be aware of strangers who approach you and people who are loitering. Keep a safe distance and keep moving. Familiarize yourself with safe places where you are walking (e.g. community centers, schools, libraries, etc).
- Wear little or no jewelry and sensible clothing. Carry minimal cash. Avoid carrying a bag or purse.
- Assess multistory buildings for safety. Be aware of stairwells and elevators. If something feels unsafe, exit immediately
- If you encounter a client who is agitated, under the influence, or threatening in any way; work to de-escalate. Speak softly, but authoritatively. Ask the person to sit down. If you are still uncomfortable, be empathic, but move towards the exit and let the person know that you will reschedule your visit. Contact your field instructor. In emergencies, dial 911.
IV. Responsibilities of Field Educators

Field Instructor and Task Supervisor Roles

Role of Field Instructor: The Field Instructor as primary responsibility for student’s learning in the field placement to reinforce the student’s identification with the purposes, values, and ethics of the profession of social work; to foster the integration of empirical and practice-based knowledge; and to promote the development of professional competence. The Field Instructor is responsible for weekly, reflective supervision with the student to work towards achieving student’s learning goals and competencies.

- Assumes the primary role of instructor and supervisor, and commits to understanding the role of student as learner
- Creates learning experiences that integrate social work theory, research, and practice; and documents learning objectives and tasks on SSA’s Learning Agreement with student input (educator role)
- Provides support to student as (s)he critically analyzes his/her strengths and areas for growth (support role)
- Monitors student in developing competencies and practice behaviors in accordance with agency’s policies, best practices, and NASW Code of Ethics (administrator role)
- Provides a minimum of one hour of scheduled supervisory time weekly to confer about and reflect on field assignments
- Responsible for orienting student to agency personnel, procedures, documentation requirements, safety issues, etc.
- Provides ongoing, constructive feedback on the student’s performance and completes quarterly evaluations in a timely manner
- Consults with SSA Field Consultant regarding learning plans, performance issues, and connections between field work and course work.
- Recommends grade for student in the practicum

Role of Task Supervisor: A Task Supervisor may be designated by the Field Instructor to assume specific responsibilities for a student’s learning on a particular assigned task, project, or experience. The Task Supervisor does not replace the Field Instructor, and collaborates with the Field Instructor to ensure that the student’s learning goals are being met and regular feedback is provided.

- Provides secondary field instruction to student on a specific task, project, or assignment as delegated and monitored by the Field Instructor
- Responsible for the day-to-day, on-site guidance for specific work, research, and practice; and documents learning project, or task. Provides constructive feedback to student on specific tasks undertaken with task supervisor. Keeps field instructor informed of student’s progress on projects undertaken with task supervisor; Provides input to the quarterly evaluation of the student.
- When feasible, participates in a portion of regular supervision with student and Field Instructor; meets with primary Field Instructor, student, and SSA Field Consultant as needed. Task Supervisors must work in a related discipline and have an understanding of the social work perspective. The task supervisor typically has expertise in an area that expands a student’s learning opportunities.
Field Instructor Responsibilities

- Attend Field Instructor Training
- Prepare an orientation schedule and establish a physical work space for students.
- Identify prospective student assignments.
- Arrange to have keys, I.D.’s, etc. made, if appropriate.
- Describe the role of the student at your agency.
- Provide student with information re: the location/use of pertinent agency policy and procedural manuals and other references.
- Review risk management policies and procedures regarding: office safety, moving about the community, home visiting, transporting clients, medical precautions, etc. (can also refer to the SSA field manual and/or consult school field consultant regarding these issues).
- Provide sample forms, outlines for use in recordings, instructions for completing agency statistical reports, forms, etc.
- Specify to the student your expectations regarding rules of behavior (dress, punctuality, arrangements regarding absenteeism, etc.)
- Review student field evaluation form to clarify field performance objectives and your expectations.
- Instruct student on how s/he is to identify himself/herself to clients.
- Establish the time, place, frequency, duration and format of supervision and how you expect the student to use supervision (a minimum of one hour of weekly supervision is required).
- Assign duties and responsibilities that are appropriate to the student’s learning needs and that are increasingly difficult, demanding, and challenging.
- Assign duties and responsibilities that help the student develop a range of social work competencies and practice behaviors.
- Include the student in regular staff meetings and staff training sessions where appropriate.
- Monitor the student’s work and progress and regularly provide feedback and constructive criticism.
- Work with the student in ways that recognize the internship as a learning experience.
- Model ethical practice and refrain from any inappropriate or unethical behavior toward the student (e.g. verbal abuse, sexual harassment, dual relationships, etc.)
- Provide ongoing evaluation of the student’s performance in a fair, respectful, rigorous, thorough and timely manner.
- Review learning agreements and complete all evaluation forms required by the school.
Field Instructor Checklist

Field Consultant:  Phone:  Email:

BEFORE PLACEMENT BEGINS
◊ Welcome Phone Contact - Give directions to facility
◊ Review any prerequisites and procedures for completing prerequisites before placement begins (e.g., T.B. tests, background checks, etc.)
◊ Inform the student of time to arrive on first day
◊ Tell student about parking or public transportation
◊ If you are not going to be there, tell student who to report to
◊ Describe appropriate attire
◊ Schedule appointments with key personnel for student orientation
◊ Make sure workspace is prepared

FIRST WEEK OF PLACEMENT
◊ Clarify expectations regarding student’s schedule including how to handle absences
◊ Ensure student has essentials needed, i.e., parking pass, keys, identification badges, etc.)
◊ Introduce student to staff
◊ Review risk management and safety policies and procedures
◊ Introduce agency documentation policies and procedures
◊ Review additional policies and procedures
◊ Give tour of workplace
◊ Identify areas of common knowledge, i.e., where they can go for lunch etc.
◊ Set up time for weekly supervision
◊ If a Task Supervisor is also working with student, establish specific expectations with Task Supervisor and student. Provide name and contact information of Task Supervisor to student and Field Consultant.

FIRST QUARTER OF PLACEMENT
◊ Establish how student best learns, (i.e., experientially, cognitively)
◊ Establish learning contract
◊ Contact Field Consultant to discuss student’s adjustment to setting
◊ Review school assignments with student and field consultant as to how they relate to placement
◊ Meet weekly with student for supervision
◊ Complete end of quarter evaluation with student

SECOND QUARTER OF PLACEMENT
◊ Review learning contract, update and revise as appropriate
◊ Insure student has a range of responsibilities
◊ Meet weekly for supervision
◊ Complete end of quarter evaluation with student
THIRD QUARTER OF PLACEMENT

◊ Review learning contract and revise as needed
◊ Begin termination process with student
◊ Meet weekly for supervision
◊ Complete end of quarter field performance evaluation with student
◊ Complete year end evaluation of field placement with student

HOURS TO COMPLETE FIELD PLACEMENT

FULL TIME STUDENTS

◊ Total Hours for 1st year students: 480
◊ Total Hours for 2nd year clinical students: 640
◊ Total Hours for Administration students in the field 2 days weekly: 496
◊ Total Hours for Administration students in the field 3 days weekly: 640

EEP STUDENTS

o Total hours for first year students: 400
o Total hours for 2nd/3rd year clinical students: 720
o Total hours for 2nd/3rd year Social Administration students: 576

FIELD EDUCATION STAFF PHONE NUMBERS AND E-MAILS:

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Alice Jackson, Field Office Assistant 773-702-1154
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* If you have not updated your agency internship information or attended the Field Instruction Training Workshop, please contact the Field Office Assistant for further information at 773-702-1154 or alicejackson@uchicago.edu
Selection and Evaluation of Field Placement Sites and Field Instructors

The School includes the following criteria in the selection of an agency as a practicum site:

A. The field placement does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, disability, or veteran status, and does not discriminate against members of protected classes under the law.

The Affirmative Action Officer (773-702-5671) is the University official responsible for coordinating the University's adherence to this policy and the related federal, state and local laws and regulations (including Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act).

The SSA Dean of Students and the Director of Field Education should be notified immediately of concerns and complaints. Additional resources for students include the University of Chicago, Student Counseling and Resource Service Center at 737 S. University Avenue. 773.702.9800 and/or The University of Chicago • Bias Response Team; Administration Building • 5801 South Ellis Avenue • Chicago, IL 60637; Telephone: 773.702.2427.

B. The agency shall be in good standing in the community and in the profession. It should qualify for membership in appropriate standard-setting bodies.

C. The agency should be able to provide the student with learning experiences which represent a range of experiences within the specific function of the agency, and which are consistent with the intent of the practicum focus. The main criterion for such selection should be the educational value of the assignment in accordance with the student's current stage of learning and the practicum learning objectives.

D. Agency personnel should be made available, as appropriate, for initial orientation and for continuous interpretation of the total agency program.

E. Where the field instructor is a member of the agency staff, the agency is willing and able to release adequate time of the field instructor for regular conferences with the student, reading of student's written reports and recordings, meeting and conferences with the School and completing timely learning agreements and field placement evaluations. (It is estimated that between 2-4 hours per week per student is needed to cover field instructor responsibilities.)

F. The agency should have available suitable desk space/work area, telephones, supplies, carfare, clerical service and privacy for interviewing, if needed.

G. Final approval of a practicum agency is made by the Office of Field Education.
Additional Considerations for Social Administration Placements

Assumptions that distinguish a social work approach to practice:
- Understanding that no matter what the level of intervention, activities are informed by an appreciation for being of service to others and desire to advocate for a more just and humane society
- Foundation of effective service lies in understanding of the person-in-environment
- Human distress occurs in a social context involving the interactions of biological, psychological, familial, social, economic, and cultural factors
- Alleviating distress relies on supporting and empowering individuals and families acquire the resources, skills, and authority to secure adequate solutions to their own problems (principle of self-determination)
- The promotion of well being of individuals and groups depends on critically thinking about assumptions, values, theoretical frameworks, and evidence on which service delivery and social policy are based.
- Social workers engage in strategies to alleviate distress and promote well being on several levels:
  - through education and direct service to individuals, families, groups, and community;
  - through assistance to communities in acquiring resources and advocating for community empowerment;
  - through supervision, management, and leadership in social organizations;
  - through the design and implementation of public policies at local, state and federal levels;
  - through research on issues of social practice and social policy.

Selection of Field Instructors
Field Instructors should possess:

A. Advanced professional degree from an accredited school of social work. While Master’s level, LCSW is preferred, in exceptional instances, practitioners with other professional qualifications and skills will be accepted without the social work degree. In these cases, the Field Consultant will monitor the student's experiences to insure that a social work focus is maintained.

B. Minimum of three years post master's experience in the field is preferred. Experience in supervision is desirable.

C. An understanding of “the person in context” and the unique lens of the social work perspective.

D. Interest in serving in the role of a teacher as indicated by a capacity to: share professional knowledge and experience, facilitate development of student competencies and practice behaviors, and to being open to having ideas questioned or challenged by the student.

E. Knowledge of the practicum agency and ability to interpret its purpose, function, policy and program, as well as its contribution to the community; ability to use the administrative structure and resources of the agency.

F. Ability to carry out duties independently, using the Field Consultant of the school to discuss teaching methods and the interrelationship between class, field objectives and content.

G. Understanding of the importance of developing learning agreements, completing student evaluations and providing feedback in a timely manner. Agrees to attend Field Instructor Training.

*These qualifications will be determined through communication between the agency field coordinator or prospective field instructor and the field office staff.*
V. Learning Contracts and Quarterly Evaluations

Learning Contract Forms are available on-line at www.ssa.uchicago.edu and in the Appendices.

Learning Contracts and Suggested Learning Assignments

Once students engage in agency orientation activities, they will start to develop their Learning Contracts. Students should have a conversation with their Field Instructor about how they learn best, their strengths, limitations and areas of interest as they pertain to the agency. Discussing learning is one key to building a supervisory relationship and developing the social work competencies outlined by SSA and the Council on Social Work Education.

Do you learn best by considering each competency and determining what activities and objectives you will engage in to master the competency?

Below are sample ideas using this approach:

Approach #1:

Competence: Apply social work ethical principles to guide professional practice.

Advanced practitioners in social work:
- Apply ethical decision-making skills to issues specific to clinical social work;
- Employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights;
- Identify and use knowledge of relationship dynamics, including power differentials; and
- Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients’ well-being.

Sample Ideas for Learning Plan:
The student and supervisor will review the agency’s procedures for protecting client confidentiality, including the use of the agency’s client database, storage of files, and the use of email to communicate with clients.

The student will demonstrate proper use of release of information forms with clients.
The student will read about and discuss mandatory reporting procedures with Field Instructor.

The student will have the opportunity to practice protecting client’s right to privacy through discussion with supervisor and during consultation with other service providers.

When working with teen parents, the student will explore and understand the value of self-determination among minors and/or teen parents and define/discuss limitations during supervision.

Approach #2

Another approach is to talk, listen, learn and list the myriad of opportunities, items to learn and responsibilities to be carried out by the student under supervision. Take the opportunity to match the competencies listed on your Learning Contract with each item on your list. Show this draft to your supervisor and ask for feedback and additional input. Are you missing or sparse on activity in any one social work competence? Your Field Consultant is available to both you and your Field Instructor to discuss ideas. Since you will be evaluated on the mastery of the social work competencies, it is wise to consult and revisit your roadmap through the course of your field placement.
Suggested Learning Assignments for First and Second Year Placements

Specific student tasks will vary with the setting, the student's prior level of experience and skill, the nature of the work performed by the respective agency, and the chosen method of practice. However, following are some sample learning assignments for students which can serve as guidelines in planning student activities:

1. **First Year (Core)**
   In the first practicum, students should: learn the agency’s structure and function; understand the relationship of the agency to its environment; develop knowledge and skills in assessment and intervention, resource use, referral, and general concrete case management services; learn to manage client and collegial relationships; develop self-assessment and the use of supervisory feedback; and begin to use research to guide and inform practice.

   It is assumed that students will carry 3-5 cases or activities, depending on the type and complexity of the situations. Opportunities to engage and/or interact with as many client systems as possible is desired, but students should be exposed to at least two different client systems (i.e., individuals, couples, families, groups, community organizations, etc.). Assignments should move from the simple to the complex. Suggested assignments include:

   a. reading agency descriptions, mission statements, and any other information that is of importance to the work, policies and procedures of the agency

   b. attending relevant training seminars, meetings, etc.

   c. becoming familiar with the community and the other agencies/organizations in the community

   d. observing supervisor/other agency personnel in practice activities

   e. beginning practice activities (screening calls and/or reviewing intake information and case material, planning services, and shadowing supervisor or other agency staff

   f. working with client systems that allow for direct contact with a range of client issues, populations, and types and phases of interventions

   g. participating in relevant activities with external sources/systems to obtain needed information, arrange referrals, and/or make agency/home visits

   h. obtaining exposure to policy and case/program evaluation
2. **Second Year - Clinical Concentration**

In the second year, clinical students work on developing direct practice skills and may acquire specific intervention knowledge and develop competencies in working with particular populations, problem areas and/or modalities. Students are expected to carry 6-10 cases, depending on the type and complexity of the cases, and ideally, should have at least one group and one family system in their caseload. Understanding the agency as an organizational system and developing organizational skills for agency-based practice is also expected. Suggested learning assignments include:

a. working with a diverse range of client systems, ages, and cultural groups
b. assessments
c. employing a range of interventions
d. attending training seminars and making case presentations
e. participating in agency or community activities and/or committees
f. evaluating practice

3. **Second Year-Social Administration Concentration**

Students should be given assignments which will allow them to play a significant role in the administrative operations of the agency, thereby, enabling them to develop and apply interactional and analytic skills. Depending on the function of the agency and the student's special area of interest (i.e., management, policy analysis, community organization, etc.) assignments might include:

a. reviewing and analyzing organizational structures, interrelationships, constituencies, mission, goals, programs and services
b. attending relevant meetings (e.g., staff, Board, committees, regulatory bodies); serving as an agency representative to constituent groups
c. defining, analyzing, making recommendations about an organizational, community and/or political problem, activity or policy
d. grant writing
e. conducting needs assessment
f. legislative advocacy
g. collecting and analyzing data/research
h. forming and/or staffing a task/community group
i. financial management - budget development and/or analysis
j. evaluating a program
k. participating in the design and/or implementation of a social planning project; making presentations to community/policy making groups
Completing Quarterly Evaluations

Please note that the evaluation forms differ depending on the type of placement that students are completing.

First Year Placements: Core Quarterly Evaluation
Second Year Clinical: Clinical Quarterly Evaluation
Second Year Social Administration: Social Administration Quarterly Evaluation

Quarterly Evaluation Forms are available on-line at www.ssa.uchicago.edu and in the Appendices.

It is imperative that students and Field Instructors complete the appropriate evaluation in a timely manner. The process and the form provide the students with constructive feedback regarding competency development and reinforcement of strengths. Field grades are not submitted before the evaluations are completed and turned in to the Field Consultant.

It is the student’s responsibility to ensure that the evaluations are signed, and that the cumulative hours are recorded on the form. Students should make a copy of the evaluation for their personal files and submit the original to their field consultants.

N/A (or Not Applicable) ratings: N/A ratings are not an option on the quarterly evaluation. Please note that your Field Consultant can assist students and Field Instructors with content ideas regarding the type of discussion that could occur during supervision to cover areas of competency development which may not be directly engaged in their activities (e.g., discussing the policy environment that guides practice in the agency. First year and some clinical students might not directly engage in policy practice though an understanding of macro issues impacts their work).
VI. Student Placement Process

Admissions Criteria for Fieldwork

Students entering SSA are expected to complete first year fieldwork and coursework concurrently. Admission to field placement is therefore considered during the application process to the School of Social Service Administration. Criteria for admissions include demonstrated volunteer experience and/or work experience and a capacity to engage in fieldwork and coursework simultaneously. Two independent readers review student admission applications and rate applicants based on transcripts, review of volunteer and work experience, student statement, and references. Transcripts and reference for transfer students must verify completion and passing of first year coursework and field practicum. The Director of Field Education is a member of the admissions committee, acts as an independent reader and reviews transfer applications.

Eligibility for specific placements is determined prior to the start of placement. Upon acceptance to the SSA, students are required to complete:

1) Field Placement Application Questionnaire
2) Read the NASW Code of Ethics and sign “Statement of Understanding of Professional Social Work Expectations”
3) Read and sign the “… FERPA Rights in Connection with Field Education”; permits SSA to share the student’s field questionnaire with Field Instructor’s for the purpose of placing the student in field work. (see attachments)
4) Student orientation (includes meeting with Field Consultant and 301 or 300 Instructors)

Second Year Concentration Placement:

Eligibility for the concentration field placements includes:
1) Completion and passing grade for the first year course requirements:
   30000. Social Intervention: Programs and Policies I, II
   30100. Social Intervention: Direct Practice I, II
   30200. Social Intervention: Research and Evaluation (students in the Extended Program are permitted to begin second year field while completing 30200 in the autumn quarter of the second year)
   32700. Human Behavior in the Social Environment
2) Completion and passing grade for first year fieldwork requirements. Achievement of first year social work competencies and practice behaviors, documented on the Field Instructor Performance Evaluation report, reviewed and approved by the designated Field Consultant. Graduate students must have a cumulative grade point average of 2.5 after the completion of nine courses to continue in coursework and fieldwork at SSA.
FIRST YEAR FIELD PLACEMENT APPLICATION

This form will be shared with your field consultant and potential field instructor. Professional and legible responses are appreciated.

NAME:

Mailing Address:

E-mail address: Phone #:

If there is information that was omitted from the personal statement you submitted to SSA that you feel is important for us to know, please add this under the “Additional Comments” section.

1. Tuesday and Thursday are the required field placement days. Occasionally, an agency will offer other learning opportunities, or request your presence on evenings and/or Fridays. Are you available to work evenings or Fridays?
   YES ☐ NO ☐

2. Some field placements are accessible by public transportation. One hour commutes are common place. Will you be using public transportation to commute to field?
   YES ☐ NO ☐

3. Having a car provides a greater range of opportunities for field placement. Many placements are most easily accessible by car or require a car. Will you have a car available during the academic year?
   YES ☐ NO ☐
   If you have a car, are you open to car pooling?
   YES ☐ NO ☐
   If you are a student without a car, are you open to car pooling?
   YES ☐ NO ☐

4. Where will you reside during the school year? (Field placements may be limited for those students living in Hyde Park without a car.
   Hyde Park ( ) West Side ( )
   South Side ( ) North Side ( )
   Suburb/Other (specify) Downtown ( )
   If you already know where you will be living, please indicate the address:

5. To the extent that you know at the present time, what concentration do you anticipate choosing after completing the core courses?
   Clinical Practice ( ) Social Administration ( ) Not Sure ( )

6. Some agencies list “bilingual” as a prerequisite for placements. In such placements, students are expected to communicate with clients in their preferred language. List any languages in which you are fluent (including sign language):
7. A few field placements require an early start for special training and/or orientation. 
Would you be able to begin your field work in early September? 
YES________    NO________

Would you be available for on-site interviews in:       June_____ July_____ August?_____
(please check all that apply.)

8. We are interested in matching student learning needs with what placements offer. In that regard, are you
someone who takes initiative and is able to advocate for yourself and your learning needs?

1
All of the time
2
Some of the time
3
This is an area of challenge for me

9. How many months/years of paid social work experience have you had? _____
Briefly explain job tasks and populations served: (You may attach a resume if you prefer).

10. Describe the extent and type of volunteer social work experience have you had? _____
Briefly explain volunteer tasks and population served:

11. In thinking about field work, what are your learning objectives for your first year?

12. Are you thinking about obtaining your Type 73 School Social Work certification while at SSA? 
__Yes              __No

Students considering the Type 73 School Social Work certification program will be contacted by Jennifer 
Meade, Director of School Social Work, with more information regarding requirements and the basic 
skills test

13. What are your long-term professional goals?

14. What particular knowledge, skills, and personal/life experience do you bring to the field internship?
15. If there is any information about yourself that you would like us to consider in matching you with a first year field placement, please describe (e.g., if you or a loved one has had a physical or mental health concern):

16. One of the most valuable aspects of your education will be strengthening the areas that challenge you. What do you think some of these challenges will be?

17. Some agencies are faith based in their orientation to service delivery. Are you open to such a placement?
   
   Yes__   No __
   
   If yes, please indicate any preferences you may have:

18. The University of Chicago complies with the provisions of the Americans With Disabilities Act (ADA). Because of the need for advance planning, please indicate if you have any type of disability that requires accommodation or consideration in the selection of your field placement:

Please contact the Director of Field Education (Nancy Chertok, 773.702.1178 or nchertok@uchicago.edu) if this question applies to you when you return this application. You may contact the University of Chicago Coordinator for Disability Services, Gregory Moorehead, at 773.702.7776 or gmoorehead@uchicago.edu
19. Students are asked to self-report any history of criminal convictions to the Director of Field Education so that appropriate field practicum planning can occur. In some situations, felony convictions limit opportunities for field placements, professional licensing, and/or employment.

Do you have criminal charges pending against you? Yes______ No______

Have you been convicted of any misdemeanor(s)? Yes______ No______

Have you been convicted of any felonies? Yes______ No______

Have you had a “founded” abuse or neglect report? Yes______ No______

Please contact the Director of Field Education if you responded yes to any of the above questions. (Nancy Chertok, 773.702.1178 or nchertok@uchicago.edu.)

Failure to respond to these questions truthfully may result in disciplinary action.

20. Please provide any additional information that may be given to your field instructor for the purpose of enhancing your educational experience and professional development (examples: information regarding your style of learning, background information, personal goals.) Please feel free to attach an additional statement if needed. If you prefer, you may attach a copy of the personal statement you wrote for your application to SSA.

Listed below are categories of field placements as well as populations with which you may be placed. Please check all of the areas of social work in which you would like to work during your first year field placement (a minimum of five).

_____ Open To Any Placement

_____ Adults**

_____ Children & Adolescents**

_____ Older Adults**

** Indicates ANY TYPE OF WORK with this population.
_____ **Child Welfare** – settings providing services on behalf of infants and children who are at risk of physical harm to themselves or others (includes child abuse/protective services; foster care; family preservation; adoptions, residential treatment). Services may be office, home based, or a combination of both.

_____ **Corrections/Criminal Justice/ and Legal Systems in Social Work** - settings or programs serving juveniles or adults who are or have been incarcerated or mandated for services due to their involvement in illegal/criminal activity (includes juvenile detention centers; probation/parole offices; courts, police departments, forensic programs). Some settings include legal aid clinics and law centers, and involve working with attorneys on behalf of clients in the Criminal Justice system.

_____ **Developmental Disabilities** – settings that serve populations that have mental or physical impairments as a result of genetic disorders, disease, or impaired development (includes mental retardation, epilepsy, blindness, cerebral palsy, Down Syndrome, etc.)

_____ **Domestic Violence** – settings that serve clients who have been emotionally or physically abused and may include court, shelters, and advocacy organizations.

_____ **Education/Schools** – settings whose mission is to provide socio-emotional support to students in the educational realm. These settings may include schools or agencies that have programs in schools.

_____ **Employment Issues** – Settings that work with clients in developing job-readiness and employment skills, and may involve working with homeless, persistently mentally ill, formerly incarcerated individuals, or developmentally disabled populations.

_____ **Housing/Homelessness** – Settings whose clients include transitionally or chronically homeless populations who are in need of social support, job training, mental health or substance abuse counseling, case management, and housing advocacy.

_____ **Hospital/Medical Social Work** – settings that are oriented to helping physically ill patients and their families address the social and psychological and financial problems related to an illness. Services may include education, prevention, rehabilitation, counseling and/or discharge planning. Setting may serve children, adolescents, adults and/or older adults and may be in-patient or out-patient.
**Mental Health/Psychiatric** – settings that offer services to persons suffering from persistent and/or acute mental illnesses that impair their capacity to function. Services include assessments, individual and group therapy and/or intensive outpatient therapy within an inpatient or outpatient setting.

**Older Adult Settings** – social service settings that offer programs primarily serving the growing population of elders. Services may include assessment of needs, information and referral, support for families and/or caregivers, elder abuse, aging well programs, and advocacy.

**Poverty and Inequality** – settings that provide financial and other support services to children and adults in need of temporary assistance with an aim toward longer term economic stability. Services may include assisting clients access Human Service entitlement programs, provision of concrete assistance (i.e. food, clothing, transportation) job training programs, advocacy, and general education programs.

**Substance Use/Abuse** - settings serving persons with problems functioning due to addictions to alcohol, narcotics, and/or other chemical substances (includes detoxification and/or on-going education, counseling and supportive services). These may be inpatient or outpatient.

**Youth and Family Services** – settings focusing on services to children and their families (broadly defined), and include family support services, youth development activities, and treatment interventions focused on improving family functioning. Services may be office or home based or in a secondary setting (i.e. school or youth service agency).

**Other**

PLEASE NOTE: You will be given your field placement assignments during orientation week. If your practicum requires a pre-placement interview or an early start, we will contact you. Increasing numbers of field placements require background checks and drug screens prior to accepting interns. The agency in which you are placed may also require you to have a TB or HBV test, or to obtain liability insurance. If this is the case, you will be notified prior to the start of your placement.

Please understand that while we will attempt to honor your choices, we cannot guarantee that you will be placed in the type of setting or with the population you have selected. There are multiple variables that must be considered when making this assignment.
The University of Chicago  
The School of Social Service Administration

Family Educational Rights and Privacy Act  
Student Waiver of FERPA Rights in Connection with Field Education

The Family Educational Rights and Privacy Act (FERPA) is a federal statute that protects the privacy of student education records. Under the Act, a student has certain rights to inspect and review his or her education records, to amend those records, and to limit disclosure of his or her education records to third parties. The University of Chicago and its School of Social Service Administration (SSA) comply with FERPA and thus preserve the confidentiality of student educational records as required by FERPA.

To assist in the development of a profile to be used in connection with your field education, we have asked you to complete an application that sets forth information regarding your background and interests.

Please indicate below whether you authorize the SSA Office of Field Education to release the responses to your “First Year Field Placement Application” to SSA Field Liaisons and Field Instructors so that they may use the information in connection with the field assignment process.

I hereby authorize the Office of Field Education to release my responses to the “First Year Field Placement Application” to SSA Field Instructors and Field Liaison(s):

YES ☐ NO ☐

________________________________
Signature

________________________________
Printed Name

______________________________________
Date

Please return original signed document to:
Office of Field Education
University of Chicago
SSA
969 East 60th Street
Chicago, IL  60637

Fax copy may be sent to: 773-834-3267  

rev. 11/12
Students at the School of Social Service Administration are expected to demonstrate a commitment to the behavioral and ethical standards of the social work profession. The student must be committed to the constellation of core values of social work which include service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence as described in the NASW Code of Ethics. A copy of the NASW Code of Ethics is enclosed and may be found at: http://www.socialworkers.org/pubs/code/code.asp.

I have read the NASW Code of Ethics and understand my responsibilities while enrolled at The School of Social Service Administration at the University of Chicago. I agree to abide by the NASW Code of Ethics. If I have questions about the Code of Ethics or SSA policies, I understand it is my responsibility to inquire about this with the Dean of Students and/or Director of Field Education.

_________________________________    _________________  
Signature        Date

Rev. 5/07
First Year Placements

First year placements are provided through a matching process by SSA. SSA field staff and Field Consultants meet to examine student first year field placement applications and field agency descriptions. Matches are based on student application questionnaires, prerequisites set by field agencies, the availability of field placement sites and Field Instructors, and experience with field sites.

First year placements mirror the real world of social work practice. Students gain an understanding of the fundamental tenets and philosophy of social work and the realities of professional practice in the field. Students are expected to maintain their learner role, to observe existing agency practices, and to critically consider and apply the social work code of ethics. The student undertakes a careful assessment of the agency’s context, its mission, organizational structure, culture, and the role of the social worker and social work perspective at the micro- and macro-level.

Field instructors are invited to the school's Field Instructor Meeting prior to the beginning of the fall quarter to meet with their Field Consultant and to review their assigned student's record in preparation for the arrival of the student.

Extended Evening Program (EEP) students should make arrangements to have day-time availability during the week for first year field work.

Second Year Concentration Placement

Students, in consultation with their advisor and the Department of Field Education, explore placement options that relate to their area of interest in the winter quarter of the first year.

This process includes:

1. Attendance at Concentration and Field Selection meetings.

   Students review the on-line field agency database to explore placement options. These agencies have been prospected by SSA. If a student wishes to interview at an agency not listed in the database, the student may submit a prospect request to the Field Office during winter quarter. Under no circumstances should a student interview with a field instructor/agency or attempt to negotiate a field placement without the knowledge and approval of the Office of Field Education.

2. Student completes and submits to the Office of Field Education an "Agency Selection Form" listing three (3) agencies with whom the student would like to interview.

3. Field Office notifies the agencies of students who will be contacting them to arrange an interview. A confirmation form is sent to the agency to be returned by the prospective field instructor following the interview.

4. Field office provides notice to student when they may contact agency. Student is responsible for scheduling an interview in a timely manner.

5. Student completes a Confirmation of Placement form and submits to the field office upon acceptance of the placement.

6. Field instructors are also invited to call the Field Placement Coordinator with questions and/or comments during this process. All full time day students are to have their second year field placement arranged prior to the close of the third quarter. A letter is sent to all second year field instructors confirming student placements for the fall.
Clinical Concentration

Students in the clinical concentration develop more advanced clinical knowledge and competence in psychosocial assessment and intervention with individuals, couples, families, and groups. Under the guidance of an experienced supervisor, students are expected to understand and use more than one practice approach to prepare them for broad-based professional practice with a range of clients, problems, and environmental situations.

Full-time and part-time day clinical students are in the field three days per week over the course of the school year. **Extended Evening Program students** spend one eight-hour weekday or two half days (Monday-Friday) in the field on a consistent schedule from Fall quarter of the second year through Spring quarter of the third year, including over the summer (for a total of eighteen months). Evening students should make arrangements to have day-time availability during the week for field work in the clinical concentration.

Social Administration Concentration

Social administration students undertake a year-long field placement in their major area of interest. These internships enable students to work with professionals who occupy major positions in government, community agencies, and related social welfare organizations. The combination of the placement and required courses allows students to combine theoretical with practical insights and to examine the tensions between theory and practice. Full-time and part-time day students spend two or three days a week in the field for the entire academic year depending on the field agency’s requirement. **Extended Evening Program students** spend one eight-hour weekday or two half day (Monday-Friday) in the field on a consistent schedule, from Fall quarter of the second year through Spring quarter of the third year, including the summer (for a total of eighteen months). Extended Evening Program students should make arrangements to have day-time availability during the week for field work in the social administration concentration.
Programs of Study and Placement Requirements
Information regarding specific Programs of Study is provided in the Announcements, on SSA’s website and at informational meetings during the academic year. Programs of Study are strictly optional. Students applying to a Program of Study must select a field placement associated with the Program of Study.

Students in the School Social Work Program of Study follow their local school placement schedule rather than the SSA calendar. Start and end dates vary. Students must pass the Illinois Basic Skills Test before being accepted into this program of study.

EEP students need day time availability to attend seminars or workshops required by the Program of Study.

EEP students accepted into the School Social Work or Community Schools programs of study delay the start of their second field placement until the third year. EEP students must be in the field three days a week during the third academic year; participation in day time field seminars is required by the School Social Work Program of Study.

Dual and Joint Degree Students
Dual Degree students may complete their second field placement after completing one year in each academic program. The Field placement may occur during the summer or concurrently during the academic year when returning to SSA.

Summer Block Placements
Summer Block Placements are offered to dual and joint degree students. If an educational field placement opportunity is only offered in the summer, second year students may discuss the prospect with the Associate Field Director.
Field Placement in Place of Employment, Work Study, Stipends

Paid placements are defined as those that offer students, new to the setting, a monetary payment in the form of a stipend or grant for the internship.

The field instructor and agency must meet the school's established standards and criteria for field instructor/agencies; and, under no circumstances can the field instructor/agency alter field practicum requirements established by the school or demand more of the student because of the monetary exchange. Any time requirements, tasks, or other expectations, etc., that are beyond those of an ordinary practicum, must be stipulated in advance and discussed with the school.

Place of Employment

The school will consider placing a student in his or her agency of employment provided certain safeguards can be established to insure that the educational quality of the experience is not compromised. In order to be considered for a practicum in the student's place of employment, the student must have been employed by the organization for at least one year and have successfully completed the probationary period; the student’s duties as an intern must be different from those performed by the student as a regular employee; the student must be assigned to a supervisor, other than the employer supervisor, who will serve as the field instructor; the learning assignments must offer the student an opportunity for new learning and growth; and the field instructor, agency, and learning assignments available must meet the school's established standards and criteria for an internship affiliation with the university.

Work Study

Students may not combine work study and field placement hours.

Stipends

The availability of stipends is determined by the field placement agency and are offered by some second year placements. The availability and amount of stipends may vary from year to year depending on the agency's budgetary resources. Second year students can review the list of agencies that have historically provided stipends by accessing the Practicum Database.

Opportunities to obtain financial support for field work are also available through special projects and funded programs of study in the SSA curriculum (i.e., the Older Adult Studies Program; the Family Support Program; the Violence Prevention Program; the Social Workers in Schools Program; and the GPHAP Program; etc.). The availability and amount of stipends in these programs vary from year to year.
VII. Grading and Problem Solving from a Strength Based Perspective

Philosophy of Student Learning Agreements and Evaluations

Learning agreements and evaluations provide students with an opportunity to develop a plan for building competencies and a method for receiving feedback on development as professionals in the field.

These tools provide the field instructor with opportunities to assist the student in defining objectives and offer quarterly written feedback regarding emerging social work competencies over the course of the academic year. Please review the evaluation form as you are developing learning goals.

Since SSA requires three evaluations over the academic year, each quarter is seen as part of a continuum. As the field placement experience evolves, the student continues to acquire knowledge, moving the student closer to establishing a competent professional identity. Grades are based on the Field Instructor evaluation of the student and the Field Consultant evaluation of the student. Professional behavior, adherence to the Social Work Code of Ethics, attendance and participation in field seminar, reflection logs, and performance in the field placement determine the grade.

With this in mind, the learning objectives should be reviewed and may be refined. Evaluations should reflect the growth and development of the student over time. Regular evaluations document this movement towards mastery so that if one is reading all three evaluations, progress can be viewed through both the numerical and written summary. Timely feedback and the completion of the evaluation is a critical component in field education.

Grading:

Assignment of a Pass Grade for Field
Pass grades from field are based on development of the competencies in the field placement, attendance and participation in field seminar, completion of the reflection logs, and carrying out the “Responsibilities of Student in Field Placement” outlined in section III of this manual. The Field Consultant recommends the grade based on the combination of students performance in these areas. Passes indicate a “C” average or better in field work requirements.

Assignment of an “I” for Incomplete
The assignment of an “I” for incomplete is not an option in the fieldwork practicum. Students who must withdraw from fieldwork or who must leave a placement and cannot secure a new placement during the same quarter will not receive a grade for field. Students are expected to start their field placement and fieldwork hours over again; credit for any hours accumulated is determined by the Director of Field Education and the Dean of Students. A due date for the field evaluation is determined by the Office of Field Education. The Field Consultant submits the grade to the Dean of Students upon receiving the complete performance evaluation from the field placement.

Since the integrity of the consecutive core direct practice course (301) must be maintained, condition of withdrawal requires that both quarters of the direct practice
course be repeated. If during the first or second quarter of 301, it is concluded that a student must withdraw from 301 and repeat the course.

In instances in which a student withdraws or is absent from 301 without consent, the grade F will be recommended by the Faculty. Since the grade F is a failing grade, the student is thereby dismissed from the field placement. The student may elect either to appeal or file a grievance according to the policies and procedures outlined in the Student Handbook.

**Assignment of “D” Grade for Field**

“D” grades indicate marginal performance in the field placement or in field seminar and reflection log requirements. Students may receive a “D” grade due to late or sporadic attendance and participation in field seminars and not meeting requirements for reflection logs. Hours for field will count toward filling the field placement requirement if a “D” grade is assigned.

**Assignment of a grade of F**

In some instances a circumstance arises when there is not sufficient time to create an educational plan to remedy the difficulty, or which is such a violation of sound practice or ethics that immediate action must be taken to safeguard the client, to protect the field agency, or to protect the school. In these instances the Field Consultant shall immediately notify the student that the field practicum has been terminated and the grade of “F” (fail) will be entered. The field instructor will submit, with or without the student’s signature, a final evaluation summary for the quarter and will recommend the grade of “F” (fail).

In instances in which a student is repeatedly absent from Field Seminar without consent, the Field Consultant will recommend the grade of “F” (fail).

Since a student who receives an “F” grade is dismissed from fieldwork, the student may elect to appeal or file a grievance. The procedures for this process are outlined in the Student Handbook.

**Assignment of a Grade when Agency Requests Student Removal**

In some instances an agency may request that a student be removed. The Field Consultant in consultation with the Field Instructor and the Director of Field Education will recommend an appropriate grade to be entered by the Dean of Students.

**Appeal Procedures**

Appeal procedures are outlined in the Student Handbook.
Indications of Marginal Performance in the Field
Adapted from: Bogo and Vayda, 1998

✓ The student consistently does not respond to field instructor feedback through changes in behavior; little evidence of growth towards achieving basic competency
✓ The student displays behaviors that are potentially harmful to others, e.g. physical threats, frequent outbursts, inability to regulate intense emotions to the detriment of the client or client system
✓ The student is dishonest or untrustworthy
✓ The student is consistently critical, judgmental, or depreciating to clients or staff. Imposes his believe system on client system
✓ The student consistently avoids responding to client’s intense expressions of emotion; maintains a superficial approach to relationships with clients
✓ The student is unable to demonstrate collaboration with other staff in organization; behaves inappropriately with agency staff
✓ The student defies agency policies without consultation with field instructor
✓ Student consistently avoids bringing case examples, documentation of work completed, or reflections on work to field instructor; unable to connect theory and practice
✓ The student violates the Social Work Code of Ethics
✓

Indications of Need for Leave from Field
If the performance in the field is not satisfactory, it may become necessary to recommend that a student reconsider their readiness to pursue the profession of social work and may be advised to take a leave from Field. This may occur even though a student’s classroom performance is satisfactory. The major grounds for this decision may be any of the following actions which are subject to review by the Director of Field Education and the Dean of Students:

- Violation of the NASW Professional Code of Ethics
- Personal problems which significantly and consistently prevent a student from functioning adequately and professionally in the field
- Lack of commitment to the values of the social work profession
- Refusal to accept and follow through on a field placement assignment
- Receiving a grade of “F” in any two quarters of field instruction

A Field Instructor can request a student be immediately removed from a placement if the student’s behavior seriously places at risk the quality of the services delivered to clients and/or to the reputation of the organization.
Steps Toward Field Problem Resolution

- Field problem comes to the Field Office’s attention either by student, Field Instructor, or Consultant.

- Has there been a conversation between the student and the field instructor about the problem? Has the Learning Contract been reviewed to determine if the student and field instructor are on track? Does it need revision?

- If problem is not resolved through conversation between Field Instructor and student, has a call been made to the Consultant? Field Consultant initially problem-solves with student/field instructor either over phone or in person.

- If problem is still unresolved, Field Consultant does site visit with all parties involved to attempt to clarify problem areas, explore options for resolution, and work out a mutually-agreed upon plan towards resolution.

- If the problem is student-related, Field Instructor and/or Consultant may write a Performance Agreement which specifically identifies student-related problem areas, skills needing development, plan for remediation, and time frame for assessing progress towards resolving problem. Performance Agreement is signed by student, Field Instructor and Consultant. The Performance Agreement is sent to the appropriate Field Office staff person (Director, Associate Director, or EEP Field Coordinator). Performance Agreements are viewed as a tool to provide support and to optimize student’s success.

- Consultant follows up in prescribed time frame.

- If student health or mental health issue is jeopardizing field placement, the Field Consultant consults with appropriate Field Office staff person and Dean of Students. Are there accommodations that need to be made for disability?

- If the problem is not resolved, can it be resolved? Does it continue to be a productive learning experience? Can the placement be adjusted to make it a more productive learning experience?

- If all attempts to resolve issues in the field are unsuccessful, the Field Director and Associate Director or EEP Field Coordinator as appropriate determines whether or not to end the placement.

- Placement is ended when efforts to resolve problems have been exhausted by the student, Field Instructor, Field Consultant and Field Office personnel: when the field instructor is concerned that the student’s behavior places at serious risk the quality of services delivered to clients and/or the reputation of the organization; when there has been a serious breach of the NASW Code of Ethics; or other serious circumstances as determined by Field Office, Field Consultant, and Field Instructor.

- If it is determined that a placement change is indicated, the student will terminate assigned tasks in the placement in a professional manner as determined by the Field Instructor and the Field Consultant.

- Field Instructor or Field Consultant will write a summary of the student’s experience at the field placement, reason for placement ending, and the number of hours completed. This summary will be filed in the student’s record.
• If the field issue involves an imminent safety concern in the field placement, student contacts Field Consultant immediately and risks are assessed. If student feels safety is in jeopardy, student may be instructed not to go to placement until a safety plan is put into place. Field Office should be notified if this is the case. An Incident Report must be filed by the student with the Field Director if an incident occurs involving personal threat or assault or the risk of personal threat or assault.

• As with any changes in a field placement, notify Field Office Assistant of any changes so that the database may be updated.

• No student or Field Instructor should terminate any field placement arrangement without the knowledge and involvement of the Field Consultant and the Office of Field Education. This can result in receiving a grade of “F” for the practicum.
Requesting a Field Placement Change

It is a serious request to seek a change in field placement. We know that students need exposure to a variety of experiences to become Master’s level social work practitioners. We have chosen agencies carefully and selected Field Instructors because of their ability to offer students meaningful learning experiences. The Office of Field Education approaches all challenges as opportunities to enrich learning and to manage and problem-solve difficult situations. Because of this, field placements will be changed only after efforts at resolution have been attempted.

Students are expected to spend at least four weeks in the field prior to requesting a change in placement. This allows time for the student to become oriented and settle into the agency, as well as begin to develop a relationship with their field instructor. Issues of concern that arise during this time should be addressed with the student’s Field Instructor and Field Consultant.

A field placement may be changed sooner if the Field Instructor/agency is unable to assume the responsibilities of the field instruction role as outlined in their agreement with the School. Field Placements will not be changed due to a student’s disinterest in a particular field setting or population, or because the geographic location is felt to be inconvenient.

Procedure for Students Requesting a Field Placement Change

In the event a situation arises whereby a student feels there is a reason to request a change of field placement, the following steps should be taken:

Students should discuss their concerns with their field instructor first, and then with their SSA Field Consultant. Please do not wait until the situation becomes unbearable; let the Field Consultant know of ANY concerns right away. The SSA Field Consultant will contact the appropriate person in the Office of Field Education and keep them informed.

The SSA Field Consultant will assess the situation and guide the student accordingly. This would include contacting the Field Instructor to discuss the situation and determine whether or not the issues can be resolved. This may entail a meeting with the Field Consultant, Field Instructor and student and a performance agreement may be developed. Most often these meetings result in workable resolutions to the student’s concerns. A follow-up meeting or phone contact is scheduled to ensure that what was decided in that meeting was implemented.

If it is deemed that the placement issues are such that they are not resolvable and a change will occur, a meeting MUST take place between the SSA Field Consultant, Field Instructor and student to properly terminate the placement. The appropriate Field Education staff person must be informed and involved.

Once the placement is terminated, the appropriate person in the Office of Field Education will meet with the student to discuss next steps. The time between terminating a placement and arranging a new one may vary depending on availability of placement sites and the student’s ability to meet placement responsibilities. Arrangements for making up any time lost by the student will be discussed.

A STUDENT SHOULD NEVER INITIATE OR TERMINATE A FIELD PLACEMENT WITHOUT THE KNOWLEDGE AND INVOLVEMENT OF THE SSA FIELD CONSULTANT AND THE OFFICE OF FIELD EDUCATION. SHOULD THIS OCCUR, IT CAN RESULT IN RECEIVING A GRADE OF “F” FOR THE PRACTICUM.
VIII. Student Evaluation of the Field Placement and End-of-Year Field Evaluation Forms

Students are provided with the opportunity to formally evaluate the field placement and supervision toward the end of the academic year. In addition, students provide feedback regarding the Field Consultant role, the Field Seminar and field support at SSA. Forms are also located on-line at www.ssa.uchicago.edu

- Evaluation of Placement – Spring Quarter
- Evaluation of Field Consultant – Winter and Spring Quarter
- Field Instructor Evaluation of Field Consultant – Spring Quarter
STUDENT EVALUATION OF FIELD SEMINAR

AND

FIELD CONSULTANT ROLE

Field Consultant Name: ____________________________   Date: ___________

The following statements and questions pertain to your Field Seminar and the role of the Field Consultant. Your feedback is appreciated.

Seminar

1. The seminar increased my understanding of social work through exposure to the field experiences of my classmates.

   1 minimal  
   2 emerging  
   3 acceptable  
   4 strong  
   5 consistently strong

2. The seminar helped me integrate class material and field experiences.

   1 minimal  
   2 emerging  
   3 acceptable  
   4 strong  
   5 consistently strong

3. Please elaborate upon aspects of the seminar you found helpful and/or areas in which the seminar could be made more useful.

Field Consultation

1. The field consultant was available to me for discussion of concerns and ideas for enrichment of learning opportunities.

   _ Not Available  
   1 Available

2. Where problems existed, between the student and field instructor, the Field Consultant was helpful.

   __ Not Applicable  
   1 Not Helpful  
   2 3 4 5 Very Helpful

3. The site visit has been conducted: ___yes ___ The site visit has been scheduled ___yes ___no

   The site visit with the Field Consultant was helpful.

   1 Not Helpful  
   2 3 4 5 Very Helpful

Additional Comments (please continue on back):
Field Instructor’s Evaluation of Field Consultant

1. Orientation for the field work instructor regarding Field Consultant’s role and function was clear.
   
   1 2 3 4 5
   Not Clear Clear

2. Field Consultant served as a bridge between the student, the school and the agency: Interpreted school policies, procedures, and expectations to the agency; assessed the fit between school curriculum and educational experiences provided by the agency.

   1 2 3 4 5
   No Yes

3. Field Consultant was available to the field work instructor for discussion of concerns or problems as well as the improvement and enrichment of the placement.

   1 2 3 4 5
   Not Available Available

4. Field Consultant contacted me each quarter to discuss student/field issues.
   [ ] Yes [ ] No

5. Field Consultant contacts consisted of:
   [ ] Site Visit(s) [ ] Meeting(s)
   [ ] E-mail(s) [ ] Phone Contact(s)

6. Where problems existed, between the student and field instructor, the Field Consultant was helpful.

   1 2 3 4 5
   Not Helpful Very Helpful

Comments: ________________________________
______________________________
______________________________
______________________________

_____________________________________
Field Instructor's Signature
Tool Box for Field Instructors and Students
Quick Reference: Full-Time/Part-Time Day and Extended Evening Program (EEP) Students

FULL-TIME/PART-TIME SPECIFIC REQUIREMENTS

- **First year, full time students** are expected to be in the field 16 hours per week, usually on Tuesdays and Thursdays, for the entire academic year (a total of **480 hours**). Seminar hours count towards field. First year placements involve direct service to clients and macro project.

- **Second year clinical students** are expected to be in the field three days a week, usually Monday, Wednesday, and Friday, for the entire academic year (a total of **640 hours**).

- **Second year social administration (SA) students** are in the field two or three days a week, depending on the placement. All SA students must complete a minimum of **496 hours** during the academic year.

EEP SPECIFIC REQUIREMENTS

- **First year, EEP students** are expected to be in the field 8 hours per week for the entire calendar year (50 weeks) beginning the first week in October. (A total of **400 hours**.) Seminar hours count towards field. First year placements involve direct service to clients and macro project.

- **Second/Third year clinical students** are expected to be in the field 9 hours per week, beginning at the start of their second year and continuing through the end of their third year. (A total of **720 hours** over 20 months.) Seminar hours count towards field.

- **Second/Third social administration (SA) students** are in the field one full day or two half days per week, beginning at the start of their second year and continuing through the end of their third year. (A minimum of **576 hours** over 20 months.) Seminar hours count towards field.

GENERAL REQUIREMENTS FOR FIELD PLACEMENTS

- The Field Instructor is expected to meet with the student for a minimum of **one hour per week for reflective supervision** and to support the student in achieving learning goals and professional competencies as outlined on the Field Evaluation.

- Start and end dates are clearly marked on the SSA Calendar. Any alternative arrangements must be agreed upon upfront by the Field Instructor, the Field Consultant, AND the student. Start and end dates should be noted on the Learning Agreement if alternate arrangements are made.

- Core and Clinical students must have had client contact by December 1st. “Clinical” means direct practice with clients, not necessarily 1-1 therapy.

LEARNING CONTRACTS AND FIELD EVALUATIONS

- **Learning Contracts** are due to the Field Consultant approximately six weeks following the start of placement and should incorporate goals and activities related to the Field Evaluation which is completed at the end of each quarter.

- **Due Dates:** Learning Contracts and student evaluation due dates are clearly marked on the SSA Calendar. These documents should be worked on in advance of the due date. It is imperative that SSA students receive timely feedback and that signed documents are delivered to SSA by the date due.

DEFINITION OF ROLES

- **Field Instructor or Supervisor:** the person who assumes the primary responsibility for the student’s learning in the field placement and reinforces the student’s identification with the purposes, values, knowledge base, and ethics of the profession of social work.
➢ **Field Consultant:** person who provides support for the student and the field instructor and serves as a bridge between SSA and the field placement; also the field seminar instructor.

➢ **Task Supervisor:** the person who provides secondary field instruction to students on a specific task, project, or assignment as delegated and monitored by the field instructor.

**FIELD PLACEMENT PRE-REQUISITES**

➢ It is the Field Instructor's responsibility to inform both the student and the SSA Field Education Office of any pre-requisites that the student will need to complete before starting the field placement. Such pre-requisites may include TB test, background checks, liability insurance, immunizations, etc.

**BENEFITS AND TRAINING FOR FIELD INSTRUCTORS**

➢ **Field Instructor Training** is required within the first year of being a field instructor, and is offered in September and October. Advanced training is offered in April. The trainings are free to field instructors, and CEU’s are provided. See: [http://www.ssa.uchicago.edu/pdp-schedule](http://www.ssa.uchicago.edu/pdp-schedule) for dates and descriptions.

➢ **Professional Development Opportunities:** All current field instructors are eligible for 50% discount at one of SSA’s many rich professional development opportunities. [http://www.ssa.uchicago.edu/professional-development](http://www.ssa.uchicago.edu/professional-development)

➢ **Continuing Education Credits:** One time only, Field Instructors may receive 30 CEU’s if they fulfill the requirements for this benefit. Contact Alice Jackson at alicejackson@uchicago.edu for application form.

➢ **University of Chicago Library Privileges:** access to U of Chicago Libraries

➢ **Invitations to various SSA events and programs**

**CONCERNS OR PROBLEMS THAT ARISE IN FIELD PLACEMENT**

➢ Please address any concerns with your student directly with the student first. If you would like consultation on problem-solving, enhancing learning experiences, understanding SSA's policies or procedures, or just someone to listen to a concern, please contact your field consultant. The Field Education staff is happy to work with you on any issues that arise after you have consulted with your field consultant.

**SSA FIELD EDUCATION WEBSITE AND ADDITIONAL RESOURCES**

➢ Please avail yourself of our website for additional information and resources: [http://www.ssa.uchicago.edu/field-education](http://www.ssa.uchicago.edu/field-education).

We look forward to working with you and supporting you in your role as a Field Instructor for SSA! Please don't hesitate to call with any questions or concerns.

With Appreciation,

Nancy Chertok, A.M.          Bharathi Jayaram, L.C.S.W., R.D.D.P.
Director of Field Education     Associate Director of Field Education

Field Coordinator              Field Coordinator
Quick Reference: Full-Time/Part-Time Day Students

REQUIREMENTS FOR FIELD PLACEMENTS

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- **Second year clinical students** are expected to be in the field three days a week, usually Monday, Wednesday, and Friday, for the entire academic year (a total of 640 hours).
- **Second year social administration (SA) students** are in the field two or three days a week, depending on the placement. All SA students must complete a minimum of 496 hours during the academic year.
- The Field Instructor is expected to meet with the student for a minimum of one hour per week for reflective supervision and to support the student in achieving learning goals and professional competencies as outlined on the Field Evaluation (see attached).

- Field work begins the first full week of October
- Start and end dates are clearly marked on the SSA Calendar. Any alternative arrangements must be agreed upon upfront by the Field Instructor, the Field Consultant AND the student. Start and end dates should be noted on the Learning Contract if alternate arrangements are made.

LEARNING CONTRACTS AND FIELD EVALUATIONS

- **Learning Contracts** are due to the Field Consultant two weeks following the start of placement and should incorporate goals and activities related to the Field Evaluation which is completed at the end of each quarter.
- Learning Contracts and student evaluations due dates are clearly marked on the SSA Calendar. These documents should be worked on in advance of the due date. It is imperative that SSA students receive timely feedback and that signed documents are delivered to SSA by the date due.

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We look forward to working with you and supporting you in your role as a Field Instructor for SSA! Please don’t hesitate to call with any questions or concerns.

With Appreciation,

Nancy Chertok, A.M.
Director of Field Education

Bharathi Jayaram, LCSW, RDDP.
Associate Director of Field Education
Field Placement Safety Discussion Form

The following questions are intended to prompt a conversation between you and your field supervisor as a complement to the other material. Once you have had the conversation please sign the document and turn it in to your Field Consultant with your Learning Contract.

For each section below, please discuss the following questions:

What are the written and unwritten agency procedures pertaining to safety and risk management?

What are the student and staff roles in the procedures?

Are there differences between the staff and student roles? Why?

How are debriefing procedures determined after the incident? What is the plan for the student to debrief with the field instructor after immediate danger has subsided? Who is responsible for convening any groups if needed?

What are the considerations regarding the re-integration of client(s) into service at agency following an incident?

How is an event reported and documented?

Section I. Personal safety

Internal source: Many situations produce anxiety, particularly when they are unfamiliar. How do you determine when your feelings are escalating and may be signaling actual danger?

External source: What should I do if I feel threatened or if I believe I am in immediate danger?

Students should identify and document important phone numbers and contact person(s).
Section II. Client involvement

Who is the client? Whose well-being are we responsible for?

Potential scenarios to discuss:
Fire/tornado/external and environmental risks
Clients escalating with one another
Client exhibits escalation with student
Client engaging in aggressive verbal behavior, intimidating, stalking, or staring; client directing aggression toward objects, e.g., breaking furniture, objects in the room.

Direct aggression toward student
Client aggression toward self; student witnesses
Client directs aggression towards other people
Student witnesses violent behavior (fights, mugging, and intimidation) in the neighborhood near the field site—involving clients, not involving clients.
Student observes a client with a weapon—threatening, openly display, accidentally observed in pocket or purse.

Section III. Observers of incident

Handling reactions on the spot
Identifying observers as potentially requiring intervention
Determining appropriate persons to intervene
Implementing agency procedures and protocols
Generating opportunities to discuss events and reactions to events after they have been resolved

In all of the above, there are competencies which we believe all social workers should possess. These include the ability to identify and implement:

1. **self-awareness and environmental awareness** for personal safety and the safety of others
2. **procedures** to insure safety of self and others
3. **processes** to implement the procedures

We have had a preliminary conversation regarding these aspects of practice and will continue to explore them over time as situations dictate.

Student ____________________________________________

Field Instructor ___________________________________________

Date __________________
Core Learning Contract

Date:

Student:

Organization:

Field Instructor: Task Supervisor:

SSA Field Consultant:

Field Work Assignment:
Briefly describe the nature of your setting and the tasks in which the student will be engaged this year:

Learning Contract:
Using the ten competencies and related practice behaviors on the following pages, please describe the specific learning experiences, practice tasks, and assignments through which the student will develop the competencies. Please give the student and field consultant a copy and retain one for yourself.

Student’s Signature: Date:

Field Instructor’s Signature: Date:
1. **Identify as a professional social worker and conduct oneself accordingly.**

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

Social workers:

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Learning Plan:

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

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

Social workers:

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Learning Plan:
3. Apply critical thinking to inform and communicate professional judgments.

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

Social workers:

• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

• analyze models of assessment, prevention, intervention, and evaluation; and

• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Learning Plan:

4. Engage diversity and difference in practice.

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

Social workers:

• recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

• recognize and communicate their understanding of the importance of difference in shaping life experiences; and

• view themselves as learners and engage those with whom they work as informants.

Learning Plan:
5. Advance human rights and social and economic justice.

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

Social workers:

• understand the forms and mechanisms of oppression and discrimination;
• advocate for human rights and social and economic justice; and
• engage in practices that advance social and economic justice.

Learning Plan:


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

Social workers:

• use practice experience to inform scientific inquiry; and
• use research evidence to inform practice.

Learning Plan:
7. Apply knowledge of human behavior and the social environment.

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

Social workers:

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Learning Plan:

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

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

Social workers:

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Learning Plan:
9. Respond to contexts that shape practice.

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

Social workers:

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and

- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Learning Plan:
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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

**Engagement:** Social workers:

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

**Assessment:** Social workers:

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

**Learning Plan:**

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THE UNIVERSITY OF CHICAGO
SCHOOL OF SOCIAL SERVICE ADMINISTRATION
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities continued.

**Intervention:** Social workers:

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

**Learning Plan:**

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**Evaluation:** Social workers:

- critically analyze, monitor, and evaluate interventions.

**Learning Plan:**

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Clinical Learning Contract

Date: ____________________________

Student: ____________________________

Organization: ____________________________

Field Instructor: ____________________________  Task Supervisor: ____________________________

SSA Field Consultant: ____________________________

Field Work Assignment:
Briefly describe the nature of your setting and the tasks in which the student will be engaged this year:

Learning Contract:
Using the ten competencies and related practice behaviors on the following pages, please describe the specific learning experiences, practice tasks, and assignments through which the student will develop the competencies. Please give the student and field consultant a copy and retain one for yourself.

Student’s Signature: ____________________________ Date: ____________________________

Field Instructor’s Signature: ____________________________ Date: ____________________________
1. Identify as a professional social worker and conduct oneself accordingly.

Advanced practitioners in clinical social work recognize the importance of the therapeutic relationship, the person-in-environment and strengths perspectives, the professional use of self with clients, and adherence to ethical guidelines of professional behavior.

Advanced practitioners in clinical social work:
- readily identify as social work professionals;
- demonstrate professional use of self with client(s);
- understand and identify professional strengths, limitations and challenges; and
- develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives.

Learning Plan:

2. Apply social work ethical principles to guide professional practice.

Advanced practitioners in clinical social work are knowledgeable about ethical issues, legal parameters, and shifting societal mores that affect the therapeutic relationship.

Advanced practitioners in clinical social work:
- apply ethical decision-making skills to issues specific to clinical social work;
- employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights;
- identify and use knowledge of relationship dynamics, including power differentials; and
- recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients’ well-being.

Learning Plan:
3. **Apply critical thinking to inform and communicate professional judgments.**

Advanced practitioners understand and differentiate the strengths and limitations of multiple practice theories and methods, clinical processes, and technical tools, including differential diagnosis. They deconstruct theories and methods to evaluate how they relate to clients and client systems within their environmental context. They regularly question and reflect on their own assumptions and consider how these might affect practice.

Advanced practitioners in clinical social work:

- engage in reflective practice;
- identify and articulate clients’ strengths and vulnerabilities;
- evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools;
- evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations; and
- communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written format.

**Learning Plan:**

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4. **Engage diversity and difference in practice.**

Advanced practitioners are knowledgeable about many forms of diversity and difference and how these influence the therapeutic relationship and clients’ presenting issues. Advanced practitioners are knowledgeable about the ways in which various dimensions of diversity affect (a) explanations of illness, (b) help-seeking behaviors, and (c) healing practices (Cal-SWEC, 2006). Advanced practitioners are cultural beings and understand how clinical practice choices can be culture-bound.

Advanced practitioners in clinical social work:

- research and apply knowledge of diverse populations to enhance client well-being;
- work effectively with diverse populations; and
- identify and use practitioner/client differences from a strengths perspective.

**Learning Plan:**

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5. Advance human rights and social and economic justice.

Advanced practitioners in clinical social work understand the potentially challenging effects of economic, social, and cultural factors in the lives of clients and client systems. Advanced practitioners understand the stigma and shame associated with disorders, diagnoses, and help-seeking behaviors across diverse populations. They also understand strategies for advancing human rights and social and economic justice in domestic and global contexts.

Advanced practitioners in clinical social work:

• use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention; and

• advocate at multiple levels for mental health parity and reduction of health disparities for diverse populations.

Learning Plan:


Advanced clinical practitioners are knowledgeable about evidence-based interventions, best practices, and the evidence-based research process.

Advanced practitioners in clinical social work:

• use the evidence-based practice process in clinical assessment and intervention with clients;
• participate in the generation of new clinical knowledge, through research and practice; and
• use research methodology to evaluate clinical practice effectiveness and/or outcomes.

Learning Plan:
7. Apply knowledge of human behavior and the social environment.

Advanced practitioners understand how to synthesize and differentially apply the theories of human behavior and the social environment (biological, developmental, psychological, social, cultural, and spiritual). They are familiar with diagnostic classification systems used in the formulation of a comprehensive assessment. Advanced practitioners understand how sociocultural contexts influence definitions of psychopathology. They have a working knowledge of psychotropic medications that are typically used in the treatment of mental health disorders, including expected results and side effects.

Advanced practitioners in clinical social work:

• synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice;

• use bio-psycho-social-spiritual theories and multiaxial diagnostic classification systems in formulation of comprehensive assessments; and

• consult with medical professionals, as needed, to confirm diagnosis and/or to monitor medication in the treatment process.

Learning Plan:

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

Advanced practitioners in clinical social work recognize the connection between clients, practice, and both public and organizational policy. Advanced practitioners have knowledge about factors that influence the development of legislation, policies, program services, and funding at all system levels. They have knowledge of advocacy methods that contribute to effective policies that promote social and economic well-being.

Advanced practitioners in clinical social work:

• communicate to stakeholders the implication of policies and policy change in the lives of clients;

• use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being; and

• advocate with and inform administrators and legislators to influence policies that impact clients and service.

Learning Plan:
9. Respond to contexts that shape practice.

Advanced practitioners in clinical social work are knowledgeable about how relational, organizational, and community systems may impact clients. They anticipate and react to evolving cultural, technological, geographical, political, legal, economic, and environmental contexts. They encourage clients to effect changes within these contexts.

Advanced practitioners in clinical social work:

• assess the quality of clients’ interactions within their social contexts;

• develop intervention plans to accomplish systemic change; and

• work collaboratively with others to effect systemic change that is sustainable.

Learning Plan:
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**Engagement:** Advanced practitioners in clinical social work:

- develop a culturally responsive therapeutic relationship;

- attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance; and

- establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

**Assessment:** Advanced practitioners in clinical social work:

- use multidimensional bio-psycho-social-spiritual assessment tools;

- assess clients’ readiness for change;

- assess client coping strategies to reinforce and improve adaptation to life situations, circumstances, and events;

- select and modify appropriate intervention strategies based on continuous clinical assessment; and use differential and multiaxial diagnoses.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities continued.

**Intervention:** Advanced practitioners in clinical social work:

- critically evaluate, select, and apply best practices and evidence-based interventions;
- demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed; and
- collaborate with other professionals to coordinate treatment interventions.

**Learning Plan:**

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**Evaluation:** Advanced practitioners in clinical social work contribute to the theoretical knowledge base of the social work profession through practice-based research; and use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.

**Learning Plan:**

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Social Administration Learning Contract

Date:

Student:

Organization:

Field Instructor: Task Supervisor:

SSA Field Consultant:

Field Work Assignment:
Briefly describe the nature of your setting and the tasks in which the student will be engaged this year:

Learning Contract:
Using the ten competencies and related practice behaviors on the following pages, please describe the specific learning experiences, practice tasks, and assignments through which the student will develop the competencies. Please give the student and field consultant a copy and retain one for yourself.

Student’s Signature: Date:

Field Instructor’s Signature: Date:
1. **Identify as a professional social worker and conduct oneself accordingly.**

Advanced practitioners in social administration understand social worker roles as they operate in human service organizations.

Advanced practitioners in social administration can:

- Recognize the multiple and conflicting goals of human service organizations and the implications for practice of the client-serving context;

- Understand and identify professional strengths, limitations, and challenges in working in human service organizations.

**Learning Plan:**

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

Advanced practitioners in social administration are knowledgeable about ethical issues, legal parameters, and shifting societal mores that affect social work practice at multiple levels.

Advanced practitioners in social administration can:

- Apply social work ethical principles in managing human service organizations, working with communities, and when analyzing policies that affect social work clients;

- Apply social work ethical principles when considering conflicts between various professional goals, between various interests, and between financial and client-level concerns.

**Learning Plan:**
3. **Apply critical thinking to inform and communicate professional judgments.**

Advanced practitioners in social administration are knowledgeable about a range of theoretical perspectives and intervention methods relevant for social workers practicing at meso- and macro- levels in diverse settings such as human service organizations, communities, governmental offices, and workplaces. Rather than taking theories and methods at face value, social administration practitioners critically examine the assumptions and empirical bases behind them in determining their merits and applicability in particular settings.

Advanced practitioners in social administration can:

- Apply critical thinking for considering and representing the role of social workers within political processes, economic systems, and organizational contexts;
- Evaluate, select, and implement practice approaches that reflect critical analysis of strengths and weaknesses of theoretical perspectives and practice alternatives;
- Become critical consumers of empirical evidence based on a firm understanding of research design and methods.
- Recognize how one’s own assumptions and ideological stances may be influencing practice decisions;
- Communicate professional judgments to a range of professionals within and outside the social work profession, in both verbal and written format.

Learning Plan:

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4. **Engage diversity and difference in practice.**

Advanced practitioners in social administration are knowledgeable about many forms of diversity and difference and how these can influence human service organizations.

Advanced practitioners in social administration can:

- Apply critical thinking to issues of diversity (e.g., class, race, gender, sexual orientation) in human service organizations;
- Apply knowledge of diverse populations and recognize the importance of their participation and input when working within human service organizations and when engaged in change efforts at multiple levels;
- Recognize the implications for organizations of cultural differences.

Learning Plan:
5. Advance human rights and social and economic justice.

Advanced practitioners in social administration are aware of economic, social, and political inequalities and how such inequalities disproportionately impact diverse populations. Advanced social administration practitioners are knowledgeable about a variety of strategies that can be used to reduce inequalities, and advance human rights and social and economic justice.

Advanced practitioners in social administration can:

• Apply economic frameworks to identify inequalities and to analyze the potential of interventions at multiple levels to promote economic and social justice;
• Apply political frameworks to identify inequalities and to analyze the potential of interventions at multiple levels to promote economic and social justice;
• Use knowledge about economic and political system inequalities to advocate for social and economic justice for and with diverse populations;
• Use knowledge about the deleterious effects of interventions at multiple levels to advocate for social and economic justice for diverse populations;
• Use knowledge about political and economic incentives facing multiple stakeholders in designing and scrutinizing interventions at multiple levels to promote for social and economic justice for diverse populations.

Learning Plan:


Advanced practitioners in social administration have a knowledge base informed by evidence regarding best practices at the meso- and macro- levels. They recognize the importance of using research to inform policymaking and program development at multiple levels as well as the importance of using policy and program practice knowledge to inform research.

Advanced practitioners in social administration can:

• Use empirically-grounded approaches to inform policy decision-making and program evaluation;
• Participate in the generation and dissemination of new knowledge about human service organizations, social service systems, social policies, and social programs through research and practice;
• Use a range of research methods to assess and evaluate programs and policies;
• Present research findings clearly and effectively to varied policy and practice audiences.

Learning Plan:
7. Apply knowledge of human behavior and the social environment.

Advanced practitioners in social administration have an interdisciplinary knowledgebase that includes knowledge about the multiple social, economic, and political contexts in which human beings interact and ways in which these forces can promote or deter individual and societal health and well-being.

Advanced practitioners in social administration can:

• Critique and apply knowledge of behavior and environment as it applies to multiple political settings, such as governmental institutions, interest groups and advocacy coalitions and social movements;
• Critique and apply knowledge of behavior and environment from an organizational perspective, especially as it applies to the functioning of human service organizations;
• Critique and apply knowledge of behavior and environment from an economic perspective, especially as it applies to individual responses to public policy;
• Critique and apply knowledge of behavior and environment as it applies to key markets for goods and services such as housing and employment of particular importance to vulnerable populations.

Learning Plan:

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

Advanced practitioners in social administration recognize the economic, government and organizational contexts that influences meso- and macro- change efforts. They are knowledgeable about the policy process, including political, social, and economic factors that influence the development of legislation, policies, programs, and services.

Advanced practitioners in social administration can:

• Apply critical thinking to issues of policy practice as it relates to advancing social and economic well-being within various political arenas;
• Communicate to stakeholders the implication of policies and policy change in the lives of clients;
• Advocate with and inform stakeholders with the goal of advancing policies that benefit the social and economic well-being of clients and improve the effectiveness of services.

Learning Plan:
9. Respond to contexts that shape practice.

Advanced practitioners in social administration are knowledgeable about how political, economic, organizational, and community systems may impact clients. They anticipate and react to evolving cultural, technological, geographical, political, legal, economic, and environmental contexts. They encourage individuals at multiple levels (e.g., community residents, clients, employees, social workers) to affect change within these contexts.

Advanced practitioners in social administration can:

- Assess the role of these multiple forces in shaping individual and organizational actions and outcomes, including unintended outcomes;
- Develop plans of action to accomplish systemic change;
- Work collaboratively with others to effect systemic change that is sustainable.

Learning Plan:
10. Engage, assess, intervene, and evaluate with individual, families, groups, organizations, and communities.

Social administration practice involves engagement, assessment, intervention, and evaluation at multiple levels, including the organization, the community, and all levels of government. Social administration practice involves interaction with public, private, not-for-profit, and for-profit entities. Advanced social administration practitioners have a theoretically-informed and empirically-grounded knowledge base so as to effectively practice at these levels, in these different contexts, and with these different constituents.

Engagement: Regarding engagement, advanced practitioners in social administration can:

• Prepare for participation in change efforts at multiple levels through careful analysis of the diverse factors influencing particular circumstances, including accounting for the complexities of engaging multiple actors;

• Use a range of techniques for engaging multiple actors involved in and affected by the change effort.

Learning Plan:

Assessment: Regarding assessment, advanced practitioners in social administration can:

• Use multi-dimensional assessment tools;

• Assess readiness for change at meso- and macro-levels;

• Develop intervention goals and objectives;

Learning Plan:
10. Engage, assess, intervene, and evaluate with individual, families, groups, organizations, and communities continued.

**Intervention:** Regarding intervention, advanced practitioners in social administration can:

- Recognize and consider the role of political, organizational, and cultural factors in shaping the design and implementation of interventions at multiple levels (e.g., in human service organizations, in public policies, in community change efforts, in broader social service systems).
- Select appropriate intervention strategies.
- Collaborate with other professionals to coordinate interventions.

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**Evaluation:** Regarding evaluation, advanced practitioners in social administration can:

- Contribute to the knowledge base of the social work profession through empirically-based investigations of practices at multiple levels that are informed by theory and grounded in relevant practice;
- Use sound research methods to critically evaluate processes and outcomes of interventions at multiple levels with the goal of improving social work practice;
- Effectively use data, data systems, and outcomes of measurement to promote continuous improvement and enhance the ongoing management of organizations.

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Reflection Logs (All Students)

Reflect on your personal response to what you have been experiencing, learning, doing, feeling, and thinking. You are free to write about anything that you wish. Include questions, concerns, worries, etc. from both class and the field. Some important areas of professional development in social work practice are listed below for you to consider including in your journal.

- What **personal growth** (e.g., self-awareness, insights, struggles, etc.) issues emerged recently and how did you cope with them? How do they impact your professional development?
- What **stimulated your interest** from the readings, discussions in this seminar or other classes and/or supervision? What **theoretical concepts** became clearer or more confusing? What **research questions** have arisen from your practice?
- What **clinical/macro questions** arose during the past week or two? What actions or strategies were considered to address the clinical/macro questions and situations? If an action or strategy was selected, why?
- What significant **reactions to clients or colleagues** have you had in the past week? How did this influence your practice? How are you attempting to address your reactions?
- What **programmatic questions** arose during the past week or two? What actions or strategies were considered to address these program questions and situations? If an action or strategy was selected, do you know why? If so, what influenced the decision?
- Discuss your observations or experiences of the impact of (staff and administrative) interpersonal, organizational, policy/legislative/regulatory, and/or political factors on client services.
- Discuss your observations of **ethical considerations** pertaining to clients/case situations, program issues, colleagues, practice settings, the social work profession, and/or as professionals. (See NASW Code of Ethics for details of these areas.) Describe possible solutions to these ethical issues.
- Discuss **cultural issues and awareness** pertaining to clinical, program, personal/professional, or site dynamics. Cultural issues may include, though are not limited to, race/ethnicity, sexual orientation, religion, age-related, disability-related, gender, economic/social class, or educational/professional affiliation issues.
- What are you learning about the **supervisory process** and about supervision dynamics? Other ideas of things to include would be: learning goals on which you have or have not made progress; how you did/did not recognize the application of a theory or research in a field (or personal) experience; your struggles with trying to apply something from a class in the field, etc. In addition, comment on your reactions to the seminar presentations.
Student Reflection Log (Due dates listed in Field Seminar Syllabus)

Log Date :

Agency Name :

Student Name:

Field Instructor: Task Supervisor if applicable:

Absences in Hours if any:

List Supervision Dates since last log :

Reflections (Please add additional pages as needed) :

Please reflect on the strengths of the placement, current projects, activities and work with clients/constituents. Include ideas for supervision and anticipated action steps to address challenges or concerns:
Student’s Self-Assessment of Field Instruction Supervision

Was I prepared for supervision today?
Did I prepare an agenda of items to be discussed, including my concerns?
Was I preoccupied by other school and/or work demands?
Did I prevent interruptions to our session?
Did I share my views freely?
Am I pleased with how I communicated my thoughts about the work?
Do I understand how this work relates to previous work and my overall educational goals?
Do I understand how current work tasks/activities fit as part of a programmatic goal-oriented process?
Did I voice my questions?
Did I listen?
Did I provide feedback?
Did I engage in self-reflection on my role and actions in the context of the work team and/or organization?
Did I think about how the current work skills I am learning are transferable?
Did I ask for explanations when I was unclear?
Did I discuss next steps of strategies for work?
Did I discuss strategies for how I can mobilize adequate support for my tasks/activities?
Did I discuss possible obstacles, resistances and alternatives that need to be considered?
Did I ask for assistance in thinking about the timetable for the work plan?
Could I engage in a critical analysis of my work?
Did I think about opportunities to link theory to practice?
What “unfinished business” is left for our next session?
What issues/patterns emerged in my learning?
What issues/patterns emerged with my work progress and goal attainment?
Are there areas in which I would like to see more improvement in my work or understanding?

SSA 2007 Spring Social Administration Field Instructor’s Meeting
Adapted from CSWE Learning to Teach, Teaching to Learn Educational Assessments and Learning Plans
MACRO PROJECTS (First Year Requirement)

Macro Projects are projects of institutional/organizational impact that are assigned to students by the Field Supervisor. Macro projects should provide students with a perspective on generalist practice. The goal is to enable students to learn about their agency’s mission, function, organizational structure, and how their agencies fit into their communities and fields of practice. The projects are expected to contribute to the functioning of the agency.

Typically, Macro Projects fall into one or more of the following categories: 1) Research 2) Needs assessment 3) Program planning and development 4) Program evaluation 5) Quality improvement 6) Resource development 7) Grant writing or 8) Advocacy. Projects can vary in duration and time commitment.

Students are expected to work with their Field Instructor in identifying and developing this project. Students will be expected to write a summary report on the projects at the end of the Winter quarter or when the project is completed using the Macro Project Summary Form which follows.
1. Your Cohort (1 thru 6) __________

2. Organizational Setting (pick 1)
   - Child Welfare
   - Community Organizing
   - Corrections/Criminal Justice
   - Developmental Disabilities
   - Elder Services
   - Family Services
   - HIV/AIDS/Sexual Health
   - Other (indicate)
   - Medical/Health Care
   - Mental Health
   - Occupational
   - Physical Disabilities
   - Public Assistance/Welfare
   - Schools (Primary and Secondary)
   - Substance Abuse

3. Population Served
   a. Gender (pick 1)
      - Men Only
      - Women Only
      - Both Men and Women
   b. Age (range in years)
      _____ From Age (low end of age range) To Age (high end of age range) _____
   c. Ethnic/racial group
      - African American
      - Asian
      - Latino
      - Native American
      - White
      - Other (specify) __________

4. Brief General Work Description of the Field Agency
   ____________________________________________________________
   ____________________________________________________________

5. Scope of Impact (pick the widest level of impact of your project)
   - Staff
   - Department
   - Organization
   - Clients
   - Community
   - Other (specify) ______

6. Activity (pick the primary activity of your project)
   Research
   - Conducted literature search
   - Participated in research design
   - Participated in research
   - Reported on research
   Needs Assessment
   - Developed needs assessment tool
   - Conducted needs assessment
   - Communicated about needs assessment activities
   Advocacy
   - Developed advocacy positions and supporting material
   - Represented the organization in advocacy work
Program Planning/Development
- Researched program
- Designed program
- Developed program
- Implemented program
- Developed program feedback mechanisms
- Implemented program feedback mechanisms
- Developed staff interventions
- Implemented staff interventions
- Communicated about program activities

Program Evaluation
- Assessed treatment interventions
- Assessed post-treatment follow-ups
- Developed client feedback mechanisms
- Implemented client feedback mechanisms
- Communicated about program evaluation activities

Quality Improvement/Assurance
- Researched QA tools and techniques
- Identified best tools and techniques
- Developed specific QA tools and techniques
- Communicated about QA activities

Resource Development
- Developed resources for use within the organization
- Developed resources for clients
- Developed resources for use outside the organization

Grant Writing/Development
- Participate in grant writing
- Participate in development work

7. How long did your project last?
- One Quarter
- Two Quarters
- Full Year

8. Briefly describe the agency macro project in which you participated this year.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

9. Briefly describe the challenges of working on this project.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

10. Briefly describe the impact your work had on the department, organization, community, etc.

_________________________________________________________________
_________________________________________________________________
Name of Student_________________________________ Date:______________________

Field Placement:_________________________________________________________

Field Instructor:__________________________________________________________

Field Consultant:__________________________________________________________

Briefly describe the nature of the incident and what the response was (accident, stolen property, physical or verbal harm or threat of harm):

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

LOCATION OF INCIDENT:
___ Field agency office
___ Field agency building
___ Client’s resident/property
___ Other community agency
___ In community/on street
___ Other

Day of Incident _____________

Date of Incident ____________

Time of Day ________________

NATURE OF INCIDENT:

ACCIDENT ____

PHYSICAL ATTACK ____

THREAT OF HARM ____
VERBAL ABUSE

____ 1. Face to Face
____ 2. Telephone

THREAT

____ 1. Physical harm
____ 2. Damage to property

Method of Threat:
___ A. Face to Face
___ B. Written
___ C. Telephone
___ D. Third Party
___ E. Other

DAMAGE OR LOSS OF PROPERTY (DESCRIBE)

Medical attention required? If so, please describe:
________________________________________________________________
________________________________________________________________

ALLEGED PERPETRATOR(S):
___ 1. Client
___ 2. Client's Spouse
___ 3. Client's friend
___ 4. Stranger(s)
___ 5. Staff member
___ 6. Agency employee
___ 7. Other ____________________
STAFF/OTHERS INVOLVED IN INCIDENT:

[ ] 1. YES [ ] 2. NO

IF YES, WHO? (give name and position of person(s) involved, if known)

WITNESS(ES): (If there were any witnesses, describe and/or give name(s) if known)

PERSONS INFORMED: (check all that apply)

[ ] 1. Field Instructor
[ ] 2. Agency Administrator
[ ] 3. Agency Staff
[ ] 4. Faculty Liaison
[ ] 5. Director of Field Instruction
[ ] 6. Other

__________________________________________________________________

POLICE INVOLVEMENT:

[ ] 1. Police called following incident
[ ] 2. Security person with staff at time of incident
[ ] 3. Perpetrator arrested
[ ] 4. Police report filed

Do you feel the incident was satisfactorily resolved?

Do you feel safe returning to your field placement?

Additional follow-up requested:

Submitted by: ____________________________

Date Written: ____________________________

Date Received: ____________________________
Field Performance Agreement Instructions

1. The Performance Agreement should be implemented when a student is at risk of receiving a Marginal “D” grade or failing grade. Performance Contracts are used when students have difficulty with: professional practice including compliance with agency and School policies and standards, or adherence to the NASW Code of Ethics.

2. The Performance Agreement should be written by the Field Consultant in consultation with Field Office Staff with student and Field Instructor input.

3. Complete page 1 when Performance Agreement is **Implemented**.
   a. Write in planned review date.
   b. Get signatures of all parties in the space immediately following the plan.
   c. Copies of the Performance Agreement should be given to the Student, Field Instructor, Field Consultant, and either the Associate Director of Field (for full- or part-time day students) or the Field Coordinator (for EEP students).

4. Complete page 2 when Performance Agreement is **Reviewed**.
   a. Write in the actual review date.
   b. Check one of three options:
      i. Agreement Successfully Completed
      ii. Progress Made, Agreement Extended
      iii. Agreement Not Met

      Write an explanation for the reason the specific option was chosen.
   c. If *Progress Made, Agreement Extended* is marked:
      i. Write in the next *planned review date*.
      ii. *Make any revisions* necessary to the plan.
      iii. Extenuating circumstances may result in reassignment to a new fieldwork site pending recommendations and the availability of a placement.
      Students who have Performance Contracts take the contracts with them to their new field placement.
   d. If *Agreement Not Met* is marked, possible outcomes include:
      i. Dismissal from placement. Failing Grade
      ii. Extenuating circumstances may require an additional Performance Agreement at the same agency.
      iii. A confidential meeting will be held that may include the student, Field Instructor, Field Consultant, appropriate Field Coordinator, Field Director and the Dean of Students.
   e. Copies of the Performance Agreement should be given to the Student, Field Instructor, Field Consultant, and either the Associate Director of Field (for full- or part-time day students) or the Field Coordinator (for EEP students).
Field Work Performance Agreement

Student: _____________    Field Instructor: ___________________   Agency: ____________________________________________

Date: _________________     Field Consultant: _______________  Planned Agreement Review Date: ______________

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<th>CORE COMPETENCY</th>
<th>SPECIFIC AREAS/SKILLS NEEDING DEVELOPMENT</th>
<th>EXPECTED PERFORMANCE</th>
<th>EVALUATION METHODS</th>
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Signatures:  

Student ________________________________ Date __________________________

Field Instructor _________________________ Date __________________________

Field Consultant _________________________ Date __________________________
Field Work Performance Agreement

Agreement Review Date: ______________

Agreement Successfully Completed: _____

Progress Made;
Agreement Extended to: ______________

Agreement Not Met: _____

Explanation:
____________________________________________________________________________________________________________
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Signatures:

Student ___________________________ Date ___________________________

Field Instructor _______________________ Date _________________________

Field Consultant ______________________ Date _________________________
Core Quarterly Evaluation

Date:

Student: Quarter: Cumulative # Hours Completed:
(Expected total hours: FT: min. 480; EEP: 400)

Organization:

Field Instructor: Task Supervisor:

SSA Field Consultant:

Field Work Assignment(s):
Briefly describe the nature of tasks in which the student has been engaged this quarter:

Assessment of Performance in the Field: At the end of each quarter (or date specified if EEP student), the student and field instructor should meet and discuss their perspectives on the student’s progress in relation to the competencies and practice behaviors identified in the Learning Contract. The student is to be rated on a four point scale using the following criteria. Please ask the student to complete a self-assessment for each practice behavior and discuss as part of the periodic evaluation process. Complete narrative summary. Both the field instructor and student should sign the Field Instructor's Report and turn into the Field Consultant.

Rating Scale: It is assumed that expectations for student learning will increase over the three quarters and that performance is assessed for competency development appropriate for first-year master’s students.

1. Minimal: Student not responding to field instruction/training opportunities despite problem solving efforts
2. Emerging: Can discuss concept with examples in supervision; has had limited opportunities to practice
3. Moderate: Student demonstrates skill with minimal guidance and takes initiative for learning
4. High: Consistently high level of competence
1. Identify as a professional social worker and conduct oneself accordingly.

Social workers:

• advocate for client access to the services of social work;

• practice personal reflection and self-correction to assure continual professional development;

• attend to professional roles and boundaries;

• demonstrate professional demeanor in behavior, appearance, and communication;

• engage in career-long learning; and

• use supervision and consultation.

Strategies to reinforce and increase competence:

2. Apply social work ethical principles to guide professional practice.

Social workers:

• recognize and manage personal values in a way that allows professional values to guide practice;

• make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;

• tolerate ambiguity in resolving ethical conflicts; and

• apply strategies of ethical reasoning to arrive at principled decisions.

Strategies to reinforce and increase competence:
3. Apply critical thinking to inform and communicate professional judgments.

Social workers:

• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

• analyze models of assessment, prevention, intervention, and evaluation; and

• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Strategies to reinforce and increase competence:

4. Engage diversity and difference in practice.

Social workers:

• recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

• recognize and communicate their understanding of the importance of difference in shaping life experiences; and

• view themselves as learners and engage those with whom they work as informants.

Strategies to reinforce and increase competence:
5. Advance human rights and social and economic justice.

Social workers:

- understand the forms and mechanisms of oppression and discrimination;

- advocate for human rights and social and economic justice; and

- engage in practices that advance social and economic justice.


Social workers:

- use practice experience to inform scientific inquiry; and

- use research evidence to inform practice.

7. Apply knowledge of human behavior and the social environment.

Social workers:

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and

- critique and apply knowledge to understand person and environment.

Strategies to reinforce and increase competence:
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social workers:

• utilize an understanding of the policy environment to guide practices that advance social well-being.

Strategies to reinforce and increase competence:

9. Respond to contexts that shape practice.

Social workers:

• participate effectively in organization's change efforts; and

• demonstrates interest and initiative to promote meaningful changes in service delivery and quality.

Strategies to reinforce and increase competence:

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

Engagement: Social workers:

• substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;

• use empathy and other interpersonal skills; and

• develop a mutually agreed-on focus of work and desired outcomes.

Strategies to reinforce and increase competence:
## 10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (continued)

**Assessment:** Social workers:
- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

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**Strategies to reinforce and increase competence:**

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**Intervention:** Social workers:
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

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**Strategies to reinforce and increase competence:**

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**Evaluation:** Social workers:
- critically analyze, monitor, and evaluate interventions.

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**Strategies to reinforce and increase competence:**

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Evidence to Support Ratings and Summary Statement: What are student’s primary areas of strength? What are areas that are in need of improvement? Please describe plan for learning next quarter:

Field Consultants routinely make one site visit per year with field instructor and student. Do you have additional need for a Field Consultant Visit?  ☐ Yes  ☐ No

Recommended Grade: ☐ Pass  ☐ Marginal Pass “D”  ☐ Fail

I have read the evaluation:

Student’s Signature  ___________________________ Date  ___________________________
☐ Additional comments or reservations are attached

Field Instructor’s Signature  ___________________________ Date  ___________________________

Field Consultant’s Signature  ___________________________ Date  ___________________________
Clinical Quarterly Evaluation

Date: ____________________________

Student: ____________________________  Quarter: ____________________________  Cumulative # Hours Completed: ____________________________

(Expected total hours: FT: min. 640; EEP: 720)

Organization: ____________________________

Field Instructor: ____________________________  Task Supervisor: ____________________________

SSA Field Consultant: ____________________________

Field Work Assignment(s):
Briefly describe the nature of tasks in which the student has been engaged this quarter:

Assessment of Performance in the Field: At the end of each quarter (or date specified if EEP student), the student and field instructor should meet and discuss their perspectives on the student's progress in relation to the competencies and practice behaviors identified in the Learning Contract. The student is to be rated on a four point scale using the following criteria. Please ask the student to complete a self-assessment for each practice behavior and discuss as part of the periodic evaluation process. Complete narrative summary. Both the field instructor and student should sign the Field Instructor's Report and turn into the Field Consultant.

Rating Scale: It is assumed that expectations for student learning will increase over the three quarters and that performance is assessed for competency development appropriate for second-year social work students concentrating in Clinical Practice.

1. Minimal: Student not responding to field instruction/training opportunities despite problem solving efforts
2. Emerging: Can discuss concept with examples in supervision; has had limited opportunities to practice
3. Moderate: Student demonstrates skill with minimal guidance and takes initiative for learning
4. High: Consistently high level of competence
1. Identify as a professional social worker and conduct oneself accordingly.

Advanced practitioners in clinical social work:

• readily identify as social work professionals;

• demonstrate professional use of self with client(s);

• understand and identify professional strengths, limitations and challenges; and

• develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives.

Strategies to reinforce and increase competence:

2. Apply social work ethical principles to guide professional practice.

Advanced practitioners in clinical social work:

• apply ethical decision-making skills to issues specific to clinical social work;

• employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights;

• identify and use knowledge of relationship dynamics, including power differentials; and

• recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being.

Strategies to reinforce and increase competence:
3. Apply critical thinking to inform and communicate professional judgments.

Advanced practitioners in clinical social work:

- engage in reflective practice;
- identify and articulate clients’ strengths and vulnerabilities;
- evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools;
- evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations; and
- communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written format.

Strategies to reinforce and increase competence:

4. Engage diversity and difference in practice.

Advanced practitioners in clinical social work:

- research and apply knowledge of diverse populations to enhance client well-being;
- work effectively with diverse populations; and
- identify and use practitioner/client differences from a strengths perspective.

Strategies to reinforce and increase competence:
5. Advance human rights and social and economic justice.

Advanced practitioners in clinical social work:

• use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.

Strategies to reinforce and increase competence:


Advanced practitioners in clinical social work:

• use the evidence-based practice process in clinical assessment and intervention with clients;

• participate in the generation of new clinical knowledge, through research and practice; and

• use research methodology to evaluate clinical practice effectiveness and/or outcomes.

Strategies to reinforce and increase competence:
7. **Apply knowledge of human behavior and the social environment.**

Advanced practitioners in clinical social work:

- synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice;

- use bio-psycho-social-spiritual theories and multiaxial diagnostic classification systems in formulation of comprehensive assessments; and

- consult with medical professionals, as needed, to confirm diagnosis and/or to monitor medication in the treatment process.

**Strategies to reinforce and increase competence:**

---

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

Advanced practitioners in clinical social work:

- communicate to stakeholders the implication of policies and policy change in the lives of clients;

- use evidence-based practice and practice-based evidence to advocate with and inform administrators and legislators to influence policies that impact clients and service.

**Strategies to reinforce and increase competence:**
9. Respond to contexts that shape practice.

Advanced practitioners in clinical social work:

• assess the quality of clients’ interactions within their social contexts;  

Student  

Student  

Student

• develop intervention plans to accomplish systemic change; and

• work collaboratively with others to effect systemic change that is sustainable.

Strategies to reinforce and increase competence:

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

Engagement: Advanced practitioners in clinical social work:

• develop a culturally responsive therapeutic relationship;

Student  

Student

• attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance; and

Student

• establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

Strategies to reinforce and increase competence:
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (continued)

**Assessment:** Advanced practitioners in clinical social work:

- use multidimensional bio-psycho-social-spiritual assessment tools;
- assess clients’ readiness for change;
- assess client coping strategies to reinforce and improve adaptation to life situations, circumstances, and events;
- select and modify appropriate intervention strategies based on continuous clinical assessment; and use differential and multiaxial diagnoses.

**Strategies to reinforce and increase competence:**

**Intervention:** Advanced practitioners in clinical social work:

- critically evaluate, select, and apply best practices and evidence-based interventions;
- demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed; and
- collaborate with other professionals to coordinate treatment interventions.

**Evaluation:** Advanced practitioners in clinical social work:

- Contribute to the theoretical knowledge base of the social work profession through practice-based research; and use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.

**Strategies to reinforce and increase competence:**
**Evidence to Support Ratings and Summary Statement:** What are student’s primary areas of strength? What are areas that are in need of improvement? Please describe plan for learning next quarter:

Field Consultants routinely make one site visit per year with field instructor and student. Do you have additional need for a Field Consultant Visit?  

| Yes | No |

**Recommended Grade:**  

- [ ] Pass  
- [ ] Marginal Pass “D”  
- [ ] Fail

I have read the evaluation:

Student’s Signature  

Date

☐ Additional comments or reservations are attached

Field Instructor’s Signature  

Date

Field Consultant’s Signature  

Date
Social Administration Quarterly Evaluation

Date:

Student: Quarter: Cumulative # Hours Completed:  
(Expected total hours: FT: min. 496; EEP: 576)

Organization:

Field Instructor: Task Supervisor:

SSA Field Consultant:

Field Work Assignment(s):
Briefly describe the nature of tasks in which the student has been engaged this quarter:

Assessment of Performance in the Field: At the end of each quarter (or date specified if EEP student), the student and field instructor should meet and discuss their perspectives on the student’s progress in relation to the competencies and practice behaviors identified in the Learning Contract. The student is to be rated on a four point scale using the following criteria. Please ask the student to complete a self-assessment for each practice behavior and discuss as part of the periodic evaluation process. Complete narrative summary. Both the field instructor and student should sign the Field Instructor’s Report and turn into the Field Consultant.

Rating Scale: It is assumed that expectations for student learning will increase over the three quarters and that performance is assessed for competency development appropriate for second-year social work students concentrating in Social Administration.

1. Minimal: Student not responding to field instruction/training opportunities despite problem solving efforts
2. Emerging: Can discuss concept with examples in supervision; has had limited opportunities to practice
3. Moderate: Student demonstrates skill with minimal guidance and takes initiative for learning
4. High: Consistently high level of competence
1. **Identify as a professional social worker and conduct oneself accordingly.**

Advanced practitioners in social administration can:

- Recognize the multiple and conflicting goals of human service organizations and the implications for practice of the client-serving context;
- Understand and identify professional strengths, limitations, and challenges in working in human service organizations.

Strategies to reinforce and increase competence:

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

Advanced practitioners in social administration can:

- Apply social work ethical principles in managing human service organizations, working with communities, and when analyzing policies that affect social work clients;
- Apply social work ethical principles when considering conflicts between various professional goals, between various interests, and between financial and client-level concerns.

Strategies to reinforce and increase competence:
3. Apply critical thinking to inform and communicate professional judgments.

Advanced practitioners in social administration can:

- Bring a critical social work perspective to bear on political processes, economic systems, and organizational contexts;
- Evaluate, select, and implement practice approaches that reflect critical analysis of strengths and weaknesses of theoretical perspectives and practice alternatives.
- Become critical consumers of empirical evidence based on a firm understanding of research design and methods.

Strategies to reinforce and increase competence:

4. Engage diversity and difference in practice.

Advanced practitioners in social administration can:

- Apply critical thinking to issues of diversity (e.g., class, race, gender, sexual orientation) in human service organizations;
- Apply knowledge of diverse populations and recognize the importance of their participation and input when working within human service organizations and when engaged in change efforts at multiple levels.

Strategies to reinforce and increase competence:
5. Advance human rights and social and economic justice.

Advanced practitioners in social administration can:

- Apply analytic frameworks to assess the potential impact of interventions on the distribution of social and economic opportunity;
- Use knowledge about economic and political system inequalities to assess social and economic impact on diverse populations;
- Use knowledge about the positive and negative effects of interventions at multiple levels to advocate for social and economic justice for diverse populations;
- Use knowledge about political and economic incentives facing multiple stakeholders in designing and scrutinizing interventions at multiple levels to promote for social and economic justice for diverse populations.

Strategies to reinforce and increase competence:


Advanced practitioners in social administration can:

- Critically assess and use research to inform policy decision-making and program evaluation;
- Present research findings clearly and effectively to varied policy and practice audiences.

Strategies to reinforce and increase competence:
7. Apply knowledge of human behavior and the social environment.

Advanced practitioners in social administration can:

• Critique and apply knowledge of behavior and environment as it applies to multiple political settings, such as governmental institutions, interest groups and advocacy coalitions and social movements;

• Critique and apply knowledge of behavior and environment from an organizational perspective, especially as it applies to the functioning of human service organizations;

• Critique and apply knowledge of behavior and environment from an economic perspective, especially as it applies to individual responses to public policy;

• Critique and apply knowledge of behavior and environment as it applies to key markets for goods and services such as housing and employment of particular importance to vulnerable populations.

Strategies to reinforce and increase competence:

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

Advanced practitioners in social administration can:

• Apply critical thinking to issues of policy practice as it relates to advancing social and economic well-being within various political arenas;

• Communicate to stakeholders the implication of policies and policy change in the lives of clients;

• Advocate with and inform stakeholders with the goal of advancing policies that benefit the social and economic well-being of clients and improve the effectiveness of services.

Strategies to reinforce and increase competence:
9. Respond to contexts that shape practice.

Advanced practitioners in social administration can:

- Assess the role of these multiple forces in shaping individual and organizational actions and outcomes, including unintended outcomes;
- Develop plans of action to accomplish systemic change;
- Work collaboratively with others to effect systemic change that is sustainable.

Strategies to reinforce and increase competence:

10. Engage, assess, intervene, and evaluate with individual, families, groups, organizations, and communities.

Engagement: Regarding engagement, advanced practitioners in social administration can:

- Prepare for participation in social assessment, intervention, and evaluation at multiple levels through careful analysis of the diverse factors influencing particular circumstances.

Strategies to reinforce and increase competence:
10. Engage, assess, intervene, and evaluate with individual, families, groups, organizations, and communities (continued)

**Assessment:** Regarding assessment, advanced practitioners in social administration can:

- Use multi-dimensional assessment tools;
- Assess readiness for change at meso- and macro-levels;
- Develop intervention goals and objectives;

**Intervention:** Regarding intervention, advanced practitioners in social administration can:

- Recognize and consider the role of political, organizational, and cultural factors in shaping the design and implementation of interventions at multiple levels (e.g., in human service organizations, in public policies, in community change efforts, in broader social service systems);
- Select appropriate intervention strategies.

**Evaluation:** Regarding evaluation, advanced practitioners in social administration can:

- Contribute to the knowledge base of the social work profession through empirically-based investigations of practices at multiple levels that are informed by theory and grounded in relevant practice;
- Use sound research methods to critically evaluate processes and outcomes of interventions at multiple levels with the goal of improving social work practice;
- Effectively use data, data systems, and outcomes of measurement to promote continuous improvement and enhance the ongoing management of organizations.

**Strategies to reinforce and increase competence:**
**Evidence to Support Ratings and Summary Statement:** What are student’s primary areas of strength? What are areas that are in need of improvement? Please describe plan for learning next quarter:

Field Consultants routinely make one site visit per year with field instructor and student. Do you have additional need for a Field Consultant Visit?  □ Yes  □ No

**Recommended Grade:**  □ Pass  □ Marginal Pass “D”  □ Fail

I have read the evaluation:

Student’s Signature  Date  □ Additional comments or reservations are attached

Field Instructor’s Signature  Date

Field Consultant’s Signature  Date

Rev. 2/11
Student:

Field Consultant: Date:

This form is part of the student’s quarterly field performance evaluation and is completed by the Field Consultant. This evaluation is used in determining the grade for the field practicum.

Please assess the degree to which the student appeared to identify as a professional social worker and conducted him/herself accordingly in field seminar.

Number of Field Seminars attended to date: ___

Number of Reflection logs turned in to date: ___

Contributed constructively to Field Seminar

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<tr>
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Submitted thoughtful reflection logs for feedback in a timely manner

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Respectful behavior toward colleagues including on-time arrival and departure, active listening and engagement in problem solving

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<td>minimal</td>
<td>emerging</td>
<td>acceptable</td>
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Comments:
Student:

Field Consultant: Date:

This form is part of the student’s quarterly field performance evaluation and is completed by the Field Consultant. This evaluation is used in determining the grade for the field practicum.

Was student in contact with Field Consultant? __________

Contact was via: Email _____ Phone _____ In Person _____
(please check all that apply)

Please assess the degree to which the student appeared to identify as a professional social worker and conducted him/herself accordingly.

 Appropriately contacted Field Consultant

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Submitted Clinical Quarterly Evaluations and Third Year Reports in a timely manner

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Exhibited respectful behavior toward colleagues including responsiveness to Field Consultant, active listening, and engagement in problem solving

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Comments:
Resources for Field Instructors
Field Placement Requests

The information below will be placed on the School of Social Service Administration’s Agency Database. The Field Office staff and students use this source extensively to learn about your agency and field placement opportunities.

To assist us in matching students with placements that fit their learning objectives, we would like a brief description of the educational experience your field placement will provide.

Date: __________________________
Agency Name: __________________________
Program Name (if applicable): __________________________
Address: ___________________________________ City, State, Zip: __________________________
Phone: ___________________________________ Fax: __________________________
E-Mail: ___________________________________ Website: __________________________

Person who Coordinates Field Placements:
Name: __________________________
Phone: __________________________
Fax: __________________________
E-Mail: __________________________
Address (if different from above): __________________________

Please list any additional field instructors: (Each field instructor is required to complete a personal data form).

______________________________
Brief Description of the Agency, Its Mission And Population Served:

Training Experiences Available to SSA Students (please be specific):

Anticipated Tasks:
To ensure that a student meets your requirements, please place an “X” in the boxes listed below for all that apply.

Type of student you can accommodate: (Please check all that apply)

[ ] 1st Year (Core) – placement must provide some opportunities for clinical experience
[ ] Clinical 2nd Year
[ ] Social Administration 2nd Year
[ ] Combined Clinical and Social Administration 2nd Year

] Extended Evening Student (8 hours per week for an extended period, day or evening availability).

[ ] 1st Year Core  [ ] Clinical 2nd Year
[ ] Social Admin. 2nd Year  [ ] Combined Clinical and Social Admin.

Hours/Duration of Field Placement
[ ] October – June (Academic Calendar)
[ ] Summer or Early Start – (please specify dates): __________________________
[ ] Summer Block Placement - typically 30-40 hours per week for 16 weeks
[ ] Evening hours with supervision available. Please specify times: _____________

Prerequisites if Any:
[ ] Car is necessary
[ ] Special orientation or training prior to the student beginning work with clients
  Please describe: ____________________________________________________________
[ ] Medical tests:
  TB____ HIV____ HBV____ General Immunizations______ Drug Screen____
  other: please specify: _____________________________________________________
[ ] Legal background check
[ ] DCFS Screening
[ ] Liability Insurance
[ ] Language (e.g. Spanish, please specify) _________________________________
[ ] Domestic Violence Training – Provided by agency? Yes _____ No _____
[ ] Rape Victim Training - Provided by agency? Yes _____ No _____
[ ] Fingerprinting
[ ] Other:

Number of SSA students you will accept

Stipends:
[ ] Yes - stipend offered  [ ] No stipend available
So that we may be helpful as possible in our field liaison work, we are asking that all field instructors who are supervising students respond to the following:

1. The structure of your agency’s approach to supervision (frequency, individual / group, use of process or summary notes, feedback-written / verbal, evaluation procedure, etc.).

2. Theoretical approach and how taught (e.g., psychodynamic, behavioral, psycho-educational, etc. Use of student case material, lecturers, videotapes of supervisor or student, audio tapes, assigned literature).

3. Clientele available to be assigned to student and when you anticipate beginning to assign clients to students.

4. Nature of projects and level of student’s responsibility.

5. Please describe the evaluation/outcome measures or instruments you/your agency uses to evaluate your services, including therapy/counseling services.

6. Please list any research opportunities students may have in your setting. This not only includes formal research projects but less formal methods of data gathering including case review processes; service delivery evaluation procedures; satisfaction surveys; needs assessment, program evaluation, etc.
Social Administration

Agency: 

So that we may be helpful as possible in our field liaison work, we are asking that all field instructors who are supervising students respond to the following questions:

1. The structure of your agency's approach to supervision (frequency, individual / group, feedback-written / verbal, evaluation procedure, etc...)

2. What theoretical approaches/strategies do you use to teach students? (e.g. provide reading material, model, observe student and provide feedback, etc.). How do you facilitate your student's professional development?

3. Who is the client system (e.g., community groups, board / committee members, agency staff, outside funding sources, other organizations, etc.)?

4. Nature of projects and level of students' responsibility.

5. Please list any research opportunities students may have in your setting. This not only includes formal research projects but less formal methods of data gathering including case review processes; service delivery evaluation procedures; satisfaction surveys; needs assessment, program evaluation, etc.
COMBINED CLINICAL / SOCIAL ADMINISTRATION PLACEMENT
(Please complete this form if your setting offers a combination of Clinical and Administrative assignments to students.)

Training Experiences Available to SSA Students:

1. Please list the Clinical/Direct Service Tasks and the approximate percentage of time a student will devote to this area of micro practice.

2. Please list the administrative, policy, research or evaluation opportunities and the approximate percentage of time a student will devote to this area of macro practice. Please be specific regarding the tasks, i.e. work with CFO, CEO, attend administrative meetings, program evaluation, board meetings, research, etc.)

Field Instructors:

Please indicate names of field instructors and area of supervision:
All Field instructors must complete a Personal Data Form

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HE UNIVERSITY OF CHICAGO
THE SCHOOL OF SOCIAL SERVICE ADMINISTRATION

Personal Data Form - Field Work Instructors

New Field Instructor: Yes [ ] No [ ] If yes, Effective Date:  

Replacing Current Field Instructor: Yes [ ] No [ ]

If yes, Name of Previous Field Instructor: 

Name: 
Title: 
Agency Name: 
Program or Dept.: 
Business Address: 
City, State, Zip: 
E-mail Address: 
Phone No.: 
Fax No.: 

Please check all that apply to your role:

[ ] Field Instructor (Supervisor)  [ ] Field Placement Coordinator

Do your students work with a task supervisor in addition to a field instructor? (A task supervisor is an individual who oversees the student’s day-to-day activities and tasks)

Yes: [ ] No: [ ]

If Yes:
Name: Email: Phone:

Personal Data Form
EDUCATION:

Including Undergraduate, Graduate, and Professional Schools

SSA Alumni:  Yes:  No:

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LICENSES AND CERTIFICATIONS:

Please check all that apply:

LCSW:  LSW:  TYPE 73:

LCPC:  LFMT:  CADC:

Other: Please specify:  

SUMMARY OF SOCIAL WORK EXPERIENCE:

Indicate Type of Work (Direct Practice, Supervisory, Administrative, etc.)

Agency Name          Dates

OTHER WORK EXPERIENCE:

PAST EXPERIENCE SUPERVISING STUDENTS:
Field Instructor’s Self-Assessment of Field Instruction Supervision

Was I prepared for what the student discussed today?

Did I convey interest in the student’s agenda?

Was I preoccupied by other work demands?

Did I prevent interruptions to our session?

Did I give the student enough time to talk?

Did I encourage elaboration of the student’s thoughts about the work?

Did I encourage elaboration of how this work relates to previous work and the student’s overall educational goals?

Did I help the student understand how current work tasks/activities fit as part of a programmatic goal-oriented process?

Did I invite questions? Did I listen?

Were my questions inquiring rather than leading?

Did my questions encourage critical thinking skills?

Did I encourage student self-reflection of his/her role and actions in the context of the work team and/or organization?

Did I encourage the student to think about how the current work skills are transferable?

Did I provide feedback?

Did I discuss next steps of strategies for work?

Did I discuss strategies for how the student can mobilize adequate support for his/her tasks/activities?

Did I discuss possible obstacles, resistances and alternatives that need to be considered?

Did I assist the student in thinking about the timetable for the work plan?

Did I assist the student in thinking about possible modifications to the work plan?

Did I prompt the student to think about reasons for the modification?

Did I provide opportunity to link theory to practice?

What “unfinished business” is left for our next session?

What issues/patterns emerged in my teaching?

What issues/patterns emerged within the student’s work progress and goal attainment?

Are there areas in which I would like to see more improvement in my teaching?

SSA 2007 Spring Social Administration Field Instructor’s Meeting
Adapted from CSWE Learning to Teach, Teaching to Learn Educational Assessments and Learning Plans
Essential Tools for Field Instruction
at
The University of Chicago
School of Social Service Administration

Offered twice in September:

September 11, 2015: 1:00 – 4:00
September 25, 2015: 9:00 – 1:00

Field Education is central to the teaching of professional social work competencies and facilitating connections between theory and practice. The process of educating social work students in the field is both complex and rewarding, and involves a unique set of skills and responsibilities.

This workshop will provide both clinical and social administration field instructors with practical strategies to:

- Understand student learning patterns
- Design and evaluate substantive learning experiences and develop student competency
- Develop a healthy and productive teaching/learning alliance
- Design effective supervisory meetings
- Create a strengths-based focus, while challenging students to grow professionally
- Optimize relationships between student, field instructor, and field liaison to support student learning

Registration
The workshop is strongly recommended for field instructors who have been working with students in a supervisory capacity for less than three years or have not yet attended the training. PLEASE register for the September 11th Essential Tools Workshop when you RSVP for the Annual Field Instructor Meeting and Appreciation Breakfast to Alice Jackson: alicejackson@uchicago.edu. Please provide license number if obtaining Continuing Education Credits (3 CEU).

To view details for all of these programs and register free of charge for the September 25th workshop, visit our registration website (you can also access the site here, http://ssapdp-register.uchicago.edu and if you have questions or difficulty navigating the site, please contact the Professional Development Program office at pdp@ssa.uchicago.edu or 773.702.1166. (4CEU's available)

These workshops are free of charge to current SSA field instructors.
2015-2016

Field Instructor Workshops

Designed to enhance field instructor understanding of SSA curricular content and facilitate dialogue with our students.

November 6
9-Noon
SSA
Supervision Issues for Students and Staff
Instructor: Curt Holderfield

December 4
9-Noon
SSA
Becoming an Anti-Racist Social Worker:
Implications for Social Work Educators
Instructor: Britt Holmberg and Marion Malcome

January 22
9-Noon
SSA
Bridging Policy and Practice
Instructor: Shaun Lane

February 19
9-Noon
SSA
Legal Issues in Social Work Practice
Instructor: Helene Snyder

March 4
9-Noon
SSA
The Supervisor’s Guide to Program Evaluation
Instructor: Deb Haas

Open to SSA Field Instructors only. 3 CEUs each; provided free of charge. Should you need to cancel, please notify us at least 5 days in advance. Failure to do so will restrict the opportunity to attend future workshops without charge.

To register online, please visit:
http://ssapdp-register.uchicago.edu and “Search for Programs”
MEMORANDUM

TO: Field Instructors
FROM: Nancy Chertok
       Director of Field Education
DATE: September 2015
RE: LIBRARY PRIVILEGES

As a Field Instructor for the upcoming academic year, your name is being provided to the Special Library Privileges Department of Regenstein Library located at 1100 E. 57th Street.

A card for library privileges for the upcoming academic year will be issued upon presentation of your driver’s license or state I.D at Regenstein Library located at 1100 E. 57th Street.

If you have additional questions, please contact Alice Jackson at 773.702.1154.

Thank you again for your contribution to field education and SSA students.

Best,

Nancy Chertok, A.M.
Director of Field Education

06/2015
APPLICATION FOR CONTINUING EDUCATION CREDIT
FOR FIELD EDUCATION

Description

Beginning in the autumn of 2003, the School of Social Service Administration (SSA) has awarded credit of 30 continuing education hours (CEUs) for field instructors who provide field instruction to our students. CEUs will be awarded to the field instructor at the end of the academic year, once the student has completed his/her internship and the instructor has fulfilled all requirements.

Instructors may only receive CEUs once for field instruction at SSA. No partial credits can be awarded. Instructors, who have already earned CEUs for providing field instruction to students from another university, as well as those who are licensed in a state other than Illinois, should check with the department of professional regulation to determine if they are eligible for these credits. To be eligible, instructors must be the primary Field Instructor and must complete a full academic year (October through June) of continuous instruction with the same student.

Requirements

To earn 30 CEUs for field education, the field instructor must demonstrate completion of the following activities:

- provide one hour of direct supervision per student per week, for the duration of the academic year (approximately 30 weeks);
- address the School’s field education objectives with the student during the course of their internship with particular attention to how your agency addresses social work values, ethics, research, and diversity in your services and the theoretical basis for your approaches to intervention;
- complete quarterly student field evaluations;
- attend a minimum of two pre-approved professional development events scheduled by the Office of Field Education at SSA during the academic year. Please see back page for details.

Application

To apply for these credits, complete the attached form in full and return it Alice Jackson, Office of Field Education at SSA, 969 E. 60th Street, Chicago, IL 60637. All forms must be submitted by August 1, 2016 for the 2015/16 academic year. Provided that you have met all of the requirements, certificates will be processed and mailed after September 1st, 2016.
Please type or print legibly. Complete this application completely, and return it to:

School of Social Service Administration
Attn: Alice Jackson, Office of Field Education
969 E. 60th Street
Chicago, IL 60637
Fax: 773/834-3267

Name: ____________________________________________________________

Job Title: __________________________________________________________

Organization: _______________________________________________________

Address: ___________________________________________________________

_____________________________________________________________________

Professional License #: ______________________________________________

I have completed the following requirements to earn 30 CEUs for field education:

☐ I have undertaken weekly supervision with my student, ________________________
   for the entire academic year.

☐ I have submitted all quarterly evaluations to SSA’s Office of Field Education.

☐ I have attended at least two of the following SSA-sponsored field events during this academic year (please initial):

   Annual Field Instructor Breakfast Meeting (September 11, 2015) ___
   Essential Tools for Field Instruction (September 11, 2015) ___
   Essential Tools for Field Instruction (September 25, 2015) ___
   Supervision Issues for Students and Staff (November 6, 2015) ___
   Becoming an Anti-Racist Social Worker: Implications for Social Work Educators (December 4, 2015) ___
   Bridging Policy and Practice (January 22, 2016) ___
   Legal Issues in Social Work Practice (February 19, 2016) ___
   The Supervisor’s Guide to Program Evaluation (March 4, 2016) ___

Signature:___________________________________________________________ Date: _____________________

Field Office Approval:______________________________________________

Professional Development Office Approval:______________________________

Rev. 07/15
Code of Ethics
of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by
the 1999 NASW Delegate Assembly

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers’ conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

*For information on NASW adjudication procedures, see NASW Procedures for the Adjudication of Grievances.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code’s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be ranked ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers’ decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients’ and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization’s ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers’ ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulemented from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers’ ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession’s values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.
Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service

Ethical Principle: Social workers' primary goal is to help people in need and to address social problems.

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person

Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships

Ethical Principle: Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

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

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients’ informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients’ cultures and be able to demonstrate competence in the provision of services that are sensitive to clients’ cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients’ interests primary and protects clients’ interests to the greatest extent possible. In some cases, protecting clients’ interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers’ professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.
1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

**1.08 Access to Records**

Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

**1.09 Sexual Relationships**

Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

**1.10 Physical Contact**

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.
1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues’ level of competence or to individuals’ attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers’ obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues’ areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.
### 2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

### 2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

### 2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

### 2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

### 2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

### 2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. **Social Workers' Ethical Responsibilities in Practice Settings**

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

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

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment
(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker’s employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.
6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.