



University of Phoenix®

# ***The College of Social and Behavioral Sciences***

**Bachelor of Science in  
Social Work**

# Field Education Handbook

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## Section I

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### Introduction

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Welcome to Social Work Field Education!

As Field Director for the Social Work program, I am thrilled to partner with you in your field education journey. Field Education serves as the signature pedagogy of Social Work Education, intended to be the opportunity where students weave the theoretical foundations learned in the classroom, into their practice as a professional. Through field education, students learn many critical skills and valuable tools to think and act ethically in collaborating with our field team, site supervisors, and expert faculty. Students begin to practice these opportunities as they relate to the Council on Social Work Education's (CSWE) competencies within the 2015 Educational Policy and Accreditation Standards (EPAS). These standards guide the College throughout the development of all curriculum within the program, and are intentionally applied within the field setting.

This field manual should serve as a resource and guide to students and field instructors involved in Field Education. We hope you will find all of the content and information you need here in order to be successful in this experience. If you have any questions or concerns, the first point of contact for students and faculty instructors is the assigned Field Liaison as described in this field manual. While we plan for a smooth and mutually beneficial experience for all, we know that conflict and tension are often the catalyst for change, and we are here to support you to gracefully navigate that challenge. We are grateful for the opportunity to lead you in Field Education and for your commitment to the process, as this is an expression of your commitment to lifelong learning in our profession. We look forward to partnering with you in your journey and transformation!

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Field Director

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## **Mission Statement of the BSSW Program**

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The mission of the Bachelor of Science in Social Work program is to empower students to develop into effective, ethical, culturally-aware social workers who advocate for social change and promote resilience in a rapidly evolving global environment. Graduates will be prepared to apply knowledge, skills, and social work values to enhance the lives of diverse individuals, families, organizations, and communities.

## **Role and Purpose of Field Education**

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The Field Education component in the BSSW is designed to connect the theoretical and conceptual contributions of the classroom environment to experience in a practice setting. Under the supervision of a qualified Social Work professional and assigned faculty, students are empowered to implement knowledge, theory, and concepts hands-on within a social work agency.

During the BSSW program, each student completes two 15-week Field Education Experiences in SWRK/405 *Field Education I* and SWRK/420 *Field Education II*. These courses have been strategically placed within the program to allow for scaffolded application of previous course content. Students do not begin Field Education until the appropriate prerequisites have been met. Each of these courses includes assessments which will measure proficiency in all [nine competencies](#) of the Council on Social Work Education (see objectives below), and will include a *minimum* of 200 hours each (400 hours total). These hours provide students with the opportunity to practice the knowledge, values, skills, and cognitive and affective processes of generalist practice, demonstrating competency and preparedness as generalist practitioners.

Coursework students complete during their Field Education phase is designed to provide faculty mentorship and guidance throughout the field education process. Collaborative learning experiences are expertly facilitated by the Field Liaison to allow students to effectively process their individual fieldwork experience. Students will actively engage in the classroom process, which includes case presentations, opportunities to give and receive both supportive and constructive feedback, and space to process challenges and progress and use role-playing and self-disclosure to further develop skills in self-awareness, self-regulation, and critical thinking.

While serving at the chosen agency, students are monitored directly by an agency supervisor and also supervised by their UOPX faculty member. Field Education courses provide opportunities for students to serve individuals, families, and group clients in community settings. Students are evaluated based on criteria by which students demonstrate the Social Work Competencies in the field setting.

### Objectives:

Field Education prepares each student by achieving the following objectives:

- ❖ Students integrate classroom learning within the practice setting of field education.
- ❖ Students are prepared for professional Social Work practice in various systems and settings, and with diverse client populations.
- ❖ Students have the opportunity to use Social Work knowledge, skills, values, professional behaviors and ethics in their professional practice.
- ❖ Students practice skills and interventions within micro, mezzo, and macro settings as they relate to generalist practice.

Students demonstrate proficiency in the bachelor-level [2015 CSWE Social Work Competencies](#) as outlined in the 2015 Educational Policy and Accreditation Standards (EPAS):

- Demonstrate Ethical and Professional Behavior
- Engage Diversity and Difference in Practice
- Advance Human Rights and Social, Economic, and Environmental Justice
- Engage in Practice-informed Research and Research-informed Practice
- Engage in Policy Practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess Individuals, Families, Groups, Organizations, and Communities
- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

### **Information regarding Licensure**

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The BSSW program is an educational degree program that provides the knowledge, skills, values, and affective and cognitive dispositions required in the field of social work. The program is designed to meet the educational standards in the social work field, the requirements of the Council on Social Work Education (CSWE), and to prepare students for Bachelor's level licensure in states that offer this option.

Although some states offer bachelor's level licensure, each state may have additional post-graduate requirements that must be met prior to submitting a licensure application. Please see information about licensure requirements in your state through the [UOPX licensure information page](#). For additional information, please see The Association of Social Work Boards (ASWB), (<https://www.aswb.org/licensees/about-licensing-and-regulation/>) which provides helpful resources and information on practice categories and licensing requirements for each category in each state.

Because no program can guarantee licensure upon graduation, University of Phoenix recommends students consult the appropriate social work licensing board in the state

in which they plan to practice to determine the specific academic requirements for licensure. University of Phoenix enrollment advisors can provide information relating to the state-by-state requirements for BSW licensure. However, it remains the individual's responsibility to understand, evaluate, and comply with all licensing requirements for the state in which one intends to practice. University of Phoenix makes no representations or guarantee that completion of its coursework or programs will permit an individual to achieve state licensure, authorization, endorsement, or other state credential as a social worker.

In many states the minimum academic credential required to obtain licensure to practice as a social worker is a Bachelor of Social Work (BSW) degree from a program accredited by the Council on Social Work Education (CSWE). Currently, as described in more detail below, University of Phoenix's BSSW program is not accredited by CSWE at this time. The University's BSSW program has achieved candidacy status and is working through the process toward initial programmatic accreditation. Please consult the [UOPX licensure information page](#), to determine if CSWE accreditation is required to pursue licensure as a bachelor's prepared social worker in your state.

## **Program Accreditation**

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The Bachelor of Science in Social Work Program has achieved candidacy for accreditation by the Council on Social Work Education's (CSWE) Commission on Accreditation. Candidacy for a baccalaureate social work program by the CSWE's Commission on Accreditation indicates that it has made progress toward meeting criteria for the assessment of program quality evaluated through a peer review process. A program that has attained candidacy has demonstrated a commitment to meeting the compliance standards set by the Educational Policy and Accreditation Standards but has not yet demonstrated full compliance.

Students who enter programs that attain candidacy in or after the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains initial accreditation (CSWE, 2015, FAQ). Candidacy is a multi-year process, and attaining candidacy does not guarantee that a program will eventually attain initial accreditation. Candidacy applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program. For more information about CSWE accreditation and the accreditation process, please visit the [Directory of Accredited Programs](#).

## **Field Education**

### **Placement Process**

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Students work with a dedicated Field Placement Coordinator (FPC) to prepare for field placement courses. The FPC's purpose is to provide students with support and resources to ensure a positive Field Education experience. The FPC can help students locate and select an agency. A list of possible Social Work agencies is available through our database, and options will be discussed during scheduled check-ins with each student. Students may also recommend agencies which provide social services within their communities. This process will be reviewed and recommendations will be vetted by the Field Placement staff for suitability.

The University enters into contractual agreements with Field Education sites. These agreements clarify expectations and seek to ensure students have a rich training and supervision experience. A list of sites at which students have previously served is made available to students early in the program, and students are encouraged to make careful decisions regarding the selection of Field Education sites. Students sometimes receive employment opportunities in the settings where they have completed their Field Education sessions although this is not guaranteed. If the student is already a current employee of the agency, the student must perform new duties under a separate Field Education supervisor in order to gain new professional experience and prevent a professional conflict of interest. Students in this scenario are required to complete an "Employed Practitioner Agreement" detailing separate responsibilities, supervision, and schedules, approved by the agency and the Field department in advance of the course.

In most cases, Field Education hours will be volunteer hours. However, if a Field Education agency offers a student payment for hours worked, Field Education policies do not prohibit the student from accepting the offer.

After the student reviews the agencies, the FPC will guide the student through the process necessary for agency and field placement approval. Average processing time for final agency approval is three months; however, if a student chooses an agency with an existing Affiliation Agreement (located in the database), processing times may be shorter.

Students may meet with an FPC to discuss potential placement options and review requirements necessary before beginning placement. Note that a student's work/home schedule may require adjustments to effectively meet site requirements and attain the minimum 400 Field Education hours. *Reminder:* Students must fully research the qualifications (e.g. criminal background check, immunizations, drug screening, etc.) for working at their site of choice with the FPC to ensure they meet those qualifications.

Students are responsible for contacting the agency at which they wish to serve directly. Here are some tips for students to use when contacting an agency:

- Ask if the agency is currently accepting interns for Field Education placement.



- Inquire if duties are available that align with student learning objectives and CSWE Core Competencies.
- Ask if a supervisor with a Bachelor's degree in Social Work (BSW) or Master's degree in Social Work (MSW) and two years post-graduate experience is available to supervise the student throughout Field Education.

Students will also complete the Agency Profile (AP) form and submit it to their FPCs. Here are some helpful guidelines for submitting the AP form:

- Be sure to include the agency supervisor's name, contact information, and highest degree level (Bachelors, Masters, or Doctoral).
- In section G of the AP form, students should include detailed information about the agency and the activities in which they are expected to participate. This section is intended to provide the University with a clear picture of what the student's Field Education will entail at this agency, to ensure that competencies and student learning objectives are met.
- Please note: if a student is employed at the agency, he or she will be asked to confirm that the duties, hours, and supervisor for the Field Education session are different than those of the student's employed position at the agency. This information can be noted on the Employed Practitioner form.
- *Reminder:* An Agency Profile Form is required for each Field Education course, even if the same agency will be utilized for concurrent Field Education sessions.

After the student submits the Agency Profile Form in the system, the form will be processed and the student will see if/when the chosen agency is preliminarily approved.

### ***Final Site Approval***

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University of Phoenix Field Placement Coordinators will work with the agency to ensure the agency meets all requirements for final approval. Students will be notified by their respective FPCs once full approval has been received. After receiving this approval, students will be approved to schedule the Field Education course.

A representative from the Field Education department will complete a site visit of the participating agency in person or remotely. The first visit will be scheduled no later than the end of the first month of the Field Education session to establish roles and responsibilities. The second visit will be scheduled near the end of the session to ensure all competencies are being met. Additional visits are scheduled as needed.

Typically, a Field Liaison completes these visits, however another member of the team may substitute in times of need.

**NOTE: The BSSW program field education experiences are subject to state regulation. Field education is not permitted in all states. If you move from the state of residence where you enrolled in the program, you may not be able to complete your program in your new state of residence. If you are planning to move during your program, it is imperative you contact your Academic Counselor and Field Placement Coordinator to determine if you will be able to complete the program.**

### ***Field Education Hours***

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Field Education courses are an essential component of the program. Students must complete the *minimum* required hours for each Field Education course. The hour requirement is set as a *minimum* of 200 hours in each course, but we encourage students and field instructors to instead focus on the competencies and objectives being met. The agencies provide rich and diverse opportunities which the University believes teach the Social Work competencies and allow demonstration of the essential knowledge, skills, values, and affective and cognitive dispositions in a hands-on environment. Exposure to the many aspects of Field Education can provide students with valuable real-world experience.

In addition, it is important for students to fulfill the coursework that occurs in each Field Education course. This sequence creates a developmental progression of academic proficiency and professional competency.

If students miss two or more days in the field, they risk falling behind in coursework and losing consistency within the agency. We strongly recommend that if a student has any absence greater than one week, he/she pursue a leave of absence with the University. In addition, meeting with our Disability Resources department is advised to develop an accommodation if necessary. An Incomplete grade may be assigned in consultation with the Field Director.

Some agencies require a mandatory orientation or training that must be completed prior to beginning placement hours. A maximum of twenty-four (24) hours can be credited for training per course, and must be approved by the field instructor prior to the training. Students should not have client contact prior to or without University liability insurance. This becomes effective on the first day of a student's field education course.

If a student is placed within a school social work setting, students must follow the host district calendar for holidays, closings, breaks. If school is not in session, students are not permitted to have contact with clients. For that reason, it is important to discuss

school calendars with the Field Placement Coordinator and Field Instructor to be sure minimum hour requirements can be met.

Please see Appendix I for CSWE's Field Education Labor Regulations.

### ***Completing Field Education Hours Prior to Week 15***

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Field Education agency hours and classroom hours are intended to provide a complementary experience by giving students the opportunity to debrief with peers, review any challenges, discuss commonalities, and receive reinforcement from their instructor and peers. Field Education is designed with the agency and coursework synchronized. For this reason, it is important that students attend both aspects until the end of the course. Students may not bank hours to end field education early, or before Week 15. The hour requirement is set as a *minimum* of 200 hours, but we encourage students and field instructors to instead focus on student attainment of objectives and demonstration of competencies.

Students must receive an acknowledgement from the Field instructor before officially concluding the relationship with the agency. Appropriate professionalism and termination with any client contacts should also occur. Students are then required to maintain attendance for any remaining University of Phoenix course time/classroom sessions.

### ***Eligibility***

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To be eligible for Field Education, students must have fulfilled the appropriate course prerequisites. Students should refer to the prerequisites and contact their Academic Counselors if they have questions as to whether or not they have fulfilled the requirements.

### ***Criminal Conviction***

In order to complete the Bachelor of Science in Social Work program, students are required to complete Field Education in an agency or facility offering social work services. A representative from the Field Education Department will communicate with students in advance of their field placement to discuss required documentation. Most Social Service agencies will require a series of clearances be completed in order to be approved for placement at their sites. Each state and/or agency will have varying requirements, such as child abuse clearances, state-specific clearances, FBI fingerprint clearances, health assessments, drug screenings, valid driver's license, etc.

We strongly encourage all students to prepare for these clearances and background checks as you enter your program. It is important that you determine whether you may have anything in your background that may disqualify you from field placement at an

agency or facility before you undertake this program as it would prevent you from completing your BSSW program if you are not able to participate in field education.

Your Field Placement Coordinator will discuss this process with you, and advise you on which clearances you should apply for based on your state and site preferences and you will need to finalize the process in advance of beginning field education hours at the agency. It is the student's responsibility to check the requirements to determine whether a criminal conviction may prohibit completion of the Field Education courses. We do not retain copies of these documents within our department. These documents will be shared between the student and the site only. Students are responsible for retaining the results of any clearances to prove compliance with agency policies or field education purposes when requested. The costs associated with these clearances is the student's responsibility.

Agencies may also require random drug screening(s), and students must be willing to participate and give permission for the necessary personnel to review the results. If the student fails these screens, the student will not be accepted at that specific agency, and may not be placed until the next term. If a student fails a screening during field placement, the student will be removed from the agency and not placed in another agency for the remainder of the term. An automatic professional standards referral will follow.

Students who are disqualified from direct contact with vulnerable populations for any reason, (an example of a disqualifier would be a felony conviction), will find it highly unlikely they will be able to fully participate in field education. For that reason, we cannot guarantee a placement for students with criminal histories. Students must disclose a prior felony or misdemeanor charge prior to interviewing with an agency. If a student fails to inform the Field staff of a charge or conviction, the student will be dismissed from placement and/or the program. If your record has become an issue during the course of our program, you must communicate this in written form to the Field Director immediately.

### ***Field Education Courses***

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#### ***SWRK/405 Advanced Field Education I (15)***

This is a 15-week course requiring at least 200 hours of Field Education, or an average of 12-15 hours per week committed to a field placement site. This course provides students an opportunity to integrate and apply their generalist practice theories within field education. Students will be required to demonstrate knowledge, skills, values, and affective and cognitive dispositions learned in previous courses. Field education will be a combination of classroom activities, field supervision, and agency activities. In addition to providing service, students will attend a two-hour weekly seminar (online students must meet weekly online course requirements) for faculty supervision and evaluation of student demonstration of Social Work

Competencies. (3 credits). This course may not be taken as Directed Study.

### ***SWRK/420 Advanced Field Education II (15)***

A continuation of SWRK/405, this course provides 15 additional weeks of supervised generalist practice within the community. This course requires at least 200 additional hours, or an average of 12-15 hours per week, committed to a field placement site. Weekly seminars (2 hours per week) are provided to offer support and supervision of student activities during a student's Field Education (online students must meet weekly online course requirements). This course offers a continuation of agency based hours necessary to demonstrate increased Social Work knowledge, skills, values, and affective and cognitive dispositions. (3 credits) This course may not be taken as Directed Study.

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## ***Section II***

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### ***Student Expectations and Responsibilities***

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Students are responsible for the following in relation to the Field Education courses:

- It is the responsibility of the student to acquire a signed Field Education Learning agreement with the agency. The agreement provides clarity around student expectations from the agency's perspective.
- It is the student's responsibility to set goals for the experience with faculty and site supervisor input. These goals must correspond to the nine CSWE Social Work competencies.
- It is expected the student will perform any agreed-upon duties while supervised by the agency supervisor and/or Field Instructor.
- Students are expected to remain professional and ethical at all times. Please reference the Professional Standards for expectations.
- Students are required to attend supervision meetings, as well as engage in weekly participation in the classroom.
- Students are required to record and maintain a timely log of their Field Education activities. Logs are to be completed and approved weekly, and should provide details of objectives and competencies accomplished at the agency. These logs provide an official record and running total of student completion of the Field Education hours required for the program.
- Field Education courses must be passed with a C or better.

### ***Resolving Issues within Field Placement***

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If an issue arises in field placement, students are expected to immediately discuss this with their field liaison so that steps can be taken in a timely manner. The field liaison will work with the student and/or field instructor to coach through potential solutions. If no resolution can be achieved, the field liaison will consult the Field Director and develop a plan. If these are unsuccessful, a meeting will be scheduled with the Field Director. If necessary, the BSSW Program Director will be consulted to discuss options such as an academic performance review, a placement change, grievance procedures, etc. Under no circumstances should the student terminate the field placement alone. If a student does not follow the aforementioned process for addressing issues in placement, a secondary field placement option for the student to complete the course's requirements may not be possible. Therefore, students who do not follow this procedure risk having to re-take the course entirely with a new agency and delay graduation.

Students who are dismissed from placement on the basis of ethical concerns (behavior incongruent with the NASW Code of Ethics), will be referred to the Field Director for review. Failure to meet these expectations may result in failure of the course, immediate removal, or other action taken by the department. Please refer to the Professional Standards process for guidance.

### ***Preparing for Field Education***

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It is likely the process of obtaining a Field Education placement (with signed documentation) will take three to six months. It is recommended that students take the following steps:

1. Begin with the existing list of possible agencies provided by the Field Placement Coordinator, and identify 3-5 sites at which you would like to work.
2. Contact the sites and ask to speak to the internship coordinator, clinical director, or designated agency contact person indicated on the list.
3. Introduce yourself as a student in the Social Work program at University of Phoenix and inquire about the process required to serve Field Education hours (some may require an interview).
4. Follow the agency's procedures and periodically check in with the individual(s) coordinating internship opportunities.
5. Complete the required documents and submit them as instructed by the Field Liaison or Field Placement Coordinator.

6. Once a position is offered to you, complete the remaining documents as required by your Field Education course, and your Field Liaison or Field Placement Coordinator.

\*Repeat steps 2, 3, 4, and 5 if not offered a position or if unsatisfied with the experience during the information-gathering/interview stage.

There is *no guarantee* your agency will be approved by the college, so be sure to have at least one alternative agency. We have vetted a list of highly competitive agencies, and for this reason, we ask you to pursue one agency at a time.

### **Requirements for Field Placements within Employment settings**

Field Education provides an opportunity to expose students to populations and agencies they may be interested in working with after graduation. Under certain circumstances, an agency may be willing to provide a unique and different environment for a student employee to achieve Field Education goals within the agency. This environment must be separate from the employee's normal duties, occur during specified times (that do not conflict with employment hours), under different supervision, and be discussed and approved at all levels (the agency and Field Department). Completion of the *Employed Practitioner Agreement* is required prior to the start of Field Placement. This form can be obtained by the Field Liaison or Field Placement Coordinator assigned to the student. Submission of this form does not guarantee your placement will be approved by the Field Education office. Employment-based settings must meet high educational standards, and considerable pre-planning is required, including the following:

- Students must demonstrate that the proposed placement will meet educational goals, including the CSWE Core Competencies.
- All field placement duties and learning activities must be separate from employment roles. Students must outline their intended responsibilities and specific time allotments.
- A separate supervisor is available as separate supervision is required for employment and field placement. The supervisor must have a BSW or MSW degree and a minimum of two years post-graduation experience.
- One hour per week minimum is reserved for the supervisor and student to meet.
- Completion of the *Employed Practitioner Agreement* at minimum six months prior to field placement start date. Final approval of your proposal will be made by the Field Education department.
- The student cannot be placed in the agency during a probationary period set by the agency.
- Students must agree to release employment information as relevant to the field placement if any performance issues arise. If a student is terminated or resigns from their place of employment during the term, the field placement will be

immediately suspended. If the student is terminated on the basis of ethical concerns (behavior incongruent with the NASW Code of Ethics or the Program's Professional Standards) this will escalate to the Field Director for review.

- If approved, the placement must, as with traditional placements, be available for two consecutive courses.
- If the proposed employment-based placement is not approved, the student will work with a Field Liaison or Field Placement Coordinator to be reassigned outside of the employment setting. This placement option will meet all competencies, practice behaviors, and guidelines. For this reason, considerable pre-planning is necessary to have options before the course begins.

### ***BSSW Roles and Responsibilities***

Minimum Hours Required	Minimum 200 hours/course Approximately 12-14 hours per week, for 15 weeks
Assignments	Learning Contract Journal (1/week) Supervision forms Final Evaluation
General Tasks	Generalist Social Work practice (individuals, families, groups) including micro (client), mezzo (groups), and macro (communities and organizations).
Credentials for Supervision	BSW or MSW and 2 years post graduate experience

### **Roles and Responsibilities**

#### **Student:**

While in placement, within the agency or the classroom, students are expected to conduct themselves professionally and ethically. Specifically, students are responsible for the following:

- Adhere to appropriate procedures of application to field placement including completion of all materials and referral steps.
- Present oneself as professional in behaviors, dress, and mannerisms while in placement.
- Be familiar with and abide by the expectations, policies, procedures set forth in the Field Manual and Program Handbook.
- Be familiar with, and abide by, agency policies and expectations, the NASW Code of Ethics, the University Of Phoenix Student Code Of Conduct and the



Professional Standards. Failure to meet these expectations will be reflected in course grade(s) and/or may result in immediate removal from the placement.

- Manage time and schedules to accommodate field placement consistently each week and ensure this schedule will meet the minimum requirements each week.
- Commit to achieving all requirements within the field course, including all assignments and regular supervision. Complete course assignments outside of field placement unless otherwise arranged with the field instructor.
- If there are interruptions to weekly supervision, students will notify the field liaison.
- In the event of an absence or delay, the student must notify the field instructor. Students must notify their field liaison if the absence will extend beyond one day.
- Resolve problems appropriately or as specified in the Field/Program Manual in a timely manner so as to avoid affecting performance.
- Share field course information with the field instructor or agency personnel.
- Take an active role in the learning experience. Come to field prepared and willing to integrate theory and practice. Actively participate in the development of the learning contract, evaluations, and all course related documents, and be mindful of the time necessary for consultation and to obtain the signatures of various parties.
- Maintain a time log which accurately reflects time served in field placement. Ensure that it is submitted on time and approved by the field instructor and Field Liaison.
- Do not transport clients in your personal vehicle. Do not share your personal phone number with clients or conduct agency business on your personal phone.
- Only use your personal cell phone during placement and in times of emergency unless otherwise arranged with your field instructor.

### **Field Liaison:**

The role of the Field Liaison (or Field Education Faculty) is to ensure consistency in expectations while the placement occurs. This person is a resource for the student and field instructor, and a point of contact between the agency and the University. At any time, the field liaison/faculty can request immediate removal of the student from the placement based on the student's behavior or performance if continuing in the placement risks the quality of service delivered to clients. Field liaisons are responsible for the following:

- Conducting site visits with the agency representative(s) and student at minimum once per course, or more as needed, to assess student progress and appropriateness of placement.
- Be a mediator for any problems or ethical dilemmas that occur in placement, and be available as a professional advisor to the field instructor and student throughout placement.

- Receive, review, and provide appropriate feedback to all field related materials, including but not limited to learning contracts, evaluations, time sheets, journals, etc.
- Assign student grades based on culmination of assignments, achievement of CSWE Competencies, evaluations, feedback from agency representatives, and other field outcomes.
- Respond to all inquiries (student, agency, administration) within a timely manner.

**Field Instructor:**

This role provides a significant contribution to the development of our BSSW graduates. The field instructor is a qualified employee of the agency responsible for services delivered. At any time, the field instructor can request immediate removal of the student from the placement based on the student's behavior or performance if continuing in the placement risks the quality of service delivered to clients. In this case, immediate communication with the field liaison is expected. In order to become familiar with the policies, procedures, and expectations of the field instructor role at University of Phoenix, a brief Orientation is made available. This Orientation is a resource and provides instructions on the appropriate ways to relay student progress in the field. Weekly meetings (or "supervision") are required to orient the student to the agency, answer questions, give direction, and ensure Social Work ethical standards are being met. The weekly meeting/supervision should also be used to review student learning objectives (relating to CSWE competencies) and provide opportunities to meet them. Supervision must occur for a minimum of one hour each week, and clearly address the student's role, tasks, responsibilities, and maintenance of the workload. Questions, concerns, and/or successful experiences should be discussed in the weekly meeting/supervision.

In keeping with expectations set by CSWE, we require that all site supervisors hold a minimum of a Bachelor of Social Work degree from an accredited institution, and two years post-graduate experience in their chosen field.

We ask that our field instructors do the following:

- Participate in orientation and training sessions offered by the Field department.
- Become familiar with the BSSW department mission, goals, and program objectives as well as CSWE competencies.
- Be available to supervise a student in practice throughout the field placement courses, including assessment and evaluation.
- Orient the student to the agency, including all relevant policies and procedures (specifically safety) and agency expectations.
- Work with our students to complete all field related materials, including, but not limited to learning contracts, evaluations, and time sheets. We also ask that they provide students with a minimum of one hour of weekly supervision and feedback on performance.

- Engage with the field liaison to ensure all program, agency, and student needs are being met.
- Inform the field liaison immediately if the student's level of performance is marginal and work with the student to support the student's success.

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### ***Documents and References for Field Education***

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Resource documents, such as the handbooks and forms for Field Education, can be found on the **student's website**. In order to view the materials, you must be logged in with your student credentials.

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## ***Section III***

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### ***Affiliation Agreements with Organizations***

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The University enters into an affiliation agreement with each organization/agency students are placed. The agreement outlines responsibilities and protections for each party involved, and must be completed prior to students starting within the organization.

### ***Liability Insurance***

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Students are required to obtain and maintain professional liability insurance throughout field placement. The National Association for Social Work provides professional liability insurance for students at a reduced cost. Please visit the site and plan to have insurance prior to the start of your first field education course. Please be mindful of the start and end dates for your policy and ensure your insurance is current throughout your field education courses until the end of the last field education course. You may obtain professional liability insurance through the NASW. Please see the following link for details: <https://www.naswassurance.org/malpractice/student-liability-individuals/>

The University provides general liability insurance for students while performing the duties and responsibilities of field education. Insurance is effective for the academic term only and under no circumstances should a student have contact with clients prior to the first day of the course. Students are not permitted to transport clients in their own personal vehicles as part of their field education. In the event there is an agency-provided vehicle available, the student must provide their driving record information and proof of an active driver's license. An orientation for use of agency-provided vehicles is expected to review any associated policies/procedures. The agency should provide liability insurance and accident coverage for agency-provided vehicles, and the University will not be responsible for injuries to students, clients, or personnel.

### ***Safety and Risk Management***

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University of Phoenix prioritizes student safety while engaging in Field Education. Through a pre-placement orientation to Field Education, basic safety measures are discussed, and we expect students to take appropriate precautions in placement. It is also expected that field instructors will share the safety protocols in place within the agency during their site orientation. Topics to discuss include emergency procedures, out-of-office site visit protocols, weapon policies, crisis intervention, transportation policies and insurance, sexual harassment/discrimination policies and procedures, emergency procedures and contacts. Specific expectations must be outlined if student placements include home visits, and students must be accompanied by a supervisor at all times. A cell phone, provided by the agency, must be made available while completing supervised home visits. Safety training content will be reviewed by the Field Placement team prior to site approval.

University of Phoenix will share our safety and risk management policies during Student and Field Instructor training, and must be acknowledged by both parties through the Learning Contract. Should any issues or concerns arise, it is the students' and/or field instructor's responsibility to communicate with the Field Education staff.

### **Select University Policies**

The policies listed below are general sections from the [Academic catalog](#) that apply to all students at University of Phoenix. These selections are listed because of their relevance to Field Education and are provided as a convenience. These policies are routinely updated in the catalog, and in the event the language below is in conflict, the University's Academic catalog takes precedence.

### ***Nondiscrimination Policy***

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University of Phoenix is guided by the principle of equal opportunity and respect for others. The University is firmly committed to providing equal opportunity in its educational programs and activities, including admission, and employment practices. The University will not tolerate any discrimination or harassment of any kind including, but not limited to, race, color, religion, sex (including pregnancy or childbirth), sexual orientation, gender identity, gender expression, gender transition, transgender status, gender variance, age, national origin, disability, veteran status, or any other category protected by federal, state, or local law. More specifically, the University complies with Title IX of the Education Amendments of 1972, Titles VI and VII of the Civil Rights Act of 1964 and regulations, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Age Discrimination in Employment Act of 1974, and any other applicable federal, state, or local law. Conduct deemed to be in violation of this policy is prohibited and will not be tolerated by the University of Phoenix. Retaliation, in any form, against the person raising such a concern will also not be tolerated by the

University of Phoenix. For the Discrimination Grievance procedures, please reference this section of the [Academic catalog](#).

### ***Harassment/Violence Policy***

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The environment at each of the University's locations must be free of all forms of improper or unlawful harassment, including sexual harassment or sexually offensive conduct. This policy applies in the online environment, as well as all learning centers and central administration locations. Harassing behavior can range from inappropriate to illegal. Conduct on the part of faculty, staff, or students which would violate this policy includes, but is not limited to:

- Unwelcome or unwanted advances, sexual or otherwise.
- Requests for favors, sexual or otherwise.
- Any suggestion, whether overt or subtle, that a grade or other academic achievement is dependent upon the granting of favors or submission to requests, sexual or otherwise.
- Unwelcome physical contact, including patting, pinching, hugging, kissing, fondling, etc.
- Offensive verbal conduct, including sexually or otherwise explicit jokes, comments, innuendo, or other tasteless action that would offend a reasonably sensitive person.
- The display of sexually or otherwise offensive pictures, posters, illustrations, or objects.
- Slurs, jokes, or ridicule based on race, ethnic or national origin, religion, gender, or disability.

Conduct deemed to be in violation of this policy is prohibited and will not be tolerated by the University of Phoenix. The University encourages those who experience or witness harassment to report the behavior for investigation. Retaliation, in any form, against the person raising such a concern will also not be tolerated by the University of Phoenix. For the Harassment Grievance procedures, please reference this section of the [Academic catalog](#).

### ***Title IX and VAWA protections***

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The University takes sexual harassment, gender discrimination and sexual violence seriously. As a student, faculty member, staff member, or visitor you are protected under [Title IX of the Education Amendments of 1972](#), [Title VII of the Civil Rights Act of 1964](#), and [Violence Against Women Reauthorization Act \(VAWA\) of 2013](#). A link to the [University of Phoenix's Title IX and VAWA policy](#), [Victim's Bill of Rights](#) and [IL Victim's Bill of Rights](#) are provided. The Title IX and VAWA policy describes the University's:

- Reporting policies and protocols for allegations of sexual violence

- Confidentiality in responding to and investigating these complaints
- Counseling, advocacy, and support
- Interim and protective measures for victims
- Investigation procedures and protocols
- Grievance/adjudication procedures
- Rights and roles of the parties during the adjudication process

The decision to file a formal report or complaint about sexual violence and sexual assault is a personal choice. We're here to help you understand your options and the resources available, whether you decide to report or not. If you decide not to file a formal report, UOPX resources are still available to you for counseling, academic support and other needs. Behavior that is covered by Title IX/Title VII/VAWA includes, but is not limited to:

**Gender discrimination:**

Inappropriate language, humor and/or jokes, or common expressions that target or are discriminatory toward a specific gender (including pregnancy or childbirth), sexual orientation, gender expression, gender identity, gender transition, transgender status, or gender variance.

**Sexual assault:**

- Nonconsensual sexual contact
- Nonconsensual intercourse
- Taking sexual advantage of a consensual or nonconsensual person

**Sexual harassment:**

- Displaying inappropriate sexual images that are offensive and unwelcome
- Unwelcome, gender-based verbal or physical conduct
- Exchanging sexual images, sexual acts or dating for grades or advancement

**Domestic/Dating Violence:**

- Intimate partner violence, committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.

**Other behaviors:**

- Stalking — unwelcome, continuous and menacing pursuit directed at a specific person electronically or in person that would cause a reasonable person to either fear for the person's safety or the safety of others or suffer substantial emotional distress.
- "Sexting" — Unwelcome text messaging or sexual comments and/or images

- Cyberbullying — Use of an electronic medium to target and psychologically torment a person.

Pregnant students are entitled to accommodations under Title IX. Once a student discloses to the faculty that they (or their partner/spouse) are pregnant, under Title IX policy, the faculty will allow them to submit late work without penalty and offer them the opportunity to make up missed participation. In some cases, alternate assignments to make up missed participation points may be offered.

At the end of class, the student can submit work up to seven (7) days after class is over. If the student needs additional time, the student can request an extension from the faculty. The student will be required to submit supporting documentation to their Academic Counselor for the extension to be approved.

### **Get more information and support**

To report a Title IX/Title VII violation, please contact our [Title IX Coordinator](#). If you need to speak to someone immediately, counselors are available 24/7 at the Life Resource Center, accessible by logging on to eCampus, or by calling 866.320.2817. The University of Phoenix [Campus Safety Policies](#) and Annual Security Report also provide additional information regarding definitions of prohibited conduct, counseling and assistance resources available and the sexual violence prevention and awareness programs available to all members of the University community. To learn more visit the University Campus Safety website here: [http://www.phoenix.edu/about\\_us/campus-safety.html](http://www.phoenix.edu/about_us/campus-safety.html)

### ***Counseling, Advocacy, and Support***

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Currently enrolled students have access to free confidential counseling and other resources including information on rape prevention, sexual assault, dating violence and domestic violence through the Life Resource Center (LRC).

- a. Access LRC via eCampus or by calling 866-320-2817. Other services regarding counseling, health, mental health, victim advocacy, legal assistance, drug and alcohol information and visa and immigration services may also be available. The Life Resource Center is available 24 hours a day, 7 days a week.
- b. Additional information regarding assistance and services for survivors of sexual violence, domestic violence, dating violence and stalking can be found in the “Counseling and Assistance Resources” section of the University Campus Safety Policies at [http://www.phoenix.edu/content/dam/altcloud/doc/about\\_uopx/CampusSafety-Policies.pdf](http://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/CampusSafety-Policies.pdf)

- c. Illinois state-specific assistance and services: The “Counseling and Assistance Resources” section of the University Campus Safety Policies (available at [http://www.phoenix.edu/content/dam/altcloud/doc/about\\_uopx/Campus-SafetyPolicies.pdf](http://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Campus-SafetyPolicies.pdf) ) includes information on Illinois state-specific assistance and services for victims of sexual violence as well as the nearest medical facility to campus for a medical forensic exam.

### ***Disability Services***

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University of Phoenix recognizes and accepts the obligations under the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008, prohibiting discrimination on the basis of disability and requiring institutions of postsecondary education to provide reasonable accommodations to qualified disabled individuals in all programs, activities, and employment.

In order for the University to provide eligible disabled students with reasonable accommodations, the student must submit an official request for services to a disability services advisor. All students seeking accommodations must contact their disability services advisor in order to begin the self-disclosure and accommodation process. Apollo human resources is available to assist employees and faculty members with disabilities who request accommodations and can be found at the [UOPX Disability Services site](#).

### ***Professional Standards***

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Candidates in the College of Humanities and Sciences program, leading to certification or licensure at University of Phoenix, are subject to greater scrutiny because of their anticipated interactions with clients and others in the community. These degree candidates participate in one or more Field Education courses, practica, and/or internships as part of their academic program. As prospective human service workers, College of Humanities and Sciences candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession, as well as the [University’s Student Code of Conduct](#). At all times, students are expected to adhere to the [National Association of Social Workers Code of Ethics](#).

The Professional Standards for Candidates in College of Humanities and Sciences Programs (“Professional Standards”) apply to these degree candidates before, during, and after their Field Education courses, practica, and internships. The Professional Standards address a candidate’s affective attributes and disposition to be a Social Worker. A corresponding Professional Dispositions Rubric provides additional guidance. A candidate’s ability to satisfactorily meet the Professional Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management.



## Process

Candidates' professional dispositions, measured through demonstration of affective and cognitive behaviors, are formally and informally evaluated periodically throughout the program. Students who fall below standards in a particular area may be referred to the Program Director or designee to meet and develop a remediation plan to assist the student in order to meet standards. Any candidate who receives one or more referral(s) will be coached, remediated, or withdrawn from their program, as appropriate. However, the process is intended to be supportive in that it provides students with an opportunity to receive additional coaching and assistance from the administrator aimed to facilitate the student's efforts to meet standards. Unless a student has knowingly caused a client harm or violated sexual, financial, or privacy boundaries, this process only culminates in withdrawal from the program when other avenues have been exhausted.

The Professional Standards referral process, including appeal options, are discussed in more detail in the BSSW Program Handbook.

**PLEASE NOTE:** Candidates who are separately charged with violating the Student Code of Conduct are subject to the policies, procedures, and sanctions for processing these charges. However, a charge under the Student Code of Conduct may also be the basis for a referral on separate academic grounds under these Professional Standards. Similarly, an observation under the Referral Process may be the basis for a Student Code of Conduct charge.

## ***Social Media and Professional Communication***

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Students who use social media (Facebook, Twitter, etc.) and other forms of electronic communication (blogs, wikis, etc.) must be mindful that social networks are not private, and consider how their communication may be perceived by clients, colleagues, faculty, and others. Students are expected to refrain from sharing material which could be considered inappropriate for a professional social worker in training. It is advised that students manage their security settings to the most private levels, and avoid posting information or photos that contain sensitive information or which could jeopardize their professional image. Client material or information should never be referred to in any form of social media, including any information that may identify clients or compromise their confidentiality in any way.

It is expected that students will block any client access to the student's social networks. Students should critically evaluate any material that is posted regarding the agency or could compromise professional relationships.

## ***BSSW Field Education Student Lounge***

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It has proven valuable for students to have a forum where questions can be asked and answered. It can also be helpful for students to see questions peers have posed to the group. BSSW students may request to join this private forum by clicking on the following link while logged into the online classroom:

<https://portal.phoenix.edu/social/groups/BSSW-field-educationeducation-student-lounge>

**PLEASE NOTE:** Approval to join the forum can take up to two business days.

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## ***Frequently Asked Questions about the BSSW Field Education Program***

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### **How do I obtain a field unit and a field placement?**

Several months prior to the start of Field Education, students will complete an Online Orientation workshop. This workshop will review material regarding field education, including roles and responsibilities, expectations in Field Placement, and an overview of the field placement sites (e.g. agencies, programs) with which the University is currently affiliated. Each approved site will provide generalist practice opportunities for the development, integration, and application of the key competencies as established by CSWE. Students will be prompted to follow the proper procedures for communicating the populations/agencies they wish to pursue for field placement. Every student placement is individualized, and a Field Placement Coordinator will work directly with the student to establish a placement that will achieve the 2015 EPAS competencies. Students will outline assignments, activities, and goals to achieve these competencies after collaborating with their field instructor and within the Learning Contract.

### **How much time do I spend at field placement?**

BSSW students must acquire a minimum of 200 hours per course which includes their field placement and seminar. This averages to about 12-14 hours per week (for 15 weeks) in field placement. Students remain in the same field placement for 2 courses.

### **How many credits is the field placement and integrative seminar?**

BSSW students register for 6 Field Education credits, SWRK/405 and SWRK/420.

### **Can I be exempted from part of the field placement if I have prior experience?**

In keeping with CSWE's standards, a minimum of 400 hours is required to obtain a BSSW degree. No prior experience can waive this requirement.

**Is a caregiver/criminal background check required for field placement?**

Yes. Each state requires a caregiver/criminal background check for those working with vulnerable populations. Communicate with your Field Placement Coordinator for timeline recommendations and additional information on the process and policies on background checks. If you are disqualified from direct contact with vulnerable populations for any reason, for example, students who have felony convictions, it would be highly unlikely you will be able to fully participate in field education. For that reason, we cannot guarantee a placement for students with these criminal histories. If your record has become an issue during the course of our program, you must communicate this in written form to the Field Director immediately.

**Are employment-based field placements available?**

Field Education provides an opportunity to expose students to populations and agencies they may be interested in working with after graduation. Under certain circumstances, an agency may be willing to provide a unique and different environment for an employee student to achieve Field Education goals within the agency. This environment must be separate from the employee's normal duties, occur during specified times (that do not conflict with employment hours), under different supervision, and be discussed and approved at all levels (the agency and Field Department). Completion of the Employed Practitioner Agreement is required prior to the start of Field Placement.

**Do I need a vehicle for a field placement?**

We do not vet placements based on their access to public/other means transportation. Of course, for the sake of convenience, having access to a personal vehicle will make traveling to and engagement within the agency easier. Students are not permitted to transport clients in their personal vehicles. If you have concerns about transportation, please communicate this to your Field Placement Coordinator and we will work with you to seek a solution.

**What do I do if I have questions, issues or concerns about my field placement?**

If an issue arises in field placement, students are expected to immediately discuss this with their field liaison so that steps can be taken in a timely manner. The field liaison will work with the student and/or field instructor to coach through potential solutions. If no resolution can be achieved, the liaison will consult the Field Director and develop a plan. If these are unsuccessful, a meeting will be scheduled with the Field Director. If necessary, the BSW Program Director will be consulted to discuss options such as academic performance review, placement change, grievance procedures, etc. Under no circumstances should the student terminate the field placement alone. If a student does not follow the aforementioned process for addressing issues in placement, we cannot guarantee a secondary field placement option to allow the student to continue the course. Therefore, the student risks having to re-take the course entirely with a new agency and delay graduation.

**Is the field course graded or pass/fail?**

Field Education courses are assigned letter grades. Students must earn a C or better in order to proceed to the next course in the sequence. The grade reflects the performance within the agency, measured within the Learning Contract, as well as Seminar. Grades are assigned by the Field Liaison after consulting with the field instructor/agency supervisor. Through the Final Field Evaluation, the field instructor/agency supervisor will reflect on the student's achievement of competencies, as well as their professional development through client interaction.

**Questions?**

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If questions arise, students are instructed to contact their Academic Counselor and/or Field Placement Coordinator. We are happy to help and wish you success in the Field Education portion of your program!

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## *CSWE Core Competencies*

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### **BSSW Learning Objectives, as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards**

The nine Social Work Competencies are listed below. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

#### **Demonstrate ethical and professional behavior.**

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

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior.

#### **Engage Diversity and Difference in Practice**

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

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

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

### **Advance human rights and social, economic, and environmental justice.**

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

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

### **Engage in practice-informed research and research-informed practice.**

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

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

### **Engage in policy practice.**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

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

### **Engage with individuals, families, groups, organizations, and communities.**

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

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

### **Assess individuals, families, groups, organizations, and communities.**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse

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

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

### **Intervene with individuals, families, groups, organizations, and communities.**

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

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.



- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

### **Evaluate practice with individuals, families, groups, organizations, and communities.**

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

- Select and use appropriate methods for evaluation of outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

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## *References*

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Council on Social Work Education. (2014, February 25). *Internships, Department of Labor regulations, and social work field education: Setting the record straight*. Retrieved from <https://www.cswe.org/getattachment/Accreditation/2014-02-25AnnouncementreDOLandField-EF.pdf.aspx>

Council on Social Work Education. (2015). 2015 Educational Policy and Accreditation Standards. Retrieved from <http://www.cswe.org/File.aspx?id=81660>

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### *Statement of Acknowledgement and Understanding*

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I, \_\_\_\_\_ (Print Student Name), hereby state that I have downloaded an electronic copy or received a hard copy of the Field Education Handbook, and have read and understand the Bachelor of Science in Social Work Program Field Education Handbook for the University of Phoenix BSSW Degree program. I further state that I acknowledge and will adhere to the professional standards for College of Humanities and Sciences students.

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix I – CSWE Field Education Labor Regulations



COUNCIL ON SOCIAL WORK EDUCATION

### **Internships, Department of Labor Regulations, and Social Work Field Education: Setting the Record Straight February 25, 2014**

In 2010 the U.S. Department of Labor established regulations regarding internship programs in relation to the Fair Labor Standards Act (<http://www.dol.gov/whd/regs/compliance/whdfs71.pdf>)

Over the last several months, interns at several for-profit companies (Fox Searchlight Pictures, *Harper's Bazaar*, Warner Music Group, and Atlantic Records, to name a few) have filed suit for unfair labor practices. A few courts have decided that the companies were out of compliance with Department of Labor regulations and needed to pay interns for their work.

CSWE is aware that this has raised concern among some social work programs. A number of programs have heard from field site supervisors (or agency human relations personnel) that, based on these cases, they cannot afford to allow social work interns because they would be required by law to pay them.

Field education, as articulated in the CSWE Educational Policy and Accreditation Standards, is clearly within the guidelines of the Department of Labor regulations for an educational internship and does not require payment.

Social work field education meets the following stipulations:

- Field education is associated with an academic program at an accredited institution of higher learning.
- Field education is structured around a classroom or academic experience, with articulated learning objectives/competencies.
- The college or university exercises oversight over the internship program and provides educational credit.
- The field education experience is supervised by social work program personnel; there is an agreement between the program and the field site as well as a learning contract between the student and the site.
- The Social Work Field Education program is meant to be solely educational and provide training to prepare the professional social worker. It is not meant to supplant or replace existing employees of social work within the field education program site.

- The field placement is meant to provide an educational and training opportunity to the social worker and is not meant to provide any immediate advantage to the employer or the field site.

Please note that the six criteria included in the DOL regulations must be well-documented and defensible for unpaid internship positions. CSWE encourages all field coordinators and program directors to fully understand the Department of Labor fact sheet and share this information liberally with students and field site personnel. (CSWE, 2014, p.1)