

The University of Arkansas – Fort Smith (UAFS) Social Work Program is fully accredited by the Council on Social Work Education's (CSWE) Commission on Accreditation. For more information about social work accreditation contact the Council on Social Work Education (CSWE): <https://cswe.org/Accreditation>

The UAFS is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The United States Department of Education, the United States Department of Health and Human Services, and the Arkansas State Approving Agency for Veterans' Training approve the UAFS. The National Alliance of Concurrent Enrollment Partnerships (NACEP) accredits the UAFS Concurrent Enrollment Program.



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This manual is designed

commitment to respecting all persons. The curriculum supports the purpose of the profession by providing a curriculum that aides in teaching, scholarship, and service.

1. To prepare gener

In addition to the social work program goals, your social work education experience focuses on achieving nine competencies and 31-affiliated behaviors (described below) required by the Council on Social Work Education (CSWE) for effective social work practice. You will have opportunities throughout your social work education to acquire knowledge, values, skills, behaviors, and cognitive and affective processes associated with each competency.

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

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

22. Select appropriate inê

The UAFS social work field sequence is designed to connect the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice (CSWE, Accreditation Standard 2.2.1- Field Education). Approved potential field placements are established through a formalized arrangement between the university and a community based social service agency. The arrangement is formalized in a written affiliation agreement (, MOU) that is signed by appropriate administrative personnel from both facilities (CSWE, Accreditation Standard 2.2.7- Field Education).

The BSW field curriculum consists of two unique field placements. is a 200-hour field internship placement, necessitating at least

Also, the director supports students through maintaining field seminar courses concurrent, providing additional learning opportunities for students to compare practice experiences, integrate and expand classroom knowledge and theories beyond the scope of their practicum setting. The director also advises students on field placements options best suited to their interest and learning needs.

Overall responsibility for the operation of the field program rests with the director of field education. Field education policy and procedures shall be governed by the standards for field education established by CSWE and the UAFS social work program. Additional duties for the director of field education include developing policy guidelines for the administration of field, maintaining appropriate files, and obtaining consultation or feedback from faculty, students, and field agency representatives in regard to field education. This will be done through survey instruments, personal contact, and formal meetings with the faculty field liaisons, social work faculty, social work advisory board, or other ad hoc groups (CSWE Accreditation standard 2.1.8- Field Education).

Policies, criteria, and procedures for selecting field settings, placing, and monitoring students, maintaining field liaison contacts, and evaluating student learning and field setting effectiveness are congruent with the BSW program's competencies (Accreditation Standard 2.2.7- Field Education).

The director of field education seeks appropriate field settings for a growing program. Input is sought from social work faculty, field liaisons, faculty, and the social work advisory council. Each setting is evaluated to determine appropriateness for social work education, i.e. services offered, population served, social workers on staff, licensure levels, intern supervisory experience. The following criteria are used in selecting field agencies:

- Agency philosophy and standards consistent with professional social work, social work education and with the mission of the UAFS Social Work Program.
- Provides

Once an agency is vetted, new field instructors receive orientation and training on supervision, social work competencies and behaviors, learning contracts, BSW student field manual, student roles, use of task supervisors, what to do when problems arise as well as gatekeeping.

upon their assessment after reviewing the student's resume and/or as a result of the pre-placement interview. Additionally, an agency may request to be removed from the list of approved agencies, just as the social work department may remove the agency from the list should it no longer meet the criteria as an approved agency. Agencies located more than one-hour driving distance from the UAFS campus are utilized on a limited basis, with approval decided on a case-by-case assessment. Field agency responsibilities include:

- Complete the _____ and _____
- Provide services representative of generalist social work for BSW field practicums.
- Employ social work staff with the recommended practice experience and BSW and/or MSW degree, who can serve as agency field instructors.
 - o If they do not employ a BSW or MSW level staff member, the director of field education identifies an individual on their staff that is "non-qualified", however, aligns with the criteria above. This process is outlined in the section below regarding field instructor selection.
- Ensure regular ongoing supervision of the student, including pre-scheduled conferences equivalent to a minimum of one hour per week, and.
- Be committed to the values and ethics of the social work profession.

Agency based field instructors approved to supervise BSW students in field placement are ordinarily required to possess a degree in counseling or either baccalaureate or masters, from a CSWE accredited program. In all cases, the credentials of the field instructor and the mission of the agency are expected to be compatible with the UAFS social work program mission and goals. In any case in which the field instructor does not hold a BSW or MSW from a CSWE accredited program, the director of field education assesses if there are specific areas that require additional faculty involvement to ensure that a social work focus, and identification are sustained. The director of field education or other BSW program staff will provide supplemental supervision

professional training and experience, (5) A commitment to ethical practice, and (6) Values and respects social work as a peer discipline. Approval for non-social

- o Assist the student in the development of the individualized field learning plan. Assess the quality of the student's performance in field and complete the mid-term and final evaluation instruments provided by the school and review the evaluations with the student. While an evaluation in a narrative form is not required, they are highly valued, and

practice. The field instructor evaluates the student during midterm and at the end of the semester (see the midterm/final columns listed on the field learning plan in the appendix below).

In field seminar, the student is helped to integrate theory and practice, to develop strategies for improving field performance, to tap the experiences and expertise of peers and instructor, and to learn to use feedback to further the student's own professional practice. Field seminars (SOWK 4903, SOWK 4913) require written and oral assignments that are focused on the integration of theory and practice and is concurrent with enrollment in SOWK 4914 and SOWK 4924 respectively. At the conclusion of the student's , students will submit a BSW professional portfolio in the field seminar (SOWK 4913) as part of their final evaluation in the BSW program.

The following prerequisites are required to formally apply for field practicum/seminar courses:

- Officially admitted to the social work professional program and be in good standing.

- Maintain a cumulative GPA of 2.0 or better.

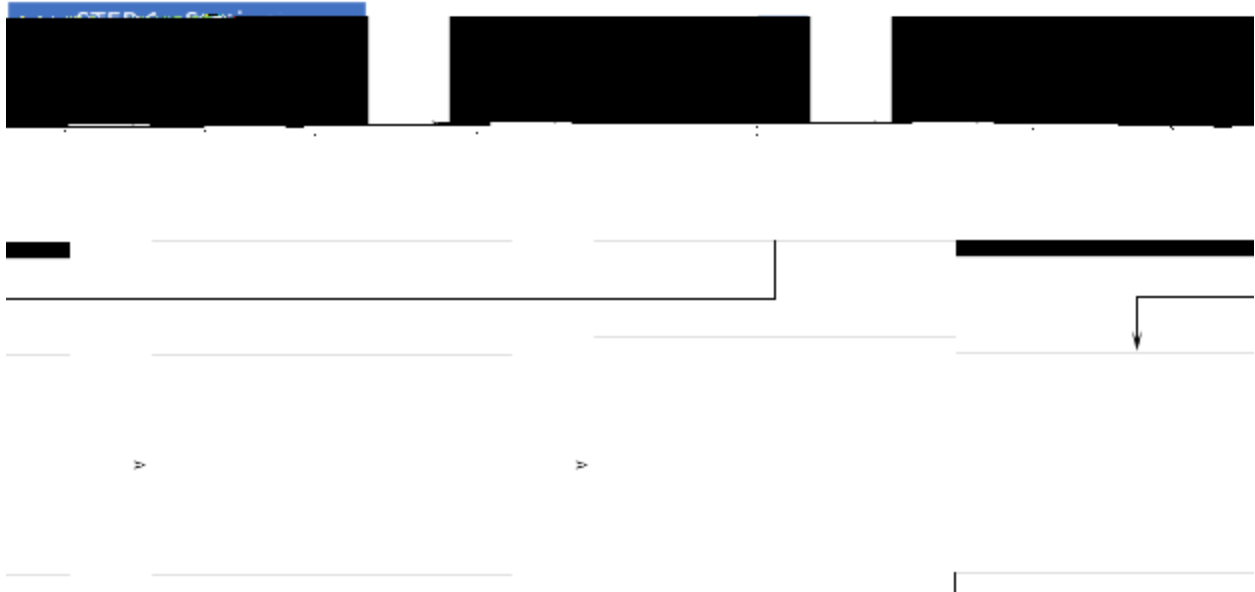
- Completed a minimum of 90 college credit-hours.

- Satisfactory

education meets with the department to discuss if there can be an exception made on behalf of the student to allow them to move on to field. If not, then the student is notified that they will not be able to move on to field or submit a formal field application until the following fall semester. Once the director of field is notified that the students have met criteria, the students are sent and asked to submit a formal application, (the and

in the appendix) to the director of field education. The deadline for application for the Fall semester is the preceding March 30th. Once all applications are submitted, students then meet with the director of field education through a formal field advising appointment to discuss in deeper detail their areas of interest for possible placement. The field director considers student preference and convenience, but educational need takes precedence in the matching process. Based on experience in working with agencies, the director of field knows which agencies can help to meet the student's learning objectives best. The director of field education also knows which agencies require certain background checks and is informed during the formal field advising meeting by the students if there is a concern with a background check. This information is considered when placing students as well based on the agency's requirements. While we see the overall process between student and school as being collaborative, the faculty is responsible for ensuring the educational appropriateness of the placement. For the spring semester placements, students are sent a follow up email from the director of field education by the preceding October 31st, asking if any updates need to be made to the student's original application, i.e. areas of interest have changed, geographic areas have changed, etc.

The student's placement for the semester is confirmed by an email from the director of field education sent to the student and the field instructor of the assigned agency. After students are notified of the placement which they will be assigned for the semester, they are then expected to contact the agency for an interview. Once accepted by the agency, students com@m



If a student is not accepted by the agency, Steps 4-6 are repeated.

Once successfully completing the above steps, the student collaborates with the agency field instructor to confirm the agency orientation requirements, a starting date, and a weekly schedule. Students are advised to contact their field instructor no later than the week preceding the beginning of the placement to clarify when, where, and with whom they will report for their first day of placement. Students negotiate a weekly/hourly schedule with their field instructor by the end of the first week in placement that accommodates their class schedule and the agency's needs or recommendations for their optimal educational experience in that setting. Students are not able to begin earning field hours prior to the beginning of the semester's courses. It is the student's responsibility to maintain the agreed-upon schedule.

It is recognized there may be exceptions to the process outlined above based on student or organizational needs. The process as outlined is not intended to rule out viable field placement options that meet the CSWE standards. For example, it is not unusual for a student to identify a viable placement agency that has never applied for approval as a field agency and request a placement there. A student must notify the director of field education prior to receiving their official placement for the semester of an agency that may be a viable placement. In such cases, the director of field education determines if the agency would be a viable placement, based on the criteria set for selecting field placements, for the field education program. If determined that the agency would be a viable placement, the agency must complete the application process, be evaluated, and approved as an eligible field agency. The agency will be provided consultation and orientation by the director of field education during their application process.

Students are asked to not initiate contact with any agency already listed as a prospective agency. To do so can compromise the equal opportunity of all students interested in the agency. It also risks jeopardizing both the student's and the school's relationship with the agency as it violates established procedures between the agency and the BSW program.

Cell phones should be turned off during seminar class and, at the discretion of the field agency, during field practicum hours. Cell

Students are not required to attend field practicum on days the UAFS is not operating. Students will observe all national and state holidays as observed by the university: Labor Day, Thanksgiving, Martin Luther King Day, and UAFS fall and spring breaks. While it is not mandatory that students attend practicum on these days, students and field supervisors may plan for a student to attain practicum hours during these times.

In addition to the student's formal

field agencies often need

student, or the student may use the UAFS Powell Student Health Clinic located in the Pendergraft-Smith Health Science building on the second floor;

TB test and return a result of negative before starting field education placement. This may be obtained through your primary care physician, the local health clinic or the UAFS Powell Student Health Clinic;

Limited liability practice insurance, usually available at a discounted rate to students from NASW (see <https://naswassurance.org/liability-products/> for details), and/or;

Background check(s), parking, and other miscellaneous charges associated with their field practicum placement.

Students need to be aware that when they participate in any form of internet social networking, they may be disclosing information about themselves which could possibly have a negative and perhaps deleterious impact on their personal character, professional development as well as the reputation of their field agency. Such occurrences often represent a cause for action for the field instructor or the field agency.

Information about a student intern that a field instructor shares with the director of field education and/or the BSW program director may be shared with the student. Similarly, students are free, if they wish, to see any forms or notes the director of field education or faculty personnel maintain on students to assist in planning and developing placements for them and assigning them to particular placements. All these forms and notes are destroyed when students graduate.

The student must apply for use of employment as field placement using the appropriate forms and complete all paperwork by March 30th preceding the beginning of placement in the fall (see form in the appendix). Application requirements include:

- Agency must offer a statement indicating agreement with the request, the name and credentials of the proposed social work field instructor, job description of the employee, description of possible educational assignments, and a statement as to how the guidelines will be followed, i.e. complete field assignments for 16 hours per week in addition to employment obligations;
- Agency meets UAFS social work field education agency selection criteria, stated above;
- Field instructor meets UAFS social work field education program' abo

instructor, and the faculty liaison. The following types of activities should be discussed with either the faculty field liaison to the agency or director of field education to determine if these activities should be assigned to a student:

- Physical restraint of clients;
- Transportation of a client in the student's private car, only if student has automotive insurance;
- Transportation of a client with a recent history of violent behavior;
- Treatment of a client with a history of violence;
- o Work in the agency at times when and/or in areas where other staff is not present, and; The student's field instructor should know or be able to easily ascertain the student's location during fieldwork hours and should discuss with the student any activities that require special planning with regard to safety.

Thorough preparation should be made for student home visits with consideration given to the following elements:

- Selection of clients and home environments that are not assessed to be dangerous to the student;
- o Provision of a safe means of transportation, whether by agency vehicle, the student's car, or public transportation where such can be judged to be normally safe;
- o Discussion of the neighborhood, including any potentially dangerous areas; Discussion of appropriate risk-reducing behaviors in the neighborhood and in the client's home;
- o Clarification of the purpose and development of a specific plan for the visit; Discussion of what to do should the client or anyone else present a threat to the student, and;
- Provision of appropriate support and backup. Depending on the situation and the student's experience with home visits, this may range from an accompaniment by another worker or security person to immediate availability of telephone consultation. The student's Field Instructor should know when a visit is to take place and at a minimum, telephone consultation must be available.

In some situations, the student should be given permission not to make the home visit. Consideration should be given to the following features pertaining to the agency facilities:

- Adequate lighting inside and outside the agency.
- Adequate phone system for signaling emergencies.
- Arrange office furniture for an easy exit of client and worker.
- Minimize amount of unescorted traffic within the agency.

If a student is threatened or injured while in placement, or involved in an incident where his/her safety is or could be compromised, the incident should be reported immediately to one of the following:

- Social Work Director of Field Education (479) 788-7426,

- o Social Work Program Director (479) 788- 7556, or
- o CHEHS Office of the Dean (479) 788-7283

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The student and the field instructor collaboratively develop a written agreement using the _____ to help guide the student's personal and professional growth. This document encompasses the expectations of each in relation to teaching and learning objectives, assigned tasks, operating procedures, and issues around illness. Responsibility for

the agency itself, documented using the _____ (see appendix below). A formal comprehensive field evaluation is completed and reviewed with the student by the field instructor at midterm and the end of both semesters, a critical component in determining the Field Practicum I & II grades. Midterm and final grades are determined from formal evaluation scores by calculating a percentage of total scores received from total possible then adjusted (curved), when appropriate,

the agency's failure to provide the expected learning experiences and/or appropriate supervision or to meet any of the other expectations identified in the Memorandum of Understanding (MOU) between the agency and the university;

Unexpected events in the life of the student or in the agency that jeopardize the quality of the student's learning experience, or;

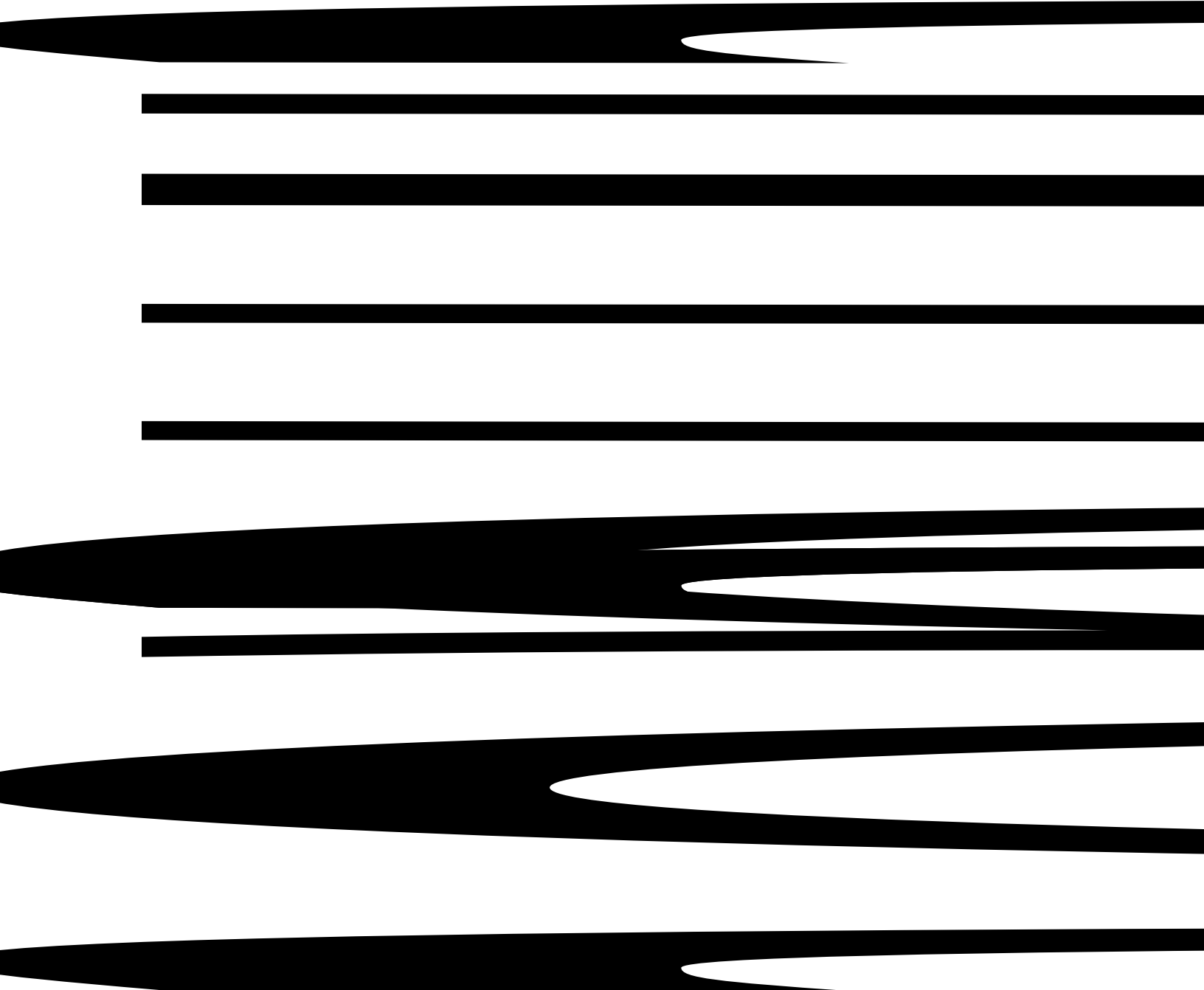
Lack of fit (mismatch) between the field instructor and/or agency and the student.

Sometimes, differences in learning or interpersonal styles emerge as the student and field instructor begin to work together rendering the practicum less than optimally productive for the student's learning. Such circumstances are rare, but they may generate recommendations for a change in the practicum arrangements.

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Any number of the circumstances cited above are not necessarily anyone's fault. In some instances, termination of the practicum reflects the fact that the practicum is highly successful in helping the

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If the issue is not resolved, meet with the field Instructor and the faculty field liaison together;

If the issue is not resolved, meet with the director of field education;

If the issue is not resolved, the student and director of field education will meet with the BSW program director.

Students attend a field seminar course taught by the faculty field liaison concurrently with field practicum. Thus, it is not uncommon for students to raise issues of concern with the faculty field liaison in an effort to check their own perspective or for advice on how to best address the issue with their field Instructor. However, even in those cases, the student should initially be directed back to the field instructor to resolve the issue at that level. The student may request reassignment to a different field agency at any point in the process. However, reassignment will not be pursued by the director of field education without first consulting with the field Instructor. Reasonable steps must be taken to resolve the perceived problems before a new placement will be considered. Before a transfer is approved, the student must submit a formal written request for reassignment to the field director specifying the reasons for the request with copies also sent to the agency field instructor and faculty field liaison.

Occasionally during field internships, a change in field instructors may be necessary. While the selected field instructors are committed to the field education process, sometimes there are unforeseen changes that require a new field instructor assignment. Usually this occurs when a field instructor must take a medical leave of absence, has reduced hours of employment, leaves the agency to seek employment elsewhere, or is reassigned to another unit with new responsibilities. Every effort will be made to find a suitable field instructor in the agency where the student is placed; however, 266K necessitate a change in field assignments by faculty

Therefore, the justifications for a transfer must be compelling. Occasions when a transfer might be considered include:

The field agency is no longer able to meet their responsibilities due to organizational or staff changes;

It is discovered early in the placement that the student/agency fit is not adequate to meet the professional education needs of the student, and;

The student has received an incomplete in the first agency and it is either not feasible or not advisable for the student to complete their placement there.

In anh

IDN: _____ Printed Name: _____

BSW-Social Work-Major Code: 2570

This degree is available in a guaranteed 8-semester plan for qualified freshmen.

SPAN 1304 Beginning Spanish I	4 Hours		Grade_____
Statistics requirement	3 Hours	Note 4	Grade_____
Elective requirement	1 Hour		

SOWK 384	are Services	3 Hours	Note 2	Grade _____
SOWK 491	ction II (Seminar)	3 Hours	Note 2	Grade _____
SOWK 492	rk Practicum II	4 Hours	Note 2	Grade _____
Elective req				

1. Education Core Requirements, see Graduation Requirements section of this catalog. Requirements with the following stipulations: lab science – BIOL 1153/1151 is required for one additional lecture/lab.
2. Determine major courses in residency, see Graduation Requirements section. Earn a C or better in all SOWK courses applied toward the degree.
3. Requirement, 17 hours. Consult with advisor.
4. Requirement. Select one course from STAT 2503 or PSYC 2513.
5. for admission to the BSW program. To be eligible for admission, student must have the following:
 - a. Completed a minimum of 35 general education hours towards degree completion.
 - b. Completed SOWK 2103 and SOWK 3043.
 - c. Completed the English composition requirement, SPCH 1203, SOCI 2753, and PSYC 1163 with a grade of C or better.
 - d. Minimum 2.00 cumulative GPA for all college course work (including transfer work and excluding developmental courses) used towards degree compliance and be in good academic standing.
6. Prior to graduation students must demonstrate

requirements in the degree program. If students are not enrolled for two or more consecutive terms (excluding summer terms), they must re-enter under the program requirements of the current catalog. Students are responsible for understanding program requirements and changes. Guaranteed 8-Semester Degree Completion Program Pursuant to

**University of Arkansas – Fort Smith
Bachelor of Social Work Program**

Field Agency Information

Name of Organization

Physical Addr

Does the agency have current approval/license/accreditation Yes _____ No _____

Brief Description of Organization and Relevant Programs

What populations are served by your organization? ()

What services are provided? ()

Does your organization have BSSW and/or MSSW social workers on staff? Yes _____ No _____

If so, have any served as social work field instructors? Yes _____ No _____

Please list

GENERALIST DEFINITION

Are placements available at a single site or at multiple sites?

Name of site

Location/Address

Services Provided

Do you have a written job description for social work students?

Are students in your agency required to have use of a personal car?

Are students required to transport clients in

Is there other information you would like to share with a student? (dr

Memorandum of Understanding

Address

Responsible party signature

**UAFS Provost and Vice Chancellor for
Academic Affairs**

Director of Social Work Field Education

**University of Arkansas – Fort Smith
Bachelor of Social Work Program
Field Instructor Application**

Name _____

Organization _____

Organization Address _____

Telephone _____ Email _____

Have you served as a Field Instructor UAFS? Yes No

Have you supervised social work students from other programs? Yes No

Please list all Field Instructor training that you have completed, including training provided by other schools of social work:

Topic	Provided by (school)	Date(s)

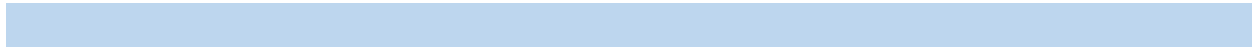
**University of Arkansas – Fort Smith
Bachelor of Social Work Program
Field Practicum Student Application**

**PLEASE SUBMIT THIS FORM ALONG WITH A COPY OF YOUR RESUME VIA EMAIL
TO THE DIRECT**

**University of Arkansas – Fort Smith
Bachelor of Social W**

**University of Arkansas – Fort Smith
Bachelor of Social Work Program**

BSW Student Agreement for Field Placement



Notes:

Learning objectives, BSW intern will be able to:	Activities, tasks, products: How will intern demonstrate behavior, evidence for accomplishment?	Midterm Evaluation	Final Evaluation
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9. Apply your understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
10. Engage in practices that advance social, economic, and environmental justice.

0 = No basis for judgement, 1 = Absence of skill, 2 = Needs improvement, 3 = Meet expectation, 4 = Exceeds expectation

Notes:

Learning objectives, BSW intern will be able to:	Activities, tasks, products: How will intern demonstrate behavior, evidence for accomplishment?	Midterm Evaluation	Final Evaluation
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11. Use practice experience and theory to inform scientific

Notes:

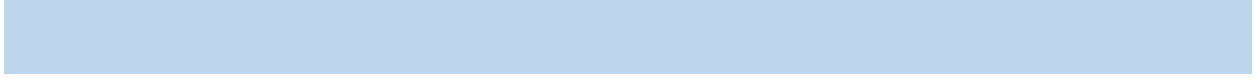
Learning objectives, BSW intern will be able to:	Activities, tasks, products: How will intern demonstrate behavior, evidence for accomplishment?	Midterm Evaluation	Final Evaluation
14. Identify social policy at the local, state, and federal level that impacts wellbeing, service delivery, and access to social services.			
15. Assess how social welfare and economic policies impact the delivery of and access to social services.			
16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.			
0 = No basis for judgement,			

18.	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.			
0 = No basis for judgement, 1 = Absence of skill, 2 = Needs improvement, 3 = Meet expectation, 4 = Exceeds expectation				
Notes:				
Learning objectives, BSW intern will be able to:		Activities, tasks, products: How will intern demonstrate behavior, evidence for accomplishment?	Midterm Evaluation	Final Evaluation
19.	Collect and organize data and apply critical thinking to interpret information from clients and constituencies.			
20.	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.			
21.	Develop mutually agreed on intervention goals and critical assessment of strengths, needs, and challenges within clients and constituencies.			
22.	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.			

0 = No basis for judgement, 1 = Absence of skill, 2 = Needs improvement, 3 = Meet expectation, 4 = Exceeds expectation

Notes:

Learning objectives, BSW intern will be able to:	Activities, tasks, products: How will intern demonstrate behavior, evidence for accomplishment?	Midterm Evaluation	Final Evaluation
23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.			
24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.			



UAFS Field Liaison:
Student: Field Supervisor:
UAFS Field Liaison:
Final Evaluation - Signatures & Date
Student: Field Supervisor:
UAFS Field Liaison:

University of Arkansas - Fort Smith
BSW Program
Field Practicum

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What changes, if any, would you recommend to improve the educational experience of students in your placement setting?

Additional comments:

____**I give permission t**

UAFS BSW Field Internship Performance Improvement Plan (PIP)

Student Name:

Field Liaison:

Field Instructor:

Observations, Previous Discussions, Counseling:

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Step 1. Improvement Goals:

Step 2. Objectives:

Goal #	Objective	How to Accomplish	Start Date	Projected Completion Date
1				

Follow-up Updates:

Date Scheduled

Conducted By

Completion Date

Timeline for Improvement, Consequences & Expectations:

Signatures:

Information/Excerpts from BSW Annual & BSW Student

BSW Student Performance Standards: Crite

• Indicators of concern:

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