University of Nevada, Las Vegas
School of Social Work

Master of Social Work
MSW
Field Practicum Manual

Updated May 28, 2014
First Things First

Important information for students:

Students enrolled in Field Education are required to use their Rebelmail account for communication purposes. Please link your personal email to this account.

All document submissions must be labeled/named with your Last Name first, First Name second, i.e. Public, John Fall 2013 Learning Contract

The Field Education Department has alphabetically designated a point of contact for agencies and students:

Agency: First letter of name of the agency (please do not include THE)

A-J  Marde Closson, Director of Field (702) 895-5848
     marde.closson@unlv.edu

K-Z  Delayna Tonogan, Assistant Director of Field (702) 895-3313

Student: Academic Standing

MSW:  Marde Closson, Director of Field (702) 895-5848
       marde.closson@unlv.edu

BSW:  Delayna Tonogan, Assistant Director of Field (702) 895-3313

Please contact the appropriate staff member if you have any questions and/or concerns.

All Field Education Documents referenced in this manual can be found on the Field Education Department Website:

http://www.unlv.edu/socialwork/field-education

Graduate Assistants are available during the course of each semester (excluding Summer Term) for any document submission issues, and can be reached by email:

socialworkfield@unlv.edu

Terms Used:

Directors of Field: Includes Director and Associate Director of Field Education
Agency Field Instructor: Used interchangeably with AFI
Field Liaison: Used interchangeably with Liaison
Electronically Submit: Submitted via email or other designated venues
I. FIELD PRACTICUM SEQUENCE RATIONALE

The field practicum sequence is an extremely important component of the student's professional development and is governed by the objectives of the MSW program's mission statement, the foundation curriculum, and the two (2) advanced curriculum concentrations: Direct Practice and Management and Community Practice. The field practicum sequence provides students with a unique opportunity to realize the goals and objectives of the program through concrete, practicum, and community-based interactions with clients and practicing professionals. In field practicum, students are supervised, monitored, and directed by Agency Field Instructors and School of Social Work Faculty Field Liaisons.

The field practicum experience allows each student to apply to practice the academic knowledge and skills acquired from all areas of the curriculum where diversity, social justice, and attention to the needs of at-risk populations are emphasized. The field practicum sequence builds upon the generalist foundation, integrating systems theory, the problem-solving process, strengths perspective, and social work values and ethics. Field practicum provides opportunities for students to practice their skills evolving from generalist to more advanced techniques, and to apply their theoretical knowledge in settings where human conditions must be respected and enhanced. In essence, the field practicum sequence prepares students for social work practice with individuals, families, groups, organizations, and communities, particularly those encountered within the complex and dynamic urban environment of southern Nevada.

II. ORGANIZING RATIONALE

The MSW practicum placements are organized into two broad categories generally referred to as “Foundation” and “Concentration.” When students participate in each practicum depends on whether they are enrolled in the full-time or part-time (3 year or 4 year) programs. If a student is in the regular full-time program, the Foundation Practicum occurs during the first year of enrollment and the Concentration Practicum occurs during the second year. A 3-year part-time student takes the Foundation and Concentration Practicum during their second and third years of enrollment respectively. A 4-year part-time student participates in this practicum during their second and fourth years of enrollment. Because all practicum are classes, the requirements remain the same regardless of full-time or part-time status and all practicum take place during the regular academic year, i.e. fall and spring semesters.
Refer to the following chart.

<table>
<thead>
<tr>
<th>Your Admission Program Status</th>
<th>When to take Field Practicum Course</th>
<th>Practicum Hours Per 15 Week Semester</th>
<th>Approximate Practicum Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time (2 Years)</td>
<td>1st Year</td>
<td>225</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>2nd Year</td>
<td>300</td>
<td>20</td>
</tr>
<tr>
<td>Part Time (4 Years)</td>
<td>2nd Year</td>
<td>225</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>4th Year</td>
<td>300</td>
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<tr>
<td>Part Time (3 Years)</td>
<td>2nd Year</td>
<td>225</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>3rd Year</td>
<td>300</td>
<td>20</td>
</tr>
</tbody>
</table>

**Foundation Practicum:**

The two Foundation Practicum courses, which are taken sequentially in the Fall and Spring semesters, are grounded in the generalist perspective, emphasizing problem-solving, cultural competence, and the bio-psycho-social practice model within a systems framework. Field agencies are encouraged to provide students with opportunities to observe and experience a range of social work activities at multiple levels while building basic skills in communication, assessment, planning, intervention, and evaluation.

**Concentration Practicum:**

The advanced Concentration Practicum consists of Direct Practice (DP) or Management and Community Practice (MCP) placements based on the student’s pre-selected area of focus. Within the Concentration Practicum, students build on generalist skills and knowledge, while participating in a more specific practicum experience with individuals, families, and groups, or with communities and organizations. It is important to note that while students are expected to participate in activities specific to their concentration area of study, a thorough understanding of social work practice at all levels remains an educational goal. All practicum are taken in conjunction with the corresponding practice methods courses to enhance integration of advanced theory and practice. Activities and performance in each succeeding practicum must demonstrate a degree of increased skill, independence, and responsibility.

**III. RELATIONSHIP OF FIELD PRACTICUM TO THE TOTAL PROGRAM**

The MSW student will have completed undergraduate courses in related disciplines including Human Biology, Principles of Economics, and Introduction to Sociology, General Psychology, and Cultural Anthropology. These courses are essential in
providing students with a broad liberal arts foundation and a perspective on which to build social work knowledge, values, and skills. Upon entering the field practicum courses, students must follow their specified plan of study. All field practicum must be taken with the corresponding practice methods courses. Each course in a sequence builds upon the previous course, and provides students with theories and concepts that are to be integrated and applied to practice in the field.

The social work practicum depends on the student building upon and integrating theories from across the entire social work spectrum as experienced in all courses and sequences. Activities provided by the wide variety of field agencies and professional networks within and beyond Clark County allow students to apply increasingly complex concepts from courses in individual, family, group, and community practice; human growth and development; social welfare policy; research methods; cultural competence, and supervision. Moreover, as research and evaluative knowledge and skills develop, the student grows in his or her ability to critically assess the effectiveness of agency policies, procedures and practice methods in meeting the needs of the community and clients at multiple system levels.

Integration of theory and practice is facilitated through faculty review and feedback in the development of Learning Contracts and journals, course assignments drawn from the practice experience, and field seminar classes that focus specifically on integrating field experience with curriculum content. Each student’s course syllabi is distributed to Agency Field Instructors to enhance integration of course work in the field. In each subsequent field practicum, students are assisted in developing activities that reflect growth and increased levels of complexity, skill, and autonomy.

Information about the field practicum and its relationship to the total program is disseminated in a variety of ways. This Field Practicum Manual is available for all field practicum students, Agency Field Instructors, and School of Social Work faculty as it is posted on the School of Social Work Field Education website. Faculty Field Liaisons meet face-to-face at least once each semester with students and Agency Field Instructors to provide support and to clarify requirements of the program. Orientations for Agency Field Instructors and Preceptors are offered twice per year to encourage ongoing dialogue between the School and Agency Field Instructors and to facilitate communication around educational goals, instructional methods, and techniques. The Orientation is mandatory for all new MSW Agency Field Instructors. Additional trainings are also offered throughout the year for Agency Field Instructors interested in further developing their instructor skills. Orientation and trainings offered supply CEUs through the State of Nevada Board of Examiners for Social Workers.
IV. MSW PROGRAM OBJECTIVES/COMPETENCIES

Upon completion of the Master of Social Work degree, MSW students will be able to achieve the following competencies that are based upon the standards of the Council on Social Work Education (CSWE) - Educational Policy and Accreditation Standards (EPAS).

The program course assignments, practicum experiences and seminars will allow students the opportunity to achieve the following competencies:

- Identify with social work field and conduct oneself accordingly.
- Apply social work ethical principles to guide professional practice.
- Apply critical thinking to inform and communicate professional judgments.
- Engage diversity and difference in practice.
- Advance human rights and social and economic justice.
- Engage in research-informed practice and practice-informed research.
- Apply knowledge of human behavior and the social environment.
- Engage in policy practice and advance social and economic well-being and to deliver effective social work services.
- Proactively respond to organizational, community and societal contexts that shape practice.
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities, in accordance with EPAS subsections (a)-(d) with specific attention to the direct and indirect, manifest and latent influences and consequences of issues specific to generalist social work practice.

THE FIELD PRACTICUM IS DESIGNED TO:

1. Help students develop skills in theory application at the micro, mezzo, and macro levels.
2. Provide students with real world experiences of how social service agencies work with client systems.
3. Help students investigate how concepts of social justice and multiculturalism are implemented in the field.
4. Assist students in identifying how generalist social work practice is based on the core mission of the profession.
5. Help students identify strengths and resources for client systems.
6. Support students in integrating concepts about human behavior in the social environment into proficiency in working with individuals, families, groups, organizations and communities.
8. Help students understand the tasks of collecting and assessing information related to client concerns.
9. Aid students in recognizing client issues, problems, needs, resources and assets.
10. Facilitate students’ use of empirical knowledge and technological advances in working with client systems.
11. Help students become familiar with program outcome evaluations informing practice effectiveness.

V. ASSIGNMENT TO A PRACTICUM AGENCY SITE

A Field Practicum is defined as an experience in one (1) agency/organization that has been contracted with the University and the School of Social Work. Because of liability insurance issues, Field Education is not capable of tracking or allowing students to be placed in multiple Practicum sites during the course of one semester.

Please follow these steps to secure a Practicum:

Step 1 – The Resume and Cover Letter:

Students entering a practicum search must first create a current Resume and Cover Letter describing their education, experience and objectives for field placement. Please contact UNLV Career at 702-895-3495.

Step 2 – Sign-up for CareerLINK:

Sign-up for CareerLINK by going to http://hire.unlv.edu/careerLink.html. Log in with your NSHE # and password (password is your NSHE number until you change it). If this is your first time on CareerLINK, you will need to upload a current Resume to the system. To do this, click on the “My Resumes” tab near the center of the screen. Click “Add New.” You must create a label for your resume. Click the “Browse” button to locate and upload your Resume from your computer. You can also upload a Cover Letter or other documents.

Once you have uploaded your Resume, you can search for and apply to practicum placements in CareerLINK. Please note: Only agencies that have contracted as approved Field Practicum sites, i.e. have Educational Affiliation Agreements with the University, may be considered for Practicums.
Step 3 – Searching for Placements:

In the search field, type in “Social Work Practicum” with quotation marks. This will bring up all of the practicum placement opportunities that are available. Once you locate an agency you are interested in, just click the “Apply” button. Once you click “Apply” your resume will be sent directly to the AFI. You can check to see which positions you have applied to by clicking on the “Job Postings and On-Campus Recruiting OCR Interviews” tab. From this tab you can click on the “Applications tab” which will bring up a window with all positions you have applied to.

Step 4 – The Agency Interview:

The Field Education Program adheres to a “matching” philosophy; that is, practicum works best when agencies and students “choose” each other. At the agency interview, either party - the student or the agency - may choose to accept or reject the other. Students are advised to interview at multiple agency sites to facilitate an informed choice. Agencies are not obligated to accept any given student solely on the fact that she or he has been referred by the University. Similarly, after interviewing, students may not accept agencies to which they have been referred. If there are no matches (based on practicum position availability, incompatibility of goals or some other reasonable criteria), the student is advised to immediately contact their Field Education Department designated contact person.

Step 4 – Practicum Site Selection:

Once a student has been offered and has accepted a practicum at a particular site, she or he is to notify the Field Education Department by submitting the Practicum Selection Form located on the Field Education website. Upon providing this information to the Field Education Department, the student is cleared to begin their practicum the first week of the semester if the agency and agency field instructor have been approved.

Special Note: Part of professional behavior is in showing courtesy to the agencies to which a student applies. It is the student’s responsibility to notify all agencies with whom the student interviewed that a practicum selection has been made, opening the opportunity for the agency to select another student.
VI. FIELD PRACTICUM SETTINGS AND SELECTION CRITERIA

In order for the field practicum to be effective, it is imperative that the School of Social Work and participating agencies work together in planning and carrying out the educationally directed experience. At the same time, the School also recognizes the social responsibility of the agency toward its clients and the community, and is aware of the necessity of the educational objectives to be complimentary to those of the agency. The relationship between the University, the School, and the agency is outlined in the Education Affiliation Agreement and is formalized by the signing of this document. While the School retains primary responsibility for the quality of the educational experience, it can only carry out that responsibility through cooperation and ongoing communication between the agency field instructors and the School.

Field Education Program policy mandates that agencies provide the School with, among other documentation, a description of their program and practicum activities to assist in appropriately matching students with the agency.

The following are examples of agency practice areas that currently available to MSW students:

- Child Welfare
- - Abuse Investigation
- - Foster Care/Adoption
- Community Action
- Domestic Violence
- Educational/School Social Work
- Elder Care/Geriatric
- Health/Medical/Hospice
- Legal / Forensic
- Mental Health
- - Inpatient
- - Outpatient
- Substance Abuse
- Social Service/Community Resources

The criteria established for the selection of field agencies is as follows.

- An established social welfare program with a clear-cut sanction from the community.
- Commitment to the goals of professional social work education.
- Willingness to support the School’s educational objectives.
- Commitment to and the ability to provide the resources (space, time, and other support) needed by agency staff and students involved in the activities of instructional field practice.
- Availability of qualified staff to supervise MSW students.
VII. CRITERIA FOR SELECTION OF AGENCY FIELD INSTRUCTORS

Agency Field Instructors:

Agency Field Instructors (AFIs) are vital members of the field training team and, with the support of the Directors of Field Education, are charged with the responsibility to assure that the planning, teaching, and evaluation components of students’ field practicum experiences have a social work focus and are professionally sound.

The criteria for selection of Agency Field Instructors are as follows.

- Master of social work degree.
- Two years postmaster’s experience in the field.
- Six months experience with the current agency.
- Licensed to practice professionally in the state of Nevada (preferred).
- Reputation for professional competence.
- Attitude of respect for students’ competencies and needs.
- Ability and desire to teach social work theory and its application to professional practice.
- Demonstrated identification with the social work profession.
- Thorough knowledge of the purposes, policies, and procedures of the agency.
- Willingness to advance professional development as demonstrated by successful completion of the MANDATORY Agency Field Instructor Orientation as well as participation in other continuing education opportunities.

Agency Field Instructors must have a current resume on file with the Field Education Department.

VIII. SCHOOL OF SOCIAL WORK AND AGENCY RESPONSIBILITIES

The School of Social Work will provide at the request of the field agency, necessary and appropriate information about student(s) assigned to the agency, including academic background, previous social work and other work experience, career plans, and other relevant data if available.
A. **Director of Field**

The Director of Field will be responsible for:

- Providing the agency with the necessary consultation and support to carry out the educational program goals.
- Providing specific learning objectives to be used in planning the educational program for students.
- Providing guidelines for evaluation of student progress.
- Obtaining regular feedback from the agency regarding the field program's strengths and limitations and recommending suitable modifications when appropriate.
- Maintaining regular communication with Agency Directors and Agency Field Instructors.
- Providing consultation around field practicum concerns.
- Providing continuing educational services including the field instruction training seminars.

B. **Assistant Director of Field**

The Assistant Director of Field will assist the Director of Field in all responsibilities listed above.

In addition the Assistant Director of Field is responsible for:

- Assisting in the development of Practicum sites within the community.
- Teaching Social Work Practicum seminars.
- Providing supervision to students in the field.
- Serving as one of the Field Liaisons.

C. **Field Liaison**

A Field Liaison provides the link between the School, the student, and the Agency Field Instructor. Students are assigned to a Field Liaison that is available for consultation around field issues that arise on the part of the student or the agency. For each assigned student, the Field Liaison is required to make at least two agency visits per semester to meet with the student and Agency Field Instructor. The focus of the visit depends on the needs of the student and the agency, and involves consultation regarding the Learning Contract/Evaluation, problem-solving any practicum concerns, and clarifying any field education issues. In the case of concerns or issues requiring
immediate attention, the Faculty Field Liaison will make additional agency visits or phone contacts as needed.

D. **Field Agency**

A Field Agency that agrees to participate in the education of social work students is responsible for:

- Providing an environment which is conducive to educational goals and objectives.
- Accepting the student as contributing services related to the function of the agency.
- Affording the student significant responsibility in assignments with clients, sufficient to enable meaningful practice behavior opportunities appropriate to the field objectives and Learning Contract/Evaluation.
- Making adjustments as necessary to enable the Agency Field Instructor sufficient time for planning of the student’s activities, regular weekly and emergency conferences with the student, meetings with the Directors of Field and/or Faculty Field Liaison, writing of evaluations, and other duties connected with this responsibility.
- Providing the Agency Field Instructor and student suitable physical facilities and work items including adequate desk space, telephone, supplies, clerical support, and privacy for client interviewing, group meetings, and supervision conferences.
- Assuring that a student is not, under any circumstances, left alone or solely responsible in an office, agency, or institutional setting. At least one agency staff member must be available at all times. This does not preclude a student making a home visit alone for example, if the Agency Field Instructor believes the student is adequately prepared to do so.
- Agency Orientation: Students are required to have an agency orientation that includes dress code, parking, hours of work, overtime expectations, flexibility of hours, times and dates of staff meetings, policies regarding client care, reimbursement procedures for expenses, student safety plan, emergency contact information, policies and procedures related to social work activities.

- **Special Note:** Agencies must have a **safety plan** in place for students in case of emergencies such as fire, police, medical, and any possible unruly/violent client issues.
E. **Agency Field Instructor**

An Agency Field Instructor is an employee of the agency selected to be the primary provider of instruction and supervision for social work students. The Agency Field Instructor should meet the criteria for selection as indicated in section VII. Therefore, by definition the Agency Field Instructor holds at least a Master’s in social work and has two (2) years post-masters’ clinical and/or administrative experience. Additionally, the Agency Field Instructor is required to submit a current Resume to the Field Education Department.

Recognizing that the Agency Field Instructor has other responsibilities besides student supervision, she/he should, however, allot a sufficient portion of her/his time for each student on designated field practicum days. This will include time for student instruction, program development, and occasional meetings with the Directors of Field and/or Faculty Field Liaison, program and student evaluation, and other related activities. **The Agency Field Instructor must schedule at least one (1) hour of formal supervision with students (individual or group) on a weekly basis.**

The Agency Field Instructor should monitor practicum related documentation particularly Field Practicum Time Sheets, student evaluations and documents specific to the student’s role in the agency. She or he is responsible for making sure that the student has access to guidance and consultation by other agency professionals in the Agency Field Instructor’s absence (e.g., during vacation or illness). The AFI is also expected to immediately notify the school if there is a significant change in the Agency Field Instructor’s availability due to a change of employment status, staffing, etc.

To provide a meaningful field experience, the Agency Field Instructor should:

- Understand how the overall objectives and specific curriculum of the School relate to the objectives of field instruction.
- Integrate these objectives with those of the agency and its policies and procedures.
- Assist the student to formulate a comprehensive educational plan through the Learning Contract/Evaluation.
- Integrate the student into her/his practice unit and set up an orientation program that will present a total picture of the agency.
- Select appropriate cases, objectives, learning tasks, and assignments for the student.
- Plan conferences and unit meetings.
• Assign written work (process and summary recordings, psychosocial summaries, case notes, etc.) and review them with the student.
• Encourage the student to participate fully in the life of the agency.
• Provide feedback to the student on a regular weekly basis as to performance.
• Communicate with the student, Directors of Field, and/or Field Liaison any unusual opportunities, conditions, or problems as soon as they are evident.
• Participate with the student in the preparation of the Field Practicum Evaluations during the semester.
• Participate in training seminars for all agency-based field instruction.

F. Preceptor

In recognition of the fact that a student’s experience in an agency can be enhanced by interaction with non-MSW human and social service professionals, some Agency Field Instructors may assign some supervisory responsibilities to a Preceptor. The Preceptor is selected by the Agency Field Instructor based on the Preceptor’s experience or expertise in a particular area of service delivery. The Preceptor may be from professional disciplines other than social work such as marriage and family counseling, psychology, occupational and recreational therapy, etc.

The involvement of a Preceptor is at the discretion of the Agency Field Instructor. Both the Preceptor and the AFI are encouraged to develop clear avenues of communication as it relates to the student’s progress through the practicum. Ultimately, the Agency Field Instructor remains primarily responsible for the student’s field training experience.

G. Agency Field Instructor / Preceptor Orientation

The School of Social Work provides an Orientation that is mandatory for all new Agency Field Instructors. Training is also provided for Preceptors and open to all professionals desiring to work with social work students.

The orientation provides an opportunity to:

• Promote general consistency in the training of students with regard to basic social work skills across agencies.
• Foster a network of communication between Agency Field Instructors and the School of Social Work.
• Disseminate the most current information reflecting generally accepted principles of field supervision (including legal issues, examination of the supervisory relationship, promoting the optimal field learning experience, identifying and addressing student-agency problems, etc.).

IX. STUDENTS IN THE FIELD PRACTICUM

A. Assignment to Agency

Assignment to an agency is the responsibility of the student through the completion of the tasks located in Section V of this manual. The Directors of Field Education are always available to assist the student in this responsibility.

B. Field Practicum Challenges

The Field Education Department promotes the view that problems encountered in the field practicum can be opportunities for learning, expansion of self-awareness and professional development. When a student encounters problems at the practicum site, the following procedures are to be followed and can be initiated either by the student, Preceptor, Agency Field Instructor, Faculty Field Liaison, or field or social work faculty as appropriate:

1. The problem should initially be addressed between the student and Agency Field Instructor – preferably in the course of supervision. The AFI is advised to keep a record of observed problems and interventions they have attempted.

2. If the student and Agency Field Instructor are unsuccessful at arriving at a resolution to the problem, either party should immediately contact the assigned Faculty Field Liaison for consultation, mediation or other action. The Liaison is required to document any problem-related contacts through the Field Practicum Contact form located on the Field Education website. Additional face-to-face meetings or other interventions may be mandated at the discretion of the Liaison toward problem resolution.

3. If the problem cannot be resolved with the assistance of the Faculty Field Liaison, the Directors of Field must be contacted immediately. The decisions of the Directors of Field are final. Intervention at this level could take several courses, but may include as a last resort, reassignment of the student to another practicum site.

Special Note: Circumstances involving a student and any emergency situation require that a Field Practicum Incident Report be completed and routed to the
appropriate parties listed on the form available on the Field Education Department website.

C. **Personal and Professional Development**

**Career Objectives**

Students admitted to the MSW program have selected a specialization in micro, mezzo or macro practice based on their own career goals. Upon mastering the generalist skills and knowledge of the foundation curriculum, placements and practicum experiences in the concentration year will be designed to enable the student to achieve the more specialized skills of Direct Practice and Management and Community Practice.

Students must aim to achieve a level of maturity and ethical behavior that are in accord with their professional responsibilities. Self-understanding, self-acceptance, and acceptance of others are required in the helping professions. These qualities can be demonstrated by the student’s awareness of how they are perceived by others; the ability to cooperate with clients and staff; and through the productive use of supervision. Students must also demonstrate respect for the individual’s right to self-determination and the ability to work with people, not for people; the ability to see each person as an individual; willingness to recognize their own personal limitations; and openness to new ideas.

Professionalism requires taking the responsibility for one’s own learning as demonstrated by the ability to carry out one’s own workload effectively. Students must work collaboratively with others, and participate appropriately in conferences and staff meetings. Preparation of written reports and appropriate case recordings, along with dependability and punctuality, are also expected professional responsibilities.

Students develop an understanding of the helping relationship through experience, as well as skills and self-discipline in its use. In the practicum, students develop the skills to initiate contact with client systems; to maintain rapport without sacrificing focus or limits; to handle relationships with persons from a variety of age, gender, ethnic, and socio-economic backgrounds; to assist client systems in making plans and to modify those plans when necessary; to implement effective interventions at multiple client system levels; and to terminate the relationship based on an evaluation of one’s actions and those of the client system.

**Special Note:** A “social work student” in a field practicum should **NOT** be referred to or sign any documentation using the title “intern”. Currently, the
term “intern” is reserved for post-master’s professionals working on hours toward LCSW licensure in the state of Nevada and would constitute misrepresentation if used in reference to a MSW student.

X. FIELD PRACTICUM SEMINAR

Field seminar classes are a component of the three (3) credit field practicum courses. The seminar classes are conducted as a hybrid class in which both in-person class attendance as well as online assignments are required. The in-person classes meet approximately once every month for 50 minutes (see class syllabus for in-person class dates). These in-person classes are designed to clarify student responsibilities and requirements for field, to share practicum experiences and discuss concerns, and to relate course concepts with field experiences. Written assignments, readings, case studies, classroom discussion and interactive exercises will provide students with opportunities to demonstrate the development of analytical and practice skills. Students do not receive additional credit, nor do they register separately for the field seminar classes.

While the content of the field practicum seminars may address a range of personal and professional issues, these class sessions are not in any way to be construed as “therapy”. Sharing information to promote professional growth is appropriate, however, students are expected to demonstrate an understanding of appropriate boundaries within an educational context. Additionally, by enrolling in field practicum courses including the seminar component, students are consenting to abide by the ethics of social work. In seminar, this is interpreted in part to mean that all students will protect the confidentiality of others. For example, if required to present case presentations, adequate attention must be given to securing the identity of clients. Also, relevant personal issues presented by other fellow students are not to be discussed or debated outside of the seminar class.

The discovery of dishonesty in seminar (or inappropriate behavior in field practicum) will result in initiating the “counseling out” procedure, and the instructor has the right to assign a failing grade for the entire practicum course.
XI. FIELD PRACTICUM REQUIREMENTS

A. Class Attendance and Participation

As described in section X of this manual, students are expected to attend and participate in weekly field seminar classes (in-person or online) that are designed to assist the student in integrating field practicum experiences with curriculum content. The seminar classes provide students the opportunity to broaden their own experience and knowledge through exposure to the experiences of other students. See Section X of this manual for more information on field seminars and refer to the class syllabus.

B. Learning Contract/Evaluation

The Learning Contract/Evaluation is a formal document that consists of three (3) parts which require three (3) submissions:

1. First submission: (Learning Contract) Two (2) specific Practice Behaviors are selected for each competency from the Council on Social Work Education (CSWE) - Educational Policy and Accreditation Standards (EPAS).
2. Second submission: (Midterm Evaluation) The student is evaluated on each selected practice behavior.
3. Third submission: (Final Evaluation) The student will be evaluated on completion of each practice behavior.

The Learning Contract, developed by the student and Agency Field Instructor is prepared early in the practicum, identifying the specific practice behaviors that will be accomplished throughout the field practicum experience. The document is designed to assist the student in accomplishing the course objectives. In developing the Learning Contract, students are to follow the simple drop-down format provided for each Core Competency. Revisions may be suggested by the Faculty Field Liaison and should be resubmitted in a timely manner. Once reviewed with the Agency Field Instructor, the document will be electronically submitted by the Agency Field Instructor to the assigned Field Liaison.

Special Note: An addendum to the Learning Contract (i.e. a change in practice behaviors) can be made throughout the semester by completing the Field Practicum Addendum form located on the Field Education Department Website.
C. **Field Practicum Time Sheet**

**Foundation** Year MSW Students must complete a total of 225 hours per semester (approximately 15 hours per week), whereas **Concentration** Year MSW Students must complete 300 hours per semester (approximately 20 hours per week). All students are required to maintain an accurate record of field practicum hours and learning contract practice behaviors. Hours and activities such as supervision, reading, agency meetings, client interviews, training, and all other learning activities conducted during placement are to be recorded daily on the Field Practicum Time Sheet. **Students are to email their Field Practicum Time Sheets to their AFI on Sunday of each week. Once the AFI has reviewed the activity sheet they will electronically submit the document to the appropriate Liaison.** Recorded activities should relate to Learning Contract practice behaviors. Regular review of the Field Practicum Time Sheet record will assist student, Agency Field Instructor and Faculty Field Liaison in monitoring the student’s progress toward accomplishing these specific tasks. Only **one and one-half hours per week** will be allotted for student’s agency-related outside reading and journaling.

D. **Field Practicum Weekly Supervision**

MSW Students must complete the Field Practicum Weekly Supervision Log prior to weekly supervision with Agency Field Instructor. Both, the Agency Field Instructor and the Student should sign the document. The student will provide the document to the Field Liaison for review. Regular supervision will assist the student and Agency Field Instructor in monitoring the student’s progress toward accomplishing specific tasks and integrating classroom to the field experience. All undergraduate and graduate students enrolled in field practicum must participate in formal, face-to-face supervision for a minimum of one (1) hour on a weekly basis with the assigned Agency Field Instructor.

E. **Experiential Journal**

Each student is required to prepare a weekly experiential journal in order to communicate their progress towards goals of placement, and to demonstrate in writing, practice skills, values, critical thinking, and an ability to analyze and evaluate personal feelings that impact practice. Students **may** share their journals with AFIs but are not required to do so. Many students find journaling helpful in their preparation for weekly supervision. **Journal entries are to be entered directly into** the assignment section of the journal assignment box located in the WebCampus classroom **by midnight every Sunday.**
1. **Activities:** Provide a brief narrative of all practicum activities accomplished throughout the week. Review your Field Practicum Time Sheet and Learning Contract to monitor progress toward goals and to develop plans for accomplishing tasks not yet completed.

2. **Feelings and Observations:** First, describe your observations (favorable and unfavorable) about your experiences throughout the week in the field placement. Then, describe how your feelings, emotions and attitudes influence your perceptions and behavior in the field.

3. **Self-Awareness and Professional Development:** Describe how your practicum experiences and feelings and observations have led to changes in the way you integrate and apply practice skills. Review how supervision, reading, and/or concepts from course work enriched your practicum experience. How have experiences in the field enhanced your commitment to particular values of the profession or shaped your career goals and interests? Evaluate the need for developing new skills and knowledge. It is important to note that, in terms of grading, **this is the most heavily weighted journal section.**

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**XII. EVALUATION**

**A. Review of Evaluation Process**

The evaluation of student learning in the field practicum is an ongoing process and is the responsibility of the Agency Field Instructor, Field Liaison, and the Directors of Field. Evaluation is based on student’s timely completion of field practicum responsibilities, which include class attendance and assignments, successful completion of the practice behaviors outlined in the Learning Contract, hours and activities indicated on the Field Practicum Time Sheet, the completion of the Field Practicum Weekly Supervision Log, Experiential journal, and the Field Practicum Evaluations. It is the student’s responsibility to initiate each document in collaboration with their Agency Field Instructor (except journals) who will then sign-off in agreement with each document. It is the responsibility of the AFI to electronically submit each document to the Field Liaison.

Evaluation begins at the onset of the semester when the student and the AFI review expected outcomes for the field practicum. At midterm and semester end, the Agency Field Instructor awards a pass, in-progress, or fail for each competency listed on the Learning Contract/Evaluation form. The AFI will then award a passing or failing grade which awards points to the student evaluation.
If the student does not receive a passing score for an evaluation, the student is not awarded any points.

Midterm Evaluation: If student has at least 40% of total practice behaviors (11 out of 26) at "pass" OR "in-progress" student receives "PASS" Pass = 15 points at Midterm Evaluation.

Final Evaluation: If student has at least 90% of total practice behaviors (24 out of 26) at "pass" student receives "PASS" Pass = 20 points at Final Evaluation.

**Special Note:** The Field Practicum Addendum form is also used to justify a “pass” or “fail” grade for the agency practicum section when a student exceeds or neglects to demonstrate acceptable social work skills for a student at her/his level of matriculation independent of having completed the contracted practice behaviors.

The Field Department has ultimate responsibility for the assignment of grades. **Students must receive a grade of C or higher in order to pass the course.** If the student disagrees with the evaluation, a narrative statement specifying the reasons should be submitted to the Agency Field Instructor, Field Liaison, and Directors of Field within one week after the Field Practicum Evaluation is due. Students are advised to maintain a copy of the evaluation for their own records. The completed evaluation forms become a part of the student’s file. If the student and Field Department are unable to resolve the disputed grade, the student can request a review by the Director of the School of Social Work. If not resolved to the student’s satisfaction, the student then has until the end of the second week of instruction in the semester (Fall/Spring) following that in which the grade was given to file a grade grievance with the Faculty Senate Academic Standards Committee at the Faculty Senate Office http://facultysenate.unlv.edu/students/dispute-grade.

In the case of serious difficulties, the School’s counseling out policy has provisions for addressing concerns about student performance raised by the Agency Field Instructor or the Field Liaison. The procedures for counseling out are described in the MSW Student Handbook.

Evaluation of the field program is also ongoing and occurs in a variety of ways utilizing the online student evaluation surveys of Practicum Seminar Instructors, Agency Field Instructors, Faculty Field Liaisons, and Practicum sites.
B. CRITERIA FOR GRADING

Evaluation will be based on a variety of criteria designed to allow the student to demonstrate mastery of course objectives. These include accomplishment of Learning Contract tasks, the Field Practicum Evaluation, the Experiential Journal, Field Practicum Time Sheet, and other written assignments, as well as classroom participation in the field seminar. Specific criteria for grading are as follows:

1. **Class Attendance and Participation:** 20 points
   - Attendance/Participation (10)
   - Lab Assignments (10)

2. **Learning Contract:** 10 points

3. **Field Practicum Time Sheet and Field Practicum Supervision Log:** 10 points
   - Midterm (5)
   - Final (5)

4. **Experiential Journal:** 25 points
   - Midterm (10)
   - Final (15)

5. **Field Practicum Evaluation (Midterm and Final)** 35 points
   - Midterm (15)
   - Final (20)

   - Submitted assignments will be evaluated and graded on: (1) content, (2) clarity, (3) specificity, (4) understanding of social work concepts, values, and ethics, (5) personal insight, (6) originality, (7) grammar, (8) spelling, and (9) promptness.

   - All hours of field practicum experience must be completed, as well as all Field Practicum Time Sheets, the completion of the Field Practicum Weekly Supervision Log, journal entries, and evaluation forms submitted, to fulfill course requirements for grade assignment. The practicum is a 15-week course. Practicum hours and weekly assignments are expected to be distributed throughout the semester time frame. Therefore, anything less than 12 weeks of practicum experience will result in a failing grade.

   - It is the student's responsibility to communicate any difficulties encountered in this process to the Field Liaison and/or Directors of
XII. SUPERVISION

All undergraduate and graduate students enrolled in field practicum must participate in formal, face-to-face supervision for a minimum of one (1) hour on a weekly basis with the assigned Agency Field Instructor and be documented on the Field Practicum Weekly Supervision Log. This supervision may be formatted in an individual or group setting. This may be clinical and/or administrative supervision as appropriate for the student’s learning needs and the structure of the practicum site. While occasional supervision sessions may be missed (e.g. due to illness, vacation), the student’s Field Practicum Time Sheets must collectively reflect a pattern of regular contact and consultation with the AFI.

Special Note: Agencies and individual AFI may request or require supervision requirements above and beyond those of the Field Education Department or the field faculty may institute additional supervision requirements if the student manifests a practice concern.

This requirement is for the protection of both students and Agency Field Instructors. AFI who take on supervisory roles assume vicarious liability with students and other supervisees, and may therefore be held legally responsible in some part for the performance of supervisees. AFI who are, or become, unable to meet the supervisory requirement must notify the assigned Faculty Field Liaison immediately. If as a student you believe your supervision falls below standards, first address the issue directly with the AFI and consult the Faculty Field Liaison for guidance.

XIV. COURSES IN THE FIELD SEQUENCE and STUDENT COMPETENCIES

A. Foundation Practicum

The Foundation Practicum experiences are designed to enable application of human behavior, social policy, research, and practice knowledge at the generalist level and to prepare the student for entry into the advanced level concentration of her/his choice. Based on the notion that problems of living are determined by multiple social, as well as economic and material factors, the generalist approach utilizes problem-solving skills and the strengths perspective within a systems framework for intervention at micro through macro levels.
The Foundation Practicum student is enabled to develop and demonstrate self-awareness and the accountability use of the knowledge, values, and skills of the profession. Activities and performance in each succeeding practicum must demonstrate new learning and a degree of increased skill and autonomy.

The objectives of the Graduate Level Field Practicum flow from the mission, goals, and objectives of the program and reflect the Council on Social Work Education (CSWE) - Educational Policy and Accreditation Standards (EPAS), specifically the Core Competencies and Practice Behaviors. The program places an emphasis on critical thinking, professional mentoring, and respect for human diversity. Upon completion of the MSW Foundation Field Instruction (practicum, seminar, and course assignments) students are expected to demonstrate through practice behaviors the Foundation competencies achieved through the following objectives:

1. Identify as a professional social worker and conduct oneself accordingly
   a) Advocate for client access to the services of social work.
   b) Practice personal reflection and self-correction to assure continual professional development.
   c) Attend to professional roles and boundaries.
   d) Demonstrate professional demeanor in behavior, appearance, and communication.
   e) Engage in career-long learning.
   f) Use supervision and consultation.

2. Apply social work ethical principles to guide professional practice
   a) Recognize and manage personal values in a way that allows professional values to guide practice.
   b) Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.
   c) Tolerate ambiguity in resolving ethical conflicts.
   d) Apply strategies of ethical reasoning to arrive at principled decisions.

3. Apply critical thinking to inform and communicate professional judgments
   a) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
   b) Analyze models of assessment, prevention, intervention, and evaluation.
   c) Demonstrate effective oral and written communication with individuals, families, groups, organizations, communities, and colleagues.

4. Engage in diversity and difference in practice
   a) Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
b) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
c) Recognize and communicate understanding of the importance of difference in shaping life experiences.
d) View self as a learner and engage those with whom he or she works as informants.

5. Advance human rights and social and economic justice
   a) Understand the forms and mechanisms of oppression and discrimination.
   b) Advocate for human rights and social and economic justice.
   c) Engage in practices that advance social and economic justice.

6. Engage in research-informed practice and practice informed research
   a) Use practice experience to inform scientific inquiry.
   b) Use research evidence to inform practice.

7. Apply knowledge of human behavior and the social environment
   a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
   b) Critique and apply knowledge to understand person and environment.

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
   a) Analyze, formulate, and advocate for policies that advance social well-being.
   b) Collaborate with colleagues and clients for effective policy action.

9. Respond to contexts that shape practice
   a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technical developments and emerging societal trends to provide relevant services.
   b) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
    I. Engagement:
        a) Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.
        b) Use empathy and other interpersonal skills.
        c) Develop a mutually agreed-on focus of work and desired outcomes.
    II. Assessment:
        a) Collect, organize, and interpret client data.
        b) Assess client strengths and limitations.
        c) Develop mutually agreed-on intervention goals and objectives.
        d) Select appropriate intervention strategies.
III. Intervention:
   a) Initiate actions to achieve organizational goals.
   b) Implement prevention interventions that enhance client capacities.
   c) Help clients resolve problems.
   d) Negotiate, mediate, and advocate for clients.
   e) Facilitate transitions and endings.

IV. Evaluation
   a) Critically analyze, monitor, and evaluate interventions.

**Foundation Practicum I and II**

Foundation Practicum I (SW 719) and Foundation Practicum II (SW 729) each consist of 225 hours of experience in a social service agency and attendance in field seminar classes (in-person and online). The Foundation Practicums (SW 719 and SW 729) are taken in succession and concurrently with the corresponding practice courses (SW 720 and SW 730).

The Foundation Practicum are geared to familiarize the student with the basic roles and responsibilities of both the social worker and agency, and to provide a broad range of generalist experiences. Students should be provided a comprehensive orientation to the agency. Experiences should include opportunities to work with clients and staff from diverse backgrounds, to observe and eventually participate in the direct delivery of client services, and to attend staff development and other administrative and collaborative meetings. Students should also review program evaluation procedures, become familiar with social policies that impact on the agency and its client systems, and participate in planning and interventions targeted at multiple system levels.

**B. Advanced Practicum**

The Advanced Practicums are designed to prepare students with demonstrated generalist practice skills for critically analyzed, advanced, and ultimately autonomous practice. The primary goal of the Advanced Practicum is the development of specialized skills in the area of Direct Practice with individuals, families, and groups, or in the area of Management and Community Practice with organizations and communities.

The Advanced Practicum student is expected to demonstrate self-awareness and the accountability use of the knowledge, values, and skills of the profession. Activities and performance in each succeeding practicum must exhibit new learning demonstrated by an increase in skill and autonomy.
Direct Practice - Field Practicum I and II

Field Practicum I (DP) (SW 739) and Field Practicum II (DP) (SW 749) each consist of 300 hours of experience in a social service agency and attendance in field seminar classes (in-person and online). The Direct Practice Practicums (SW 739 and SW 749) are taken in succession and concurrently with the corresponding practice courses (SW 740 and SW 750).

Students are expected to engage in a range of advanced direct practice experiences that involve opportunities to observe and participate in the delivery of client services, including assessment, planning, and intervention with individuals, families, and groups. Activities should be designed to enhance therapeutic approaches and intervention strategies with client systems. In addition, students should attend staff development and treatment team meetings, review practice evaluation procedures, and become familiar with the broad range of roles and responsibilities of both the social worker and agency.

The objectives of the Direct Practice Field Practicum are derived from the mission, goals, and objectives of the program, as well as the Foundational Program and field competencies with an emphasis on advanced practice knowledge, values and skills. The practicum, seminar, and course assignments will allow students the opportunity to build upon the foundation competencies and also achieve the following advanced competencies:

- The Direct Practice Practicum student will develop a broad range of practice skills based on the generalist perspective and effective at multiple levels of client systems with particular emphasis on micro and mezzo level intervention.
- Will be able to more thoroughly integrate bio-psycho social, strengths and systems oriented frameworks to direct practice; will be able to effectively apply principles of generalist practice, particularly in clinical, therapeutic, advocacy and case management work with diverse populations.
- Direct Practice Practicum students will model the values and ethics of the social work profession by demonstrating competence, self-awareness, objectivity, accountability professional presentation/behavior, and respect for the right to self-determination; will actively participate in the learning process by making use of the constructive feedback available through supervision and other field support mechanisms.
- Will demonstrate advanced autonomy, increased responsibility, appropriate innovation and sound clinical judgment in working with client systems.
- Direct Practice Practicum students will be able to identify how factors such as economics, social policies, and oppression influence the functioning and well-
Management and Community Practice - Field Practicum I and II

Field Practicum I (MCP) (SW 759) and Field Practicum II (MCP) (SW 769) each consist of 300 hours of experience in a social service agency and attendance in weekly field seminar classes, as well as specific required assignments requested by the Directors of Field. The Management and Community Practice Practicums (SW 759 and SW 769) are taken in succession and concurrently with the corresponding practice courses (SW 760 and SW 770).

Students are expected to engage in a range of advanced administrative practice experiences, involving assessment, planning, intervention, and evaluation at the macro level. Students should become knowledgeable of the service delivery system and organizational structure of the agency, attend staff development and administrative meetings, review program evaluation procedures, and participate in collaborative change efforts at the program, organization, or community level. In addition, students should participate in a variety of experiences designed to increase supervision and management skills, while familiarizing the student with the broad range of roles and responsibilities of both the social worker and agency.

The objectives of the Management and Community Practice Practicum are derived from the mission, goals, and objectives of the program, as well as the Foundational Program and field competencies with an emphasis on advanced macro practice knowledge, values and skills. The practicum, seminar, and course assignments will allow students the opportunity to build upon the foundation competencies and also achieve the following advanced Management and Community Practice competencies:

- Management and Community Practice Practicum students will be able to apply bio-psycho social, strengths and systems oriented frameworks to practice with multiple levels of client systems with a particular focus on groups, organizations and communities; will be able to effectively apply principles of generalist practice in working with diverse populations.
- Will be able to effectively execute a variety of social work roles (e.g. managerial, supervisory, administrative) using the generalist perspective.
- Management and Community Practice Practicum students will model the values and ethics of the social work profession by demonstrating competence, self-awareness, objectivity, accountability, professional presentation/behavior, and respect for the right to self-determination; will actively participate in the learning process by making use of the constructive
feedback available through supervision and other field support mechanisms; will develop leadership qualities in line with the client-centered, respect-oriented values of the social work profession.

- Management and Community Practice Practicum students will be able to identify how factors such as economics, social policies, and oppression impact the functioning and well-being of a range of small and large client systems; will be able to apply primarily macro practice skills and methods to a spectrum of cultural factors (e.g. gender, age, sexual orientation, and racial-ethnic, spiritual) that affect client systems.

XV. POST-DEGREE FIELD PRACTICUM

School Social Work

The Field Education Program makes available practicum experiences for individuals who hold MSWs or a related degree and are seeking extended professional development through fieldwork. The post-degree field practicum can include training in school social work and meets the Clark County School District requirements for employment with the District. (Currently, a CCSD school social work employment “endorsement” requires a University monitored school social work practicum among other requirements.) Such post-degree professionals are advised to first meet with the Directors of Field. If the practicum is deemed appropriate in meeting professional goals, the post-degree student must enroll in social work 799 (Independent Study) at the registrar’s office and complete the Independent Study form available at the School of Social Work office. The post-master’s student must then adhere to all of the documentation, assignments, and time requirements of the foundation practicum with the exception of attendance in the weekly seminar class. Upon successful completion of the school social work practicum, a letter of certification is submitted to the UNLV Department of Education for counter-signature and forwarded to the Clark County School District. Letters of completion may be obtained for other areas of focus.

XVI. FIELD PRACTICUM POLICIES

A. General Agency Responsibilities

It is the responsibility of the agency’s educational coordinator or field instructor to inform the University immediately of any changes in field placement arrangements and if any of the following changes occur:

1. Changes in agency address or phone number.
2. Changes in agency director and/or educational coordinator.
3. Proposed changes in field instructors.
4. Major adjustment proposed in student schedules.
5. Pending strikes and labor/management disputes.
6. Any extraordinary tension in the agency that may affect student learning.
7. Absence of the field instructor from the agency for more than one week.
8. Student absences for more than three days per term.

B. Hours Required

Newly admitted students to the School of Social Work MSW Program for Fall 2014 and are in the two-year MSW program are required to complete 1050 hours of field experience. The Foundation Practicum placements require 225 hours while the Concentration Practicum require 300 hours in the field each semester. Students are required to be in the same selected Practicum site for two (2) semesters (Fall and Spring). Students are expected to establish and be accountable for a regular schedule in their practicum, generally 15 hours per week in the Foundation Practicum and 20 hours per week in the Concentration Practicum. Accountability for hours is established though the accurate completion of the Field Practicum Time Sheet submitted by the student to the AFI, who then in turn submits it electronically to the Liaison. Inaccuracies, inconsistencies, receipt by someone other than AFI or other designated agency representative (i.e. Preceptor) not in an approved supervisory position, or other modifications to this document will be cause for not crediting hours toward the course requirement. This could result in a “Fail” grade in the course.

Special Note: In general, students may begin counting their Practicum hours one (1) week before the start of the semester in concurrence with their selected Practicum site and Agency Field Instructor. Exceptions to this standard may include Agency required orientations that may occur before this time frame. An agency is required to notify the Field Education Department in such cases. Students MAY NOT do practicum hours during Summer Sessions.

Special Note: Students who began their class work before Fall 2014 generally complete 10 hours per week in the Foundation Practicum.

C. Compensatory Time

The student’s schedule should be in accordance with the agency’s policy regarding normal working hours. Occasionally, agency programs require some appointments outside of regular hours. This is a professional obligation that should be met by arrangements planned in advance between the student and Agency Field Instructor consistent within agency policy and field practicum
perimeters. Occasionally, opportunities may arise such as special trainings, conferences or service events. If these are congruent with the services provide by the agency and social work practice, these may be considered for inclusion in practicum hours with the prior approval of the AFI. Only contact hours (hours actually spent in the training, etc.) may be counted as possible practicum hours, NOT travel, meals or other secondary activities. It is advisable to present any unusual practicum activities or commitments to the Field Liaison for feedback and direction.

D. **Field Practicum Days**

Field practicum days should not interfere with class schedules. It is the student’s responsibility to arrange or negotiate field days/hours that are compatible with her/his school and work schedule. Moreover, if the best learning for a student is facilitated by a flexible scheduling of hours, this may be arranged between the AFI and the student.

**Special Note:** Students **MAY NOT** do practicum hours during Summer Sessions.

E. **Agency Orientation**

Students are required to have an agency orientation that includes dress code, parking, hours of work, overtime expectations, flexibility of hours, times and dates of staff meetings, policies regarding transportation of clients, reimbursement procedures for expenses, student safety plan, contact information, policies and procedures related to social work activities.

**Special Note:** Agencies must have a safety plan in place for students in case of emergencies such as fire, police or possible unruly/violent client behavior.

F. **Student Dress Code**

Students in placement are expected to dress and conduct themselves as appropriate for professionals and within agency guidelines. Jeans, tank tops, tee shirts with slogans, sneakers, and sportswear such as bike pants, shorts and sweatshirts are not generally acceptable attire in a professional setting. Revealing or provocative garments are not acceptable under any circumstances and students should avoid dressing in a way that would be offensive. Students in health care and other settings may be asked to keep their hair above shoulder length, clip their nails short, limit jewelry, or wear protective garments supplied by the agency.

G. **Home Visits**
Home visits are a regular part of most placements. Even if they are not, a home visit may be clinically indicated in certain situations. Agencies will be expected to take appropriate measures to ensure the safety of students. At a minimum, the same safeguards provided to staff must be provided to students. However, in some cases students may need additional support and security provisions. The Director of Field education should be consulted if safety is a concern. Under no circumstances should students transport agency clients in their own personal vehicles.

H. **Background Checks and Fingerprinting**

Some agencies may require students to obtain special background checks that could also include fingerprinting, and/or a medical clearance. It is very important to inquire about these checks and conditions at the time of the interview at the agency. The student is responsible to obtain, provide, and in some cases pay for the information required by the agency. Please initiate the background check as soon as possible, some of the checks can take 4-6 weeks to complete. If a student is held up because of incomplete requirements it may hurt the student’s ability to accumulate the required number of practicum hours.

I. **Transportation**

It is the student’s responsibility to secure transportation to and from the field setting. The University has no funds with which to reimburse students for the use of their private automobiles and for other expenses incurred in the conduct of agency business. Under no circumstances should students transport agency clients in their own personal vehicles.

J. **Liability**

The University carries malpractice liability insurance that provides coverage for students during the practicum enrollment period. However, under no circumstances should a field practicum student be left alone and responsible in an office or agency setting. At least one agency staff member must be present and available. Supervising agency field instructors may be subject to vicarious liability for the performance of the student like any other supervisee.

If the student travels for agency purposes in his/her own or agency vehicle pursuant to field course activities, he/she should be quite clear about the coverage by agency insurance and his/her personal liability in case of accident.

**Special Note:** Under no circumstances should students transport agency clients in their own personal vehicles.
K. **Holidays**

Practicum schedules are designed to follow the academic calendar. However, some agencies may not observe all University holidays and breaks. Therefore, scheduling of field practicum hours should be determined early in the academic year/semester in conjunction with the Agency Field Instructor.

L. **Absences**

The student should be allowed absence from field courses and practicum in cases of personal illness or when illness or death occurs in the immediate family. The student is required to notify the Agency Field Instructor and the Faculty Field Liaison immediately. All practicum hours missed must be made up before a final semester grade will be given. Barring such emergencies, the student is expected to follow the practicum time guidelines as set up between the student and agency field instructor and the tardiness/absentee policies of the agency. Students are to give early attention to accounting for personal vacations or other planned activities that may interfere with competing practicum course requirements and to make the appropriate accommodations.

M. **NASW Code of Ethics**

The Code of Ethics is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Students should familiarize themselves with these principles. In particular, confidentiality should be adhered to in all written assignments and class discussions. Violation of the Code of Ethics could be grounds for dismissal from the field course. The website is located at [http://www.socialworkers.org/pubs/code](http://www.socialworkers.org/pubs/code).

N. **Administrative Responsibility**

Students are expected to understand agency values, policies, and procedures. No activity undertaken by the student should be to the detriment of clients, nor to the agency when it is pursuing its proper functions in the community.

O. **Disability Accommodations**
If you have a documented disability that may require assistance, you will need to contact the Disability Resource (DRC) for coordination of your academic accommodations. The DRC is located in the Reynolds Student Services Complex and the phone number is 895-0866 (TDD 895-0652).

P. **Mental Health Supports**

At times the ability to balance the demands of a rigorous academic program, other life responsibilities, and internal stressors may become difficult thereby requiring professional intervention. The Student Counseling and Psychological Services (895-3627) is available on campus to help students with concerns before these become more serious problems and to address crises. As a part of being self-aware, it is incumbent upon each social work student to understand his or her personal issues and limitations and to seek assistance through SCPS or other community resources when these have the potential to interfere with appropriate social work practice. Field faculty or their designees who identify or suspect significant mental health issues are encouraged to direct students to appropriate resources.

Q. **Petition Requirements**

Petition forms are required for the following circumstances:

1. Student may petition to change their practicum placement during a semester break (i.e. SW 719 into SW 729). Approval depends on the reasoning for changing practicum sites with a heavy emphasis placed upon student’s educational goals.

2. Students may petition to do their practicum at their place of employment. Placement of a student in a setting where she/he is employed will be considered only if the educational objectives of the field practicum are assured. The Agency Field Instructor must be different from the student’s work supervisor, practicum activities must be different from the current work experience, and the schedule of field practicum hours/days must differ from the student’s work schedule. Students must petition and be approved for placement in their place of employment and must document that these requirements are met. A clear delineation between the employee role and student role must be provided in writing.

In each instance, the student will have to complete a **Field Practicum Petition** form and submit to the Directors of Field Education.

The student may be required to submit a petition per the Directors of Field if an unusual or extraordinary situation is requested. In such circumstances, the
student must provide written documentation clearly illustrating how the placement request complies with field objectives, policies and guidelines. Such documentation (like the employment site petition) must be submitted with the original signatures of the student, prospective Agency Field Instructor and other individuals that may be closely linked to the situation. All petitions must be approved by the Directors of Field prior to the beginning of the field practicum. Failure to obtain this approval may interfere with the student’s ability to successfully complete field requirements.

Special Note: Field Practicum Petition forms can be found on the Field Education website.

R. Previous Experience

The Field Education Program will not, under any circumstances, credit a student for work or volunteer experience acquired prior to enrollment in practicum courses. The rationale for this policy is based on the philosophy that learning is a continuous process. Thus, even an individual with extensive experience in a particular area can still benefit from the learning opportunities available via monitored, supervised fieldwork.

S. Counseling Out Policy

In some cases, the student may be advised that participation in field practicum is contradictory to his or her welfare or that of the clients or population they serve. Circumstances or situations that initiate the counseling out process are available through the School of Social Work. As far as the Field Education Program is concerned, any field, other School faculty, or designee (e.g. preceptor, agency field instructor) may recommend the initiation of this policy based on reasonable information that indicates that the student is not able or willing to function in accordance with School or professional standards. The discovery of dishonesty in the educational context (i.e. falsifying case information, copying peer papers, etc) can result in the initiation of this policy. Outcomes can range from consultation to delay in field practicum, to participation in field practicum under specified conditions, assignment of a failing grade to dismissal from the social work program. Students are advised of each stage in the process according to School policy.

T. Sexual Harassment

It is the policy of University of Nevada, Las Vegas –School of Social Work, that in order to maintain an environment in which the dignity and worth of all students are respected, that harassment of students in their field placements is
intolerable and unacceptable. It is seen as a form of behavior that seriously undermines the atmosphere of trust essential to the learning environment. Also, willful false accusations of harassment will not be condoned.

The School of Social Work recognizes that, the harassment policies and procedures adopted by UNLV may not apply to the harassment of a student in the field practicum agency where he/she is not an employee of the agency or where harassment is coming from someone who is not a University instructor. The following guidelines are provided in case there are situations or complaints regarding harassment of students (due to the unavoidable subordinate position students experience in field placement at times). Harassment of students may include harassment from a field instructor, agency employee, community representative, etc.

1. Harassment may be defined as unwanted sexual advances, or visual, verbal or physical conduct of an inappropriate nature. May involve the behavior of the field instructor or any person employed by the field practicum agency of either gender when such behavior falls within the definition outlined below (the following is a partial list):
   a) Harassment of a student from UNLV is defined as unwelcome sexual advances, requests for sexual favors, verbal or other expressive behaviors, or physical conduct commonly understood to be of a sexual nature when:
      1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s continued placement;
      2. submission to or rejection of such conduct is used as a basis for decisions or assessments affecting the individual’s welfare as a student placed in the agency:
      3. such conduct has the purpose or effect of unreasonably and substantially interfering with an individual’s welfare, academic, or professional performance, or creates an intimidating, hostile, offensive, and demeaning internship/educational environment.
   a) Consensual relationships are deemed unwise and seen as professionally inappropriate when they occur between members of the teaching staff or other agency staff (specifically, in field for this policy) and students. A professional power differential exists in these situations in terms of the influence and authority which the one can exercise over the other. Also this type of relationship begins to professionally and ethically concern the NASW Code of Ethics.

2. Harassment of any practicum student from the School shall not be tolerated from a field instructor, employee, or representative of the field practicum
agency. To best ensure that students are placed in an agency environment free from sexual harassment, the following needs to occur:

a) Any field practicum setting approved for use as a field placement shall provide the student with a copy of its own “harassment policy” utilized within the agency setting. Agency policies and procedures shall be reviewed in complete detail with the student. Students should be clear on who to inform and who are the designated persons to share the matter with.

UNLV, and the Field Education Faculty, may also request a copy of this policy at any given time. If the agency has no such policy, the School of Social Work strongly urges that one be developed.

b) Each field practicum agency is responsible for orienting students to the harassment policies and procedures in that particular setting. This orientation should include, but not be limited to:

1. discussion of harassment within the agency setting, including professional and non-professional staff, field instructors, etc.;
   a) discussion of harassment issues with clients; and
   b) harassment from fellow colleagues.
2. If a student believes that he/she has been the subject of harassment in the field practicum setting, the student will notify the following personnel concerning the field: the field instructor; the field faculty; and/or the Director of Field Education or Assistant Director of Field Education.
   a) Any student who believes that she/he has encountered harassment is encouraged to discuss the concern with any one of the following persons at the University with whom she/he feels comfortable: Field Education Faculty mentioned above, the Advisor, Department Director, Dean of the College, Equal Opportunity Counselors, University Personnel Services, etc.
   b) If the field practicum setting has a specifically designated individual or office to deal with these matters, that person or office should also be notified by the student. The student is strongly encouraged to notify agency personnel.
   c) The School faculty member receiving the report shall immediately notify the School Director, Director of Field Education, field faculty, designated Personnel Services officer, etc. and follow procedures in accordance with the University policies. See UNLV Sexual Harassment Policy at http://hr.unlv.edu/policies/harassment
   d) Based on the exploration or investigation of this matter, the School shall ensure the student is safe and free from harassment.
The following procedures shall be followed in the event that charges of sexual harassment are raised while a student is in field.

A. Complaint:

1. Made directly to Coordinator of Field Education, or
2. Made to School of Social Work Director, or
3. Made to any administrator designated to receive complaints i.e. the Affirmative Action Program Officer, the Human Resources Officer or any other officer designated by the President.

B. Investigation Process:

1. Interview with the complainant
   a. The procedure will be explained
   b. Complainant provides alleged charges in writing
2. An interview will be conducted with the alleged perpetrator
3. Interview all involved parties; e.g., field liaison, field instructor, other practicum students, client

C. Types of Action which may be taken:

1. No foundation to the complaint found; no record of alleged charges maintained
2. Some foundation of sexual harassment found but unable to substantiate
   a. Warning letter sent to the alleged perpetrator
   b. Copy of letter placed in student or agency file
3. Solid foundation for the charge
   a. If charge is against agency personnel:
      (1) Reassignment of student to different field instructor or different agency with no penalty to student.
      (2) Discontinuation of use of agency unless corrective action is taken by immediate supervisor of accused.
   b. If charge is against student:
      (1) Complaint is referred to the Office of Student Conduct for investigation and possible action.

*Students following these procedures are in no way inhibited from pursuing other options. No student will be subject to restraint, interference, or reprisal for seeking information about harassment or filing a harassment complaint, etc.*
U. **Paid Practicums**

Practicum activities and student roles are separate and distinct from “employment.” Very few agencies offer a “stipend,” which consists of limited funds given to students as compensation for time spent in their practicum. However, stipends are offered solely at the agency's discretion. Students who receive stipends are situated the same as students who do not receive stipends, and are not to be treated as employees by the agency.
APPENDIX

1. Field Practicum Supervision Guide
2. Preparing for Supervision: Understanding What’s Expected and Why
3. Suggested Topics for Supervision
4. Questions for Reflective Supervision in Field Education
5. Self Care Ideas
6. 2014-2015 Field Education Calendar
Instructions: It is the responsibility of the student to complete this supervision form prior to meeting with the Field Instructor for weekly supervision. This form is used to plan learning activities and opportunities for the coming week and to document student progress on identified learning activities as outlined in the learning contract. Student must keep a file of weekly supervision forms for Field Liaison review during the performance evaluation at the end of each semester.

Date: ___/___/___  Academic Standing: BSW  MSW-FND  MSW-ADP  MSW- MCP

Student Name: _____________________________  Field Instructor Name: _______________________

Agency Name: _______________________________________________________________________

WEEK: (circle)     1      2      3      4     5      6      7      8      9      10      11      12      13      14      15      16

Number of Hours Completed this Week: ______  Total Number of Hours at Practicum: _______

Weekly Supervision Held (check one):     ____Yes     ____No  Reschedule for:_____________________

I. Weekly Activities and Opportunities:

➢ Learning Contract Activity (cite reference number):

........................................................................................................................................

➢ Specific Skill Development:

........................................................................................................................................

➢ Client Contact (check all that apply): ___Intake      ___Case Management    ___Crisis

........................................................................................................................................

........................................................................................................................................

➢ Macro Learning Activities:

........................................................................................................................................

II. Student Self-Reflection: Weekly Highlights and Low Lights

III. Self-Care Strategies Utilized this Week:

IV. Learning activities for next week:

<table>
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<tr>
<th>Task/Activity</th>
<th>Expected Completion Date</th>
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Preparing for Supervision: Understanding What’s Expected and Why

Why is Supervision Important in Social Work?
- Being active in supervision contributes to professional growth, and to the development of self-awareness.
- Supervision is an opportunity for students to clarify expectations.
- Social Work is stressful & difficult. One focus of supervision is support.
- Student work directly affects client’s lives. Guidance, direction, support and feedback from the Agency Field Instructor is important.

Students should strive to use supervision in purposeful & responsible manner.
- Meet at a regularly scheduled time with supervisor each week.
- Be prepared. Bring questions, observations, & requests for input & feedback.
- Use the time to examine your performance & explore new ideas.

Expectations for students include:
- Dependability & follow through on assigned work
- Attention to detail & proper procedures
- Initiative in work-related assignments
- A cooperative attitude toward the field educator & other staff
- A willingness to learn from whatever tasks are assigned
- Openness to supervision, including asking for, and learning from constructive criticism
- Willingness to seek help when needed

Stages of Supervision:
- Orientation: Students may feel uncertain; anxious
- Exploration and Skill Building: Students begin developing confidence as they build skills and competencies
- Beginning Competency: Students have acquired knowledge about the placement agency, and the attainment of skills increases student confidence. Students have a greater degree of self-awareness related to their own strengths and weaknesses, as well as particular areas of interest.

Supervision is an interactional process. However it is not therapy.
Many students are drawn to the profession thinking it is a way for them to address their own issues. Supervision is not the place to do that. It is possible that, in working with clients, you may bump into your own issues. Having insight about that can be helpful. However, if your issues are getting in the way of being effective with your clients, you should seek outside resources and counseling to address them. Do not be offended by this recommendation - it is in support of you being a more effective social worker.

Conflicts may arise in the supervisory relationship.
For example, you may feel that your field instructor does not devote enough time to you and your learning needs. Or you may feel that your field instructor is either too controlling or not structured enough. The two of you may have very different
personalities. Perhaps you & your field instructor differ in terms of gender, race, ethnic background, or age and this somehow affects your relationship. Whatever the conflict, talk about it. Do not avoid the problem. You will be expected to find ways to deal with these issues. Remember, your field liaison is available to assist in problem solving.

SUGGESTED TOPICS FOR SUPERVISION

• Thorough orientation to the agency, employees, standard operations, dress code, etc.
• Professional boundaries with co-workers and clients
• Communication, styles of communication, active listening
• Discussion of current or past courses taken and how that connects with practicum tasks and experiences
• How does theory taught in classroom translate to the “real world of social work”
• The overwhelming feeling that hits the student at the beginning of practicum and how to manage the integration of an abundance of new information
• Assessment and Treatment Planning
• The NASW Code of Ethics, broken down in sections and applied to current practicum situations, hypothetical situations, or past client/agency situations
• Confidentiality issues, HIPPA
• Journal articles or readings that relate to the practicum placement or populations served at the practicum agency
• Use of journaling to process feelings in practicum
• Transference and Counter-Transference issues that may develop when working with clients
• Self-Disclosure with clients, (when to and when not to)
• Cultural and diversity issues within the agency and when working with clients
• Burnout and compassion fatigue, what it looks like, how do I know if I have it, and what can I do to overcome it
• Colleague relationships in the practicum setting
• Resources and referrals
• Intervention techniques
• Bureaucracies and agency organization
• Positive feedback, constructive criticism and **clear expectations**

**Questions for Reflective Supervision in Field Education**

**Establishing the Supervisory Relationship…**
- What are your expectations/needs from a supervisor?
- What is your personal learning style?
- Do you have any concerns about safety in this field experience?
- How do you take care of yourself?
- How do you handle stress?
- How do you approach conflict?

**Throughout the Semester…**
- What concerns do you have about your own safety or the safety of clients?
- What qualities/attitudes/skills need to be present at every session/contact with a client?
- Describe the steps that you take to build rapport with clients.
- What skills/techniques do you use when you (insert task)?
- What was your biggest concern and how did you approach it?
- What is your experience working with other workers, students, volunteers from within your work unit? What about other parts of the agency?
- How do you see my supervisory style working (or not working) with your learning style?

**In response to specific issues or concerns…**
- How do you experience the situation/person/group?
- What experiences do you have related to the current situation?
- What strengths do you bring to the relationship?
- What personal limitations do you bring to your work?
- How do all of these impact your role in facilitating change?
- What concerns do you have about your own safety or the safety of clients?
- What do you see as the areas of focus to resolve the crisis?
- What are your limitations as a helper?
- What barriers are you facing? Do you have any ideas about how to overcome them?

**Mid Semester Evaluation…**
- What is the progress on the specific assignments you have been working on this semester?
- In reviewing each competency area on the learning agreement what areas need additional focus or discussion?
- What are your strengths and how have you applied them in this setting?
- What skills have you been able to transfer from previous experiences (work, internship,
volunteering, life)?
☐ Can you describe a specific accomplishment or proud moment?
☐ Is your field experience what you expected?
☐ Describe your workload. Is it too much, too little, just right?
☐ At this point what grade would you give yourself and why? Discuss concrete examples of what a 4.0, 3.5, 3.0, etc. look like.
☐ If you could change something, what would it be?
☐ What feedback is most helpful to you?

End of Semester Evaluation…
☐ What plans have you made for continuity of services to clients you are working with? (Either over semester break or at the end of the placement) (termination plan)
☐ What has the client termination process been like for you?
☐ What are the accomplishments that you are most proud of?
☐ How would you describe your field experience to an incoming student?
☐ What knowledge/skills will you take with you?
☐ Is there a specific situation/experience that stands out?
☐ What did you learn about yourself?
☐ If you could change something about your experience what would it be?

Promoting Professional Development
☐ How has your identity as a social worker grown and developed related to (specific experience or stage in placement)?
☐ What areas you would identify for your ongoing professional development?
☐ How do your personal values and biases impact the therapeutic relationships with clients?
☐ How do your personal values and biases intersect with professional ethics in this practice situation?
☐ What preconceived ideas do I have about clients situation (ie poverty, issues of privilege, race, religion)? How are these influencing my practice?
☐ How do you identify and respond to power differentials in your relationship with clients (or related to a specific experience)?
☐ How do culture and issues of difference impact clients experience?
☐ How do culture and issues of difference impact the therapeutic relationships with clients?
☐ How can I use my understanding of differences as an opportunity for growth and change as a professional?
☐ How can I use my understanding of differences as an opportunity to facilitate change for clients?
15 Ways Social Workers Can Look After Themselves

1. Reduce Stress. Social workers face numerous stresses on the job. The first step of self-care is to reduce stress. This might mean cutting back on work hours or switching to a less stressful job. Also, it is important for social workers to reduce stress in other aspects of their lives. For example, caring for an elderly parent or having marital conflict are both stressors that need to be managed. Perhaps getting some help caring for a parent or going to couples therapy might help with these two stressors.

2. Practice Relaxation. There are many ways to relax. It is important to keep some of these in your toolbox. For example, progressive muscle relaxation is a great way to relax tense muscle. For this, you tense muscle groups and relax them, moving through your whole body. Yoga, Tai Chi, or breathing exercises are other ways to relax.

3. Avoid Compassion Fatigue. When you give too much at work, you may end up feeling exhausted. Manage your time well so that you have breaks within your day. Talk to coworkers about difficult clients. Make time for yourself.

4. Assertiveness. Saying yes all the time can lead to burnout. Set appropriate boundaries at work and at home.

5. Exercise. Exercise is a great stress reliever. Thirty minutes of vigorous exercise at least three times a week is helpful for managing stress. Find a workout buddy or exercise alone. Listen to your favorite music while working out.

6. Know and Respect Your Limits. We are not superhuman. We all have limits. Know what your boundaries are. Recently I was doing weekend shift work. It became exhausting and stressful. Now I won’t do either. What are your limits?

7. Spend Time with Friends and Family. Having a supportive network of friends and family is crucial to a sense of wellbeing. Schedule time with your support network regularly. Try combining activities. For example, you can combine exercise and social time to use your time wisely.
8. Share with Coworkers. Sometimes you hear difficult stories at work. Share the burden with co-workers. You do not have to hold in someone else's pain. Schedule regular debriefs with co-workers.

9. Take Care of Yourself. Each Day Do one self-care activity each day. Have a hot bath. Drink a cup of chamomile tea. Treat yourself to a massage. Find ways to unwind and relax.

10. Create a Nurturing Work Space. Create an office environment that is calm. Put plants in your office. Play relaxing music in the background. Put inspirational posters on the walls and pictures of friends and family on your desk.

11. Seek Personal Therapy. Social workers need support too. Find someone to talk to that is a good listener.

12. Accept that we are Human. Social workers make mistakes sometimes. If a client doesn't change their life for the better, it is not your fault. Do the best you can and then leave it at that.

13. Delegate. When your workload is too great, get help. Maybe you can give some of your clients to another social worker. You can also delegate at home. Hire someone to clean your house to take it off your plate or have a friend help you with a home project.

14. Practice Good Time Management. Organize your time well so that you have a balanced life. Schedule in down time, alone time, exercise and social time.

15. Eat Healthy. Take time to eat right. Follow the Canada Food Guide or make up your own meal schedule. This will give your body more energy.
FALL 2014
August 25, Monday
August 25-29
September 1, Monday
September 12, Friday
September 19, Friday
October 8, Wednesday
October 17, Friday
October 18, Saturday
October 31, Friday
November 11, Tuesday
November 27-28, Thursday-Friday
December 1-6, Monday-Saturday
December 6, Saturday
December 8-13
December 8-13, Monday-Saturday
December 13, Saturday
December 15, Monday
December 16, Tuesday by 4:00 p.m.

SPRING 2015
January 12, Monday
January 19, Monday
January 20, Tuesday
February 2, Monday
February 9, Monday
February 16, Monday
March 6, Friday
March 13, Friday
March 14, Saturday
March 30-April 4, Monday-Saturday*
May 4-9, Monday-Saturday
May 9, Saturday
May 11-15,
May 11-16, Monday-Saturday
May 15, Friday

Institution Begins
First Day of Field
Labor Day Recess
Learning contract due to Field Liaison
First Liaison Site Visit
Learning contract due
Mid-term Evaluation to Field Liaison
Mid-term Grade entered in WebCampus
Mid-Semester (end of 8th week)
Nevada Day Recess
Veterans Day Recess
Thanksgiving Day Recess
Study Week
Instruction Ends
Liaison Site Visit
Final Evaluation due to Field Liaison
Semester Ends (end of 16th week)
Evaluation Due
Fall Grades Due
Commencement

First day of Field
Martin Luther King, Jr. Day Recess
Instruction Begins
Liaison site visit
Learning Contract due to Field Liaison
Learning Contract due
Washington’s Birthday Recess
Mid-term Evaluation to Field Liaison
Mid-term Evaluation
Mid-term Grade entered in WebCampus
Mid-Semester (end of 8th week)
Spring Break
Study Week
Instruction Ends
Liaison Final Site Visit
Final Evaluation due to Field Liaison
Final Examinations
Final Evaluation
May 16, Saturday

May 19, Tuesday by 4:00pm

Semester Ends (17 weeks)
Commencement
Spring Grades Due

*Faculty Senate practice indicates that if four or more weeks are remaining after Easter Sunday, Spring Break is the week ending with Easter. Otherwise, Spring Break is the week following mid-semester. In 2015, Easter Sunday falls on April 5th. **Observed Holidays were determined using the guidelines in NRS 236.015.