

**RHODE ISLAND COLLEGE**  
**School of Social Work – MSW Program**  
**FIELD EDUCATION POLICIES AND PROCEDURES**

**TABLE OF CONTENTS**

INTRODUCTION .....	2
FIELD EDUCATION PROGRAM POLICIES .....	3
Selection and Monitoring of Field Settings .....	3
Field Placement Process .....	3
Placement Pre-requisites .....	3
The Application Process .....	4
Field Readiness .....	4
Accommodations for Disability .....	4
Confirmation of Field Placements .....	4
Placement Policies and Procedures .....	5
MSW I Placements .....	5
MSW II Placements .....	5
Policy on Professional Behavior .....	6
Ethical Obligations .....	6
Professional Commitment .....	6
Professional Behavior .....	6
Personal Behavior .....	7
Emotional Problems .....	7
Harassment .....	7
Statement of Non-Discrimination and Affirmative Action .....	8
Dual Relationships in Field .....	8
Confidentiality Policy .....	9
Social Media .....	9
Background Checks .....	9
Varied Field Experiences .....	9
Field Placement at Work Setting .....	9
Proposal for Field Placement at Work Setting .....	10
Employment Offers at Field Site .....	11
Field Education Calendar .....	12
Timetable for Completion of Field Hours .....	12
Policy for Resolving Problems in Field .....	12
Mid-Semester Placement Changes .....	13
Grades in Field .....	13
Satisfactory .....	13
Incomplete .....	13
Unsatisfactory .....	13
Student and Agency Arrangements .....	14
Agency Requirement for Staff, Interns and Volunteers .....	15
Policy for Addressing Safety in Field .....	15
Use of Personal Vehicles .....	15
Other Field Policies .....	15
Exceptions .....	15
Field Education Committee .....	15
RESPONSIBILITIES OF THE SCHOOL OF SOCIAL WORK TO ITS STUDENTS IN THE FIELD .....	16
TO AGENCIES AND FIELD INSTRUCTORS .....	18
RESPONSIBILITIES OF FIELD WORK AGENCY .....	19
RESPONSIBILITIES OF FIELD INSTRUCTORS .....	20
RESPONSIBILITIES OF THE STUDENT .....	22

# **FIELD EDUCATION POLICIES AND PROCEDURES**

## **INTRODUCTION**

Welcome to field education at the Rhode Island College School of Social Work. This manual contains policies, procedures and information about the field experience in the MSW program. It contains the rules by which we play and attempts to answer your questions about the processes involved in managing and successfully completing your placement. Additional information and forms are located on our website at <http://www.ric.edu/socialwork/Pages/Field-Education.aspx>.

Field experience is an integral part of social work education, where students begin to connect and integrate theory and practice. Field experiences reinforce student identification with the purposes, values and ethics of the social work profession. They assist students to integrate learning in the classroom with experiential learning. Thus, concurrent with field placement, students are enrolled in practice classes and field seminars that foster this integration of empirical and practice-based knowledge. We hope that, in your field experience, you will develop knowledge, increase your skill, and have opportunities to participate in real-life practice.

In planning the field instruction program for students, we place particular emphasis on the need for and right to individualization. Individualization takes time. Making the right match of student, agency and field instructor is a complicated task. The field office, faculty and field instructors work diligently to include and involve students in choices about referral, placement, learning goals, and evaluation. All of us in this process want you to have a successful field learning experience.

The office of Field Education is committed to developing placement opportunities that promote the achievement of professional competence in the generalist foundation and advanced practice years and within a student's concentration and track. Field sites offering a broad array of services to diverse populations in Rhode Island and Massachusetts (and even a few in Connecticut) reflect the mission, goals and the competencies of the MSW program.

# **FIELD EDUCATION PROGRAM POLICIES**

## **Selection and Monitoring of Field Settings**

The office of Field Education maintains responsibility for approving all field settings. It selects organizations as field sites and monitors them according to the following guidelines:

### **Selection**

- Investment in social work education, including the importance of helping students integrate classroom and field learning
- Evidence of sufficient and appropriate learning opportunities
- Professionals qualified to provide field instruction, i.e., have an MSW degree from a CSWE-accredited program and have two years of post-masters experience
- Commitment to provide two hours of field instruction per student each week, with one hour of one-on-one supervision by a primary field instructor and a second hour by the primary field instructor or a secondary instructor available in the setting
- Evidence of accreditation by appropriate certifying organizations if applicable

### **Monitoring**

- The quality of the learning experience provided to students as reported by students and faculty liaisons
- The quality of communication between the organization, field instructor, and the school
- Program or personnel changes that would affect student learning
- The organization's ability to comply with curriculum changes that would affect student learning
- Field Instructor attendance at training sessions/field office workshops
- Review of a field setting evaluation form completed by students at the conclusion of their field experience

Monitoring the quality of field instruction is an ongoing process that is accomplished via personal e-mail and telephone contacts between faculty field liaison, the student, and field instructor. In turn, field instructors monitor the program by their feedback to the faculty advisor and the office of Field Education.

## ***Field Placement Process***

### **Placement Pre-requisites**

Only those MSW students who are enrolled in practice course and field seminar and who have completed the proper prerequisites will be allowed to enter field education instruction and receive a placement.

## **The Application Process**

Individual learning needs will be determined through the placement process, which includes completing a written application and updated resume, and an interview with a member of the staff of the office of Field Education. The knowledge and skills that students bring into the MSW program and the knowledge and skills that students hope to acquire in preparation for continuing their social work careers will be considered. Students are welcome and encouraged to discuss ideas and preferences during the placement interview. However, students may not contact field agencies or schedule or participate in interviews without a referral from the office of Field Education.

## **Field Readiness**

Students are required to show preparedness for field by demonstrating professionalism in all aspects of the educational process, including interactions with faculty, staff, field agency employees and peers. Students who are ready to begin field:

- Demonstrate the ability to work cooperatively with others;
- Show respect for diverse opinions;
- Model self-awareness and self-control;
- Demonstrate ability to form positive working relationships with clients, faculty, staff, field agency employees and peers;
- Show ability to work toward resolving ones personal issues that may impair performance in field placement or in the profession.
- Comply with School of Social Work policies to bring forward any problems in field education.

Students will comply with the College Handbook, the SSW Policy Concerning Professional Behavior (see below), the SSW Confidentiality Policy and/or the *NASW Code of Ethics*.

The director of Field Education, the MSW department chair and the faculty of the MSW program reserve the right to recommend dismissal from the program for any student who gives evidence of an inability to secure or maintain a field placement and carry out field responsibilities at the master's level.

## **Accommodations for Disability**

Students requesting reasonable accommodations in field placement are required to also register with Disability Services Center on campus (<http://www.ric.edu/disabilityservices/>).

## **Confirmation of Field Placements**

Students are responsible for filling out the mandatory online field confirmation form after the interview process is complete. The Field Confirmation must contain all requested contact information. Students' hours in the field may not begin until all paperwork is returned, and any

hours performed in the field will not be counted until the placement is confirmed. Once the confirmation form has been submitted, a confirmation letter will be generated by Metryx and sent to the intern, field seminar instructor, MSW supervisor and the office of Field Education.

All students in field placements will track field data through Metryx, an online software that will organize students' field data and evaluation information. An account must be opened at the student's expense once it is time to confirm the field placement. The intern will receive information via RIC e-mail on opening an account at [ric.mymetryx.com](http://ric.mymetryx.com) and enter the data required for Field Confirmation.

## ***Placement Policies and Procedures***

### **MSW-I Placements**

Foundation-year field placements are generalist placements designed to provide students with opportunities to engage actively in professional tasks that complement as well as reinforce classroom learning. Students will implement theory-in-practice with individuals, families, groups, organizations, and communities. Students will complete 480 hours in field in their Foundation-year placement under the supervision of a field instructor with an MSW degree and two years post-masters' experience. Most internship sites are open for business during standard daytime hours. All students entering field are required to be available for a minimum of 8 daytime hours.

### **MSW-II Placements**

Advanced-year field placements are advanced practice placements designed to provide focused learning opportunities within chosen specializations (clinical or macro). Students' foundation-year field evaluations may be considered as part of the placement process. Students will complete 600 hours in field in their advanced-year placement under the supervision of a field instructor with an MSW degree and two years post-masters' experience. Most internship sites are open for business during standard daytime hours. All students entering field are required to be available for a minimum of 8 daytime hours.

## **Policy on Professional Behavior<sup>1</sup>**

Any student participating in field education must review and sign that they have understood the Policy on Professional Behavior.

<http://www.ric.edu/socialwork/documents/Policy%20on%20Professional%20Behavior.pdf>

Any student whose performance in the field placement constitutes a breach of the *NASW Code of Ethics*<sup>2</sup>, and/or the School of Social Work Professional Code of Conduct (see below) will be referred to the Academic Standing Committee by the director of Field Education.

The following framework guides the policy on professional conduct. Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice, inappropriate or disruptive behavior toward colleagues, faculty, or staff (at school or field placement) may result in termination from the social work program.

### **Ethical Obligations**

Students are ethically and professionally bound to:

- adhere to the NASW (National Association of Social Workers) *Code of Ethics*
- appreciate the value of diversity by demonstrating effective and nonjudgmental relationships and working with others who are different from oneself; and
- adhere to issues of confidentiality as they relate to human services, classroom activities, and field placement.

Students are required to meet all of the following requirements to maintain good standing:

### **Professional Commitment**

- A strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the *NASW Code of Ethics*. Behavior judged to be in violation of the current NASW Code of Ethics may result in a consultative review and/or administrative action by the Academic Standing Committee.
- A demonstrated commitment to the essential values of social work, which include respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).

### **Professional Behavior**

---

<sup>1</sup> Adapted with permission from Wood, Z.B. (2008). Field education manual: Mandel School of Applied Social Sciences, Case Western Reserve University.

<sup>2</sup> Workers, N. A. (2008). *NASW Code of Ethics (Guide to the Everyday Professional Conduct of Social Workers)*. Washington, DC: NASW.

- Behaviors that are in compliance with program policies, institutional policies, professional ethics standards, and societal laws in classroom, field, and community.
- Appearance and personal demeanor reflect a professional manner.
- Sound judgment in decision making.
- Potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and critique in a positive manner.
- Work and communication with others that is intended to resolve issues in a manner that is direct, professional, and geared toward problem resolution while avoiding triangulation.
- Advocacy for him/herself undertaken in an appropriate and responsible manner using proper channels for conflict resolution.
- Willingness to receive and accept classroom feedback and field supervision in a positive manner to enhance professional development.
- Professional and respectful interpersonal behavior with colleagues, faculty, and staff in class and field.

### **Personal Behavior**

#### **Stress Management**

- Ability to deal with current life stress through the use of appropriate coping mechanisms when stress interferes with scholastic and professional performance.
- Use of appropriate self-care and supportive relationships with colleagues, peers, and others when stress affects scholastic and professional performance.

#### **Emotional Problems**

- Use of help for problems that interfere with scholastic and professional performance.
- Recognition of need to engage in counseling or seek support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties result in any of the following:
  - compromising scholastic and other performance;
  - interfering with professional judgment and behavior;
  - jeopardizing the best interests of those to whom the social work student has a professional responsibility (as outlined in the *NASW Code of Ethics*).

### **Harassment**

The school will not tolerate any form of harassment, which includes the following:

- Conduct that intimidates, threatens, or endangers the health or safety of any person.
- Behavior that intentionally or negligently causes physical, financial, or emotional harm to any person.
- Behaviors such as prank phone calls or abuse/harassment of others through electronic means.

## **Statement of Non-Discrimination and Affirmative Action**

Pursuant to the philosophy of the Board of Education and the Council on Postsecondary Education, Rhode Island College prohibits discrimination, including harassment and retaliation, on the basis of race, color, creed, national or ethnic origin, gender, gender identity or expression, religion, disability, age, sexual orientation, genetic information, marital status, citizenship status or status as a special disabled veteran, recently separated veteran, Vietnam era veteran, or any other veteran who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized. Rhode Island College also prohibits all forms of sexual harassment and sexual violence.

Should you encounter any type of discrimination and/or harassment, including at field sites, you are encouraged to contact a member of the social work faculty/staff, a responsible college employee or the Title IX Coordinator. (Click [here](#) for contact information and details on who is a responsible college employee). To access information on the Rhode Island College policies regarding Nondiscrimination and Affirmative Action, Click [here](#). Complaints of discrimination and/or harassment may be filed with the College's Title IX office. Click [here](#) to access the Title IX office. Allegations of violations of the Statement of Nondiscrimination and Affirmative Action are adjudicated through the Office of Institutional Equity. If a person is found to be responsible for violating the Statement of Nondiscrimination and Affirmative Action, they may be subject to additional sanctions according to this policy.

## **Dual Relationships in Field**

When assigning field instructors to students, the School of Social Work adheres to pertinent standards in the *NASW Code of Ethics* concerning dual relationships and conflicts of interest. In the context of field instruction, dual relationships occur when a field instructor maintains a relationship with a student in more than one domain, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively. According to the *NASW Code of Ethics*,

Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. . . . (standard 1.06[a])

Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. . . . (standard 1.06[c])

Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries. (standard 3.02[d])

In order to prevent exploitation or potential harm to students, favoritism, and partiality – and to comply with *NASW Code of Ethics* standards – students and potential field instructors should

disclose to the director of Field Education any dual relationship or conflict of interest. Examples include situations where the potential field instructor has provided clinical services to the student; friendships between the student and potential field instructor; and other professional and business relationships between the student and potential field instructor.

### **Confidentiality Policy**

Students are required to follow the NASW Code of Ethics guidelines on privacy and confidentiality and adhere to agency policies regarding clients' rights in all direct service, documentation and case presentation of client information from the field placement.

### **Social Media Policy**

Students are required to familiarize themselves and comply with the field site's policies on confidentiality with regard to digital and other electronic communications, information storage and record keeping. To protect confidentiality and maintain clear boundaries, students may not use personal smart phones to call, text or e-mail clients. In addition students may not use social media or social networking sites to 'friend' clients' or discuss confidential matters related to field work. Student should prevent clients' and supervisors' access to social workers' personal social networking sites to avoid boundary confusion and inappropriate dual relationships. In addition, students shall not access clients' or supervisors' sites.

### **Background Checks**

Every student entering field placement is required to complete a comprehensive background check. Students must open an account with Castlebranch.com and will be responsible for all associated fees.

### **Varied Field Experiences**

Foundation- and advanced-year placements must be in two different agencies so that the student has two different field experiences. Students may propose to complete one field placement at their place of employment.

### **Field Placement at Work Setting**

To be considered for a placement in an agency of employment, which may be permitted only once in a student's career at the school, a student must prepare and submit a "Proposal for Field Placement at Work Setting" for approval by the director of Field Education and chair of the MSW Department. Proposals can be downloaded from the field office website. They should be prepared using word processing software and will be considered complete when submitted with the proposed field instructor's resume and a letter of approval from the executive director of the

agency. Deadlines for Proposals for Field Placements at Work Setting are posted outside the office of Field Education and on the School of Social Work field office webpage at <http://www-prod.ric.edu/socialwork/Pages/Field-Education.aspx>.

The field instructor for a student seeking a work-setting field placement must hold an MSW degree from a CSWE-accredited institution, have at least two years of post-MSW practice, and cannot be his/her regular employment supervisor. If there is no one available in the agency, the services of an experienced MSW with appropriate credentials who works off-site will be considered. Assignments of field instructors within the work setting must comply with the NASW policy on dual relationships. Field instructor availability must meet the requirements universally set for field instructors. The primary field instructor should be available at minimum for one hour a week and should assure that the student receives an additional hour of supervision from staff colleagues or other on-site supervisors, either individually or in a group setting. Under no circumstances will the student pay for the services of a field instructor.

The student must have assignments that are different from the work she or he usually completes. The assignments must be substantive and must meet the requirements for a generalist (foundation-year) or a concentration-specific (advanced-year) field setting.

### **Proposal for Field Placement at Work Setting**

Students who wish to negotiate special arrangements for a field placement at their current place of employment must use the outline below to complete their proposal and submit it to the director of Field Education for approval. The agency official with authority to grant permission for release time for the field placement should be contacted before you submit the proposal to the director of Field Education. Please observe the deadline for submitting completed proposals that is posted on the School of Social Work webpage at <http://www-prod.ric.edu/socialwork/Pages/Field-Education.aspx> or outside of the office of Field Education.

The proposal should be typed and dated and include the following information:

- **Student Name**
- **Student Address**
- **Student Telephone**
- **Student e-mail**
- **Year of Study (foundation or advanced)**
  
- **Name and Address of agency including telephone phone number and e-mail addresses**
  
- **Description and mission of agency**

- **Student Employee Status, including a brief job description; job title and function; client population served; length of time employed in this capacity; name of immediate supervisor and contact information for supervisor.**
- **Proposed field placement experience;** including proposed placement, title and function; setting/location; client population served; MSW field instructor (name, contact information and resume)
  - **For advanced year only: Student's foundation year MSW field experience**
  - **MSW-II students should describe their MSW-I field experience; (Advanced Standing students should describe their BSW field experience)** Information should include name of agency and supervisor; student's role and description of responsibilities; client population served
- **Proposed Field Instruction Learning Objectives; Assignment/Range of Tasks to Meet Learning Objectives; Proposed Field Instructor.** It is important that students take time to develop a "mini" learning contract using the learning objectives and specific competencies outlined in the field education contract.
  - List and describe potential social work practice involvement and/or projects that could be implemented at the agency that are *substantially different* from the tasks/assignments done under "employee status", or job function.
  - Develop a list of proposed field instruction learning objectives. (Use objectives in the field instruction curriculum objectives for guidance).
  - Proposed days of the week and time frame for operating under title of field instruction student intern.
  - Briefly describe the qualifications and experience of proposed field instructor. (A resume or vita must accompany the proposal).
- **Attached to your proposal you must also have:**
  - Current resume of proposed field instructor.
  - Letter from the agency director/administrator stating that s/he has reviewed the proposal and is in agreement.

### **Employment Offers at Field Site**

Should an intern be offered employment in their field site prior to the completion of the field placement, the internship must meet the criteria set forth in the Field Placement at Work Setting policy (above).

## **Field Education Calendar**

A calendar of important dates will be published annually by the director of Field Education. This calendar will outline the dates during each semester that students are expected to be in field. Students are excused from field instruction on regularly scheduled college holidays and vacation periods except for the January winter break. If an official weather emergency has been declared and the college is closed, students are not required to be in placement, but they must notify their field instructor and make up the missed time.

At the discretion of the MSW department chair, director of Field Education, and field instructor, some alternate arrangements may be made to complete field hours. Prior approval is necessary.

## **Timetable for Completion of Field Hours**

Field hours are to be scheduled by students with the approval of their agency and field instructor. Students must include in their contracts specific hours for field placement, including beginning and ending dates, days and times of scheduled field hours, and the contingency plans to make up any missed work. While every attempt is made to accommodate students' schedules, students are required to be available at least one day per week during daytime business hours for field placement. Students are ultimately responsible for being in placement a total of 480 hours in the foundation-year field placement and 600 hours in the advanced-year field placement.

## **Policy for Resolving Problems in Field**

Students and field instructors should discuss and attempt to resolve issues that occur in field placement as part of the supervisory process. Students are expected to bring issues to the supervision agenda.

Following discussions in supervision, the beginning step for students and field instructors toward resolution of an issue is to involve the faculty liaison at any point that an issue is not manageable. A conference will be held with student, faculty liaison, and field instructor to discuss the nature and parameters of the problem, consider alternatives, clarify expectations, and formulate a plan. At any point in this process, any party may also involve the director of Field Education.

A written record of the discussion and follow-up plan will be documented by the faculty liaison/advisor on a "Problem in Field" form and signed by all parties.

If the problem is not resolved as a result of the above procedure, the issue will be referred to the director of Field Education. It should be noted that no placement will be terminated or changed without consultation with the relevant parties, e.g., the director of Field Education, the student's field liaison/advisor, field instructor and the student. Any change in field placement must be approved by the director of Field Education.

## **Mid-Semester Placement Changes**

Mid-semester placement changes may require the student to extend field hours to complete agency orientation, rewriting a learning contract and attending to individual learning needs and agency needs.

### *Grades in Field*

#### **Satisfactory**

Students in field will attend all Field Seminars, be on time and stay for the duration of the class. **Students with more than one absence will not earn a passing grade for field.** (Please note that two late arrivals or early departures are equivalent to one absence.)

#### **Incomplete**

An Incomplete (“I”) grade in Field must be cleared in order to continue in field the next semester. Students must contract with their faculty liaison/advisor to complete all hours, placement assignments and supervision and must have a Satisfactory (“S”) grade by the beginning of the next semester.

#### **Unsatisfactory**

An Unsatisfactory (“U”) grade in field will result in termination from the program.

## *Student and Agency Arrangements*

### **Agency Requirements for Staff, Interns and Volunteers**

Students in field placement are expected to observe the same practices required by the agency for its employees, including (but not be limited to) criminal background checks (BCI), medicals tests (for example, TB), documentation of such tests or immunizations, fingerprinting or Health Insurance Portability and Accountability Act (HIPAA) training.

### **Policy for Addressing Safety in Field**

The School of Social Work is committed to student safety during internship. Though incidents are rare, we recognize a predictable level of risks and challenges to safety in the field. In consideration of the variety of settings that are approved as field sites by the office of Field Education, we have adopted a 3-pronged approach to safety in field.

The School of Social Work will:

- Assess safety issues and protocols when approving field sites;
- Require that all field sites include its safety protocols in intern orientations;
- Include safety as a topic for Field Seminar which meets bi-weekly while students are in field;
- Incorporate safety evaluation into the site visits with faculty liaisons;
- Refer all safety challenges and concerns to the director of Field Education.

The field site will:

- Provide all new interns with orientation that includes training in the site's safety protocol;
- Incorporate safety as a topic and a regular check-in during one-to-one supervision with interns;
- Permit interns to follow their instincts in matters of personal safety;
- Take appropriate actions where safety is a concern, including teaming workers, changing meeting locations, reassigning clients, or other supportive actions;
- Contact the director of field education to discuss all safety challenges and concerns.

The Student will:

- Attend field seminar and bring up any concerns for safety;
- Schedule weekly supervision at field site and actively participate;
- Adhere to the School's transportation policy and not drive clients in their personal vehicles;
- Report immediately any incidents or concerns for safety to the faculty liaison and Field Education office.

## **Use of Personal Vehicles**

Personal vehicles may not be used to transport clients in field placements. Students are cautioned that Rhode Island College does not provide insurance coverage for automobiles. At times students are able to use agency-owned vehicles. Students should be familiar with field agency policies related to students' use of agency vehicles prior to using them.

### *Other Field Policies*

## **Exceptions**

Exceptions to the preceding policies may be considered only after consultation with student's faculty field advisor, the director of Field Education, MSW department chair, Academic Standing Committee (if applicable), and approval by the dean of the School of Social Work.

## **Field Education Committee**

The Field Education Committee is a standing committee of the School of Social Work. Its representation includes two faculty members (one BSW and one MSW), two students (one BSW and one MSW), two staff, three field instructors and the director of Field Education (ex-officio). The Committee will meet quarterly to examine issues that arise from students' experiences in field and recommend actions in departmental or school-wide meetings. The Committee does not hear individual grievances.

## **RESPONSIBILITIES OF THE SCHOOL OF SOCIAL WORK TO ITS STUDENTS IN THE FIELD**

The overall responsibility of the school through the office of Field Education is to assure that students have field experiences that increase their knowledge and skill, offer opportunities for integration of classroom and hands-on learning, and assist them in pursuing their individual learning goals. The following include specific responsibilities of the school in relation to its students.

1. The field office will assure that students are prepared for field, that they understand the requirements and are able to meet them.
2. The field office will interview candidates for field to determine their experience, interests, and ability to meet the demands of field.
3. The field office will work with students and field agencies to match students to an appropriate agency and field instructor. While every attempt will be made to assure a match after the first interview, that is not always possible. Thus, the placement process may be longer than expected.
4. The SSW is responsible for assuring that your field experiences provide an introduction to professional social work and opportunities for you to achieve both foundation and advanced competencies.
5. The SSW is responsible for assuring that the field seminar and your field liaison/advisor provide support, information, and assistance to you as you navigate the field experience.
6. Your field liaison/advisor is responsible assuring the educational integrity of your field placement.
7. Your field liaison/advisor is responsible for assisting you to develop a clear, helpful, and challenging learning contract.
8. Your field liaison/advisor is responsible for conferring with you and your field instructor in at least one in-person visit and a phone call, with other appointments as necessary.
9. Your field liaison/advisor is responsible for assisting you to deal with problems in the field as outlined in the policy for resolving problems in the field.
10. As leader/facilitator of your field seminar, your liaison/advisor is responsible for reading and providing feedback on your practice diaries and other written assignments. She or he is responsible also for assessing your personal and professional growth as indicated in your discussion in the field seminar.

11. As leader/facilitator of your field seminar, your liaison/advisor is responsible for your academic advisement while you are in foundation or advanced field. You have the right to seek formal academic advisement at any time during your experience.
  
12. As leader/facilitator of your field seminar, your liaison advisor is responsible for determining and assigning your academic grade for the seminar and your field experience.

## **TO AGENCIES AND FIELD INSTRUCTORS**

The overall responsibility of the office of Field Education of the School of Social Work is to provide the most positive learning experience for students through establishing a collaborative working relationship with the field instruction agency and its designated field instructors. The following include specific responsibilities of the School of Social Work (SSW).

1. The SSW will assess student learning needs, apply curriculum requirements, and match students to an agency that most adequately meet those needs.
2. The SSW will offer orientation and training seminars each year to assure that field instructors are informed about recent trends in working with students in internships, adult learning, issues of diversity, ethics and values, applying academic content to the field, and changing classroom curriculum
3. The SSW will plan formal and informal orientation sessions in order to prepare students for their field placement experience. Field orientation is provided by the director of Field Education and the school teaching faculty; specific orientation is provided through consultation with the faculty liaison/advisor and the field instructor.
4. The SSW will be responsible for assigning a student to a faculty member who will serve as liaison to the field instructor and as liaison/advisor to the student. The faculty liaison is required to confer with the student and the field instructor through a minimum of one phone contact and one site visit, with other communication as needed.
5. The SSW will confer with students and field instructors to establish a learning contract to be approved by the faculty liaison that is compatible with agency functioning, student learning needs, and the mission and curriculum of the School of Social Work.
6. The SSW will provide student evaluation guidelines in compliance with field instruction course objectives and curriculum.
7. The SSW will decide matters of grades (passing, failing, incomplete, and eligibility for graduation). This is done in part based upon review of the field instructor's written final evaluation of the student.
8. When applicable, the SSW will determine recommendation for placement termination or transfer (based upon consultation with the agency field instructor).

## **RESPONSIBILITIES OF FIELD WORK AGENCY**

Field education is a vital part of the student's academic trajectory, and it is crucial for the agency to understand its role. The following are specific responsibilities of the agency to the student and the School of Social Work.

1. The agency and field instructor's philosophy will be compatible with the values and ethics of the profession and with the educational objectives of the School of Social Work.
2. The agency will accept students without regard to race, color, creed, national or ethnic origin, gender, religion, disability, age, sexual orientation, gender identity or expression, marital status or veteran's status (except in those special circumstances permitted or mandated by law).
3. The agency will provide students with an orientation to its programs, policies and procedures, including safety awareness and training within the context of the setting.
4. The agency will provide adequate physical office space, computer, telephone, and access to records to support the student's performance within the field.
5. The agency will allow the field instructor sufficient time to participate in regularly scheduled supervision with the social work intern, meetings and contacts with faculty liaisons from the School of Social Work, orientations and trainings for field instructors as well as sufficient time for critical analysis and evaluation of the student's written work and overall evaluation of student's performance in field.
6. The agency will encourage students to participate in staff meetings and other educational opportunities available in the agency.
7. The agency's staff will be of sufficient size to maintain and develop the basic program of the agency without heavy reliance on students.
8. The agency will be in good standing in the community and in the profession and should qualify for membership in those local, state, or national organizations appropriate to its field of service.
9. The agency will demonstrate an active interest in research through its willingness to provide opportunities for students to engage in research projects required by the school in accordance with Institutional Review Board (IRB) rules and regulations.

## **RESPONSIBILITIES OF FIELD INSTRUCTORS**

The field instructor is the agency's employee who will provide on-site supervision and instruction to the students. Below are the expectations of the Field Instructor in that role.

1. The field instructor will communicate the field placement program to other members of the agency staff in order to create a climate conducive to learning and to facilitate the use of agency resources which will help meet the student's learning needs.
2. In collaboration with the student(s), the field instructor will select appropriate learning assignments and develop a written learning contract that is consistent with the objectives of field instruction and the agency's goals and purposes.
3. The field instructor will provide continuous supervision to students throughout the duration of the field placement.
4. The field instructor will schedule two hours of planned and uninterrupted supervision each week with the student. A minimum of one-hour of face-to-face, uninterrupted supervision is required with the primary MSW supervisor. The second hour may be group or individual supervision with the same or a different assigned supervisor.
5. The field instructor will report to the director of Field Education any dual relationship or conflict of interest between the field instructor and student – in compliance with the *NASW Code of Ethics* standards – that could potentially result in exploitation or potential harm, favoritism and/or partiality with the student.
6. The field instructor will establish a plan for reviewing and evaluating student's progress through periodic review of students' recording, audio, or video taping; direct observation; student's work with a co-worker or with a client system; written documents appropriate to tasks/assignments, a proposal or grant, policy, or minutes of a meeting. Usually a combination of these means of review and evaluation will be used. With every student some process recording is expected, since it can be examined over time and be available to the faculty liaison.
7. The field instructor will read two process recordings each semester for advanced-year MSW students.
8. The field instructor will provide an on-going evaluation of the student's performance, including a formal written evaluation at the end of each semester on the School of Social Work evaluation form. The student and field instructor are both required to participate in and sign the evaluation. The evaluation form must be returned to the faculty liaison by the deadline announced in the calendar of important dates provided by the director of Field Education.

9. The field instructor will submit updated resumes to the office of Field Education or other proof of an MSW degree from a CSWE-accredited school of social work. Field instructors must have a minimum of two years of supervised post-graduate practice experience.

## **RESPONSIBILITIES OF THE STUDENT**

The School of Social Work views graduate students as adult learners with varying degrees of experience, knowledge and skills. It is expected that students will take an active role in planning and implementing their field instruction experience.

1. Students will complete the process of applying to field and following up with their referral to field placement in a timely and professional manner. Students are required to report back to the office of Field Education by submitting a Field Confirmation form. Final responsibility for approving the field placements rests with the director of Field Education.
2. Students will function as social work professionals in the field placement. Students will abide by the *NASW Code of Ethics*, the SSW Policy Concerning Professional Behavior, and the SSW Confidentiality Policy.
3. Students are expected to abide by the policies and regulations of the assigned agency. This includes functioning within the agency time schedule, maintaining records required by the agency, and adherence to agency dress code, if any.
4. Students in field placement are expected to observe the same practices required by the agency for its employees, including (but not be limited to) criminal background checks (BCI), medicals tests (for example, TB), documentation of such tests or immunizations, fingerprinting or HIPAA (Health Insurance Portability and Accountability Act) training.
5. Students will report to the director of Field Education any dual relationship or conflict of interest between the field instructor and student – in compliance with the *NASW Code of Ethics* standards – that could potentially result in exploitation or potential harm, favoritism and/or partiality with the student.
6. Students will conduct research in accordance with the *NASW Code of Ethics* and the agency or college's Institutional Review Board (IRB) rules and regulations.
7. Students will prepare for and actively participate in the teaching/learning conference with the field instructor in mutually determined ways delineated at the beginning of the semester through the Learning Contract. As part of their participation, students will inform field instructors of the online availability of their class syllabi and enlist their field instructor's assistance in meeting the requirements for completion of classroom/academic assignments in the field.
8. Students will participate in field evaluations with the field instructor. Students are required to sign the written evaluations and may add comments in the space provided. Participants are required to sign the form, and no comments shall be added after the student and the field instructor sign the evaluation.

9. Full-time students generally spend 16 hours per week in the field during the foundation year and 20 hours per week during the advanced year in the agency for fifteen weeks each semester. Any modification to the required field hours will require prior approval of the field agency, the director of Field Education, and the MSW department chair.
10. If students have grave disagreements with the process or content of the learning experiences at the field setting, or with the field instructor, they must first talk to the field instructor. If there is no resolution, students must consult their faculty liaison. If the problem cannot be worked out with the field instructor, see Policy for Resolving Problems in Field.