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Department of Social Work

FIELD MANUAL

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Overview

Introduction

This field practicum manual is intended to serve as a comprehensive guide to the Department of Social Work Field Instruction Program of Indiana State University (ISU). Potential users of this manual include practica Bachelor of Social Work (BSW) and Master of Social Work (MSW) students, Field Instructors, Agency Supervisors, Faculty Field Liaisons, Advisory Committee members, Departmental faculty, and the Field Director. This manual is intended to assist users in understanding the field practicum process and expectations.

The Field Manual is updated annually with procedural or information changes and is available to all participants of the field process. The document is available on the ISU [Department of Social Work website](#).

Purpose

The purpose of the Field Manual is to provide a comprehensive resource including policies and procedures to all constituents involved in the field experience with any Indiana State University Department of Social Work student.

Mission and Goals

Field experiences for both BSW and MSW programs are designed to support the University, College of Health and Human Services, and Program missions as well as the goals of each program. The mission and goals are provided below:

Indiana State University Mission

Indiana State University's [mission](#) combines a tradition of strong undergraduate and graduate education with a focus on community and public service. We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens for Indiana and the world.

College of Health and Human Services Mission

The College is dedicated to fostering student excellence and developing productive citizens who function as skilled professionals. Further, we champion teaching, research, creative activities, community involvement through health initiatives, and life-long learning. Our [mission, vision, and strategic map](#) is available on the College of Health and Human Services website.

Department of Social Work Mission

The Department of Social Work strives for distinction in its mission to educate committed and competent generalist professionals who have integrated the knowledge, values, and skill base of the social work profession, are able to provide direct services to diverse populations, and are prepared to work with client systems of various sizes and types. Students are educated to recognize social work as a discipline with a broad mandate and

to accept that they have a dual responsibility to work with designated clients as well as to work toward a society that reflects economic and social justice.

BSW Mission

The Department of Social Work at Indiana State University is committed to contributing to the profession of social work through teaching, research, and community service. The focus of undergraduate (Bachelor of Social Work) education is on the promotion of social and economic justice and on the development of competent and skilled social work professionals. Revised: June 21, 2010, July 2009; May 2006; November 1, 2004

BSW Goals

The BSW Program goals include:

1. Provide a challenging BSW curriculum that is grounded in a strong liberal arts foundation.
2. Prepare competent generalist social work practitioners who operate from a practice framework which integrates knowledge, values, skills, ethics, diversity and a theoretical base.
3. Prepare students for graduate education.
4. Prepare graduates who are committed to social and economic justice, and improving service delivery systems.
5. Prepare students who are actively engaged in the community.
6. Prepare students to contribute to the development of the social work profession, their communities and global society.
7. Contribute to the social work profession's body of knowledge.
8. Engage in leadership roles and activities in the profession and in the community.

Revised: May 2006, November 1, 2004

MSW Mission

The Department of Social Work at Indiana State University is committed to contributing to the profession of social work through teaching, research, community service, and continuing educational opportunities. The focus of the Master of Social Work program is on the promotion of social and economic justice and on the development of competent and skilled clinical social work professionals who are prepared to work with rural populations. Revised: August 2012

MSW Goals

The MSW Program goals are:

1. Prepare graduate students for ethical and competent clinical practice in a rural environment; which includes engagement, assessment interventions, and evaluations with individuals, families, groups, organizations, and communities.
2. Prepare graduate students to develop and practice from a framework which integrates/emphasizes evidence based practice, social work values and ethics, and respect for diversity and difference.
3. Prepare graduate students to challenge social injustice and advance human rights and social, economic, and environmental justice.
4. Instill in graduate students a commitment to service at the local, regional, national, and global levels.

5. Prepare graduate students to engage in practice informed research and research informed practice.

Revised: May 2018

Field Overview

Social work education has traditionally embodied a two-pronged approach to professional learning: encouraging the assimilation of knowledge and values through the classroom setting and the assimilation of skills through field practicum. This direct exposure by the student to social work practice is, in essence, a form of experiential learning (the gaining of knowledge pertaining to, or deriving from, personal experience). Since the days of Mary Richmond, “learning through doing” has held an important place in social work education.

The student must learn to combine knowledge with values when developing the professional use of self in social work education. The aim of field instruction is the integration of knowledge and practice resulting in practice wisdom and an internalization of the professional role. Field instruction focuses on: 1) learning through experience, 2) reflecting upon one’s practice, 3) developing a cognitive framework to inform practice, and 4) enhancing self-awareness of one’s impact upon client systems by an application of new knowledge and behaviors.

Field education places the individual goals and learning needs of students central to the teaching/learning process and provides a structure to assist students to achieve these objectives. The structure may take many forms but fundamental to field education is the necessity for a supportive interpersonal learning climate.

Field instruction is a form of teaching which occurs within an agency or organizational context and is related to student learning experiences as they interact with their clients and the complex systems of service delivery. A specific purpose of field instruction is to help students link classroom theory and learning with practice activities.

921.1 Policy Statement: Indiana State University

The Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation, the Indiana Civil Rights Act and Indiana State University Policy 923 Non-Discrimination and Anti-Harassment prohibit discrimination against qualified individuals with disabilities in employment and educational programs.

Indiana State University is committed to enabling students and employees with disabilities to participate in and benefit from University programs and activities by providing reasonable accommodations, academic adjustments and modifications to policy or procedures unless the modification would fundamentally alter the nature of a University program or activity. These accommodations, adjustments and modifications shall be made in a timely manner and on an individualized and flexible basis, and shall be the result of interactive dialogue between the requesting individual and designated representative of the University.

Indiana State University is committed to providing a campus environment free of both physical barriers and barriers of attitude.

Indiana State University is committed to maintaining websites accessible to individuals

with disabilities.

Practicum Philosophy

Each student is required to complete field practica experiences as part of the BSW and MSW Programs at Indiana State University to demonstrate the integration of theory and practice, the development of social work skills, and the development of a professional identity. Students are placed in social service agencies or organizations to work and learn under the guidance of an experienced and qualified Field Instructor and, when appropriate, a Task Supervisor.

Definitions of Terminology and Identification of Roles

Field Instructor

An individual who holds a baccalaureate or master's degree in social work from a Council on Social Work Education (CSWE) accredited program who has an agreement with the Department to provide supervision and instruction to a student for a period set by the Department. If this person is an agency employee, the Field Instructor guides the daily activities of the student to clarify and meet the student's learning needs and provides consultation to the student as required by the program. The Field Instructor engages in a process of evaluation with the student to assess student performance. All field experiences require a Field Instructor for the social work student, whether an agency employee or a social worker outside the agency with knowledge of the agency setting and clients serviced by the agency.

Task (Agency) Supervisor

An agency employee who has an agreement with the Department and with her/his own agency to provide a learning experience and instruction to a student for a period set by the Department. The Task Supervisor guides the daily activities of the student to clarify and meet the student's learning needs and engages in a process of evaluation with the student to assess performance. The Task Supervisor does not have a degree in social work from an accredited program or may have a degree in social work but lacks the required experience. The Task Supervisor may supervise the experience of the student in the agency, but the experience still requires a Field Instructor to complete social work supervision with the student.

Faculty Field Liaison

ISU Social Work faculty serving as the primary contact between the University and the Agency. The Faculty Field Liaison is typically the course instructor for the combined seminar/field course and assigns the student's grade. The Faculty Field Liaison is the primary contact for placement matters; the Field Director becomes involved if placement issues arise that jeopardize the stability of the placement. The Faculty Field Liaison and Field Director maintain transparent communication throughout placements.

Field Director

A faculty member in the Department who oversees the field program. The Field Director provides guidance and support to the student, Field Instructor, Task Supervisor, and Faculty Field Liaison. The Field Director is responsible for all assignments to practicum and provides regularly scheduled meetings and trainings for all parties involved in the field program.

Advisory Committee

A collaborative of community members who are consultants with the Department of Social Work to ensure high standards are maintained by the Department.

Generalist Social Work

The BSW junior and senior, as well as the MSW first year, practica are designed to focus on the development of the student as a beginning professional social worker prepared to function as a generalist. The generalist perspective is maintained as it represents the philosophy of practice embedded in the value system of social work education.

Social work is viewed throughout the curriculum as having a dual responsibility to work with designated consumers and, as stated in the National Association of Social Workers Code of Ethics, to promote the general welfare of society. Students are therefore taught to intervene at the micro, mezzo, and macro levels of practice.

The curriculum is designed to provide students with the philosophical value base, theoretical knowledge, and practice skills that will enable them to believe in, and function according to, the generalist perspective. The liberal arts perspective is an essential component for generalist practice as it necessitates and is reflective of an interdisciplinary knowledge base. Students must be capable of thinking critically about society, about people and their issues, and about such expressions of culture as art, literature, science, history, and philosophy. Students must have direct knowledge about social, psychological, and biological determinants of human behavior and of diverse cultures, social conditions, and social issues.

Clinical Social Work

According to the National Association of Social Workers (2024), clinical social work is a specialty practice area of social work which focuses on the assessment, diagnosis, treatment, and prevention of mental illness, emotional, and other behavioral disturbances. Individual, group and family therapy are common treatment modalities. Social workers who provide these services are required to be licensed or certified at the clinical level in their state of practice.

Clinical social workers perform services in a variety of settings including private practice, hospitals, community mental health, primary care, and agencies. NASW advocates for clinical social workers through the legislative and regulatory process.

Location

Indiana State University is located two blocks north of downtown Terre Haute, Indiana, which is at the intersection of U.S. Highway 41 and U.S. Highway 40 (Wabash Avenue). The Department of Social Work is located at 401 North 4th Street, Terre Haute, Indiana 47809 on the 4th floor.

Faculty and Staff

A current list of Department of Social Work faculty and staff can be seen on the [online directory](#).

Programs and Details

Admission into the Programs

Students must meet admissions criteria in order to enter into the social work program, and students must be in the social work program in order to progress into field. These criteria are provided as a reference to all parties involved in practica to insure the student's qualifications and educational preparation for practica.

- [Criteria for Admission into the BSW Program](#)
- [Criteria for Admission into the MSW Program](#)

Competencies and Practice Behaviors

The Council on Social Work Education (CSWE) is a nonprofit national association representing over 3,000 individual members as well as graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country.

A copy of the 2022 Educational Policy and Accreditation Standards (EPAS) can be found on the [Council on Social Work Education web site](#).

The Educational Policy and Accreditation Standards are Copyright © 2022, Council on Social Work Education, Inc. All rights reserved.

Competencies and Practice Behaviors are used to structure learning as well as to evaluate student preparedness toward becoming practitioners at the entry level of the profession, whether at the BSW or MSW level. CSWE 2022 Educational Policies and Standards (EPAS) outline the core competences and practice behaviors which are adopted as the standards of the ISU Department of Social Work. Additionally, CSWE defines Advanced Practice Behaviors in several specialty clinical areas. The ISU MSW Program utilizes CSWE's Advanced Practice Behaviors in Clinical Social Work and Advanced Practice Behaviors in the Prevention of Substance Use Disorders.

Competency 1: Demonstrate Ethical and Professional Behavior

Practice Behaviors:

1. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication;
3. Use technology ethically and appropriately to facilitate practice outcomes; and
4. Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and

Environmental Justice

Practice Behaviors:

1. Advocate for human rights at the individual, family, group, organizational, and community system levels; and
2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice

Practice Behaviors:

1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
2. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Practice Behaviors:

1. Apply research findings to inform and improve practice, policy, and programs; and
2. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Practice Behaviors:

1. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
2. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors:

1. Apply knowledge of human behavior and the social environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
2. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors:

1. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
2. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors:

1. Engage with clients and constituencies to critically choose and implement culturally

- responsive, evidence-informed interventions to achieve client and constituency goals; and
2. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors:

1. Select and use culturally responsive methods for evaluation of outcomes; and
2. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Field Courses and Credits

BSW

SOWK 481

Social Work 481 is a 2-credit course that is taken in the spring semester of the junior year. The course comprises seminar as well as 100 hours of field experience. The field experience is an introductory experience to field and offers students the opportunity to practice and develop skills primarily in engagement and assessment. Each student must successfully complete SOWK 481 in order to advance to the senior field series. Students concurrently take the first of two generalist practice courses, SOWK 480, while in this field placement.

SOWK 498-499

Social Work 498 is a 4-credit course taken in the fall semester of the senior year; Social Work 499 is a 4-credit course taken as a continuation course into the spring semester of the senior year. The field experience of both courses takes place in the same agency for the full academic year; each course requires 175 hours which produces 350 hours of experience. The 498-499 series offers students the opportunity to practice and develop proficiency in the 9 core competencies and core behaviors in a generalist social work setting.

SOWK 605

Social Work 605 is a 3-credit course that is taken in the summer; see the MSW program course of study for more details which are defined by part time, full time, or advanced standing status. The course comprises seminar as well as 240 hours of field experience. The field experience offers students the opportunity to develop generalist practice skills. Each MSW student must successfully complete SOWK 605 in order to advance to the clinical field series.

SOWK 610-615

Social Work 610 is a 4-credit course taken in the fall semester of the clinical year; SOWK 615 is a 4-credit course taken as a continuation course into the spring semester of the clinical year. The field experience of both courses takes place in the same agency for the full academic year; each course requires the completion of 350 hours which produces 700 hours of experience in addition to the classroom seminar. The 610-615 series offers students the opportunity to practice and develop proficiency in the 9 competencies, core behaviors, advanced clinical, and specialized behaviors in a clinical social work setting related to the student's concentration.

The seminar portion of each course is explained in the course syllabus and is not addressed in this manual.

Student Handbook

The BSW and MSW Student Handbooks are essential tools for students and those working with students. The handbooks are referred to throughout the Field Manual, thus, providing access to the documents is critical.

[BSW/MSW Student Handbook](#)

Plans of Study

Plans of study for the BSW and MSW programs are included as a reference to address academic preparation of the students prior to field experience.

[BSW Plan of Study](#)

[MSW Plan of Study](#)

Roles and Responsibilities

Field Site (Agency)

The agency is responsible for providing an environment that will be conducive to a student's growth and development as a professional social worker. Responsibilities include:

1. *Providing a qualified Field Instructor;
2. Providing sufficient time for the Field Instructor to carry out instructional duties adequately;
3. Providing a learning atmosphere for the student that includes acceptance as a member of the agency and as a learning professional;
4. Providing the necessary facilities so that the student may fulfill her/his duties adequately (e.g., desk, chair, telephone, other support, as needed);
5. Providing orientation materials and opportunities; and
6. Addressing Safety and Infection Control responsibilities with the student.

*In special circumstances, a student may be placed in a community-based agency where there may be no degreed social worker. This type of agency may be one serving a population-at-risk and filling vital service gaps; the agency should represent a valuable resource, not only to the service population, but also as a learning site not available to the student elsewhere. A person in the agency must be identified as the Task Supervisor (who assumes the noted responsibilities below) and takes responsibility of overseeing the student in the agency. A Field Instructor will be arranged by the Field Director to provide the social work supervision to the student.

Qualified Field Instructors for BSW students must hold a baccalaureate degree in social work from a CSWE-accredited program and have at least two years of experience or a master's degree in social work from a CSWE-accredited program and at least one year of experience.

Qualified supervisors for MSW students must hold a master's degree in social work from a CSWE-accredited program and at least two years of clinical experience.

Field Instructor/Task Supervisor

Field Instructor/Task Supervisor is responsible for the following:

1. Satisfactorily completing orientation to field instruction prior to accepting students into field practicum (either in person with the Field Director or completing the video orientation series online);
2. Providing an adequate orientation to the agency sufficient for the student to begin the practicum experience. This should include orientation to the mandate of the agency, its policies and procedures (manuals where available), its administrative structure, and orientation to staff, client group, and community served;
3. Defining and clarifying the role of the Field Instructor/Task Supervisor in relation to the student, the agency, and the academic Program;
4. Reviewing the related course syllabi and/or key deadlines of the course;
5. Reviewing the Field Instructor's expectation with the student;
6. Facilitating students' progress and completion of the learning plan;
7. Providing generalist experiences to generalist practicum students or clinical experiences to clinical practicum students (as appropriate for the student's educational level);
8. Providing individual field instruction time, the equivalent of at least one hour weekly, to be set aside at regular intervals in addition to orienting and working with the student in the agency;
9. Monitoring and signing student timesheets;
10. Providing additional time for meetings with the student as required for the student to carry out assigned tasks adequately;
11. Providing guidance and direction that assist the student in performing the tasks required by the agency and that facilitate the student's integration of learning during the practicum;
12. Addressing Safety and Infection Control responsibilities with the student;
13. Selecting appropriate and diverse cases, groups, or situations for assignment to the student. It is required that students have direct contact with clients or community, either individually, with families, or in groups, within the first 3-4 weeks of practicum;
14. Informing the student with community resources and assisting the student in developing their own resource file;
15. Providing the opportunity for the student to conduct, or participate in, an ongoing research activity, if required (MSW Clinical placements only);
16. Exposing the student to other learning experiences (e.g., staff meetings, conferences, observations, and agency visits);
17. Utilizing a variety of field instruction techniques. It is recommended that the following techniques be used to help the student in professional learning:
 - a. Learning Plan (template provided)– required;
 - b. Conjoint interviews with the student and Field Instructor/Task Supervisor – required;
 - c. Role playing with the Field Instructor/Task Supervisor;
 - d. Observation by the student of the Field Instructor/Task Supervisor providing services to clients;
18. Meeting with the Field Director or Faculty Field Liaison to review the student's progress; or any requests for modifications/accommodations due to personal health or disability related needs to be shared with the Field Director;
19. Reporting student difficulties or concerns to the Faculty Field Liaison or the Field

- Director as soon as possible;
20. Recognizing and respecting the teaching/learning relationship between the student and faculty;
 21. Attending or arranging meetings, in addition to routine visits, which may be necessary to resolve difficulties. These meetings should be arranged at the earliest sign of difficulty;
 22. Utilizing the student evaluation as a measure of growth, both personal and professional, in on-going supervision with the student;
 23. Attending seminars periodically arranged throughout the year by the Department of Social Work (times and dates will be announced in advance);
 24. Submitting written evaluations of the student's progress and potential at midterm and at the end of each semester. These evaluations should include specific examples of student performance behaviors. These evaluations are to be shared with the student and a copy given to them; and
 25. Completing the Field Instructor/Task Supervisor's Evaluation of the Field Program and submitting it to the Department via an online survey platform.

Field Instructor (not in the agency)

In practice where a qualified social worker is not employed in the agency, a supervising social worker outside of the agency must be utilized and is known as the Field Instructor; the supervisor of the student within the agency is known as the Task Supervisor. The responsibilities of the Field Instructor are similar to the Field Instructor/Task Supervisor (see above). The primary difference is the supervision requirement. The student is required to meet with a qualified social worker for a minimum of one hour each week (or the equivalent thereof). When the student is utilizing social work supervision outside of the agency, the Task Supervisor must allow time for the student to meet with the Field Instructor for social work supervision; likewise, the Field Instructor must make the commitment to meet with the student in order to fulfill the requirement. The Field Instructor will engage in all aspects of the student's learning experience except activity within the agency.

Faculty Field Liaison

A Faculty Field Liaison of the Department of Social Work is responsible for:

1. Maintaining ongoing and open communication with Field Instructors/Task Supervisors of students in their course section and with the Field Director;
2. Reviewing with each Field Instructor/Task Supervisor and student, the learning plan to ensure that the tasks, duties, and practicum assignments are appropriate;
3. Reviewing with each Field Instructor/Task Supervisor the related course syllabi and/or course deadlines that relate to field placement;
4. Monitoring the midterm and final practicum process and evaluation;
5. Reviewing each student's work and the agency's evaluation of each student;
6. Reviewing each student's field journal periodically and discussing problematic entries for action and correction;
7. Assigning each student's grade in their assigned course section; and
8. Completing timely reports and turning in completed student files to the Field Director as indicated in the Faculty Field Liaison Guide in Field-Related Courses.

Field Director

The Field Director of the Department of Social Work is responsible for:

1. Developing and assessing potential field sites;
2. Determining eligibility of students for field placements;
3. Determining eligibility and availability of field sites;
4. Matching students to field agencies;
5. Assuring that students are placed in agencies that offer opportunity for the appropriate level of learning;
6. Maintaining availability to address student questions, concerns, or issues within the matching and placement process;
7. Discussing with Departmental Chairperson and Program Directors the recommendations for placement and non-placement;
8. Discussing with Departmental Chairperson and respective Program Director students who do not meet placement criteria;
9. Serving within the leadership team that assesses student readiness for the social work practicum;
10. Monitoring the preplacement process;
11. Serving as an information source for agencies in regards to the Department of Social Work Programs;
12. Recommending the continuance of any agency or supervisor who is assessed to be able to provide a quality and educational level appropriate experience for students and, the discontinuance of any agency or supervisor who is assessed to not be able to provide a quality and educational level appropriate experience for students;
13. Providing regularly scheduled orientation and trainings with Field Instructors and Task Supervisors as well as maintaining the online video orientation series;
14. Addressing Safety and Infection Control responsibilities;
15. Providing an orientation session for students preparing to enter the field sequence;
16. Monitoring and maintaining open communication with Faculty Field Liaisons; and
17. Maintaining the Field Manual and field related documents and records.

Social Work Student

Social work education makes a variety of demands on the student to develop both professionally and personally. Increased knowledge and skill must be accompanied by increased self-awareness and world/environment awareness. The student carries the greatest responsibilities in her/his learning and growth process. The followings are specific *student responsibilities* relating to learning and the work of the practicum:

1. To undertake all mutually agreed upon tasks and responsibilities assigned by the Field Instructor/Task Supervisor;
2. To perform agreed upon tasks and responsibilities at a degree of competence which is consistent with her/his educational level, program guidelines, and agency requirements as determined by the agency in consultation with the Department of Social Work;
3. To be familiar with the ethics and values of the social work profession and to incorporate these ethics and values into the field practicum experience;
4. To seek assistance from the Field Director or Faculty Field Liaison at the onset of any problems that cannot be mutually resolved with the Field Instructor/Task Supervisor;

5. To view the teaching relationship with the Field Instructor/Task Supervisor as a learning experience, to come adequately prepared for all field instruction sessions, and to contribute as an active participant in this process;
6. To accept and operate within the policies and procedures of the agency and the mandate of social work;
7. To fulfill the role of student in Safety and Infection Control responsibilities;
8. To demonstrate willingness and enthusiasm as a learning staff member and beginning professional while in attendance at the agency;
9. To attend such orientation and/or training sessions as may be held by the agency;
10. To meet all field practice responsibilities as negotiated with the Field Instructor/Task Supervisor;
11. To notify the Field Instructor/Task Supervisor if unable to attend the practicum due to illness or other reason;
12. To accurately record time counted toward field hours including agency hours, supervision, and training;
13. To provide the practicum site and Field Instructor/Task Supervisor with her/his local address and telephone number;
14. To meet the course requirements regarding the minimum number of hours in field practice (any time missed must be made up at the practicum site under the direction of the Field Instructor/Task Supervisor);
15. To arrange a schedule of hours that will satisfy the required time in field that is mutually agreeable with the student and Field Instructor/Task Supervisor and to adhere to the schedule except in rare exceptions (student should be prepared to work between the hours of 8 a.m.-5 p.m. Monday-Friday unless specifically arranged with the Field Instructor/Task Supervisor);
16. To collaboratively design the learning plan and activities to engage in placement with the Field Instructor/Task Supervisor, and to make weekly progress toward completion of the learning plan;
17. To journal daily, as directed in the course syllabus, about field experiences;
18. To provide documents (i.e., evaluations) in proper advanced notice, to the Field Instructor/Task Supervisor for completion;
19. To complete and submit all reports, timesheets, and/or other materials on time via Sonia, as required by the Program, field agency, and Field Instructor/Task Supervisor;
20. To complete the evaluation of the field experience at the end of each practicum; and
21. To complete the course requirements, as identified in course syllabi.

Policies and Procedures

Academic Integrity Policy and Procedures

The Department expects students to abide by the [University Code of Student Conduct](#), the Program specific [Student Handbook](#), and the National Association of Social Workers [Code of Ethics](#) in addition to the [Field Manual](#). The Academic Integrity Policy and Procedures are also located in the Program specific Student Handbook.

[BSW/MSW Student Handbook](#):

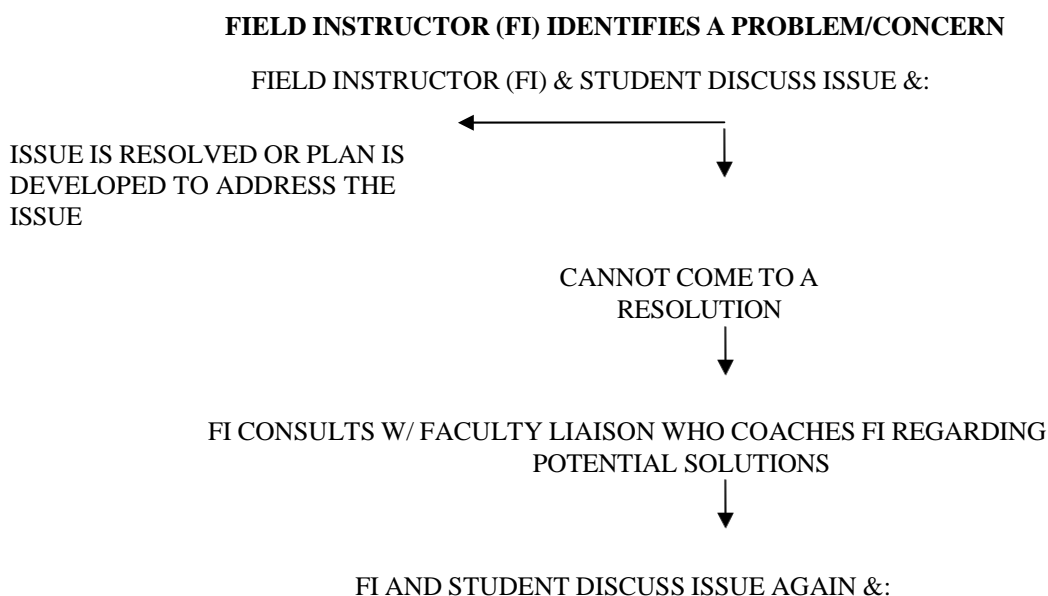
Addressing Problems in Field Placement

When problems arise in a field placement, as articulated by the student, a field placement agency, or a field instructor/task supervisor, the Department of Social Work seeks to address the issue in a way that promotes professional development, progression in student learning, and to correct the issue in a way that aligns with the Code of Ethics of the National Association of Social Workers. When possible, the field Course Instructor, Faculty Field Liaison, and/or Field Director will attempt to first work with the student and supervisor/agency to resolve the presenting issue so that the internship may continue to successful completion.

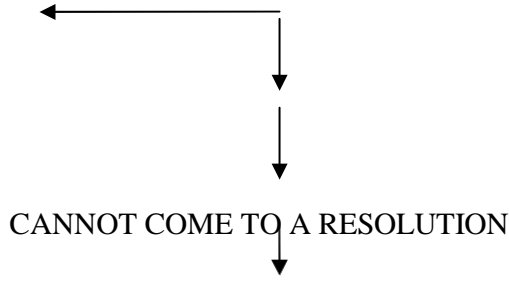
Problems in field placement can be viewed in a number of facets and tie to a number of issues. They should be addressed with a member of the field staff as early as possible, as resolution and any needed placement modifications can occur proactively when addressed early. Resolution of issues and any needed placement changes become progressively more difficult the further into a field placement and when a problem or issue continues unaddressed.

If a placement concern is serious and emergent, involving ethical violation, the health and safety of a student, clients or staff, or sexual/racial harassment, placement may end immediately upon consultation including the Field Director, corresponding Program Director (BSW or MSW), and Department Chair. As is relevant based on presenting circumstances, the Dean's Office of the College and Health and Human Services and other University-level of officials may become involved in consultation and determination of subsequent steps. The Field Director will follow-up based on collaboration with relevant parties, the Field Manual, and Student Handbook.

Hierarchy of response will come to the Course Instructor first (as the faculty member who is the closest in contact with students), who will address with the student and/or placement agency and/or task supervisor/field instructor. Intervention may occur via face-to-face meeting, phone contact, emails. Should the issue not be resolved, further discussion can occur with the Faculty Field Liaison, who also has the option to intervene via these means or with a supplemental site visit.



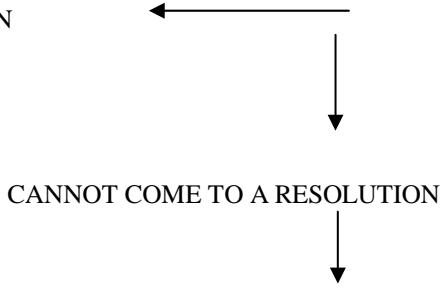
ISSUE RESOLVED OR PLAN DEVELOPED TO ADDRESS



FI NOTIFIES LIAISON WHO SCHEDULES MTG WITH FI & STUDENT, LIAISON NOTIFIES FIELD DIRECTOR

LIAISON FACILITATES MTG W/FI & STUDENT

ISSUE RESOLVED OR PLAN DEVELOPED TO ADDRESS



Liaison notifies Field Director who consults to develop a plan. Field Director, Faculty Field Liaison, Field Instructor, and Student meet to attempt a resolution. If no resolution can be achieved, the Field Director consults with the Field Committee, Corresponding Program Director (BSW or MSW), and Department Chair for input and to consider options (placement change, etc.). The student may be referred to the Office of Student Conduct and Integrity for further follow up with student. If the issue is relevant to the policies of the [Equal Opportunity and Title IX Office](#), the student may contact the office for assistance.

STUDENT IDENTIFIES A PROBLEM/CONCERN

STUDENT & FIELD INSTRUCTOR (FI) DISCUSS ISSUE:

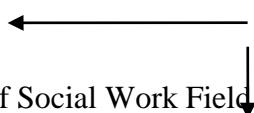
ISSUE IS RESOLVED OR PLAN IS DEVELOPED TO ADDRESS THE ISSUE



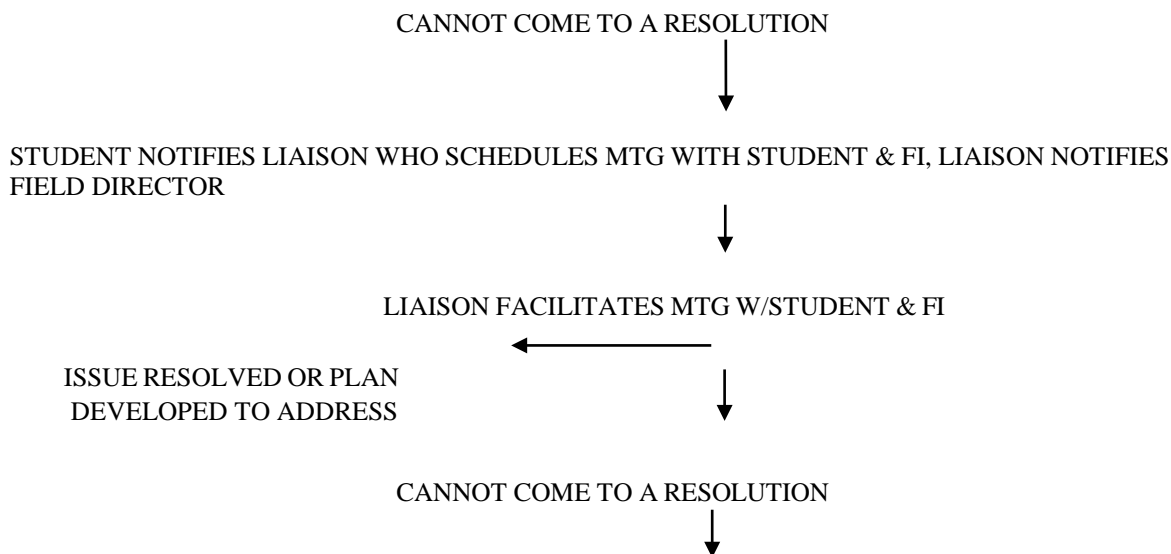
STUDENT CONSULTS W/ FACULTY LIAISON WHO COACHES STUDENT REGARDING POTENTIAL SOLUTIONS

STUDENT AND FI DISCUSS ISSUE AGAIN &:

ISSUE RESOLVED OR PLAN



DEVELOPED TO ADDRESS



Liaison notifies Field Director who consults to develop a plan. Field Director, Faculty Field Liaison, Field Instructor, and Student meet to attempt a resolution. If no resolution can be achieved, the Field Director consults with the Field Committee, Corresponding Program Director (BSW or MSW), and Department Chair for input and to consider options (placement change, etc.). The student may be referred to the Office of Student Conduct and Integrity for further follow up with student. If the issue is relevant to the policies of the [Equal Opportunity and Title IX Office](#), the student may contact the office for assistance.

Agency Requested Screenings

Agencies that offer practicum placements through the Department of Social Work have different requirements. Some placements require screenings and do not charge the student for the screens while others defer the cost of screenings to the student. Agencies are increasingly moving the costs of pre-placement requirements forward to the students. The Department does not have pre-determined criteria regarding cost of screenings in order to allow for more options and customization of placements for students. The Department currently does not pay for nor supplement the cost of screenings for placements; the Department advocates as much as possible for low or no cost screenings for students engaging in practica. If a student is placed in an agency where screening requirements are not covered by the agency, the student is responsible for the cost incurred in order to begin the field placement.

All information obtained through the screening process is subject to review by the agency and may be used in accepting/declining/terminating a student placement. The Department does not collect the results of this information as it is agency requested screenings. If a student fails an agency requested screening, such that a student is not offered placement, agencies may notify the Department of this. The information will be used to guide the student of future placement opportunities. However, requests for screening results are not actively solicited by the Department.

Criminal Background Check/Fingerprinting

Students must complete Criminal Background Check/Fingerprinting in agencies where it is required for students in community engagement or field experiences. The student is responsible for contacting the Field Director and the Field Instructor/Task Supervisor to determine if either of these items is needed. Some agencies have the student initiate this process whereas other agencies require the Department to initiate this process with students.

Other Screenings: Drug Screen, Tuberculosis (TB) Screen, etc.

Students completing a practicum in some agencies will be asked to comply with additional screenings, such as drug screens or TB screening. In most cases, the agency pays for the screenings and if not, the student is informed in advance. If additional screening, including random screening, is required by the agency, then students must comply in order to sustain the practicum placement.

Change of or Removal from Placement

In general, once a field practicum begins, the student stays in the placement. However, there are circumstances which may warrant a change of or removal from placement. Concerns are usually initiated with the Faculty Field Liaison (by the student or the agency) and reasonable attempts are made to address concerns. However, if the placement is of moderate or greater risk of failure, then the Field Director intervenes and makes the determination to adjust the placement, if needed. The student may be re-assigned at the discretion of the Field Director, depending on the reason for failure of the placement, to a new practicum site, or the student may remain out of placement while consideration of a plan for the student (if the student is the primary contributor to the failure of placement).

Students are not usually reassigned due to minor disagreement with clients, coworkers, or supervisors, for financial reasons, or for inconveniences. Students are expected to problem-solve as they would with clients and to make every effort to work through issues that arise. The Faculty Field Liaison and Field Director are avenues for support of the student in this case, but students will be directed to facilitate this process in order to promote professional development and collaboration skills. Re-assignment is not guaranteed given that suitable placements may not be available.

Cooperative Agreement between the Department and Agency

Indiana State University Department of Social Work and agencies that are willing and able to serve as host agencies for students in field practica must complete a Cooperative Agreement prior to the placement of any student in the agency, whether BSW or MSW. The Cooperative Agreement defines the responsibilities of the Department/University and the Agency. The Cooperative Agreement must be completed and signed by proper authorities of each agency and remains effective until such time that either party chooses to withdraw from the agreement. The Cooperative Agreement serves both the BSW and MSW programs with more specific detail being written into the student learning plan as to the student's specific needs in the practicum. The original Cooperative Agreement will be filed with the Field Director in the Department of Social Work. The Department's Cooperative Agreement is not waived if other agreements are required by the agency.

Employment Related Field Practicum Policy and Procedures

An employment–related placement is defined as a field education arrangement in which the student is granted written approval from the Field Director to complete her/his placement in an agency where the student is employed. This plan also applies if a student wants to pursue employment at her/his placement site after placement begins.

Note: The University liability only covers students during the practicum and not during employment.

Note: Paid practica are different from completing a practicum in a place of employment. Paid practica need not follow these procedures (see the paid practica section for more detail).

Child Welfare Scholar (Title IV-E) students, whose placement experience is incumbent upon learning the position for which they may be hired at the end of the placement, receive financial assistance for participating in this Program but they are not employees of the state of Indiana during the field experience. Students who are recipients of the scholarship receive a stipend.

The following is a list of criteria that must be met for consideration of an employment-related placement:

1. An employment-related placement will be approved for no more than one field placement experience. The student must perform duties different than her/his regular work experience.
2. The Field Instructor/Task Supervisor in an agency of employment must meet all regular Field Instructor/Task Supervisor requirements and be a person who is different from the student’s work supervisor. Educational supervision (field instruction) must occur at a minimum of one hour per week or equivalent.
3. Agencies selected for an employment-related field placement arrangement must meet the criteria for field sites, must sign a Cooperative Agreement with the Department, and agree to all curricular and other requirements of the Field program.
4. The student must maintain concurrent enrollment in the respective practice and seminar courses and meet all academic requirements of the Program. Field education in employment-related placements must conform to all field standards, policies and procedures as specified in the Field Manual. The Field Director is to be notified of any anticipated developments in the setting that might impact the need to meet educational requirements.
5. Field education in employment-related placements are conceptualized by the following guidelines:
 - a. Students will complete the required number of hours of placement per week within their employment as a student (not employee); and
 - b. Work completed toward the field placement will be based on the agreed upon Learning Plan.

Procedures

1. The student will familiarize her/himself with the Program’s employment-related field placement policies and procedures;
2. The student must submit a request to the Field Director expressing interest in completing one field placement in his/her place of employment;

3. If the Field Director approves the request, the student will then approach agency personnel (usually the student's immediate supervisor) for initial approval and permission to pursue the employment-related option;
4. The student will then submit the Employment-Related Placement Plan complete with appropriate agency signatures (Field Instructor/Task Supervisor, immediate work supervisor and/or other agency personnel as appropriate) to the Field Director for follow-up with the agency and final approval. This must occur no later than one month prior to the start of placement or prior to employment if the request comes after the internship begins;
5. If approved, the plan is distributed to all parties to ensure compliance throughout the placement term. The plan is stored in the student's field file in Sonia; and
6. All field education policies and requirements apply to the field related components (as defined in the Placement Plan) of employment related field practica; employment related functions remain separate.

Equal Opportunity and Affirmative Action Policy

The full text of the policy statement can be found in the [University Handbook](#)

The [Equal Opportunity and Title IX Office](#) provides further details on the implementation of the University policies.

Further details regarding the department and program policies can be found in the Department of [Social Work Student Handbook](#) under the *Disability Accommodation Policy* section.

<https://www.indstate.edu/policy-library/americans-disabilities-policy>

BSW/MSW Student Handbook

Evaluation of the Student

The formal evaluation process of the student consists of two components: 1) a meeting between the Faculty Field Liaison or Field Director, the Student, and the Field Instructor/Task Supervisor and 2) an evaluation form in Sonia completed by the Field Instructor/Task Supervisor. Field Instructors and Task Supervisors may work together to complete evaluation forms, or may submit separate forms, but all supervisors of the student contribute to student evaluation.

Student evaluation is an ongoing process that starts at the onset of the field practicum. The student and Field Instructor /Task Supervisor are expected to prepare for the formal evaluation meeting with the Faculty Field Liaison or Field Director by reviewing the learning plan, highlighting key incidents and learning opportunities, and developing goals for future work.

There are two required written evaluations of the student during each practicum course (semester). It is recommended that the Field Instructor/Task Supervisor and student complete the evaluation forms independently, which they then discuss. The final evaluation is also discussed during the final Field visit.

1. The midterm evaluation usually focuses on the student's learning plan and the course objectives. Goals for the second half of the practicum should be highlighted and the learning plan amended, as applicable. The timeline for midterm of students in the stated course are outlined and should occur within the stated hours or the course related timeline, whichever comes first.
2. The final evaluation is a more extensive review of the student's learning and should highlight the student's strengths and areas for future learning.

BSW Evaluation (suggested timeline for evaluations)		
	Midterm	Final
SOWK 481	45-55 hours	100 hours
SOWK 498 and SOWK 499	85-95 hours	175 hours (325 total)

MSW Evaluation (suggested timeline for evaluations)		
	Midterm	Final
SOWK 605	115-125 hours	240 hours
SOWK 610 and SOWK615	170-180 hours	350 hours (700 total)

Fair Practice Work Policy

Indiana State University Department of Social Work utilizes a Fair Practice Work Policy and expects agencies who accept practicum students to do the same. A Fair Practice Work Policy protects students from assuming the role of their credentialed supervisor or professor. Students are supervised in their field experiences and are not serving as a member of the workforce. All roles and responsibilities of the student while in practicum are under the supervision of the credentialed supervisor who remains in the primarily responsible role.

Field Agency

Criteria for Selection of Field Agencies

Field practicum settings are selected by the Department of Social Work according to the following criteria:

1. Agency commitment to the student training as an educational experience;
2. Agency agreement to allow the student opportunity to engage in educationally appropriate experiences (generalist and/or clinical in student's concentration);
3. Student interest and program needs;
4. Agency agreement to provide appropriate supervision;
5. Agency agreement to provide a qualified Field Instructor or Task Supervisor;
6. Agency caseload responsibilities sufficient to provide the student with a range of social work experiences;
7. Agency view of student as a contributor to its service goals; and

8. Willingness to sign a Cooperative Agreement.

Agency Effectiveness in Providing Field Instruction

A formal evaluation of the agency and Field Instructor/Task Supervisor effectiveness in providing field instruction consist of three components:

1. Verbal communication from the student to the Faculty Field Liaison or Field Director;
2. The Student Evaluation of Field Practicum (complete via Qualtrics at the close of the placement); and
3. Observations by the Faculty Field Liaison or Field Director.

Field Instructor/Task Supervisor

Orientation and Training

Every Field Instructor/Task Supervisor, whether working with BSW or MSW students, must complete an orientation to field instruction prior to accepting and working with any Indiana State University social work student. The Department is responsible for providing the orientation and makes reasonable effort to do so in a manner that is most conducive to participation by Field Instructors/Task Supervisors. Currently, the Department offers individualized orientation with the Field Director, an orientation that can be covered at the initial site visit within the beginning of the field placement, or completion of the online video orientation and supporting quizzes.

[Video orientations](#) are available through the Department website.

Ongoing trainings are also provided by the Department for Field Instructors/Task Supervisors and they are expected to make reasonable efforts to attend. The trainings may include broader topics such as populations served and issues related to serving the population, policy issues, safety and practice issues, and ethics. The trainings may also be more specific to curriculum and student preparation, changes in field procedures, updates from the Department, or other field-related content.

The Department issues continuing education credit, category II, for completion of the online orientation series as well as the ongoing trainings.

Criteria for Selection of Field Instructors

The criteria for the selection of Field Instructors include:

1. Holds a degree from a CSWE accredited program (as noted below) and provides a current résumé;

Qualified supervisors for BSW students must hold a baccalaureate degree in social work from a CSWE-accredited program and at least two years of experience or a master's degree in social work from a CSWE-accredited program and at least one year of experience.

Qualified supervisors for MSW students must hold a master's degree in social work from a CSWE-accredited program and at least two years of clinical experience.

2. Commitment to social work values and ethics;
3. Commitment to the Program; and
 - a. Willingness to complete the necessary forms in Sonia,
 - b. Schedule time for supervision with student intern,
 - c. Complete evaluations, and
 - d. Attend training sessions and meetings.
4. An interest in working with social work students and providing an educationally appropriate field experience.

Criteria for Task Supervisors

The criteria for selection as a Task Supervisor include:

1. An employee of the practica Agency that has proper authority to accept the student into the agency;
2. An employee of the agency for at least a year;
3. Has direct access to clients and is willing to supervise and allow the student to observe and interact with clients;
4. Understands and is supportive of allowing the student to practice social work values and ethics in the field setting;
5. Commitment to the Program; and
 - a. Willingness to complete the necessary forms in Sonia,
 - b. Schedule time for supervision with student intern,
 - c. Complete evaluations, and
 - d. Attend training sessions and meetings.
6. An interest in working with social work students and providing an educationally appropriate field experience.

Field Practicum Fees

Each student is required to pay a field fee associated with each field course. These fees are used for field purposes (i.e. recruitment and retention of field sites and supervisors, travel to sites for Field Collaborative Meetings, cost of field materials, instructional materials for students and field supervisors, and Field Instructor/Task Supervisor orientation and training).

BSW

Each of the BSW Field series courses (SOWK 481, 498, and 499) requires a \$75 fee per student.

MSW

Each of the MSW Field series courses (SOWK 605, 610, and 615) requires a \$150 fee per student.

Students may also have additional expenses related to field. For example, some agencies may request specific background checks that are the student's expense, or students may be asked to complete a CPR course. Students will be informed with these requirements prior to accepting the practicum assignment.

Monitoring of Students' Field Site Experiences

CSWE requires consistent monitoring of students in field education to maximize their learning experience. Ongoing monitoring is completed through multiple means including faculty review of students' electronic journals, collaborative meetings between students, Task Supervisors, Field Instructors, and Department staff, and faculty visits the field sites as needed.

Students are expected to participate in all scheduled field collaborative meetings, hereafter termed "collaborations." The student is to document the field collaboration in her/his journal. The field collaboration may be included in documented supervision hours, but may not replace the weekly hour of direct supervision time with the Field Instructor.

There are a minimum of two field collaborations per practicum placement with duration of one semester and a minimum of three collaborations for full academic year placements.

- The first field collaboration is suggested to be in the first 25 hours of placement to discuss expectations, consider 'fit' of placement, and to address placement questions. The initial collaboration may also serve as an orientation opportunity for Field Instructors/Task Supervisors, as is necessary and/or appropriate.
- The second (or midterm) collaboration for full academic year placements occurs at the end of the first semester and serves as a review of progress to date, and an opportunity to address any concerns and to amend goals, as needed, for the coming semester.
- The final field collaboration occurs in the suggested timeline of the last 25 hours of field placement to facilitate ending the placement, identifying areas of strength and areas for future growth of the student, and to secure recommendations from the Field Instructor/Task Supervisor regarding the student's performance in grading.
- Field site collaborations may be completed through electronic means such as phone conference or skype, or as an in-person visit to the agency site. In-person visits may be the most beneficial under certain circumstances, such as situations that involve a BSW Junior level student, a new agency placement, a new Task Supervisor or Field Instructor, or when student/faculty/field instructor concerns related to placement exist.

Additional collaborations may be scheduled at the request of the student, the Field Instructor/Task Supervisor, the Faculty Field Liaison, or the Field Director. Although reasons for additional collaborations can vary, there will be additional collaborations scheduled for placements at risk or of concern.

Grading

The field practicum is graded, not pass/fail. Field practicum and field seminar combine within the field courses; thus, there are criteria other than field practicum that comprise the student's grade for the course. Field Instructors/Task Supervisors are asked to contribute to each student evaluation by offering a grade recommendation to the Faculty Field Liaison (the course instructor) related to student performance in the field practicum.

Course grading is the responsibility of the Faculty Field Liaison (course instructor), **not** Field Instructors/Task Supervisors.

Failure to meet the minimum requirements of the field practicum, as stated in this manual, may result in withdrawal of the student from the field practicum in any given term and failure

of the course. For details, refer to the BSW or MSW Student Handbook: Admission, Termination and Appeals Policies and Procedures.

Student behavior in affiliated field agencies impacts the ability of the Department of Social Work to place students in the same agency in the future. As such, should the relationship between the Department of Social Work and an agency be diminished by any student’s performance in field practicum, to the point that the agency states that they will not take students in the future because of this experience, the Course Instructor is encouraged to decrease the student’s final field grade, up to and including failure of the course.

Grievance Policy and Procedure

The Department fully supports and adheres to the University and College of Health and Human Services established grievance policies and procedures, which includes established grade appeal policies and procedures. The policy is available in the [University Policy Library](#).

Hours Requirements

Students have a minimum number of hours that are required for each practicum. The tables below identify an average number of hours per week which can serve as a guide in helping the student create her/his individualized Schedule of Hours with the Field Instructor/Task Supervisor. Students take the lead in arranging a meeting with the Field Instructor/Task Supervisor for creating the Schedule of Hours, yet the schedule is a collaborative effort. Agencies must review and approve the proposed Schedule of Hours in Sonia. Students should also consider factors that affect scheduling, such as the work schedule of the Field Instructor/Task Supervisor, holidays, vacation days, and public school breaks. Students may also need to accommodate for closures related to inclement weather or agency- specific influences.

Students in field internship may count a maximum of 16 hours of agency orientation towards their total field hours. This includes orientation and onboarding that is required by an agency prior to the start of the internship as well as after a student starts the internship. Any additional orientation hours will require the approval of the Field Director.

BSW	Hrs/wk	# weeks	Total hrs	Requirement
SOWK 481	8	13	104	100
SOWK 498	15	12	180	175
SOWK 499	15	12	180	175

MSW	Hrs/wk	# weeks	Total hrs	Requirement
SOWK 605	27	9	243	240
SOWK 610	25	14	350	350
SOWK 615	25	14	350	350

Students should modify the recommended hours per week based upon the factors noted above, but must be in placement for a minimum of 12 weeks, with the only exception being SOWK 605 (summer) placement which must be in placement a minimum of 8 weeks.

Each student's schedule of time in the agency should include blocks of time no less than 4 hours. Supervision time is included in the total number of hours and should be documented in addition to total hours. Students that have a Field Instructor outside of the agency include the supervision time in the total hours for field also, but may not count travel time as field time.

Students may participate in trainings, conferences, or other activities as part of field. In order to count the hours as field time, students must have approval from the Field Director and the Field Instructor/Task Supervisor and the hours may not be counted for dual credit (for example: attending Legislative Education and Advocacy Development (LEAD) Day and claiming it as field time and getting credit in a course). All experiences that are counted in field hours must be documented in the student's journal and properly authorized on the timesheet.

The student must notify the Faculty Field Liaison if she/he falls behind by more than 15 hours on his/her schedule of hours or if the student, for any reason, has a two week span without supervision with the Field Instructor.

Life and/or previous work experience credit

The Department does not grant credit for life or previous work experience, in whole or in part, in lieu of the field practicum.

Limits to number of field trials

If any student is denied admission to or removed from placement *twice* over the course of the field sequence, then the student may become ineligible for future field placement. The determining factor is if reasons for the denial or removal directly relate to a shortcoming in student preparedness, ability, or behavior allowing for successful performance in the placement. Students who become ineligible for future placements are referred to her/his academic advisor for future academic planning.

Paid Practica

Students may participate in paid practica. A paid practicum is defined as a student learning experience that is accompanied by a stipend, scholarship, or some financial compensation directly to the student. The student status is preserved, and the student is not considered a paid employee.

The primary and distinct difference between paid practica and employment is that an employee is compensated for work performed in an agency and the employee is fully accountable for the performance of her/his assigned duties. Paid practica recognize the status of the student, assist in the design of and adhere to the learning plan of the student, and agree to provide a professionally qualified supervisor who retains responsibility for the learning product of the student. Paid practica most often do not occur in an agency where a student is employed; should this situation arise, the student is responsible for completing the Employment Related Placement Plan (form Student 2) and obtaining proper approval. The payment arrangements for employment versus paid practicum must be clearly explained in the plan.

Probation and Termination Process

When a report of concern arises in field, the Faculty Field Liaison may address the issue with the Field Instructor /Task Supervisor and the student. However, all matters of concern are documented in the student's field file and any issue of moderate or greater concern (a heightened risk for failure of placement) is discussed with the Field Director. For concerns that may not be resolved with a reasonable plan of correction, the issue will be addressed within the leadership team.

Students may be called in to discuss a variety of behaviors that warrant concern, review, probation, and/or terminated from the Indiana State University BSW or MSW Program if violations of professional and/or ethical codes have occurred as demonstrated through student's performance. These violations may include but are not limited to:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work Program.
2. Behaviors judged to be in violation of the National Association of Social Workers Code of Ethics.
3. Academic cheating on exams, plagiarism, falsification, forgery, and obstruction, etc. Refer to the University [Student Conduct and Integrity](#) website for the Code of Student Conduct.
4. Knowingly falsifying time records and/or supervisor signature in a field practicum course.
5. Behaviors that are disruptive to the learning experience of others, or potentially harmful to clients in the field.
6. Inappropriate behavior and/or an inability to develop the appropriate interpersonal skills necessary for effective social work advanced practice as outlined in the NASW Code of Ethics and CSWE competencies.
7. Documented evidence of ongoing criminal activity occurring during the course of study.

The Program Directors may request outside evaluations and/or opinions of professionals when deemed necessary.

BSW/MSW Student Handbook

Safety and Infection Control

Safety is an area in which students and educators are becoming more aware and more concerned. There are placements where students work directly with potentially violent populations. Students may travel to various neighborhoods to conduct home visits as part of the learning process. Students may also be exposed to infectious diseases at some placement sites.

Safety is an issue that will continue to increase in planning due to the number of students placed with agencies serving high risk groups. The agency, student, and Indiana State University share responsibility for making sure that the work environment is as safe as

possible. In an effort to insure the physical health and safety of student interns, the following is recommended for agencies, Field Instructors/Task Supervisors, students, Faculty Field Liaison, and the Field Director.

Agency and Field Instructor/Task Supervisor Responsibility

1. Inform students of potential safety and health risks in the setting;
2. Provide safety and infectious disease training;
3. Notify the Field Director or Faculty Field Liaison in the event that a student is involved in any safety incident;
4. Refer students who are suspected to have exposure a communicable disease to the Vigo County Health Department (or the health department in the city where the agency is located) for testing and treatment; and
5. Inform the Field Director or Faculty Field Liaison immediately in the event that a student reported she/he had contracted a communicable disease, such as tuberculosis or hepatitis.

Student Responsibility

1. Request training on infection control and safety if not provided by the agency;
2. Follow guidelines for safety and infection control in place at the agency;
3. Report incidents of safety and infection exposure to the agency, Faculty Field Liaison, and to the Field Director; and
4. Complete all necessary agency paperwork (i.e., incident reports) timely.

Field Director Responsibility

1. Provide safety and infection control training at field orientation;
2. Monitor risk factors;
3. Collect and respond to all incident reports;
4. Discuss issues related to health and safety with Field Instructors and students as they arise; and
5. Notify university officials as necessary.

Student Agreement

As an item in the application into field, students are asked to sign the Student Agreement Form and submit it with the completed application in Sonia. The components of this form are important for students to understand. There are three distinct components.

1. The student agrees to abide by:
 - a. [NASW Code of Ethics](#)
 - b. The Program [Student Handbook](#)
 - c. University [Code of Student Conduct](#)
 - d. The Field Manual (this document).
2. The student agrees to complete trainings and abide by stated guidelines in these trainings:
 - a. [HIPAA](#)
 - b. University's Employee [Sexual Misconduct Prevention and Education Initiative](#)

3. The student is informed and understands that field related faculty will, as necessary, communicate with other faculty, field instructors, task supervisors, and any other essential persons about the student's preparedness, ability, attitude, behavior and performance as it relates to the field practica. Information will be disclosed and discussed at the least effective level. In other words, disclosure and discussion is restricted to only relevant matters and does not warrant open and unrestricted release of any information about the student. Students are involved in the discussions as much as possible and are asked to disclose information as it relates to field. Disclosure serves the purpose of gatekeeping as well as to assure safety and proper planning for all parties involved in each practicum experience.

Student Assignment into Practicum

The Field Director assigns students to the practicum site. The Field Director takes into consideration the student's interest but the assignment is based upon an educational assessment of the student's learning needs and the agency's ability to meet the needs of the student and field objectives. Students may **not** attempt to arrange their own placements. Upon the time of placement match, the student may approach the Field Director to address questions, concerns, or issues. The Field Director will maintain open communication within this process; however, students will be directed to interview with the agency prior to an option to change a placement will be considered. After the interview, a follow-up meeting with the student and Field Director will occur to determine outcomes. If ongoing issues are in place, the Field Director may consider the option for an alternate placement. However, further placements are only available based on the placement needs for all students (BSW and MSW) that are presently involved in field placement. An alternate placement option is not guaranteed to any student based on these complex factors.

Student Expectations

Attendance

Social work is a profession, and, as such, learning does not come strictly from books. Demonstration of mastery of content and understanding of the field cannot be shown simply by a high grade on an examination. Participation in class and in the field provides the student opportunities to develop greater self-awareness, a pre-requisite for the professional use of self. A student has an obligation to future clients to maximize one's educational experience.

Students are expected to attend all classes, orientation, trainings, meetings, and to attend their field practicum site; the student is expected to abide by their individual field Schedule of Hours. Attendance is vital for participation in course and field activities.

Each student is expected to:

1. Create a Schedule of Hours within the first two weeks of practicum (collaboratively with and approved by the Field Instructor and Task Supervisor) that clearly outlines a plan to complete the full number of hours required for the practicum. See the Schedule of Hours Sample (form Student 1) for details. If supervision is needed with a Field Instructor outside the agency, this time should also be planned into the Schedule of Hours;

2. Arrive on time to all field related experiences; tardies and absences without notification to the Faculty Field Liaison and the Field Instructor/Task Supervisor are unacceptable except in rare instances;
3. Notify the Faculty Field Liaison and the Field Instructor/Task Supervisor of any tardy or absence as soon as possible and immediately discuss a modification to the Schedule of Hours to accommodate the missed time;
4. Discuss, in advance, all schedule changes with the Field Instructor/Task Supervisor;
5. Be awake and alert and focused on the current activity, not doing other work, sleeping, or any activity unrelated to field; and
6. Notify the Faculty Field Liaison if she/he falls behind by more than 15 hours on their Schedule of Hours or if the student, for any reason, has a two week span without supervision with the Field Instructor.

Tardies and absences in field are equivalent to class; any student missing more than ¼ of the scheduled hours for field cannot pass the field portion of the course. Repeated tardies (more than 3) count as absence. Students must complete and properly document the required number of field hours in order to progress in field practica.

BSW

SOWK 481 = 100 hours, SOWK 498 = 175 hours, SOWK 499 = 175 hours.

MSW

SOWK 605 = 240 hours, SOWK 610 = 350 hours, SOWK 615 = 350 hours.

Hours do not carry over; if a student is unable to complete the required number of total hours and supervision hours, then the student will fail the course.

Behavior and Performance

When students demonstrate inappropriate behavior and performance in field, the issues will be discussed within the Field Committee. The following are examples of such behavior, though the list is not exhaustive.

1. Failure to meet and maintain academic GPA requirements as established by the University and the Social Work Program.
2. Behaviors judged to be in violation of the [National Association of Social Workers Code of Ethics](#) and CSWE Competencies.
3. Academic cheating on exams, plagiarism, falsification, forgery, and obstruction, etc. Refer to University Code of Student Conduct and Integrity Program website for the [Code of Student Conduct](#).
4. Knowingly falsifying time records and/or supervisor signature in a field practicum course.
5. Behaviors that impair the student's performance either in class or in the field, or are harmful to clients in the field.
6. Inappropriate behavior and/or an inability to develop the appropriate interpersonal skills necessary for the delivery of social work services as outlined in the NASW Code of Ethics and CSWE competencies.
7. Documented evidence of criminal activity and/or Department of Child Services

involvement occurring during the course of study. The Department will involve [Office of Student Conduct of Integrity](#) as is necessary.

If a student in placement evidences difficulty that does not meet minimum performance standards, the concern is addressed with the Field Director. With collaboration of the agency, the Field Instructor/Task Supervisor, the student, the Faculty Field Liaison, and the Field Director, a corrective action plan will be established to address specific concerns including all parties. Other campus stakeholders, such as Accessibility Resources staff, will be invited as needed to ensure comprehensive planning. This corrective action plan will be shared with the student's academic advisor and the corresponding Program Director.

If the concern cannot be resolved through a corrective plan, the Field Committee will be involved in determining options to resolve the issue. The student's Field Instructor/Task Supervisor may be asked to meet with the Committee as well. As needed, the student will be referred to the Office of Student Conduct and Integrity for further follow-up. If the issue is relevant to the policies of the Equal Opportunity a Title IX Office, a referral will be made.

The student may appeal this decision as stated in the respective Program Student Handbook: Admission, Termination, and Appeals Policies and Procedures.

Confidentiality and Client Contact

Students sign a "Student Agreement" as part of the application for practica. The student agrees to comply with the National Association of Social Workers Code of Ethics, the BSW or MSW Student Handbook, the University Code of Student Conduct, the field manual, sexual harassment policies, and with HIPAA.

In addition to the Student Agreement, the student is expected to comply with the following:

1. Agency confidentiality requirements, as provided by the Field Instructor/Task Supervisor;
2. Accept and give no gifts (including money) to clients, whether in or out of the practicum Agency and practicum hours;
3. Communicate with clients only through means of the Agency and as directed by the Field Instructor/Task Supervisor. Students may **never** give clients her/his personal contact information; and
4. Student may never contact Agency clients outside of practicum hours or for any unofficial reason.

Dress Code

Students are expected to wear business casual clothing when representing the University. There may be occasions for exception in practica, but the student should not assume exception and do so only at the explicit direction of the Field Supervisor/Task Supervisor. Students are never permitted to wear shorts, clothing that is in disrepair or with holes (designer or torn), printed t-shirts (except when provided by the Agency), or clothing that is revealing. Shoes should generally be closed-toed; students are never permitted to wear flip flops.

Driving (Student)

1. Students are expected to get to/ from the assigned field placement. While efforts are made to accommodate requests for local placement, it is not the primary consideration and sometimes cannot be arranged. Therefore, it is recommended that all students have a plan to have access to regular transportation as they approach field placement.
2. Child welfare scholars will be placed in DCS agencies in Vigo and surrounding counties. All scholars should be prepared for placements in surrounding counties and prepared to have their own transportation to get to/from the agency.
3. Students are not permitted to transport Agency clients during any field experience, whether in an agency vehicle or a personal vehicle.
4. Students may not drive Agency or University vehicles at any time during field practicum.
5. Students may ride with an Agency representative during field practicum, or the student may drive a personal vehicle and meet the Field Instructor/Task Supervisor at a designated location; however, if the student drives a personal vehicle it is at the student's own risk and responsibility. The Agency and/or University do not assume liability for such; the student has a choice of riding with an Agency representative.
6. Students may not receive mileage or driving compensation from the Agency for driving a personal vehicle during field practicum.

Grade Point Requirements

Students are expected to maintain the required GPA throughout their Program. Any student who fails to maintain the required GPA will be reviewed by the Program Directors.

BSW students with Admit Term (Catalog year) prior to Fall 2014 must maintain a minimum overall GPA of 2.0 and a social work GPA of 2.2 in order to progress in the field sequence. Students with Admit Term Fall 2014 or after must maintain an overall and social work GPA of 2.5 or higher. Students must earn a minimum grade of C in each undergraduate social work course, including the field courses, to progress in the Program.

MSW students must maintain a minimum overall GPA of 3.0 in order to progress in the field sequence. Students must earn a minimum grade of C in graduate coursework; students must earn a minimum grade of B in field courses to progress in the Program.

Liability Insurance

Indiana State University provides a blanket liability policy that covers students in community engagement and experiential learning. Students are encouraged to purchase personal liability insurance, just as professionals often do. There are situations that blanket policies may not cover. Personal liability is the responsibility of the individual.

Personal liability insurance is available to social work students through:

- [NASW Assurance](#)

- [American Professional Agency, Inc.](#)

There may be additional liability insurance providers; the ones listed are to provide the student with some choices though they are not endorsed or promoted by the Department. Purchase of personal liability insurance is solely the decision of the student.

Evaluation Project

MSW students enrolled in SOWK 610-615 may be involved in an evaluation project while in the field agency. Students are responsible to comply with ethical research standards, to maintain confidentiality of client data, and to complete all evaluation activity under the supervision of the Field Instructor/Task Supervisor as well as the course instructor.

Students may not initiate any phase of evaluation without proper authorization of the Field Instructor/Task Supervisor, proper Agency authority, and the Faculty member supervising the project. Evaluation projects can only be conducted in the field practicum that is related to a social work course, or at the request of the Field Instructor/Task Supervisor; students may not initiate projects for any other purpose.

Supervision Requirements

Each student, while in practicum, is required to meet with the Field Instructor for a minimum of one hour per week, or the equivalent, that the individual is in the placement setting; the requirement is the same whether the Field Instructor is in the Agency or not. The commitment to this requirement is an expectation of both the student and the Field Instructor. If for some reason either party needs to cancel, the time should be rescheduled immediately to account for at least the minimum supervision hours required for the placement.

Required supervision time is calculated by the number of weeks that an individual is in the placement setting; it is not a standard number of hours per practicum. Each student is responsible for assuring that they meet the needed hours of supervision. The student is required to notify the Faculty Field Liaison if they have a two week span without supervision with the Field Instructor. Supervision is documented on the timesheet and is included in the total number of field hours.

Technology Use

ISU Department of Social Work defines the following guidelines for use of technology related to field practica.

1. Students are not to use personal electronic devices during practicum (i.e. cell phones, tablets, laptops, computers, pagers, etc.). Devices should be left in one's vehicle or at home;
2. Agencies may not ask or allow students to put agency information on the student's personal computer;
3. Students may not access or download any secured information from the agency to a personal computer and may not save any client or restricted agency related information on a personal computer or temporary electronic storage device (i.e.,

- thumb drive);
4. Students may use electronic documentation if authorized to do so at the agency;
 5. Students may conduct informal research at the agency if authorized to do so, but may not surf the internet, engage in social media, check personal email, or otherwise use agency technology as a means of entertainment;
 6. Students may not engage with or post about agency clients through any form of social media;
 7. Students may not search any form of social media for information about clients;
 8. Students will follow the guidelines or policies of the agency related to technology use, as well as those of the ISU Department of Social Work. If there are discrepancies, the more restrictive policy takes priority. If students find conflicts that are difficult to determine then the matter is discussed with the Field Director; and
 9. Since technology is always changing, additional issues may be discussed with students in seminar with the Faculty Field Liaison on an as-needed basis. Issues may be presented by students, Field Instructor/Task Supervisors, Faculty Field Liaison or the Field Director.

Withdrawal from Field

If a student seeks to withdraw from the field placement, it is necessary for the student to request permission from the Field Director. Students will not be readmitted to the field in a future semester without prior approval of the Field Director. Any student who chooses to discontinue field work twice is ordinarily ineligible for continuation in the Program.

The Field Process

Admission to the Field Sequence

BSW Practice and Field Sequences

In order to be admitted formally to the BSW Practice and Field sequences, a student must:

1. Have completed 60 hours of undergraduate course work with a minimum overall grade point average (GPA) as required by Admit Term (2.0 for students with Admit Term prior to Fall 2014 and 2.5 for students with Admit Term Fall 2014 and after);
2. Have completed social work courses (SOWK 130, 240, 241, 270, 352, 382 and 384) with a Social Work Course GPA as required by Admit Term (2.2 for students with Admit Term prior to Fall 2014 and 2.5 for students with Admit Term Fall 2014 and after) and no social work course grade below C- (minimum grade of C beginning Fall 2017);
3. Have completed all prerequisite cognate courses (SOC 101, PSY 101, BIO 112, BIO 112L, AHS 340 OR MATH 151, PSY 368, PSCI 201, PSCI 305; additionally, TMGT 195 and ECON 100 within catalog year 13-14 and prior) with a minimum grade of D- (Students with Admit Term of 2014 or after are not required to complete TMGT 105, BIO 112L, or ECON 100);

4. Complete the application for **Acceptance to the Practice and Field Sequences** for the junior practicum and the application for the **Acceptance to the Practice and Field Sequences** for the senior practicum. The application with attached documents must be given to the Field Director in person prior to the stated deadline. Incomplete applications are returned to the student for completion; placements will not be assigned if the required documents are not completed thoroughly and accurately.

The application includes basic biographical data and a self-evaluation of interest, readiness, and suitability for a career in social work. The purpose of the self-evaluation is to reflect the applicant's commitment to the goals and purposes of social work. The student is asked to provide requests for placement; if the student wants to be considered for placement in her/his place of work then the student should also state this request in writing (see Employment Related Field Practicum Policy). The student is also asked to fully disclose any condition which may interfere with the student's successful functioning in the field sequence; failure to do so may result in the student not being permitted to advance in the Program.

5. Submit a current résumé. Each student is required to complete a resume review with a representative in the Career Center and develop a professional résumé to submit with the field application;
6. Submit the signed Student Agreement form with the field application in Sonia;
7. The student must attend an appointment with the Field Director or the Field Coordinator to review their submitted application and receive acceptance into the social work field program. The Field Director will discuss agency options with the student, and a letter regarding agency placement will be sent to the student and the agency.
8. Arrange an appointment with the agency Field Instructor/Task Supervisor (after receiving a letter from the Field Director) to discuss learning opportunities and mutual expectations. The student must take her/his résumé to the meeting with the agency supervisor. Suggested readings and pre-placement contacts for orientation/preparation for the field placement are worked out on an individual basis. Failure to meet with the Field Instructor/Task Supervisor by the assigned deadline will jeopardize one's placement for the academic semester;
9. Attend a mandatory group orientation meeting prior to the beginning of the field semester to discuss common issues concerning field placement expectations (i.e., required documentation, agency hours and regulations, confidentiality, the integrative seminar, dress codes, illness, snow days, etc.); and
10. For senior year, each student must successfully complete SOWK 480 (Generalist Social Work Practice I and Field Practicum). The student must also maintain good standing academically, passing all prerequisite courses with the required minimum grade.

Any student who submits application but does not meet criteria for acceptance in the field sequence may be referred to the Field Committee and addressed with the relevant Program Director. The Field Director (and the Committee, if necessary) may conduct interviews with the applicant. Students who are determined to be ineligible for the field sequence will meet

with the Field Director to discuss options. Additionally, a formal letter will be sent to the student, documenting the decision. A student who is ineligible to progress into the field sequence may be referred to their advisor for consultation, or for serious concerns, may be dismissed from the BSW Program. If it is determined that a student knowingly makes a false oral or written statement during the review process, the student may be terminated from the Program.

Any student for whom there is a concern about their performance in a field sequence course will be asked to meet with the Field Director before the student can advance to the next placement.

MSW Practice and Field Sequences

In order to be admitted formally to the MSW Practice and Field sequences, a student must:

1. Have completed the following requirement of prior credit hours with a minimum overall GPA of 3.0
Full time and Part time programs: 23 hours
Advanced Standing Full time and Part time: no prior hours necessary
2. Have completed graduate social work courses as noted with no graduate social work course grade below C
Full time and Part time programs: SOWK 500, 501, 502, 503, 504, 505, 506, and 507
Advanced Standing Full time and Part time: no prior requirements
3. The field courses must be taken sequentially. SOWK 605 (the generalist placement) is taken the summer prior to the clinical series (SOWK 610 and SOWK 615);
4. Complete the application for **Acceptance to the MSW Practice and Field Sequences** in Sonia for the generalist summer placement and the clinical year practicum. The application with attached documents must be submitted in Sonia to the Field Director prior to the stated deadline. Incomplete applications are returned to the student for completion; placements will not be assigned if the required documents are not completed thoroughly and accurately.

The application includes basic biographical data and a self-evaluation of interest, readiness, and suitability for a career in rural, clinical social work. The purpose of the self-evaluation is to reflect the applicant's commitment to the goals and purposes of clinical social work. The student is asked to provide a request for placement; if the student wants to be considered for placement in their place of employment then the student should also state this request in writing (see Employment Related Field Practicum Policy). The student is also asked to fully disclose any condition which may interfere with the student's successful functioning in the field sequence; failure to do so may result in the student not being allowed to advance in the Program.

5. Submit a current copy of transcript;
6. Submit a current résumé. Each student is required to complete a resume review with a representative in the Career Center and develop a professional résumé to submit with

the field application;

7. Turn in the signed Student Agreement form with the completed application in Sonia;
8. The student must attend an appointment with the Field Director to review their submitted application and receive acceptance into the social work field program. The Field Director will discuss agency options with the student, and letter regarding agency placement will be sent to the student and the agency.
9. Arrange an appointment with the agency Field Instructor/Task Supervisor (after receiving a letter from the Field Director) to discuss learning opportunities and mutual expectations. The student must take their résumé to the meeting with the agency supervisor. Suggested readings and pre-placement contacts for orientation/preparation for the field placement are worked out on an individual basis. Failure to meet with the Field Instructor/Task Supervisor by the assigned deadline will jeopardize one's placement for the academic semester; and
10. Clinical year graduate students must successfully complete SOWK 605 (Field Practicum). The student must also remain in good standing academically.

Any student who does not meet criteria for acceptance in the field sequence may be referred to the Program Directors. The Field Director (and the Field Committee, if necessary) may conduct interviews with applicants. Students who are ineligible to progress into the field sequence may be referred to their advisor for consultation, or for serious concerns, may be dismissed from the MSW Program. If it is determined that a student knowingly makes a false oral or written statement during the review process, the student may be denied admission or terminated from the MSW Program.

Any student for whom there is concern about their performance in a field sequence course will be asked to meet with the Field Director before the student can advance to the next placement.

Please Note:

- Prior to the beginning of each semester all agency sites come under review by the Field Director. Any agencies of concern are reviewed by the Field Committee. The needs, strengths, and interests of the students, as well as the availability of agency and program placement resources, are discussed.
- The Field Director determines each student's agency assignment; the assignment must meet with the approval of the agency. No student is allowed to arrange their own placement. The student assignment is based upon many factors including input from the student, faculty, Field Instructors, and student grades.
- The Field Director provides to the student the name, address, and phone number of the field practicum site, as well as the name of the Field Instructor/Task Supervisor who will be supervising the student.
- Students are strongly encouraged to join the National Association of Social Work.

- The University maintains [professional liability insurance](#) for students and faculty involved in community engagement and service learning opportunities through coursework.
- Students are encouraged to seek personal liability insurance in addition to the coverage provided through the University.

Informational Session about the Field Application Process

Each semester prior to the beginning of field placement, the Field Director will hold separate BSW and MSW Program Informational Sessions to inform students of the field application process. The sessions are mandatory for any student considering field placement for the following semester. Notification of sessions will be provided to the students through email, by classroom instructors teaching the grade level appropriate students in the previous semester, and through posted notices on Department bulletin boards.

Acceptance and Notification of Field Practicum

Once the student has been accepted into the field series and matched with an agency, the student receives a letter via email indicating the contact information for the Field Instructor and, if needed, the Task Supervisor. The student is to meet with the Field Instructor and Task Supervisor within two weeks of notification to do so. Students are notified by the Field Instructor and/or Task Supervisor of acceptance or denial for placement. The student reports back to the Field Director immediately with the results of the interview as well as the student's intention to accept (or not) the placement. If for any reason the student is not accepted by the representatives, or the student does not accept the placement, then the student and the Field Director meet as soon as possible for further placement consideration. If the Field Director determines that an alternative placement is appropriate, then the student will repeat the assignment, interview, and notification process outlined above.

The student jeopardizes the placement if she/he does not contact the Field Instructor/Task Supervisor for interviews **and** report back to the Field Director with the results of the meeting.

Student Orientation to Field Practicum

Student practicum placements are arranged the semester prior to onset of the field placement; however, students may not begin placement until the student completes an orientation to field session. In most cases, these sessions will occur in the first or second seminar meeting to accommodate student schedules. Any student who misses the meeting must schedule a personal meeting with the Field Director to complete the orientation; the student may not begin placement until the orientation is completed.

Practicum Components

Each student is responsible for completing all of the components in a field practicum:

1. Journal
2. Schedule of Hours
3. Timesheets
4. Learning Plan
5. Participation in all Field Collaborative Meetings requested by the Department or the Agency
6. Midterm evaluation
7. Final evaluation
8. Evaluation of the agency
9. Self-evaluation (in the final semester of the field series for both BSW and MSW students)
10. Research projects, if required (as related to academic requirements in the MSW program)

Students are responsible for accuracy and for fully completing all documents within given timelines. Missing, incomplete, or poor documentation can be grounds for not allowing a student to progress into the field series since documentation is such a vital part of social work service delivery. Refer to the Documentation section of the Field Manual for more detail.

Ending Placement

Much like the termination phase of working with clients, students are expected to properly terminate placement. Students are to establish a termination date when designing the Schedule of Hours and progress toward the completion of all activities and assignments accordingly. It is not acceptable for students to end placement early or abruptly, or to leave without completion of stated and agreed expectations. Agency materials, all provided equipment or identification, etc., are to be returned to the agency representative. Make sure that there are no loose ends at the end of placement.

Students are to state proper farewells to responsible representatives of the agency and to the client population served there, and to appropriately express appreciation for the opportunity given to them while at the agency. It is not suggested that students offer ‘thank you’ gifts, but students are encouraged to offer a written form of ‘thank you’, especially to supervisors.

Exception to this procedure applies if a student is asked to leave a practicum site, in which case the student should have no further contact with agency representatives.

Documentation

All documents needed for field practica are located in the Sonia Data Management System.

Documentation is a critical part of social work; students are expected to learn and practice documentation as if she/he is a professional social worker in the agency while in practica. Students must fully and accurately complete all field related documents (agency documents as well as departmental documents), do so within the given timelines, and do so with minimal errors. Failure to follow documentation guidelines will affect the student’s grade. Incorrect or fraudulent documentation, whether intentional or not, may result in referral to the Field Committee to determine subsequent placement needs.

Electronic Documents

All field documents are maintained electronically in Sonia. Paper copies will not be accepted.

The Field Documents

Application to Field

Prior to beginning the field sequence (fall for junior BSW students and spring before the first summer for MSW students), each student must complete the **Application to the Field and Practice Sequences**. There will be a published mandatory informational session held by the Field Director prior to the deadline for the form, and the deadline will be given to the students during the informational session as well as published. There are multiple attachments to be included with the form, so students should plan for adequate preparation time. Failure to meet the application deadline jeopardizes placement.

Prior to beginning the final practicum, each student must complete the appropriate request for placement.

BSW: During SOWK 481 the student will complete the BSW Senior Field Placement Request Form.

MSW: During SOWK 605 the student will complete the MSW Clinical Field Placement Request Form.

Journals and Timesheets

Journal and timesheet entries are to be completed in Sonia on the date of placement. Journal and timesheet entries should clearly match, meaning that for every timesheet entry there should be a journal entry.

Journals are electronically recorded in Sonia. Instructions for completing journal entries are provided at the beginning of field seminar; journal content is outlined in the course syllabus. While the journal is used to process field related activities and feelings, students should be aware that it is documentation and requires proper use of writing skill. Students should also be aware that journals are available to the Faculty Field Liaison (course instructor) and the Field Director; journals are not considered confidential documents.

Timesheets are completed in Sonia. Approved timesheets are due monthly to the Faculty Field Liaison (course instructor) and entries should match with journal entries. Field Instructor/Task Supervisor (or both if they are separate individuals) should approve the timesheet indicating verification and awareness of the student's hours to date. Timesheets should reflect social work supervision time (minimum of one hour per week), regardless if the social work supervisor is in the agency or not. Time recorded on the timesheet should closely match with the planned Schedule of Hours that the student created with the Field Instructor/Task Supervisor in the beginning of the placement. By the end of placement, the cumulative time should indicate that the student has met the minimum requirement for hours in placement as well as indicate that the student has satisfied the minimum hours of supervision needed.

Learning Plan and Final Evaluation

The learning plan and final evaluation is one document for each student in each practicum. It serves to document each student's learning plan and the final evaluation. The course syllabus indicates deadlines for completion of all of the components of the document. The student is the primary person responsible for document management. Each student is responsible for management of the document.

The learning plan is coordinated with the student, the Field Instructor, and the Task Supervisor (if there is one). It is to be outlined in the first three-four weeks of placement, though it is reasonable to make minor modifications to the document as the practicum progresses. All parties involved in the placement are included in the planning and implementation of the learning plan and its progression. The student should make weekly progress on completion of the learning plan; it is **not** acceptable for the student to reach the last few weeks of placement and have half of the learning plan to complete. All practice behaviors must be completed by each student in each practicum (BSW senior and MSW clinical placements span the academic year for completion). It is not acceptable to document 'ongoing' or 'N/A'. Completion of the learning plan item should be documented in the 'Evidence of Completion/Date' column and there should be text written by the student indicating how the learning item was completed, the person who authorizes completion, and the date the item is authorized as complete. Documentation of completion should occur in real-time so the document remains current. Midterm evaluation of the student is due as indicated in the course syllabus to the Faculty Field Liaison. Students should access the document within Sonia, complete their portion, and provide it to the Field Instructor and Task Supervisor with advance time for preparation. All documented supervisors should evaluate the student. The midterm should be properly completed, including the student's approval and comments, and submitted to the Faculty Field Liaison within the stated timeline. Students may not pressure supervisors to complete the document; if for some reason there is difficulty with getting the document completed and submitted on time, the student should discuss the issue with the Faculty Field Liaison and accept any penalties for the delay. The document must be submitted, even if late.

Final evaluation of the student is due as indicated in the course syllabus to the Faculty Field Liaison. Students should notify the Field Instructor and Task Supervisor allowing advance time for preparation. All documented supervisors should evaluate the student. The final evaluation should be properly completed, including the student's approval and comments, and submitted to the Faculty Field Liaison within the stated timeline. Students may not pressure supervisors to complete the document; if for some reason there is difficulty with getting the document completed and submitted on time, the student should discuss the issue with the Faculty Field Liaison and accept any penalties for the delay. The document must be submitted, even if late.

Midterm and final evaluations are due each semester, even if the placement spans an academic year.

Field Collaborative Meetings

Students are expected to attend all scheduled Field Collaborative Meetings with the Field Instructor and Task Supervisor, the Faculty Field Liaison, and/or the Field Director. The student is to document the field visit in her/his journal. The field visit may be included in hours of supervision, but may not be used in place of the weekly hour of supervision with the Field Instructor. The initial site visit is completed face to face or via

distance technology at the assigned agency. Subsequent visits can be completed through distance technology, or by face to face as appropriate.

Evaluation of the Agency

The **Student Evaluation of Field Practicum** form is to be completed by the student via an online survey platform. The link to complete the evaluation will be provided by the Faculty Field Liaison and Field Director prior to the close of the placement.

Field Instructor/Task Supervisor Evaluation of the Field Program

Each Field Instructor and Task Supervisor is asked to evaluate the Field Program. The **Field Instructor/Task Supervisor Evaluation of The Field Program** is to be completed via an online survey platform. The link to complete the evaluation will be provided by the Faculty Field Liaison and Field Director prior to the close of the placement.

Self-Evaluation

Graduating BSW and MSW students are asked to complete a self-evaluation. The self-evaluation is completed by using the appropriate document per Program. At the end of the student's final practicum (BSW SOWK 499 and MSW SOWK 615), each student should complete the document and submit it in within the stated timeline to the Faculty Field Liaison. Only graduating students are expected to complete the document.

Evaluation Projects

BSW and MSW students may complete evaluation projects in the field agency. Time spent on evaluation activities is documented in the journal. Other project requirements, documentation, and guidelines are provided in the course related syllabus.