



RHODE ISLAND COLLEGE

SCHOOL OF SOCIAL WORK



BSW FIELD EDUCATION MANUAL

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

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FIELD EDUCATION POLICIES AND PROCEDURES

INTRODUCTION

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

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

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

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

FIELD EDUCATION PROGRAM POLICIES

Selection and Monitoring of Field Settings¹

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

Selection

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

Monitoring

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

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

Field Placement Process

Placement Prerequisites

Only those BSW students who are enrolled in SW 327 and who have completed the proper prerequisites will be allowed to enter field education instruction and receive a placement.

The Application Process

Students will apply to the BSW program in the fall/spring semester of their junior year. Upon acceptance, students will receive communication from the office of Field Education regarding the field placement process, which includes completion and submission of an application and updated resume via InPlace. The knowledge and skills that students bring into the BSW program and the knowledge and skills that students hope to acquire in preparation for continuing their social work careers will be considered. Students are welcome and encouraged to submit their ideas and preferences via the application. However, students may not contact field agencies or schedule or participate in interviews without a referral from the office of Field Education. The need for individual field interviews will be determined by the office of Field Education staff.

Accommodations for Disability

Students requesting reasonable accommodations in field placement are required to also register with Disability Services Center on campus: <https://www.ric.edu/departments-directory/disability-services-center> It is the student's responsibility to let the field office know of any needed reasonable accommodations.

Field Readiness

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

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

Students will comply with the [RIC Student Conduct Code](#) the SSW Policy Concerning Professional Behavior (see below), the SSW Confidentiality Policy and/or the [NASW Code of Ethics](#).

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

Confirmation of Field Placements

Students are responsible for filling out the mandatory online field confirmation form after the interview process is complete and a placement has been offered and accepted. The Field Confirmation must contain all requested contact information. Students' hours in the field may not begin until the placement process is completed. The office of Field Education staff will be able to view this information via their InPlace access.

All students in field placements will track field data through InPlace, an online software that will organize students' field data and evaluation information. An account must be opened once it is time to start the field placement process. The intern will receive information via RIC e-mail on opening an InPlace account.

Placement Policies and Procedures

BSW Senior Placements

Senior-year field placements are generalist placements designed to provide students with opportunities to engage actively in professional tasks that complement as well as reinforce classroom learning. Students will implement theory-in-practice with individuals, families, groups, organizations, and communities. Students will complete 480 hours in field in their senior-year placement. This placement occurs under the supervision of a field instructor with an MSW degree from a CSWE accredited institution, with at least 2 years of post-graduate professional experience.

Policy for Addressing Safety in Field

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

The School of Social Work will:

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

The field site will:

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

The student will:

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

Policy on Professional Behavior¹

Any student participating in field education must review and e-sign that they have understood the Policy on Professional Behavior via their InPlace account.

<https://www.ric.edu/documents/bsw-policy-professional-behavior>

Any student whose performance in the field placement constitutes a breach of the NASW Code of Ethics², and/or the School of Social Work Professional Code of Conduct (see below) will be referred to the Academic Standing Committee by the director of Field Education.

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

The following framework guides the policy on professional conduct. Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice, inappropriate or disruptive behavior toward colleagues, faculty, or staff (at school or field placement) will be the basis for nonacademic termination policies (Council on Social Work Education, Commission on Accreditation, Supplement to the Handbook of Accreditation Standards and Procedures).

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

Ethical Obligations

Students are ethically and professionally bound to:

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

Professional Commitment

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

Professional Behavior

- Behaviors that are in compliance with program policies, institutional policies, professional ethics standards, and societal laws in classroom, field, and community.
- Appearance and personal demeanor that reflect a professional manner.
- Sound judgment in decision making.
- Potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and critique in a positive manner
- Work and communication with others that is intended to resolve issues directly, professionally, and is geared toward problem resolution while avoiding triangulation.

- Advocacy for themselves undertaken in an appropriate and responsible manner using proper channels for conflict resolution.
- Willingness to receive and accept classroom feedback and field supervision in a positive manner to enhance professional development.
- Professional and respectful interpersonal behavior with colleagues, faculty, and staff in class and field.

Personal Behavior

Stress Management

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

Emotional Problems

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

Harassment

There will be zero tolerance for any form of harassment, which includes the following:

- Conduct that intimidates, threatens, or endangers the health or safety of any person.
- Behavior that intentionally or negligently causes physical, financial, or emotional harm to any person.
- Behavior that is construed as a nuisance, including prank phone calls or abusing or harassing another user through electronic means.

Statement of Non-Discrimination and Affirmative Action

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

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

Dual Relationships in Field

When assigning field instructors to students, the School of Social Work adheres to pertinent standards in the *NASW Code of Ethics* concerning dual relationships and conflicts of interest. In the context of field instruction, dual relationships occur when a field instructor maintains a relationship with a student in more than one domain, whether professional social, or business. Dual or multiple relationships can occur simultaneously or consecutively.¹ According to the *NASW Code of Ethics*,

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

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

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

¹ See National Association of Social Workers. (2017). *NASW code of ethics*. Retrieved 08/4/2020, from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>.

In order to prevent exploitation or potential harm to students, favoritism, and partiality – and to comply with [NASW Code of Ethics](#) standards – students and potential field instructors should disclose to the director of Field Education any dual relationship or conflict of interest. Examples include situations where the potential field instructor has provided clinical services to the student; friendships between the student and potential field instructor; and other professional and business relationships between the student and potential field instructor.

Confidentiality Policy

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

Social Media Policy

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

Background Checks

Every student entering field placement is required to complete a comprehensive background check. Students must open an account Castle Branch (instructions provided by the field office)

Field Placement at Work Setting

BSW students may request to do their field placement at their place of employment. To be considered for a field placement in an agency of employment, a student must prepare and submit a “Proposal for Field Placement at Work Setting” for approval. Components of the Work Proposal are listed below. Work Proposals must be submitted to the appropriate staff in the field office and will be considered complete when all required parts are submitted. Deadlines for Proposals for Field Placements at Work Setting are posted on the School of Social Work Field Education [webpage](#).

The work proposal must be well articulated and will not be considered if the work is not aligned with the respective social work competencies. The student must have assignments and duties that meet criteria of the learning contract objectives.

The student must have been employed by the agency for a minimum of 90 days and be in good standing in order to be eligible for approval of the work proposal.

The field instructor for a student seeking a work-setting field placement must hold an MSW degree from a CSWE-accredited institution, and have at least two years of post-MSW practice. In the event that the student's field instructor is their direct supervisor; the supervisor must ensure that the employment and internship supervision are distinct and held at separate times. Assignments of field instructors within the work setting must comply with the NASW policy on dual relationships. Students must describe their relationship with the proposed field instructor. Students are required to disclose any prior relationships and to discuss potential conflicts.

The primary field instructor should be available for supervision at minimum for one hour a week. The MSW field supervisor should assure that the student receives an additional hour of supervision from the same MSW or other on-site supervisors, either individually or in a group setting. Under no circumstances will the student pay for the services of a field instructor.

Proposal for Field Placement at Work Setting

Students who wish to negotiate special arrangements for a field placement at their current place of employment must use the outline below to complete their proposal and submit it to the director of Field Education for approval.

Instructions for a Proposal for Field Placement at Work Setting

Students who wish to negotiate special arrangements for a field placement at their current place of employment must use the outline below to complete their proposal and submit it to the Office of Field Education for approval. Work Proposals are read and reviewed by the Field Committee. Deadlines for submitting completed proposals are posted on the School of Social Work [webpage](#).

The proposal should be submitted as determined by the Office of Field Education and include the following information:

- **Student Name**
- **Student Address**
- **Student Telephone**
- **Student RIC email**
- **Resume**

- **When student is asking to complete the field placement (e.g. Academic year 2022-2023)**
- **Name and Address of agency including telephone phone number and website**
- **Description and mission of agency (only if no website is available)**
- **Student Employee Status, including:**
 - Job title and function
 - Client population served (who are the clients)
 - Current schedule (days and hours) ***student can only apply required weekly number of hours towards field placement in accordance with their internship level***
 - Length of time employed in this capacity
 - Name and contact information for immediate supervisor, including their role in agency
- **Proposed field placement experience, including:**
 - Job description **that includes detailed overview of proposed tasks to be completed as part of the internship; showing clear linkages to the nine social work competencies** as outlined in the corresponding BSW Senior Year Learning Contract
<https://www.ric.edu/departments-directory/school-social-work/field-education>
 - Name, contact, resume/CV of proposed MSW supervisor (if different from immediate supervisor). MSW supervisor (field instructor) must hold an MSW degree from a CSWE accredited program; with 2 years post-graduate experience to supervise a BSW intern.
 - Please note: Employee agencies **must comply** with field education requirements for supervision of students, either through a separate qualified supervisor or by the program assuming responsibility for reinforcing a social work perspective. **The School of Social Work will not be responsible for arranging MSW off-site supervisors for the work proposal option.**
- **Letter on agency letterhead from an administrator who oversees student's employment department that states:**
 - Student's date of hire
 - Student is an employee in good standing
 - Administrator has reviewed the proposal and approves the student maintaining a dual role as employee and intern for the time period of the field placement
 - Administrator approves the plan for separate employment and supervision hours
- **Proposed Field Instruction Learning Objectives; Assignment/Range of Tasks to Meet Learning Objectives; Proposed Field Instructor.** It is important that students take time to develop a "mini" learning contract using the learning objectives outlined in the BSW Senior Year field contract.
 - List and describe potential social work practice involvement and/or projects that could

- be implemented at the agency that meet the social work competencies accordingly
- Develop a list of proposed field instruction learning objectives.
 - Proposed internship and employment supervision schedule

Termination of Employment

If a work proposal is approved, it is expected that the student will remain employed in this respective position with their approved employment agency for the duration of the field placement. The office of Field Education is not responsible to arrange field internships for students in work proposal placements who leave their employment voluntarily during the academic year for which their work proposal was approved for.

In the event of an involuntary termination of employment, not due to performance issues or seeking other opportunities, such as a layoff; the office of Field Education will work with the student to make appropriate arrangements for another field placement.

Timetable for Completion of Field Hours

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

Policy for Resolving Problems in Field

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

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

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

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

Termination from Field Internship due to Performance Issues

Interns are expected to demonstrate attitudes and values that are congruent with social work professional standards, including the [NASW Code of Ethics](#). Assessment of students' ability to meet these standards will be conducted by faculty members responsible for evaluating students' classroom performance, field instructors, advisors, other agency personnel responsible for evaluating field performance, and administrators and others with whom the students interact within the School of Social Work community. Social work students are expected to adhere to standards in the classroom, field, and within the larger Rhode Island College School of Social Work community. Dismissal from internship by the field agency, due to student performance or

behavior, may impact a student's ability to remain in the program. Under these circumstances, members of the Field Education team (e.g. Director of Field Education) may be involved directly with the student and/or agency supervisors and administration.

Termination from field will be addressed in the following manner:

- The faculty liaison to the field placement (the student's academic advisor) will communicate with both the field placement supervisor and the student to complete a review of the situation when there is a termination.
- The student's academic advisor submits a report to the Director of Field Education by email. The report should include a brief summary of the situation and assessment of the issues. All support documents and email exchanges should be attached.
- The Director of Field Education will review the situation in consultation with the Department Chair and will follow up with the involved parties accordingly.

The Director of Field and Department Chair have the following options:

- a) the student will return to complete field internship the following academic year if it is determined that their behavior/conduct resulted in termination from internship with a possible recommendation that the student complete certain tasks in order to demonstrate the appropriate resolution of difficulties which may have compromised their performance in the internship.
- b) the student may be referred to a second internship with a performance improvement plan in place approved by the faculty liaison (academic advisor) and Director of Field. The Office of Field Education in consultation with the Department Chair reserves the right to not offer a second internship based on student performance issues.
- c) the student may be dismissed from the program by the Chair.

The Director of Field and/or the Department Chair will meet with student and faculty liaison to inform the student of the decision.

A return to field the following academic year may include credit for the number of hours completed prior to termination of the field placement. However, it is not guaranteed that all hours completed will be accepted into the new placement. This will depend on the student's achievement/progress as well as the new field placement agency's expectations and structure.

At times the School of Social Work may determine that it is in the best interest of the student not to immediately reenter another internship. In these, cases, it may be recommended by the Director of Field Education and the Chair of the MSW program (for graduate students) or the Chair of the BSW program (for undergraduate students) that the student complete certain tasks in order to demonstrate the appropriate resolution of difficulties which may have compromised their performance in the internship (example, completion of an ethics course module).

The School of Social Work reserves the right to deny a student a second internship based on student performance issues and other pertinent information (e.g. violation of NASW Code of Ethics). The School will not offer a third internship for any single field education course.

The student has a right to appeal this decision. The appeal will be to the SSW Academic Standing Committee and in accordance with the policies and expectations outlined in the [BSW Academic Manual](#). Students will not be permitted to register for any social work course until the appeal process for a field education course is complete.

Mid-Semester Placement Changes

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

Grades in Field

Satisfactory

To receive a Satisfactory (“S”) grade in Field, students are required to complete the three components of field education: placement assignments, required supervision, and field seminar. Students’ grades are determined by their faculty liaison with input from the field instructor through the field evaluation completed at the end of the semester.

Incomplete

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

Unsatisfactory

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

Student and Agency Arrangements

Agency Requirements for Staff, Interns and Volunteers

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

Use of Personal Vehicles

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

Other Field Policies

Exceptions

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

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

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

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

11. As leader/facilitator of your field seminar, your liaison advisor is responsible for determining and assigning your academic grade for the seminar and your field experience with input from the field instructor through the field evaluation completed at the end of each semester.

RESPONSIBILITIES OF THE SCHOOL OF SOCIAL WORK TO AGENCIES AND FIELD INSTRUCTORS

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

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

RESPONSIBILITIES OF FIELD WORK AGENCY

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

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

RESPONSIBILITIES OF MSW FIELD INSTRUCTORS

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

1. The field instructor will communicate the field placement program to other members of the agency staff in order to create a climate conducive to learning and to facilitate the use of agency resources which will help meet the student's learning needs.
2. In collaboration with the student(s), the field instructor will select appropriate learning assignments and develop a written learning contract that is consistent with the objectives of field instruction and the agency's goals and purposes.
3. The field instructor will provide continuous supervision to students throughout the duration of the field placement.
4. The field instructor will schedule two hours of planned and uninterrupted supervision each week with the student. A minimum of one-hour of face-to-face, uninterrupted supervision is required with the primary MSW supervisor. The second hour may be group or individual supervision with the same or a different assigned supervisor.
5. The field instructor will report to the director of Field Education any dual relationship or conflict of interest between the field instructor and student – in compliance with the *NASW Code of Ethics* standards – that could potentially result in exploitation or potential harm, favoritism and/or partiality with the student.
6. The field instructor will establish a plan for reviewing and evaluating student's progress through periodic review of students' recording, audio, or videotaping; direct observation; student's work with a co-worker or with a client system; written documents appropriate to tasks/assignments, a proposal or grant, policy, or minutes of a meeting. Usually a combination of these means of review and evaluation will be used.
7. The field instructor will provide an on-going evaluation of the student's performance, including a formal online evaluation at the end of each semester on the student's InPlace account. The student and field instructor are both required to participate in and sign the evaluation. The evaluation form must be returned electronically at the end of each semester.
8. The field instructor will submit updated resumes to the office of Field Education or other proof of an MSW degree from a CSWE-accredited school of social work.

RESPONSIBILITIES OF THE STUDENT

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

1. Students will actively participate in communications with the Field office by opening an account with InPlace, an online software that will organize students' field data and field evaluations. Students will receive instructions on the process of applying to field and should follow up by scheduling an interview and reporting back to the Field office in a timely and professional manner utilizing InPlace software.
2. Students will function as social work professionals in the field placement. Students will abide by the *NASW Code of Ethics*, the SSW Policy Concerning Professional Behavior, and the SSW Confidentiality Policy.
3. Students are expected to abide by the policies and regulations of the assigned agency. This includes functioning within the agency time schedule, maintaining records required by the agency, adherence to agency technology/social media policy, safety policies and dress code.
4. Students in field placement are expected to observe the same practices required by the agency for its employees, including (but not be limited to) criminal background checks (BCI), medicals tests (for example, TB), documentation of such tests or immunizations, fingerprinting or HIPAA (Health Insurance Portability and Accountability Act) training.
5. Students will report to the director of Field Education any dual relationship or conflict of interest between the field instructor and student – in compliance with the *NASW Code of Ethics* standards – that could potentially result in exploitation or potential harm, favoritism and/or partiality with the student.
6. Students will conduct research in accordance with the *NASW Code of Ethics* and the agency or college's Institutional Review Board (IRB) rules and regulations.
7. Students will prepare for and actively participate in supervision with the field instructor in mutually determined ways delineated at the beginning of the semester through the Learning Contract. As part of their participation, students will share their class syllabi and enlist their field instructor's assistance in meeting the requirements for completion of classroom/academic assignments in the field.
8. Students will attend and participate in the mandatory field site visit in the fall semester with the field instructor and faculty liaison.

9. Students will participate in their field evaluations with the field instructor. Students are required to sign the written evaluations and may add comments in the space provided.
10. Full-time students generally spend 8 hours per week in the field during the junior year (ten weeks) and 16 hours per week during the senior year in the agency for fourteen weeks each semester. Any modification to the required field hours will require prior approval of the field agency, the director of Field Education, and the BSW department chair.
11. Students must follow the Policy for Resolving Problems in Field in the event they experience challenges with the process or content of the learning experiences at the field setting, or with the field instructor.