



# Barry University

Ellen Whiteside McDonnell | School of Social Work

## Field Education Policies and Procedures Manual

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## **Purpose**

The purpose of this manual is to provide essential information to students, faculty, field advisors, field educators, and administration regarding the philosophy, organization, expectations, policies and procedures for field education in both the BSW and MSW programs at Barry University School of Social Work.



## **School's Mission and Curriculum Focus**

Grounded in the liberal arts tradition, Barry University is a scholarly community committed to the highest academic standards in undergraduate, graduate and professional education. In the Catholic intellectual tradition, integration of study, reflection and action inform the intellectual life. Faithful to this tradition, a Barry education and university experience foster individual and communal transformation where learning leads to knowledge and truth, reflection leads to informed action, and a commitment to social justice leads to collaborative service (Barry University Mission statement, 2008).

The mission of the Barry University School of Social Work is framed by the core values, ethics, and commitments of the social work profession and Barry University mission. Within a culturally diverse framework, the School is committed to educating social workers for professional social work practice that is informed by context and characterized by competence, skills of leadership, quality, the quest for social and economic justice in local and global communities, and dedication to continuous professional growth and development.

## Field Education as the Signature Pedagogy

Field education is highlighted by the Council on Social Work Education as the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner (CSWE, 2008). Trauma-informed and resiliency-focused are the conceptual lynchpins of the curriculum for both the BSW and MSW programs. Trauma-informed recognizes the significance of “trauma” in creating human vulnerability and impacting human relationships. Resiliency-focused is critical to finding and mobilizing individual strengths, resources, and capacity for recovery, healing, and further development of resiliency proficiency. The intent of field education in the School of Social Work, therefore, is to assist students in connecting the theoretical and conceptual framework of the curriculum with the practical world of the practice setting.



## CSWE Competency Standards and Practice Behaviors

Both the BSW and MSW programs' curricula content, including field education, are guided by the 10 core competencies and related practice behaviors identified in the Education Policies and Standards provided by CSWE. In the MSW program, the single concentration reflects the Practice Behaviors developed by CSWE for Advanced Social Work Practice in Clinical Social Work (2009). Additional practice behaviors that reflect the school's academic goals are included as part of the single concentration in advanced clinical Social Work practice.

## **CSWE Competency Standards and Practice Behaviors for BSW and MSW Foundation**

**2.1.1** – Identify as a professional social worker and conduct oneself accordingly.

1. Advocate for client access to the services of social work.
2. Practice personal reflection and self-correction to assure continual +professional development.
3. Attend to professional roles and boundaries.
4. Demonstrate professional demeanor in behavior, appearance, and communication.
5. Engage in career-long learning.
6. Use supervision and consultation.

**2.1.2** – Apply social work ethical principles to guide professional practice.

7. Recognize and manage personal values in a way that allows professional values to guide practice.
8. Make ethical decisions by applying standards of NASW Code of Ethics.
9. Tolerate ambiguity in resolving ethical conflicts.
10. Apply strategies of ethical reasoning to arrive at principled decisions.

**2.1.3** – Apply critical thinking to inform and communicate professional judgments.

11. Distinguish, appraise, and integrate multiple sources of knowledge, including research- based knowledge, and practice wisdom.
12. Analyze models of assessment, prevention, intervention, and evaluation.
13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**2.1.4** – Engage diversity and difference in practice.

14. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
16. Recognize and communicate their understanding of the importance of difference in shaping life experiences.

17. View themselves as learners and engage those with whom they work as informants.
- 2.1.5** – Advance human rights and social and economic justice.
18. Understand the forms and mechanisms of oppression and discrimination.
  19. Advocate for human rights and social and economic justice.
  20. Engage in practices that advance social and economic justice.
- 2.1.6** – Engage in research-informed practice and practice-informed research.
21. Use practice experience to inform scientific inquiry.
  22. Use research evidence to inform practice.
- 2.1.7** – Apply knowledge of human behavior and the social environment.
23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
  24. Critique and apply knowledge to understand person and environment.
- 2.1.8** – Engage in policy practice to advance social and economic well-being and to deliver effective social services.
25. Analyze, formulate, and advocate for policies that advance social well-being.
  26. Collaborate with colleagues and clients for effective policy action.
- 2.1.9** – Respond to contexts that shape practice.
27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services.
  28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
- 2.1.10** (a-d) – Engage, assess, intervene, and evaluate with individuals families, groups, organizations, and communities.
- a – *Engagement*
29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
  30. Use empathy and other interpersonal skills.
  31. Develop a mutually agreed-on focus of work and desired outcomes.
- b – *Assessment*

32. Collect, organize, and interpret client data.
33. Assess client strengths and limitations.
34. Develop mutually agreed-on intervention goals and objectives.
35. Select appropriate intervention strategies.

*c – Intervention*

36. Initiate actions to achieve organizational goals.
37. Implement prevention interventions that enhance client capacities
38. Help clients resolve problems.
39. Negotiate, mediate, and advocate for clients.
40. Facilitate transitions and endings.

*d – Evaluation*

41. Critically analyze, monitor, and evaluate interventions.

## **CSWE Competency Standards and Practice Behaviors for Advanced Clinical Social Work**

### **2.1.1 – Identify as a professional social worker and conduct oneself accordingly.**

1. Readily identify as social work professionals.
2. Demonstrate professional use of self with client(s).
3. Understand and identify professional strengths, limitations and challenges.
4. Develop, manage, and maintain therapeutic relationships with clients within the person-in environment and strengths perspectives.

### **BUSSW-Specific Advanced Clinical Practice Behaviors**

1. Apply advanced clinical knowledge of the effects of trauma in multidimensional assessment, intervention, and evaluation.
2. Demonstrate professional practice reflecting the profession's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.
3. Demonstrate the ability to apply interventions that are responsive to all dimensions of diversity.
4. Respond to factors that produce and constrain the strengths and resilience found in transactions among people, their communities, and the larger social

environment, based on differential assessment of risks and protective factors.

5. Demonstrate leadership in addressing the range of political, economic, and environmental factors that affect clinical social work practice.

### Field Education Course Curriculum

#### BSW Full-time

Course	Semester	# Field hours to be completed/semester
SW 495 Field Education I	Fall senior year	On campus Preparatory Skills Lab Seminars 140 hours in agency-based internship
SW 497 Field Education II	Spring senior year	280 hours agency-based internship On campus Focused Field Seminar
<b>Total hours</b>		<b>420</b>

#### MSW Full-time, 60-Credit

Course	Semester	# Field hours to be completed/semester
SW 537	1	On campus Preparatory Skills Lab Seminars 140 hours in agency-based internship
SW 577	2	280 in agency-based internship On campus Focused Field Seminars
SW 675	3	280 in agency-based internship On campus Focused Field Seminars
SW 689	4	336 in agency-based internship On campus Focused Field Seminars
<b>Total hours</b>		<b>1036</b>

MSW Full-time, 32-Credit

Course	Semester	# Field hours to be completed/semester
SW 675	1	280 in agency-based internship On campus Focused Field Seminars
SW 689	2	336 in agency-based internship On campus Focused Field Seminars
<b>Total hours</b>		<b>616</b>

MSW Part-time, 60-Credit

Course	Semester	# Field hours to be completed/semester
SW 537 (a)	1	On campus Preparatory Skills Lab Seminars
SW 537 (b)	2	140 hours in agency-based internship
SW 577 (a)	3	140 in agency-based internship On campus Focused Field Seminar
SW 577 (b)	4	140 in agency-based internship
SW 675 (a)	5	140 in agency-based internship On campus Focused Field Seminar
SW 675 (b)	6	140 in agency-based internship
SW 689 (a)	7	168 in agency-based internship On campus Focused Field Seminar
SW 689 (b)	8	168 in agency-based internship
<b>Total hours</b>		<b>1036</b>

MSW Part-time, 32-Credit

Cohort/Course	Semester	# Field hours to be completed/semester
SW 675 (a)	1	140 in agency-based internship On campus Focused Field Seminar
SW 675 (b)	2	140 in agency-based internship
SW 689 (a)	3	168 in agency-based internship On campus Focused Field Seminar
SW 689 (b)	4	168 in agency-based internship
<b>Total hours</b>		<b>616</b>



**The Field Education Team**

The School is committed to providing relevant and appropriate agency-based learning opportunities for students in both the BSW and MSW programs.

## **Selection Process for Field Internship Agencies and Field Educators**

To achieve this, Field Education seeks out and maintains relationships with agencies that can provide learning environments for BSW and MSW students to demonstrate core competencies. The School carries the responsibility for determining the suitability of an agency and/or Field Educator based on the following processes and criteria.

### **Agency Selection**

Potential field internship agencies are identified from a variety of sources. Agencies may make a request for a student or students, faculty, alum, or community representatives may refer them. Field Education agencies are classified by the level of learning students are likely to experience. Those agencies whose services represent a generalist-practice focus are utilized for BSW and MSW Foundation students. Agencies whose services represent a clinical practice focus are utilized for MSW Concentration students. There are a few agencies whose services represent both generalist and clinical focused practices. These agencies are used for BSW/MSW Foundation-year students as well as MSW Concentration year students.

In cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective for students by hiring a credentialed field educator who holds an accredited MSW degree or by adjusting the workload of a faculty member to provide clinical supervision at the placement site. Their ability to work within these agencies is fully negotiated with the agency by the office of Field Education.

### **Selection Criteria**

1. Agency's mission and philosophy is compatible with the values and ethics of the social work profession.
2. Agency's point of view about internships reflects commitment to high educational standards as reflected by CSWE and the School of Social Work.
3. Capacity to designate a MSW who meets the criteria and is willing to serve as a field educator.
4. Capacity to provide a range of client-based assignments on an ongoing basis that are appropriate to students' educational needs. The caseload for students should reflect the opportunity for involvement in varying modalities of

- service as well as exposure to a diversity of people and problems/issues.
5. Provide students with the necessary physical facilities and resources for client engagement and subsequent learning activities.
  6. Provide administrative sanction and support to the field educator for sufficient supervisory and consultative time for students.
  7. Agency agrees that no student accepted for field internship will be discriminated against on the basis of race, color, age, national origin, religion, gender, sexual orientation, disability, or Veteran status.
  8. Agency agrees to collaborative participation with the School through regular access to the internship, student and field educator.



## **Procedure**

1. When Field Education is made aware of a potential internship agency, the appropriate Associate Director of Field sends a letter to the Agency acknowledging interest along with the relevant Application materials.
2. Following receipt of the completed relevant application materials, a representative from Field Education schedules an assessment visit with the agency. Using the Field Assessment form, the Field Education representative assesses the function and services of the agency, identifies potential field educators and task facilitators, possible student assignments, availability of resources for students, and identifies any special requirements for placement. The representative interprets the School's curriculum, Field Education requirements and the School's expectations

- regarding assignments, supervision, and assessment of students' competency in Field Education to the agency and potential field educator.
3. Following the assessment the representative completes the Field Agency Assessment Form with a recommendation for agency selection. The Associate Director presents the completed form, along with the Agency's materials, to the Director of Field Education.
  4. The Director of Field Education reviews the materials submitted and determines whether to accept, amend, or reject the recommendation of the Associate Director. This is indicated on the Agency Assessment Form which is turned into the appropriate Administrative Assistant III.
  5. If an agency is selected, information regarding further required agency paperwork is provided by the Administrative Assistant III for completion and submission to Barry University's Legal Department for review and the execution of an Affiliation Agreement.
  6. If an agency is NOT selected, correspondence regarding this fact is provided to the agency.

### **Field Educator Selection**

The following criteria are used in the selection of field educators:

1. For BSW students minimally a bachelor's degree in social work from a CSWE accredited School of Social Work and at least two years post-degree experience in an agency setting.
2. For MSW students a master's degree in Social Work from a CSWE accredited School of Social Work and at least two years post-degree experience in an agency setting.
3. Demonstrate practice competence and experience commensurate with or in excess to that of the student's educational status.
4. Minimum of four months employment at the agency.
5. Commitment to the values of the social work profession, competence in practice, and interest in supporting student education.
6. Ability, time and willingness to serve as an educator during the full internship period.
7. Willingness and ability to engage in School sponsored orientations, trainings, and other educational or Field Education – related administrative activities.

The field educator is expected to:

- Coordinate and oversee the intern's skill development and learning as a beginning social work professional.
- Develop, with the intern, a learning plan and timeline for each field education course.
- Provide a sufficient number and variety of learning activities and assignments that insure a developmental path to student learning and demonstration of same.
- Assign a range of clients to insure the acquisition of the attitudes, values, knowledge and skills to work with diverse populations.
- Provide learning opportunities to develop professional oral and written skills.
- Formally meet with the intern a minimum of one (1) hour per week for direct, individual supervision and use the time to provide learning exchanges as well as constructively critique the intern's application of knowledge and skills with individuals, couples, families, groups, communities and organizations.
- Communicate with the assigned field advisor and, when necessary, the Associate Director of Field Education regarding the intern's progress in the respective field course.
- Provide ongoing feedback on the intern's performance as well as an assessment of the intern's competency at mid-semester and the end of the field course for which the intern is enrolled.

### **Procedure**

1. Agency is designated as a field internship site or a potential field internship site.
2. The potential field educator completes and submits the Field Educator Profile Sheet and a resume to the Associate Director of Field.
3. The Associate Director of Field reviews the materials and makes a recommendation to the Director of Field Education.
4. The Director of Field Education reviews the materials submitted and communicates a final determination to the Associate Director and the Administrative Assistant III.
5. If selected, information regarding the required the 16- clock hours Clinical Supervision and Field Educator's training is provided by the Administrative Assistant III.

6. If not selected, feedback on the reason is provided to the applicant.

### **Task Facilitator**

There will be occasions when an intern will be assigned, by the field educator, to a task facilitator. The role of this person may range from the provision of specific time-limited learning tasks to directing some day-to-day activities, some teaching and guiding students in their assignments and giving feedback on student performance. Given the nature of Field Education as the Signature Pedagogy, for the profession and the single, advanced clinical focus of concentration field, BUSSW requires all task facilitators have a human services-based degree (i.e. social work, social services or mental health) and to be an employee of the agency. Task facilitators are expected to:

1. Participate in planning designated learning experiences for the intern.
2. Provide limited primary, direct supervision of the intern's daily activities.
3. Assign cases and projects congruent with the intern's learning plan.
4. Provide ongoing feedback on the intern's performance to both the intern and the field educator.

### **Field Educator and Task Facilitator Training**

All individuals seeking to serve as either field educators or task facilitators with the School are required to attend the Clinical Supervision and Field Educator Training. This is a 16-hour, face-to-face interactive training which meets the Florida Regulatory Board's requirements for 12 continuing education units (CEUs) to become a Clinical Supervisor for registered MSW interns seeking licensure. Additionally, the training provides the requisite knowledge and skills for supervising students pursuing Bachelor and Master of Social Work degrees. The training covers the basic philosophy, ethics and teaching topics/techniques for supervising students in the development of clinical and organizational skills. Task facilitators and those social workers who indicate they plan only to serve as a field educator for the School must complete the first 12 hours of the training in order to be eligible to be assigned student interns.

### **Termination of Field Internship Partnership**

Unanticipated events may make it necessary for the School to terminate its agreement with an agency serving as an internship site. Agency changes to an affiliation agreement that are unacceptable to the School and University and/or agency violation of professional ethics are

primary examples for which the School would terminate its use of an agency as an internship site. If a student is impacted by such an event, Field Education will work to replace the student as quickly as possible.

### **Field Advisor**

Each student is assigned a field advisor whose role is to monitor the student's progress in the field internship. Field advisors must have a MSW from a CSWE accredited School of Social Work and have a minimum of 3 years post-MSW agency-based experience. Field advisors are hired by the school to serve as its liaison with the field internship agency, the field educator and the student. Additionally, they provide guidance and support to the field educator and the student regarding the learning experiences and assessment of student competency.



Field advisors are expected to:

1. Maintain on-going contact with the student and the field educator throughout the field education experience.
2. Review all submitted field education course documents.
3. Schedule a minimum of one field agency-based site visits per semester. Additional agency-based visits should be made at the discretion of the field advisor and in response to the needs of assigned students and field educators.
4. Conduct a minimum of one university-based group advising session per semester. Additional university-based group advising sessions are at the discretion of the field advisor and in response to the needs of assigned students.
5. Assist in addressing any challenges in the field placement.

**Associate Directors of Field** – School staff who have a MSW from a CSWE accredited School of Social Work and have a minimum of 5 years post-MSW agency-based experience. Associate Directors provide oversight and support to the field internship agencies and field advisors. In

this role they:

1. Recruit, screen and assess agencies for potential internship sites.
2. Recruit, select and train field educators and task facilitators.
3. Interview and place students in field agencies.
4. Coordinate all activities related to student placement and maintenance in field internship.
5. Provide guidance and consultation to field advisors and field educators to insure appropriate learning opportunities and skill development for students.
6. Review all field education documents and assist in the resolution of challenges for students in field education.

### **Director of Field Education**

A doctoral-level faculty member who provides the curricular (explicit & implicit) and administrative guidance for field education.

1. Provide administrative oversight for the day to day operations and all administrative tasks necessary for Field Education to fulfill its purpose and function.
2. Administratively review and manage all core performance evaluations and corrective actions.
3. Consult with Associate Directors of Field, Program Directors, academic advisors, faculty mentors, classroom professors, field advisors and field educators as needed regarding student performance.
4. Assign field education course grades.
5. Processes all exceptions to policy and other school/ student-related documents as required.

### **Administrative Assistant III**

A staff member who provides organizational, programmatic and administrative support and guidance to students, field advisors and field educators.

1. Provide administrative oversight of the day to day operations necessary for Field Education to fulfill its function.
2. Receive and manage all field-related documentation
3. Manage and train relevant Field Education team members on all technology-based systems
4. Plan and organize major student, field advisor and field educator events.

## Field Internship Placement Eligibility Requirements

Enrollment status	Requirement
BSW	<ul style="list-style-type: none"> <li>• Field application submitted in the spring semester of the junior year</li> <li>• Prerequisites:      SW 203      SW 327      SW 369                                  SW 315      SW 355                                  SW 323      SW 360</li> <li>• Completion of field orientation</li> <li>• Completion of Virtus/Safe Environment Training</li> </ul>
MSW – 60-credit and 32-credit (advanced standing)	<ul style="list-style-type: none"> <li>• Admission to the MSW program</li> <li>• Submission of completed field application by the designated deadline*</li> <li>• Completion of field orientation</li> <li>• Completion of Virtus/Safe Environment Training</li> </ul>

\* Failure to submit a completed field internship application by the published deadline will likely delay the student's entrance into a field internship. A significant delay in the entrance into a field internship will likely delay the student's anticipated graduation date.

If a student does not meet entry requirements for any field education course, the student is denied placement (with explanation) but may reapply later. Any student who meets the entry requirements for field education but is rejected for internship placement by three agencies for reasons related to appropriateness (i.e. criminal background record, restricted field education schedule, lack of fit with agency, lack of readiness for placement) may be subject to termination from the program.

Admission criteria for Field Education can also be found on the School's website which students receive at the time of application for admission to the School.

### Co-requisite Courses

**Co-requisite courses are noted on all field education syllabi. If a student completes one course of a co-requisite and fails the other course, they are allowed to repeat the failed course without also repeating the passed co-requisite course.**

### Criminal Background Checks

The School does not conduct criminal background checks on students. However, almost every field internship agency requires a background check. In these cases the field internship agency may conduct the background screening through its Human Resources Office or the School refers students to an approved background screening source. This maybe an out-of-pocket

expense for the student unless the agency provides it free of charge. Please be aware that many agencies will not accept students with criminal background even when the record has been expunged. Should a student have a criminal background issue, please alert the relevant Associate Director of Field Education who can explore possible options.

### **Professional Liability and Medical Insurance**

While enrolled in a Field Education course, students must carry professional liability insurance. Professional liability insurance for students is covered by a policy held by Barry University School of Social Work. Students are charged a \$25.00 co-pay for each Field Education course they enroll in. Professional Liability is effective once the student enrolls in and pays for the course.

Students are responsible for acquiring and maintaining their own health, workman's compensation, and accident insurance, even if not required by the Field internship agency.

All students are required to complete a formal application for their field internship. The completed application is a part of the admission process for MSW students (60 and 32 credit). BSW and 60-credit continuing MSW students must complete the formal application by the published deadline. All Formal Applications are submitted to Field Education electronically along with a Formal Resume.

### **Field Placement Process Policy**

Purpose: To identify the required steps and timeframes for obtaining a field internship placement.

#### **Procedure**

1. Submit the Field Internship Application and a resume to Field Education by the designated deadline.
2. Complete Field Orientation and Virtus/Safe Environment Training.
3. Schedule a pre-placement/referral interview with the Associate Director and obtain a field internship referral for an interview. Note: Students are only referred to one agency at a time.
4. Schedule the placement interview with the potential agency site within 1 week of the referral and inform the Associate Director of the date and time of the interview.
5. Notify the Associate Director of the interview outcome of the interview within 1 week following the agency interview. The Associate Director will confirm the placement outcome in the Field Education system.

6. Successful completion of agency-specific requirements for acceptance as an intern (i.e., background clearance, proof of health insurance, additional vaccines, special trainings/orientations).
7. The student must identify all agency training schedule/requirements and communicate with Associate Director if there are any conflicts with the student's classroom-based course schedule.

### **Own Agency Placement Policy**

Students are encouraged to pursue a field internship site that is totally separate from any place of employment.

Purpose: To identify the requirements that must be met when a student is requesting placement in an agency where he/she is employed.

### **Requirements**

1. The student must be placed in an entirely new role and capacity with a person other than their current supervisor serving as the approved field educator.
2. The student must provide documentation that educational time will be protected and that the learning activities and assignments will be different from the student's regular assignments as an employee.
3. The field internship schedule agreed to for the field internship must be maintained and cannot be modified for any reason to meet the exigencies of the agency.

### **Procedure**

1. The student must complete and submit the Application for Own Agency Placement and submit it to the Associate Director of Field.
2. The Associate Director of Field will review the materials submitted and make a recommendation on the completed request within 5 business days of its receipt to the Director of Field Education.
3. The Director of Field Education will review the request and all supporting materials and render a final decision with 3 working days of the receipt of documentation from the Associate Director.
4. The Associate Director of Field will communicate the final decision to the student.

## **Field Placement Schedule and Attendance Policy**

Purpose: To identify the requirements for adherence to the established field internship schedule.

### **Requirements**

1. Within the first week of the internship, the student and field educator will establish a field placement schedule. A minimum of four hours at the agency must be completed per scheduled field day.
2. Students must attend field placement during regular agency business hours (M-F, 8 am - 5 pm) at least one field day per week.
3. The student will document the agreed up placement schedule in the Field Education system within one week from the start of the internship.
4. Students must remain in placement until at least 2 weeks prior to the end of the field completion date for the semester.
5. Credit is given only for actual clock hours verified by the field educator in the Field Education system.
  - Agency orientation and training may be required prior to the beginning of the semester in field. These hours, once approved by Field Education, may be deducted from the required field placement hours.
  - If an agency is closed, students will not receive credit for those hours.
  - If an agency is open during a University/School holiday, students must adhere to the established field schedule unless the absence is previously negotiated with and approved by the field educator.
  - Students who participate in LEAD day are to negotiate their attendance with their field educator. If approved, students earn 16 field education hours.
  - Planned absences must be pre-negotiated and approved by the field educator. Un-scheduled absences must be communicated to both the field educator and field advisor as soon as possible with a tentative plan for return to the field internship.
6. More than 3 absences and/or a pattern of inconsistent adherence to the times/days on the field placement schedule may result in the initiation of a Core Performance Evaluation and/or discontinuation from the field internship site.

## **Change of Placement Request Policy**

Purpose: To identify the circumstances under which a student may request a change of their field internship site and provides the required steps to make the request.

Sample circumstances that may prompt a need for a change of field internship agency:

- Lack of appropriate supervision by/loss of the qualified field educator.
- Agency closure or proven inappropriate/unethical practices.
- Lack of developmental learning opportunities based on the Field Course requirements.
- Agency-based termination of student.
- School-based termination of agency due to changes in Affiliation Agreement.

### **Procedure**

1. Prior to submitting a request for a change in field placement, the student, field advisor and field educator meet to explore/implement any viable resolutions.
2. The student must complete the Change of Placement Request Form and submit it to the field advisor.
3. The field advisor will review and provide a recommendation with rationale and submit it to the Associate Director within 1 week of receipt from the student.
4. The Associate Director will review the Change of Placement Request Form and will make a recommendation with rationale to the Director of Field Education within 3 business days of receipt from the field advisor.
5. The Director of Field education will provide a final decision on the request within 2 business days of receipt from the Associate Director.
6. If the Change of Placement Request is approved, the student will be notified by the Associate Director who will also schedule a re-placement meeting within 1 week of the approval.
7. The student is to remain in the agency until a final outcome has been determined by the Director of Field Education; unless stipulated otherwise by the field agency.
8. Only validated field hours will be credited to the total field number of field hours required for the enrolled field course.

## **Student Request for Change of Field Advisor Policy**

Purpose: To identify the circumstances under which a student may request a change of their field advisor and provides the required steps to make the request.

## **Procedure**

1. The student initiates a meeting with the Associate Director of Field to discuss concerns with the relationship with the field advisor and to determine possible resolutions. The student is required to remain with the field advisor until a final decision is made unless stipulated otherwise by the Associate Director.
2. The Associate schedules a meeting with the field advisor to discuss the student's concerns and to determine possible resolutions within 2 business days of the meeting with the student.
3. If no resolution is reached, the student submits a Change of Field Advisor Request to the Associate Director.
4. The Associate Director reviews the request and forwards it to the Director of Field Education with a recommendation within 2 business days of receipt from the student.
5. The Director of Field Education will render a final decision on the request within 3 business days of receipt from the Associate Director.
6. The Associate Director will inform the student and field advisor of the final decision.

## **Discontinuation of Student from Field Placement Agency**

Purpose: To identify the process to be followed when a student's field placement is interrupted due to the student's lack of compliance with agency, profession, or School standards and/or codes of conduct.

1. The field educator must notify and discuss, with the student, the violation of standards and/or code of conduct.
2. The field educator must notify the field advisor of the violation and schedule a meeting with the field advisor and student to determine the student's status in the field agency.
3. If the agency recommends immediate discontinuation of the placement, the field educator will complete the Discontinuation of Student from Field Placement Agency form and submit it to the field advisor who will review and complete the form prior to turning it into the Associate Director. The field educator will provide a plan (if appropriate) for the student to disengage from the agency (i.e. terminating with clients, turning in keys and records).
4. If the student has not already been notified of the discontinuation, the field advisor will notify the student and make any arrangements required by the agency, if necessary, to obtain agency property from the student.

5. If the agency recommends temporary discontinuation of the placement, the field advisor will notify the Associate Director of the concerns with the student's performance and the outcome of the meeting with the student and field educator.
6. The field advisor will schedule a meeting with student and the Associate Director within a week of the discontinuation.
7. The Associate Director will consult with the field advisor to determine if further action by Field Education is warranted (i.e. Core Performance Review) and may call the student in for a meeting prior to making a recommendation to the Director of Field Education regarding the student's status.
8. The Associate Director will consult with the field educator to further explore the actions of the student that led to the discontinuation. The Associate Director will also meet with the student prior to making a recommendation to the Director of Field Education. Possible recommendations include
  - 1) Replacement of student into another field agency or
  - 2) Assignment of a grade of no credit (NC) for the field course,
  - 3) Course withdrawal.
9. The Director of Field Education will render a final decision on the recommendation within 2 business days of receipt. The final determination will be communicated to the student.
10. The completed Discontinuation of Student from Field Placement Agency form will be forwarded to the Associate Dean for review and verification of due process.
11. Students have the right to appeal the decision rendered by the Director of Field Education by utilizing the Grievance Procedure outlined in the BSW/MSW Student Manual.

### **Required Field Education Assignments**

Field education requires the completion of, attendance at, and attention to the following documents/activities to either Field Education or the field educator during the course of the field course. Failure to adhere to the timely submission of/engagement in the required assignments may result in the initiation of a Core Performance Evaluation, a recommendation by the Field Advisor for a grade of No Credit (NC) for the course, and/or termination from the field internship.

1. Field Placement Schedule – completed by the student in the Field Education system by the end of the first week from the start of the field placement.
2. Verification of field hours – completed by the student weekly in the Field Education system and verified by the field educator.

3. Learning Plan – completed by the student and field educator and entered into the Field Education system by the second week from the start of the field placement.
4. Process Recordings – completed by the student and submitted to the field educator for use in weekly supervision. A copy of one reviewed during weekly supervision is due to the field advisor from the student at the 4th and then the 8th week from the start of the field placement.
5. Weekly individual supervision with the field educator.
6. Group advising meetings with the field advisor as requested.
7. A minimum of one agency-based meeting with the field educator and field advisor.
8. Attendance and participation in scheduled Skills Lab Preparatory Seminars and Focused Field Seminars.
9. Assessment of Student Competency in Field Education – completion of assessment by the field educator in the Field Education system. Student must acknowledge receipt and review of the assessment in the Field Education system.
10. Completion and submission to the Operations Director, the Evaluation of Field Experience Form

### **Assessment of Student Performance**

Purpose: Assessment of student acclimation to the role of intern and to the agency environment is completed by the field advisor during the first in-agency visit each semester the student is enrolled in a field education course.

The Assessment of Student Competency in Field Education is required at the conclusion of each field education course and assesses the student's demonstrated level of competence on each of the practice behaviors for the relevant course core competencies.

### **Final Grade Determination Policy**

Purpose: To provide clarity on the type of grade that students may receive at the end of each semester in field education.

1. For SW 495, SW 537, and SW 675 a final grade of credit (CR) is assigned when the student satisfactorily completes all course requirements and also demonstrate an average score of 2.0 on each core competency on the Assessment of Student Competency in Field Education. A grade of no credit (NC) is assigned when the student fails to satisfactorily complete all

course requirements and/or fails to demonstrate an average score of 2.0 on each core competency on the Assessment of Student Competency in Field Education.

2. For SW 497, SW 577, and SW 689 a final grade of credit (CR) is assigned when the student satisfactorily completes all course requirements and also demonstrate an average score of 3.0 on each core competency on the Assessment of Student Competency in Field Education. A grade of no credit (NC) is assigned when the student fails to satisfactorily complete all course requirements and/or fails to demonstrate an average score of 3.0 on each core competency on the Assessment of Student Competency in Field Education.
3. Part time students will receive a grade of “in progress” (IP) at the end of semester 1 for the field course they are enrolled in (based upon the recommendation of the field educator and field advisor. A final grade will be assigned at the end of the second semester, when the student has completed all course requirements.
4. A student may initiate a Memo of Incomplete (MOI) if they have completed 75% of the field education course requirements.
  - SW 495 and SW 537, 75% completion is represented by the completion of a minimum of 100 agency-based field internship hours.
  - SW 497, SW 577, and SW 675, 75% completion is represented by the completion of a minimum of 210 agency-based field internship hours and the submission of at least 1 process recording.
  - SW 689, 75% completion is represented by the completion of a minimum of 252 agency-based field internship hours and the submission of at least 1 process recording.

#### **Final Grade Submission Procedure:**

1. The field educator and student will collaboratively complete Field Education by the published deadline, the appropriate Assessment of Student Competency in Field Education and also provide final verification of the field hours completed by the student.
2. The field advisor will review all course assignments in the Field Education system as well as the verification of field hours and submit a grade recommendation sheet to the Associate Director of Field.
3. The Associate Director of field will review all submitted materials including a thorough review of the Assessment of Student Competency in Field Education and verify the student’s attendance/participation in all required Skills Lab Preparatory Seminars and/or

Focused Field Seminars, and provide a grade recommendation to the Director of Field Education who will submit a final grade for the course.

4. Students who disagree with the outcome of the grade recommendation from either the field educator or the field advisor may submit a rebuttal response to the Associate Director of Field for consideration.

#### **Memo of Incomplete (MOI) Request Procedure:**

1. The student and field advisor meet to complete the request for the MOI (may also include consultation with the field educator), including a plan for the completion of the requirements and due date.
2. The completed MOI is submitted to the Associate Director of Field for review and consideration. The Associate Director may request a meeting with the student and/or field advisor to discuss the MOI. The Associate Director submits the MOI to the Director of Field Education with a recommendation within 3 business days of receipt from the student.
3. The Director of Field Education makes a final determination within 2 business days of receipt of the recommendation and document from the Associate Director forward it to the Program Director for signature.
4. The Associate Director will inform the student and the field advisor of the outcome of the request.

#### **Student Safety in Field Internship**

The safety of students while engaging in the Field Internship is a priority of the School. Field Educators are required to make certain assigned interns review relevant agency policies and procedures on this matter. All students receive an introduction to safety in the Field Internship during Field Orientation and during the Skills Lab Preparatory Seminars and Focus Field Seminars.

**Please refer to the BSW and MSW Student Handbook for all other policies and procedures relevant to your matriculation. These manuals can be found on the CANVAS Student Repository site.**

# APPENDIX

Field Syllabi [Located in each Field Class] - CANVAS

Own Agency Placement Request Form

Change of Field Placement Request Form

Change of Field Advisor Request Form

Memo of Incomplete Field sample Request Form

## Field Education

### Own Agency Placement Request Form

#### Student Information

Full name: \_\_\_\_\_ BU ID# \_\_\_\_\_

Address: \_\_\_\_\_

Home phone: \_\_\_\_\_ Work phone: \_\_\_\_\_

Cell phone: \_\_\_\_\_ Email: \_\_\_\_\_

The proposed internship site is currently certified as:

- BSW/MSW Foundation only
- MSW Foundation/Concentration
- MSW Advanced Standing/Concentration only
- Uncertain, not certified

Semester/year of proposed OAP: \_\_\_\_\_

Employing agency/address: \_\_\_\_\_

Program/unit name: \_\_\_\_\_

Address (if different from above):  
\_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Agency Executive Director/Administrator: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Current Immediate Supervisor: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_



### Agency Verification of Agreement to Student's Request for Own Agency Placement

Students are expected to adhere to all requirements for the enrolled field education course. This means OAP students must be released from regular employment responsibilities in order to adhere to the field education internship schedule developed by the student and field educator.

Proposed field educator:

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Proposed field educator is a current field educator with the School. \_\_\_\_\_ Yes \_\_\_\_\_ No  
(If no, the proposed field educator must complete the Field Educator Profile Sheet and submit for review with the application)

If no, the proposed field educator is willing to attend the required training. \_\_\_\_\_ Yes \_\_\_\_\_ No

Proposed field educator is currently your direct supervisor. \_\_\_\_\_ Yes \_\_\_\_\_ No

Proposed field educator has been your direct supervisor in the past. \_\_\_\_\_ Yes \_\_\_\_\_ No

Proposed days and times for the field internship:

M\_\_\_\_\_ T\_\_\_\_\_ W\_\_\_\_\_ TH\_\_\_\_\_ F\_\_\_\_\_ SA\_\_\_\_\_ S\_\_\_\_\_

Day and hour for individual supervision with the proposed field educator:

M\_\_\_\_\_ T\_\_\_\_\_ W\_\_\_\_\_ TH\_\_\_\_\_ F\_\_\_\_\_ SA\_\_\_\_\_ S\_\_\_\_\_

I have reviewed and understood the requirements for an Own Agency Placement. I have discussed the OAP criteria with my employer and the proposed field educator and completed the form in consultation with them. I have also discussed the OAP criteria with the Associate Director of Field Education prior to the submission of the form. I understand that a final decision to approve or deny my request will be based on the information I provided at the time of the submission of this application.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**Agency Administration Agreement:**

The above student is applying for an Own Agency Placement (OAP). The student has been provided information regarding the requirements of an OAP, which have been reviewed by you. Your signature on this Administration Agreement indicates that you are aware of your employee’s application for an OAP, that you are aware of the OAP requirements, and that you are willing to release the student from regular employment responsibilities during the time designated for the field internship. Further, by signing this document you acknowledge and confirm the following:

1. The student/employee’s work site service area and program will be different from the service area and program of field internship.
2. The student/employee’s work site supervisor will be different than the proposed field educator.
3. The student/employee’s work hours will different and separate from the proposed field placement schedule.
4. The student/employee’s work duties will be different from the learning experiences for the proposed field internship Learning Plan
5. The student/employee’s field placement experiences will appropriately reflect the learning plan for the respective field education course the student/employee is enrolled in and not the student’s work requirements as an employee of the agency.
6. All field assignments prepared for and completed by the student shall remain a component of the School’s Assessment of Student Competency in Field Education and not the agency’s evaluation of the student as an employee
7. The student will receive weekly field supervision in a forum that allows the student to freely and without fear of admonishment, discuss their field learning experiences in an educational context.

Executive Director/Administration: \_\_\_\_\_ Date: \_\_\_\_\_

Current Direct Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Proposed Field Educator: \_\_\_\_\_ Date \_\_\_\_\_

Student/Employee: \_\_\_\_\_ Date \_\_\_\_\_

**Associate Director of Field Education:**

**Recommendation:**

\_\_\_\_\_ **Approved**                      \_\_\_\_\_ **Disapprove**

**Rationale:**

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\_\_\_\_\_  
*Associate Director of Field Education (Signature)*

\_\_\_\_\_  
*Date*

**Director of Field Education:**

**Recommendation:**

\_\_\_\_\_ **Approve**                      \_\_\_\_\_ **Disapprove**

**Rationale:**

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\_\_\_\_\_  
*Director of Field Education (Signature)*

\_\_\_\_\_  
*Date*

## Field Education

### Request for Change of Field Placement

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Agency \_\_\_\_\_

Field Educator: \_\_\_\_\_

Field Advisor: \_\_\_\_\_

Reason for request: \_\_\_\_\_

\_\_\_\_\_

Describe how your current placement is not meeting your learning needs: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What actions have been taken to address this matter prior to submitting this request?**

\_\_\_\_\_

\_\_\_\_\_

**NOTE:**

- *If approved, only verified field hours will transfer to the new field agency.*
- *An extension of the internship may be required due to the change to ensure successful completion of required internship hours and learning opportunities for the course.*

By signing below, I affirm that I have reviewed and understood the policy and procedures for requesting a Change in Agency internship. I further affirm that I have attempted to resolve this challenge with my Field Educator and Field Advisor. I understand that until a Final determination is made on my request, I am to continue with the agency unless otherwise stipulated by my Field Educator or the School.

**Student Request:**

\_\_\_\_\_ *Student (Signature)*

\_\_\_\_\_ *Date*

**Field Educator Assessment and Recommendation:**

\_\_\_\_\_ **Approve**

\_\_\_\_\_ **Disapprove**

**Rationale:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ *Field Educator (Signature)*

\_\_\_\_\_ *Date*

**Field Advisor Assessment and Recommendation:**

\_\_\_\_\_ **Approved**

\_\_\_\_\_ **Disapprove**

**Rationale:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ *Field Advisor (Signature)*

\_\_\_\_\_ *Date*

**Associate Director of Field Education Assessment and Recommendation:**

\_\_\_\_\_ **Approved**                      \_\_\_\_\_ **Disapprove**

**Rationale:**

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\_\_\_\_\_  
*Associate Director of Field Education (Signature)*

\_\_\_\_\_  
*Date*

**Director of Field Education Assessment and Recommendation:**

\_\_\_\_\_ **Approve**                      \_\_\_\_\_ **Disapprove**

**Rationale:**

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\_\_\_\_\_  
*Director of Field Education (Signature)*

\_\_\_\_\_  
*Date*

## Field Education

### Request to Change Field Advisor

Please complete this form and return it to Field Education

Name: \_\_\_\_\_ BU# \_\_\_\_\_ Date of Request: \_\_\_\_\_

#### Matriculation Status:

BSW _____	MSW Foundation	MSW Concentration
	____ Full-time	____ Full-time
	____ Part-time	____ Part-time 60-credit
		____ Part-time 32-credit

Name of Current Field Advisor: \_\_\_\_\_

Reason for change request: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Associate Director Recommendation: \_\_\_\_\_ Approve \_\_\_\_\_ Do Not Approve

Rationale: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Director of Field Education: \_\_\_\_\_ Approve \_\_\_\_\_ Do Not Approve

Rationale: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## FIELD EDUCATION

### DISCONTINUATION OF STUDENT FROM FIELD PLACEMENT AGENCY

Student Name: \_\_\_\_\_

Date of Discontinuation: \_\_\_\_\_

Field Educator: \_\_\_\_\_

Agency: \_\_\_\_\_

#### Reason for Termination

*(Please list identified issues/behaviors that created the Agency request for a discontinuation of the student's presence in the agency)*

Please Check:  Temporary Discontinuance

Permanent Discontinuance

\_\_\_\_\_  
*Student Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Field Educator's Signature*

\_\_\_\_\_  
*Date*

#### Field Advisor Assessment and Recommendation:

\_\_\_\_\_  
*Field Advisor Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Associate Director of Field Signature*

\_\_\_\_\_  
*Date*

#### Director of Field Education Assessment and Recommendation:

\_\_\_\_\_  
*Director of Field Signature*

\_\_\_\_\_  
*Date*

## **MEMORANDUM OF INCOMPLETE**

**SAMPLE**

TO: (Jane Doe)

FROM: (Professor Stacks)

SUBJECT: Grade of Incomplete

RE: SW 675 X4 Field Education  
Course Number Course Section Course Title

### **DESCRIPTION OF REQUIREMENTS NOT MET:**

Clearly identify the issues

- a) Student is changing placement as of this date xx/xx/xx due to inability to obtain guided learning experiences
- b) Student started a late placement on this date xx/xx/xx and has to complete 336 hours
- c) Student is on her third field placement interview and a late start is anticipated for this date xx/xx/xx

*If a student has started field then it is also important to indicate the hours completed as well as the completed Field assignments. If there are no completed Field assignments, this also needs to be indicated as to what is not completed, specifically LP, PR, Tracking Form*

### **PLAN FOR COMPLETING REQUIREMENTS (Include submission requirements)**

- a) Student will begin new placement on this date xx/xx/xx and complete x hours to meet the course requirements of SWX
- b) Student is unable to complete the required hours of xx due to late start and therefore will have x hours to complete after the end of the semester
- c) Student must take up x hours to meet course requirement and/or x field assignments

*If there are outstanding field assignments they need to identify in this section and whatever possible include a due date so that the student is clear as to all the requirements for the MOI.*

Final Due Date for Submission: xx/xx/xx

**NOTE:** *If this plan is not completed as indicated above, a grade of “F” will be granted by the instructor. If the above plan cannot be completed as specified, the student should contact the instructor immediately.*

Extensions of time to complete the course requirements **CANNOT BE EXTENDED BEYOND ONE YEAR**. After one year, the incomplete automatically is changed to an “F” or “NC” (Failure by the Registrar).

Courses that are pre-requisites or are co-requisites must be completed prior to a student being able to move forward in their matriculation, and due dates may need to be set as early as the following semester.

_____	_____	_____	_____
<i>Student's Signature</i>	<i>Date</i>	<i>Field Education Representative Signature</i>	<i>Date</i>
_____	_____	_____	_____
<i>Director of Field Education Signature</i>	<i>Date</i>	<i>MSW Program Director Signature</i>	<i>Date</i>

**Please submit to the Program Director for further processing**

Copy to: Office of the  
Registrar Upload: SSW  
Online Records  
REV. 08/10, REV. 07/11, REV. 07/12, REV 08/13 REV 8/15