

DIRECTOR OF FIELD EDUCATION

The Director of Field Education, Twyla E. Smith, MSW, is a faculty member of the Andrews University Department of Social Work and, as such, reports to the Chair of the Social Work Department. She is responsible for the overall coordination of practicum instruction and has clear authority and responsibility for ongoing field education administration.

To ensure a quality field experience, the Director of Field:

- Guides the development of a field experience that supports the mission of the department,
- Monitors compliance with CSWE evaluative standards and Practice Behavior guidelines
- Develops and assesses new field agency resources
- Coordinates training and orientation
- Assigns faculty liaisons to agencies
- Facilitates ongoing communication with agency, field instructor, and liaison
- Maintains practicum records (1. Field Department 2. agency contracts 3. student files)
- Mediates concerns and problems related to practicum instruction
- Provides the field instructor with information about the student and school policies
- Consults with the agency about the placement of students, thus ensuring appropriate learning opportunities that fit the agency's service functions
- Provides objectives and guidelines that direct the field experience.

FACULTY LIAISON

All full-time social work faculty members function in the role of faculty liaison. The faculty liaison provides a vital link between the Director of Field, the student, and the field instructor. The Director of Field designates faculty liaisons to represent the social work department in the field.

The Faculty Liaison is expected to make a minimum of two on-site agency visits per academic year and meet jointly with the field instructor and student. All faculty liaisons will make more frequent contacts when the written evaluation suggests that the student is performing below expectations. The faculty liaison is expected to have completed the Liaison visit forms for each Liaison visit.

To ensure a quality field experience, the Field Liaison will consult with the field instructor concerning:

- Student field assignments, curriculum and relevant course assignments/projects
 - Professionalism
 - Development and progress of the Learning Plan, timely completion of objectives and overall field performance
 - Progress of the student, concerns about student academic and non-academic behavior
 - Practice Behavior guidelines
 - Evaluative standards
 - Program curriculum
 - Use of portfolio
 - Development and maintenance of the relationship with the agency
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FIELD INSTRUCTORS/TASK SUPERVISOR

Field Instructors/Task Supervisors serve as social work supervisors. Practicum instruction emphasizes developing sound educational experiences based on reaching the identified educational outcomes. In working toward this end, the Field Instructor/Task Supervisor must be an administrator, educator, role model, and supervisor. It is possible for a student to receive daily task supervision from someone other than the MSW field instructor, who would then be referred to as the task supervisor.

To ensure a quality field experience, the Field Instructor/Task Supervisor:

- Understands the Andrews University Department of Social Work's mission
- Attends field instructor orientation and training
- Assigns activities to meet the student's educational needs
- Meets with the student to review and establish a learning plan no later than the third week of placement
- Reviews the Learning Plan during the first site visit
- Provides one hour of formal weekly scheduled supervision***
- Meets with student and liaison bi-annually, more frequently if needed
- Advocates for access to agency resources and learning experience
- Provides ongoing feedback to the student about his/her practicum performance (including punctuality & attendance, etc.) As measured by the Assessment of Student Professionalism part of the learning plan.
- Submits written evaluations as required and recommends grade at semester's end.

***These tasks may be performed only by the MSW field instructor who has graduated from a CSWE accredited social work program and who has at least a minimum two-years post MSW experience.

The Task Supervisor does not need a MSW degree, but should work closely with the MSW Field Instructor on all aspects of the student experience. When learning requires a task supervisor, it is the responsibility of the field instructor to ensure, through collaboration with the task supervisor, that the student's learning plan is satisfactorily completed.

Field Instructor/Task Supervisor Selection and Evaluation

To meet their responsibility in the cooperative partnership with the agency, the Department will:

- Consult with the agency about the placement of students, thus ensuring appropriate learning opportunities that fit the agency's service functions
- Provide the field instructor with field instruction policies
- Assist the field instructor through consultation and conferences
- Designate a faculty member to serve as liaison to the agency
- Plan periodic meetings with selected field instructors to integrate practicum instruction with the total curriculum.
- If a qualified field instructor is not employed by the host agency, arrangements may be made with other agencies or with the Department of Social Work to provide this educational component.

Evaluation: The field instructor/task supervisor will be asked to evaluate the field experience online through survey monkey (www.surveymonkey.com). A copy of the evaluation can be seen in Appendix C.

Field Instructor Development

Field instructors serve as mentors, agency liaisons and supervisors. The AU Social Work Department provides orientation and education for field instructors. Included in this orientation for field instructors and task supervisors is preparation to develop the individual student learning plan, and an overview of the Department of Social Work Curriculum and its relationship to the Professional Behaviors

STUDENTS

The Department of Social Work regards each student as an adult learner who is capable of developing his/her learning objectives and assisting in shaping the educational process. This philosophy is exemplified by the student's responsibilities within a practicum assignment.

To ensure a quality field experience, the student will:

- Develop an individualized learning plan in collaboration with the field instructor
- Maintain professionalism and guidelines of ASP (The Assessment of Student Professionalism).
- Prepare for and actively participate in weekly supervision
- Protect the confidentiality of the client and agency information
- Consult with field instructor/task supervisor throughout the field placement, while proactively conferring with the faculty liaison at regular meetings and as needed

- Adhere to agency standards, policy, and procedures, including dress, personal conduct, and attendance.
- Satisfactorily complete the objectives on the learning plan
- Use appropriate departmental and agency protocols in addressing issues in field placement
- Uphold the ethical standards as described in the NASW Code of Ethics exhibit good written and verbal skills Use a participatory servant leader model that empowers the people they serve
- Possess health coverage either through the University or an individual policy
- Maintain appropriate insurance for any personal vehicles used in their field placements.

Bachelor of Social Work and Master of Social Work Foundation students are evaluated by their field instructor using the *BSW/MSW Foundation Year Learning Plan*. Second year Master of Social Work students are evaluated by their field instructor using the *Advanced MSW Learning Plan*.

Evaluation: The students will evaluate the internship on Desire to Learn as part of the field seminar class (See Appendix C for the student evaluation form).

AGENCY

To ensure a quality field experience, the agency will provide:

- A Field Instructor/Task Supervisor with the necessary qualifications as outlined in this manual in the Field Instructor/Task Supervisor section
- A qualified field instructor who has sufficient time and resources to develop the student's learning experience
- Practice experiences as defined in the student's learning plan
- Student access to a broad range of experiences with diverse populations including individual, family, group, organizational and community
- Adequate office space, clerical support, and when possible, travel reimbursement for the student in conjunction with field responsibilities
- Access to technical support and information for student's agency-based research projects
- Arrangements for emergency medical care for the student, at the student's expense
- Information regarding the agency's policies, including dress, appearance and professional expectations.

FIELD PRACTICUM STRUCTURE WITHIN THE AGENCY

Basic Expectations for all Field Practicums:

- Develop opportunities to participate in multi-disciplinary interactions
- Provide awareness of community resources
- Provide exposure to practice activities, that are in the learning plan
- Provide exposure to diversity such as gender, age, race, socioeconomic class, and disabilities in client populations.

First Year Field Practicum Expectations - BSW & MSW Foundation Year

In the first year of field practicum students are expected to fulfill a minimum of 50% of their field hours in direct practice areas. Direct practice is defined as the student's having direct service contact with clients. The remaining hours may be spent in supervision, agency meetings, community agency networking, collaboration, and documentation time. The following are general expectations and guidelines for student caseload assignments. These guidelines may vary depending on the type of agency and client population.

- Preliminary orientation is expected to be completed by the second week of placement, and caseload assignments are to begin by the third week. Ongoing orientation may be incorporated into regular field placement hours.
- Three to five ongoing individual cases per semester should be assigned. The first year student is expected to apply practice theories and intervention modalities appropriate for problem-solving cases with individuals, families, groups, and/or communities.
- Students are to participate with one to two family cases per quarter. It is recognized that the term family may apply to a variety of familial patterns.
- Students are to participate in a task or treatment group experience. If a group is not available, the field instructor should consult with the faculty liaison to discuss other possibilities as to how the student can meet this requirement.
- Students need to establish an on-going working relationship with one or more client systems, such as individuals, families, groups, and/or communities. The duration is left to the field supervisor's discretion based on the nature of the facility.
- Students should participate in professional groups such as: staff meetings, interdisciplinary team meetings, in-service training, case conferences, etc.
- Students must participate and take initiative in weekly supervision, including examination of professional practice with client systems, problem-solving, and use of self.
- Agencies should provide experience with termination and follow-up services in the community.
- Students are to assess the agency's administrative structure and service delivery.

Second Year Field Practicum Expectations - MSW Advanced Standing and Standing Plus

In the second year of field placement students are expected to fulfill a minimum of 50% of their field hours in direct service contact with clients. The remaining hours may be spent in supervision, agency meetings, community agency networking, collaboration, documentation and other indirect practice activities.

Due to the different objectives of various types of agencies, the guidelines, intervention strategies, and agency objectives may differ.

- Preliminary orientation is expected to be completed by the second week of placement and caseload assignments are to begin at that time. Ongoing orientation may be incorporated into regular field placement hours.
- There should be CBT experience with clients throughout the year. The second year student is expected to apply case management skills, intrapersonal and interpersonal theories, and CBT strategies.
- There should be advanced experience with family systems, recognizing that the term family may apply to a variety of familial structures and circumstances.

- There should be treatment group experiences. The student can function as a facilitator or as a co-facilitator. For new groups the student is responsible for designing the content and recruiting the group. For ongoing groups the student will learn the group dynamics and structure. In both circumstances, the student is obligated to learn interactional process and group analysis. Group experiences may be varied such including psychosocial, educational, support, socialization, advocacy, etc.
 - There should be at least one long-term case. The duration is left to the field supervisor's discretion based on the nature of the facility. The student should have the opportunity to monitor the client's psychosocial adjustment over time.
 - There should be experience in case conferences, in-service training, and/or staff meetings.
 - There should be active participation in weekly supervision. This would include demonstration of initiative to discuss case management as well as ways to enhance the therapeutic process, student self-awareness and problem-solving abilities.
 - There should be experience with termination and follow-up services in the community.
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TIME REQUIREMENTS

The BSW student and MSW-Foundation year student will complete 400 field hours (2 learning plans) for the first year and 500 field hours (2 learning plans) for the MSW second year for a total of 900 clock hours. The advanced placement student is expected to complete 600 (3 learning plans) field hours.

STUDENT PORTFOLIO

BSW and MSW students will compile a personalized portfolio throughout their field and educational experience at Andrews University. The portfolio will represent the student's professional area of interest.

The field experience will also be a part of the portfolio. Students will defend their portfolios at the end of their respective degrees. Field Instructors are invited to the defense session.

PLACEMENT OF STUDENT AT CURRENT JOB LOCATION

It is possible for a student to be placed at the agency where he/she currently works, providing the educational experience includes substantial "new learning" of knowledge, values, and skills. This learning must be reflected clearly in a detailed Learning Plan, integrating content specific, goal-oriented, and clearly measurable objectives. When such a

plan exists, the time spent in preparation, performing activities, supervision and evaluation is counted toward the required field hours. In all cases, the following items will be reviewed by the Director of Field Education:

- A. Change of supervisor
- B. Change of primary work site
- C. Change of primary work assignment
- D. One-year placement

Note: The above items are not necessarily mandated changes, but they must be satisfactorily explained to the University to ensure that the student is in a more advanced learning environment than his/her regular work setting.

STUDENT GRIEVANCE POLICY

The social work faculty created the following procedures to protect students' rights and give them an opportunity to defend themselves against unfair criticism and treatment. The following protocol has been established to address potential problems should a student feel that his/her **academic or personal rights** have been violated. The student should first address his/her concern with the person thought to have made the violation (e.g., faculty, Other Student, Field Liaison, Field Instructor or advisor). Students are encouraged to make every attempt to use professional discretion, integrity, respect, and impartial judgment in resolving issues amongst themselves and colleagues.

If, after talking to the individual involved, the problem continues and the *student's concern is with:*

1. *A faculty member or another student*, the student should discuss the matter with his/her advisor;
2. *A Field Instructor*, the student should attempt direct resolution with the Field Instructor. If the problem continues, the student should then consult and ask for an intervention from the Faculty Liaison. If there is no resolution, the Director of Field Education is notified and gets involved.

If the problem continues to be unresolved, then the student should notify the department Chair, in writing, about the concern. If the concern is not resolved in the department; there are campus wide channels that can be explored. In all cases, the student may appeal to the President of the University, after all other channels have been explored, if the student perceives the concern has not been satisfactorily resolved. No student shall suffer any penalty for seeking correction of a perceived wrong. (Also see Andrews University *Working Policy* 3:292.)

FIELD PLACEMENT REMEDIATION PLAN

There may be times when a student is unsuccessful in the assigned field placement setting. There are four main categories where placement appropriateness may be challenged:

- "Professionalism" which includes lack of punctuality, irregular attendance, inappropriate appearance and/or hygiene, deficient relationship skills, etc.
- "Behavior" including inappropriate conduct, respect issues, attitude or demeanor problems, unsafe boundaries, etc.
- "Skill" including lack of academic level social work knowledge, impaired assessment skills, inability to perform, inconsistent follow-through, etc.
- "Academics" including failure in field-related courses

A remediation plan is needed when any of the above concerns warrant termination from the placement and the student has earned an unsatisfactory grade. This may be evidenced as early as the first few days or weeks of placement as well as any time throughout the placement.

Steps to be taken include, but are not limited to:

- Supervisor's discussion(s) with the student
- Supervisor's documentation of discussions
- Supervisor's/student's dialogue with liaison (and student advisor if indicated)
- Supervisor's/student's dialogue with director of field
- Written evaluation at each step, which includes:
- Learning plan completion
 - Attendance schedule
 - Letter outlining area(s) of concern
 - Supervisor's recommendations

We recruit quality-level social work supervisors and have confidence in their individual abilities to model, teach, and evaluate appropriate level (foundation and advanced year) social work students. Our expectation is that they will effectively contribute to the learning environment of the students assigned to their facilities. As we build relationships with agencies, we must be supportive of the efforts of these supervisors and value their assessment. As we deal with student challenges, we must be careful to:

- Listen objectively to both the student and the supervisor
- Request written assessments
- Meet with all involved individuals.
- Document all concerns, activities, recommendations (and retain in student's records)
- Act promptly to alleviate inappropriate situations (i.e. remove a student as soon as the placement is no longer appropriate)

When a student's challenges warrant termination from an assigned placement, another placement may not be assigned until remediation has taken place. An individual plan to correct the problem must be developed and may entail:

- Placement in another setting with full knowledge of the documented issues from the previous placement.
- A second evaluation by another field placement supervisor or faculty representative. This may be for a limited time (i.e. 40-100 hours) and will require specific goals/competencies to be reached/demonstrated. If successful, these hours may be used toward placement hour fulfillment; if unsuccessful, they may not be used.
- Coursework in the area(s) of deficit (which may include repetition of foundation level courses) to ensure the knowledge base. For two-year MSW students, courses may be repeated until competency is demonstrated. For Advanced-standing students,

acceptance into the two-year program with coursework requirements may be an option.

- A student may not be merely placed in another setting unless the Field Instructor signs the Learning Plan for the designated hours earned by the student.

SPECIAL SITUATIONS

Sometimes special situations arise which directly or indirectly affect a student's field practicum. Several such situations are addressed below. In all instances—both those listed below and others—the Director of Field Education must first approve the special situation.

Change in Practicum Placement

Students may seek a change in field practicum when problems make continuing the practicum an issue. The student's designated field liaison will review the request for a change in field practicum. Examples which might generate such requests include:

- A. Inadequate agency resources to support the field practicum—i.e., lack of student office space, lack of clients, insufficient supervisory time, loss of a practicum instructor due to illness or job change
- B. Learning experiences in the agency are too narrow—i.e., the student lacks opportunities to work with individuals, families and groups or to assume multiple interventive roles such as counselor, broker, or advocate
- C. Placement error based on needs of the student and practicum site—i.e., agency learning experiences are too advanced for the student or the converse, agency substantially changes its administrative structure which creates a chaotic situation for the student and adversely affects available learning opportunities
- D. Irreconcilable differences between the field instructor or task supervisor and the student.

Procedure for Change in Practicum Placement

1. The student attempts to resolve the issues with the field instructor/task supervisor. If this is unsuccessful, the student must submit in writing to the faculty liaison a brief, specific review of the issues. The issue is then taken to the faculty during faculty meeting for review.
2. The faculty liaison, student, and field instructor/task supervisor meet to discuss the issues and explore alternative solutions. If a solution is not found within the agency, a decision to terminate the placement is then made by the faculty liaison in consultation with the Director of Field Education and the field instructor/task supervisor

STUDENT PERSONAL SAFETY GUIDELINES

Students must recognize that social workers have increasing potential for risk to personal safety. When in the field, the student should be alert to environmental factors relative to personal safety.

1. Students are expected to conform to the standards established by the field work agency regarding personal safety.
2. Students are expected to use discernment regarding personal safety, particularly when making visits in the community and in the homes of clients.
3. Students are to leave an itinerary with an immediate supervisor with destinations and time of return, whenever working outside of agency offices.
4. Under no circumstances should students use a personal vehicle to transport agency clients or staff unless insurance coverage for such use is provided by the agency. **Students are responsible to verify that the agency coverage includes their personal vehicle.**

INCLEMENT WEATHER

Andrews University ordinarily will not close because of snow or ice. University policy is to remain open during inclement weather since many students and faculty live nearby. In the event of conditions severe enough to warrant closing, a notice of canceled classes will be reported on WAUS 90.7 FM and/or WHFB 99.9 FM.

Cancellation of a class for reasons other than inclement weather will be at the field instructor's discretion. It is the student's responsibility to listen for such announcements.