



FLORIDA ATLANTIC UNIVERSITY

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**Phyllis and Harvey Sandler  
School of Social Work**

College of Social Work  
and Criminal Justice

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# Field Education

## Part One

### Introduction and Field Education Expectations

## MISSION OF THE SANDLER SCHOOL OF SOCIAL WORK

The mission of the Sandler School of Social Work is grounded in the core professional values of the profession: service, dignity and worth of the person, importance of human relationships, integrity, competence, and social justice (NASW Code of Ethics, 2008).

The overarching mission of the FAU School of Social Work is:

To maximize human potential, alleviate human suffering, enhance the vitality and caring capacity of communities, and promote the ideals of a humane and just society

The Sandler School of Social Work strives to fulfill this mission through education, research, and community engagement. This mission is appropriate to the Council on Social Work Education's (CSWE) Educational Policy, Section 1.1 in that our program prepares competent and effective leaders who have the ability to implement and develop social work knowledge and enhance social service delivery systems that are grounded in core professional values. **EP 1.0**

## THE SANDLER SCHOOL OF SOCIAL WORK POLICY OF NON-DISCRIMINATION

The Sandler School of Social Work affirms the CSWE's and the NASW's principle of respect for the dignity of all humans. Accordingly, all policies and practices related to recruitment, admissions, philosophy and curriculum, treatment of students, hiring, retention, promotion, and treatment of faculty and staff are inclusive and non-discriminatory. Specifically, the Sandler School of Social Work promotes diversity and does not practice, condone, facilitate or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, gender, sexual orientation, gender, identity or express, age, marital status, disability, immigration status, political ideology, or any other aspect of human diversity. **AS 3.0**

## A MESSAGE FROM THE SCHOOL DIRECTOR

Field education has been a central dimension of social work education since its inception over a century ago. Early in the 20<sup>th</sup> century, the newly emerging professional social workers received on-the-job training as apprentices of experienced practitioners. As preparation for social work was integrated into academic settings, field education became more formalized and student- training units with explicit field curricula emerged. More recently, field education has sought to strengthen the collaboration and partnerships between academic and practice settings in order to enhance the competencies of new practitioners as well as to further develop the knowledge base of the profession through research and dissemination of information. Through the years, the profession has developed and matured through this unique relationship that connects faculty, students, and practitioners. Currently, field education has become the signature pedagogy of the social work profession. **EP 2.2**

The present edition of the Field Education Manual has been developed to reflect the most current policies and procedures of The Sandler School of Social Work regarding field education as well as to reflect the content, sequence, and format of the social work curricula. The manual provides a guide to social work field education at Florida Atlantic University for students, field instructors, agencies, seminar instructors and faculty.

The Sandler School of Social Work provides students with a curriculum that will adequately prepare them for professional social work careers, in service of their communities. The Bachelor of Social Work (BSW) degree program prepares students for beginning generalist social work practice and graduate study in social work. The Master of Social Work (MSW) degree program is designed to prepare students for advanced clinical social work practice. The content of the social work practice curricula relates to client systems of various sizes and types; the diverse populations of southeast Florida; and the values and ethics of the social work profession.

We wish to acknowledge and thank the field instructors, agency administrators, seminar instructors, faculty, and students whose untiring contributions, personal commitment, and professional competence continue to make social work education a genuinely collaborative endeavor at FAU. We look forward to implementing the procedures contained in this manual and, as always, appreciate your feedback and suggestions on all aspects of the field education experience.

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## INTRODUCTION

Field education connects and integrates theory and practice. In Goldstein's (2001) *Experiential Learning in Social Work*, he discussed that field education is the linchpin which connects classroom learning with real life. According to the 2015 EPAS Educational Policy 2.2, field education is the signature pedagogy for social work (Council on Social Work Education, Inc. [CSWE], 2015). "The intent of field education is to connect the conceptual contribution of the classroom with the practical world of the practice setting" (CSWE, 2015, p.12). The components of both the classroom and the practice setting are of equal importance. Students are required to demonstrate competence in both areas as well as in their integration.

Field education's role is to provide generalist and advanced specialist practice opportunities for students to demonstrate the core competencies. The student is also required to demonstrate the values and ethics of the social work profession and "its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons" (CSWE, 2015, p.5). Field education has the significant responsibility of continuing to shape the profession's future through each student.

CSWE CORE COMPETENCIES (CSWE, 2015, P.8)

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

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

Competency 5: Engage in Policy Practice

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


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

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

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


## FREQUENTLY ASKED QUESTIONS ABOUT FIELD PRACTICUM EDUCATION

### Field Instructors and Agencies


 *What are the requirements to be a field practicum instructor for a student intern from the Sandler School of Social Work?*

To supervise a BSW student, a field instructor must have an earned BSW or MSW degree from a CSWE accredited School of Social Work and a minimum of two years post bachelor's social work experience. BSW degreed field instructors can only supervise BSW students. To supervise an MSW student, a field instructor must have an earned MSW degree from a CSWE accredited School of Social Work and a minimum of two years post master's social work experience. Additionally, field instructors must attend a required 12-hour Field Instructor Supervisor's Training at FAU, prior to or during the first semester of their first student placement, unless they have had the approved training at another university in Florida. **AS 2.2 (B2.2.9, M2.2.9)**

Individuals with degrees in other disciplines (including advanced degrees) but no social work degrees are not eligible to be the official field instructor and cannot provide the one-hour of individual social work supervision or complete student evaluations. Some agencies will provide task supervision in addition to the social work supervision. Task supervision may be with someone other than the individual with a MSW or BSW. Task supervisors are not required to have a social work degree and should be used only after consultation with the Coordinator of Field Education. A task supervisor is a supplement and does not replace the requirement to have a social work degreed field instructor.

 *What are the requirements regarding agency field practicum education supervision at the Sandler School of Social Work?*

We require the social work degreed field instructor to provide a minimum of one hour per week of face-to-face individual social work agency field education supervision. In the beginning of the semester, field agency field instructors need to be readily available to assist students as they become oriented to their new field setting. At the beginning of the semester, you can expect to spend in excess of one hour a week orienting student to the field placement and assisting the student with completion of the Competency Based Learning Contract. Some agencies will also provide additional peer or group supervision beyond the minimum requirement of one hour a week individual supervision.

 *As an agency field practicum instructor, whom do I contact if I'm just not sure about some aspect of the practicum education program?*

Your first contact person would be the FAU field practicum faculty liaison assigned to work with you and your student. This individual is usually the instructor teaching the concurrent field seminar that

the student placed in your agency attends at the Sandler School of Social Work. If you are unable to reach this person, please contact the Coordinator of Field Education, Amber Dutton, at (561) 479-6464. You may send your questions via email to Amber Dutton at [duttona@fau.edu](mailto:duttona@fau.edu).

*How many hours must students spend in their field agencies over the year?*

We have different requirements for social work students at different levels. They are as follows (AS 2.2.5):

**Full-time Undergraduate Students:** Full-time undergraduate students are required to complete a minimum of 400 hours in the field agency. Students may complete this requirement in the Fall, Spring, or Summer semester. The student is in the agency 26.7 hours per week for 15 weeks during the fall or spring semesters and 33.3 hours per week for 12 weeks during the summer semester.

**Part-time Undergraduate Students:** Part-time undergraduate students are required to complete a minimum of 400 hours in the field agency. They can complete their 400 hours in one semester or choose to do it over two semesters which is the equivalent of 200 hours in the same field agency per semester. Students may complete this requirement in any two consecutive semesters thus, Fall/Spring; Spring/Summer; or Summer/Fall. Students must complete a minimum of 16 hours per week in the field agency when completing their placement under this option. Students do not take time off for the spring break when completing their hours in the spring term.

**MSW Generalist Students:** MSW Generalist students are in the field agency for a minimum of 400 hours over the Fall and Spring semesters. Full-time students complete this internship during their first year of studies and part-time students complete it during the second year. The student is in the agency 16 hours per week, for 12.5 weeks; 200 hours during each semester. Students do not report to their field placement during the break between Fall and Spring semesters. Students do not take time off for the spring break. Students must complete 200 of their agency field education hours in the Fall semester in order to advance into the second semester of their studies. No hours completed during the Fall semester will be carried forward to the Spring semester.

**Full-time Specialist and Advanced Standing MSW Students:** Full-time students taking the Specialist portion of their MSW studies or students entering the MSW Advanced Standing are in the agency for a minimum of 600 hours for the Fall and Spring semesters. The student is in the agency 20 hours per week for 15 weeks each semester; 300 hours each semester. Students do not report to their field placement during the break between Fall and Spring semesters. Students do not take time off for the spring break. Students must complete 300 of their agency field education hours in the Fall in order to advance into the second semester of their studies. No hours completed during the Fall semester will be carried forward to the Spring semester.

**Part-time Specialist and Advanced MSW Students:** Part-time students taking the Specialist portion of their MSW studies or part-time MSW Advanced Standing students are in the agency for a minimum

of 600 hours. They can complete their field placement in the Fall and Spring semesters the same as full-time students or they can choose to complete their field placement over the Fall, Spring, and Summer semesters of their final year of studies. If the extended option is chosen, the student is in the agency 16 hours per week for 15 weeks during the Fall and Spring semesters and 17.5 hours per week in the Summer; 240 hours each in fall and spring semesters and 120 hours in summer. Students do not report to their field placement during the break between Fall and Spring semesters. Students do not take time off for the spring break.

Total number of hours in the field during MSW studies: 1000 hours for the two-year program and 600 hours for Advanced Standing Program. **AS 2.2.5**

BSW (400 hours) – 1 SEMESTER STUDENTS			
Semester	# Hours per Week	# of Weeks	Total # of Field Hours
Fall	26.7	15	400
Spring	26.7	15	400
Summer	33.3	12	400

BSW (400 hours) – 2 SEMESTER STUDENTS			
Semester	# Hours per Week	# of Weeks	Total # of Field Hours
Fall/Spring	16	25	400
Spring/Summer	16	25	400
Summer/Fall	16	25	400

MSW Generalist (400 hours) – 2 SEMESTER STUDENTS			
Semester	# Hours per Week	# of Weeks	Total # of Field Hours
Fall	16	12.5	200
Spring	16	12.5	200


MSW Specialist (600 hours) – 2 SEMESTER STUDENTS			
Semester	# Hours per Week	# of Weeks	Total # of Field Hours
Fall	20	15	300
Spring	20	15	300

MSW EXTENDED Specialist (600 hours) – 3 Semester Students			
Semester	# Hours per Week	# of Weeks	Total # of Field Hours
Fall	16	15	240
Spring	16	15	240
Summer Term	16	7.5	120


## Students

 *Can I spread out my required hours to accommodate my schedule?*


Students may arrange their field education hours in the agency to accommodate their schedules as long as the agency field practicum instructor and seminar instructor approve the schedule and it is mindful of client service provision needs within the agency-based setting and the requirement for oversight and supervision. Students may not alter their schedule throughout their practicum education experience unless approved by their field instructor. They may not change their schedule if it results in disruption to the provision of services to clients.

 *Can I complete my field education experience during night and weekend hours only?*

Practicum education experiences that have only night and weekend hours are extremely limited and do not usually provide a meaningful learning experience. Therefore, all students must be able to complete a minimum of 8 daytime hours (M-F, 8am-5pm) in a placement. If you are a BSW student or an MSW Specialist student who is working full-time, you should consider the extended option for placement. The more restricted you are in hours of availability; the less choices you will have for the population you may want to work with in your placement. Most agencies will not allow a student to complete more than 8 hours in a day, therefore the possibility of completing 10 hours in a day is unlikely.

 *Are students allowed vacations during practicum placement?*

The only time students will be allowed to take vacations during practicum placement is the time between semesters. Students are not expected to report to their placement during the break between fall and spring semesters or summer and fall (only for extended MSW students). Students are expected to be at their placement during the FAU spring break.

 *As a student, whom do I contact if I'm just not sure about some aspect of the practicum education program?*

Your first contact person would be the liaison assigned to work with you and your agency practicum instructor. This person is usually your Integrative Seminar instructor. You will see this person frequently and making contact with them will be easy. They will also have posted office hours available for your convenience. If you are unable to reach this person, you may contact the Coordinator of Practicum Education, Amber Dutton, at (561) 479-6464. You may send your questions via email to Amber Dutton at [duttona@fau.edu](mailto:duttona@fau.edu).

## Practicum Instructors and Students

### *What do I do if I'm having a problem related to my student or agency instructor or supervisor?*

Whether you are the student or agency practicum instructor the first course of action is to discuss any problems during a supervisory session. Sometimes the year gets off to a rocky start because learning and teaching styles are different, or expectations are not clearly explained. This does not mean that the agency field instructor and student cannot develop a good working relationship. It just means you both need to discuss how you learn/teach best. Your relationship will be interdependent with learning taking place on both sides.

### *What if we can't work out our problems?*

If you are unable to work things out after trying to discuss whatever differences you are having, your next course of action is to consult with the practicum liaison assigned to work with you. The liaison is usually the instructor teaching the concurrent seminar course that the student attends while in practicum education. A meeting can be set up to resolve problems. A Corrective Action Plan can be initiated at this time if necessary. If either the student or agency practicum instructor still has concerns, the practicum liaison may ask to involve the Coordinator of Practicum Education to assist with problem resolution. If a resolution cannot be made, a Student Success Conference will be scheduled. The student, practicum instructor, Coordinator of Field Education, and all faculty currently teaching the student will be expected to attend the review.

## FIELD EDUCATION EXPECTATIONS

### Student Expectations

#### Student Emotions

If you are like most social work students, you are beginning your practicum education in social work with high levels of both enthusiasm and anxiety. You have invested considerable money and energy into your education, and you want to succeed in this new venture. You are eager to actually experience work with clients, but most social work students are also somewhat anxious about this test of their ability to practice social work. Many times, we have heard students comment that they were relieved when their first attempt to contact a client by phone was met by an answering machine! Some of the thoughts running through your head may include:

"Will I be able to meet my own expectations as well as those of others?"

"Will the expectations of the Coordinator of Practicum Education, my agency practicum instructor, and the Sandler School of Social Work be consistent as a whole?"

"Will there be too much to do or not enough?"

"Will the experience be worthwhile, and what can I do if it isn't?" "Am

I in the right placement? Is it a good one? What if I don't like it?"

"Am I really cut out for social work? Suppose I try it and don't like it? Suppose I am not successful?"

You should understand that both your enthusiasm and your anxiety are normal. Virtually everyone survives his or her first interview intact and experiences enormous relief that it wasn't as bad as had been imagined. You will gradually build a sense of confidence and security from seeing your own accomplishments and your anxiety will decrease. In field education, you will become an active learner.

Much initial anxiety also occurs because expectations are unclear. It is the goal of this student manual to allay some of those anxieties by clarifying the expectations of the agency field instructor and the student.

Students often must work at the same time that they complete their field education experience. For some, this may mean a desire for non-traditional hours for placement such as evening and/or weekend hours. Every effort will be made to work with students and their schedules. However, the actual availability of non-traditional hours is dictated by the schedules available at the agencies offering student practicum experiences, the need for supervision, and availability of appropriate student social work activities that can only happen during the regular workday. Therefore, it is required that all students completing practicum education be available for at least 8 hours Monday through Friday from 8 AM to 5 PM. Students may also wish to be placed in a community near their home or work in order to reduce the commuting time in their schedule. It may not be possible to accommodate your wishes for a specific community or region, client population, or a flexible schedule. Students will need to be realistic when requesting a particular schedule or specific region and realize that all their expectations may not be able to be met. The Sandler School of Social Work cannot guarantee flexible schedules, specific communities, or client populations. A good rule of thumb is that if you wish a particular schedule, be flexible in terms of the distance you will drive to accomplish this goal. On the other hand, if you wish a specific community or client population, be willing to do your placement during routine work hours.

#### Agency and Sandler School of Social Work

1. The BSW practicum education is composed of a minimum of 400 hours over one semester in one agency. Some students opt to complete their program over two semesters by taking an incomplete at the end of the first semester and completing their hours in a concurrent second semester. These students must complete a minimum of 16 hours

per week in their assigned agency until they have completed a minimum of 400 hours and must remain in the same field agency over both semesters. **AS 2.2.5**

2. The MSW Generalist practicum education is composed of 16 hours per week; 400 hours total, 200/semester in one agency. The MSW Specialist and Advanced Standing placement is composed of 20 hours per week; 600 hours total, 300/semester in one field agency. Flexible schedules that differ from this plan must have prior approval by the agency field instructor and the Coordinator of Practicum Education. Extended Specialist students can choose to complete their practicum education experience over three semesters for a minimum of 16 hours per week in the field agency. Students who choose this extended option will take an incomplete in the Spring semester and complete their hours in the Summer. **AS 2.2.5**  
**\*\* These are minimum requirements for BSW and MSW practicum education experiences. You may be required to work longer if necessary, to meet the objectives of the course, to demonstrate competency, and if the agency agrees. It is your responsibility to maintain a record of your hours, although you are also expected to complete any time sheets the agency and field seminar may additionally require. A log of field hours is provided to facilitate your maintenance of a record of your hours.**
3. Students may not start their agency practicum education experience prior to the date that all students begin placement, nor may they continue their placement beyond the date that all students complete their placement without prior approval of the agency practicum instructor, seminar instructor, and Coordinator of Practicum Education. Students may not end their placement early if they have accrued all their hours before the established end date of the field practicum. The extra hours will be “donated” to the agency.
4. The Sandler School of Social Work generally does not require students to do practicum work on major holidays such as Thanksgiving. The student generally follows the holiday schedule of the agency rather than the University. Therefore, if the agency is open on a day that is a holiday for the University, the student is expected to continue to work in the agency on that day. Each agency has different responsibilities to clients, and it is the student's responsibility to discuss holiday work schedules with the agency field instructor in order to clarify expectations.
5. Most agencies do not pay staff for their lunch/dinner hours. Therefore, your lunch/dinner hour is not part of your agency practicum hours unless you are required to remain with clients during mealtime.
6. There are no days allowed for vacation time or other unnecessary leave while you are in your practicum except for the time between semesters. Students may miss up to a maximum of 3 days per academic year at their field agency due to documented illness or emergency at the discretion of the agency practicum instructor, practicum seminar instructor,

and the Coordinator of the Practicum Education. Any time missed for approved reasons must be made-up sometime during the course of the semester in which it was missed. Time missed for unapproved reasons may result in a failing grade in the field seminar. You are expected to complete all work assigned by the agency practicum instructor and/or a seminar instructor within specified deadlines and without unnecessary reminders.

7. You are expected to demonstrate the program's competencies and perform in a professional manner, keeping commitments to the agency, the agency practicum instructor, and the clients. It is imperative that you telephone your agency practicum instructor and leave a message (if necessary) if at any time you are unable to be on time or to be present when expected. Abandonment of duties, and especially of clients, is a serious ethical violation of professional norms and can have very serious consequences for the agency and their clients. It is your responsibility to make sure clients are notified of any absence and other arrangements are made to provide service for clients in your absence. **AS 2.2 (B2.2.2, M2.2.2, M2.2.3)**
8. You are expected to take initiative in seeking advice, consultation or help from your agency practicum instructor, seminar instructor, or the Coordinator of Practicum Education.
9. You may attend seminars and workshops offered by your agency or community agencies if they pertain to your practicum education experience and if you have the prior approval and permission of your agency practicum instructor. However, remember, the agency practicum experience is the time when you are expected to practice what you are learning in the classroom and demonstrate your social work competencies. Therefore, the amount of time spent in seminars and workshops should not be excessive. The seminar instructor retains the right to reduce the amount of time spent in this activity if it is deemed to be interfering with your opportunities to practice the skills you are learning in school. **AS 2.1.1**
10. You are to abide by the rules and regulations set forth by your agency. If you feel they are asking you to do something unfair, unreasonable, unethical, or illegal please contact your seminar instructor immediately.
11. The Coordinator of Practicum Education and the instructor of your integrative seminar course are responsible for all aspects of your practicum education. They arrange your placement with the agency, are accessible to deal with any problems, visit your agency for site visits, conduct the Integrative Seminar, assess your performance in the agency and seminar, and assign your final grade.
12. As the middle of the first semester approaches, a practicum liaison from The Sandler School of Social Work and/or the instructor of your seminar will be visiting you in your agency. This usually coincides with the completion of the Mid-Term Evaluation form by your agency field instructor. The Mid-Term Evaluation is to be completed in the designated software management system by the date specified in your

Integrative Seminar syllabi. During the site visit the discussion will focus on your progress so far and goals for the remainder of your internship as well as your ability to connect classroom learning with the practice setting. You will participate in the site visit and the discussion of your progress and learning plans for the rest of your practicum education, as this is a crucial part of your learning experience. [AS 2.1.1](#)

13. Your agency practicum instructor will complete the Final Evaluation as each semester draws to a close. It is your responsibility to ensure that the Final Evaluation is signed and submitted through IPT in time for final grades to be reported. You will be involved in the Final Evaluation process, as this, too, is a part of the learning experience. Graduate students receive a Mid-Term Evaluation and a Final Evaluation as well as a grade each semester although they remain in the same agency over both semesters. Graduate students may not advance into their second semester of field education with a grade of C- or below in the first semester of their field education program or with an incomplete in any academic course in their program of studies, as well as an incompleteness of required semester field hours. [AS 2.2.7](#)
14. The University *Memorandum of Understanding* is the contract entered between the field agencies and the University. All agencies utilized for field education (except certain agencies that use standing contracts that may contain additional requirements and that are approved by the University's Legal Counsel) have agreed to the conditions of this instrument. Agencies with standing contracts may have a different instrument but the conditions remain essentially the same. You will be asked in your seminar to sign a statement that you have read and understand the conditions of the *Memorandum of Understanding*. It is important to read and understand the conditions of this agreement as they apply to you as well as to the University and the agency where you are completing your field education experience. [AS 2.2.7](#)
15. The faculty in the Sandler School of Social Work expect your agency field instructor to do those things that enable you to grow professionally and personally even if it seems painful, boring or frustrating. If you or your agency field instructor thinks that you are having problems, the instructor of your seminar and the Coordinator of Field Education should be alerted as early as possible. Such problems can be reflected in an evaluation that could follow you in a negative way for some time. Therefore, the sooner the feedback is dealt with, the better it is for you.
16. BSW students earn a Satisfactory/Unsatisfactory as a final grade and MSW students earn a letter grade as a final grade in the field education and concurrent seminar. If at any point during the semester a student's performance is assessed to be unsatisfactory, the instructor of your seminar and/or your field liaison along with the Coordinator of Field Education will make options and recommendations based on the circumstances, which may occur after a Student Success Conference. Recommendations may include:

- a. Placement in the same agency for a period of time extending beyond the minimum hourly requirements for the Undergraduate, Generalist or Specialist/Advanced Standing Curriculum.
- b. Placement with another agency for a period of time as specified by the instructor of the seminar and/or Coordinator of Field Education. If a decision is made to place a student with another agency as a result of a Student Success Conference, the field faculty with assistance from the Coordinator of Field Education, will choose the agency and the agency field instructor where the student will complete the placement. The student must be available for placement any day and hours necessary for the placement. If replaced, the student may be required to start all field hours over or at a minimum, the student will be required to complete an additional 40 hours to compensate for time spent reorienting the student to the new agency. A final unsatisfactory evaluation at the end of this placement will result in Unsatisfactory as a final grade in field education for BSW students or a failing grade for MSW students.
- c. Withdrawal from all field education at this time, with a grade of Incomplete. Assessment of the possibility of another agency placement will be made at a specified future date.
- d. Immediate removal from the field agency and Unsatisfactory/Failing as a final grade in Field Education.

It should be recognized that the BSW and MSW degrees are practice degrees, proficiency as a beginning or advanced specialist practitioner is demonstrated by field education performance in conjunction with the core competencies. For this reason, students who earn an Unsatisfactory (BSW) or a grade of C- or below (MSW) as a final grade in any field course will not be eligible to repeat this course.

And finally, as you begin your field agency education experience, some points to consider:

- a. You are being placed at a community agency as an extension of your educational process. You are not an employee of the University or of the agency. Students should be considered volunteers of the agency. It is anticipated however, that your behavior and performance are those of a professional social worker. **AS 2.2.4**
- b. In accordance with the NASW Code of Ethics, social work students must identify themselves as student interns to patients/clients at all times and when signing notes in records/charts and all other documents produced by the student intern for or on behalf of the field agency.

- c. The Sandler School of Social Work covers you for malpractice insurance while you are involved in field education.
- d. If you are requested to transport clients, it is best to do so in an agency vehicle. If an agency vehicle is not available and you are being asked to transport clients on a regular basis, please consult with your seminar instructor and/or the Coordinator of Field Education. You will need to contact your personal auto insurance carrier and may need to increase your personal automobile coverage during your field education.
- e. When student interns use case material from their agency (e.g., process recordings, case presentations, staffing, etc.) they are required to observe confidentiality carefully by not using client names, dates of birth, agency names, staff names or other identifying information that could compromise confidentiality.

See Appendix A for the copy of the Acknowledgement of Risk in Social Work Field Placement for further information about risks associated with social work field education.

### Sandler School of Social Work Expectations/Professional Expectations of Student Behavior

The Sandler School of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program in alignment with the CSWE Educational Core Competencies. The Sandler School of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior. **EP 1.0**

1. Accountability: Attend class, arrive on time, and return from break in a timely manner.

*Participate in group activities and assignments at a comparable level to peers.  
Complete work in a timely fashion and according to directions provided.  
Come to class prepared, with readings and other homework completed.*

2. Respect: Treat all your peers, your instructors, and all those you come in contact with, with dignity and respect at all times.

*Listen while others are speaking.  
Give feedback to peers in a constructive manner.  
Approach conflict with peers or instructors in a cooperative manner.*

*Use positive and nonjudgmental language.*

3. Confidentiality: Treat any personal information that you hear about a peer or an instructor as strictly confidential.

*Maintain any information shared in class, dyads or smaller groups within that unit. Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.) Never use names of clients or disclose other identifying information in the classroom.*

4. Competence: Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.

*Come to class with books, handouts, syllabus, and pens. Seek out appropriate support when having difficulties to ensure success in completing course requirements. Take responsibility for the quality of completed tests and assignment. Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.*

5. Integrity: Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.

*Academic: Commit yourself to learning the rules of citing other's work properly. Do your own work and take credit only for your own work. Acknowledge areas where improvement is needed. Accept and benefit from constructive feedback*

*Submission of Papers: Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.*

6. Diversity: Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.

*Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping. Exhibit a willingness to serve diverse groups of persons.*

*Demonstrate an understanding of how values and culture interact.*

7. Communication: Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

*Demonstrate assertive communication with peers and instructors.*

*Practice positive, constructive, respectful and professional communications skills*

*With peers and instructor: (body language, empathy, listening)*

8. Social Justice: Strive to deepen your commitment to social justice for all populations at risk.

*Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.*

*Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.*

#### Integrative Seminar Expectations

All BSW and MSW students will attend an assigned section of an Integrative Seminar. This is a class the student attends with other field education students and the field seminar instructor. Agency and seminar involvement and attendance are required to earn credit for this course.

The main objective of the seminar is to help in the integration of theory and classroom content with “live” social work practice. In addition, it is also meant to be a sounding board for discussing problems in working as a professional social worker. **AS 2.2.1**

The seminar will include a roundtable discussion of your field experiences. It is a time to share both the positives and the challenges encountered during your field education. It is also a time for peer feedback. It is strongly recommended that any difficulties be presented early in the seminar, so other students and the seminar instructor can help to resolve any further problems.

This group discussion may be followed by an oral presentation by the field seminar instructor or his/her faculty designee or by a student. The presentations of the field seminar instructor will relate to significant theoretical issues as they become evident in your practice experiences or concrete knowledge needed for effective practice. Each student may be responsible for a number of agency, community, case, or family/group presentations. Please refer to the seminar syllabi for particulars on the assignments. Any and all assignments must disguise client-identifying information to protect the confidentiality of your clients.

There will be several written and/or oral assignments during the seminar. The Competency Based Learning Contract, Field Reports and Process Recording are valuable learning experiences and

tools in your field education. Your written assignments and Log of Field Hours will be collected on the dates indicated on your Integrative Seminar Syllabus and will be discussed in one of the seminar sessions.

The Integrative Seminar courses prohibit the use of computers, including laptops, audio recording, or video recording devices during instructional activities in classrooms without the expressed written consent of the instructor. Cell phones must be disabled during class and texting is not permitted. This prohibition does not apply to specific accommodations approved by the FAU Student Accessibility Services.

The faculty of The Sandler School of Social Work is committed to providing you with the most satisfactory field education experience possible. Because of this, we are always open to new ideas and may change practice and procedures as a result of student suggestions. During the Integrative Seminar you will be asked to contribute ideas to improve practice in this area. However, at any time during the semester or following graduation, suggestions may be brought to the attention of the Coordinator of Field Education, the seminar instructors, your faculty advisor, or to a member of the Community Advisory Committee that has both current social work students and social work alumni as members.

# Field Education

## Part Two

### University and Field Education Department Policies

## UNIVERSITY POLICIES

### A. Students with Disabilities

Students with disabilities that require academic accommodation must:

1. Register with Student Accessibility Services
2. Provide documentation from Student Accessibility Services
3. Include a letter in the field application packet from Student Accessibility Services indicating any accommodations that may be needed while in the field agency or seminar
4. All of the above must be completed by the due date for the application to field

### B. Conduct Code

One of the major principles of the Code of Ethics of the National Association of Social Workers is as follows:

#### Ethical Standards

2. Social Workers Ethical Responsibilities to Colleagues
- 2.01 Respect
- (a) Social Workers should treat colleagues with respect....”

This is developed and demonstrated in the relationship between and among students, faculty, and agency staff. Demonstrating respect, fairness and courtesy for each other includes (CSWE 2015, Competency 1):

1. Arriving on time for class and field education experiences; returning from break and lunch in a timely fashion. It is important for students to demonstrate to their clients that they are important to them. Being prompt for appointments is one way to demonstrate this.
2. Being prepared for class and field education experiences. As a professional, the student should be prepared for all appointments and meetings.
3. Paying attention in class and in the agency. As a professional the student needs to be an active listener to appropriately understand the needs of their clients.
4. Remaining in class and in the agency until class or the workday is over or until the professor or field instructor releases the student. As a professional social worker, students must be committed to treating their clients and colleagues with respect and courtesy by being present during the agreed upon hours in the agency and seminar.
5. Handing in assignments and agency work in a timely fashion and without reminders. It is of vital importance to clients that students meet deadlines.
6. Demonstrating respect for the opinions of others. Social work ethics and values indicate that social workers should be tolerant of different points of view. In practice, this applies to clients and colleagues.

### C. Academic Irregularities

1. Students who cheat/plagiarize will receive no credit for the assignment and risk more serious consequences up to and including an unsatisfactory or failing letter grade in the class. Refer to the Undergraduate and/or Graduate Catalogue, Academic Irregularities and Student's Academic Grievances for further information.
2. Engaging in activities that interfere with the academic and/or agency mission within the classroom or agency may result in the student being asked to leave the class or the agency.
3. Submission of the same or essentially the same paper, project, assignment or finished project that has been submitted to another instructor/professor without specific authorization to do so by both will result in no credit for the assignment.
4. The professor and the field agency will abide by the University's policy on observation of religious holy days. Students may observe holy days of their faith and are required to make up the work missed prior to or following this date. This will require that the student work the agency hours missed (in observance of the holy day) at another date and time.
5. Students anticipating or experiencing any type of hardship that prevents the successful completion of course objectives are encouraged to apprise the seminar instructor as soon as possible.

### D. Incomplete Policy

A grade of incomplete will be considered by the seminar instructor to be a privilege, not a right. Therefore, it must be earned, and the following criterion met:

1. The student must be performing at least "C" level work on all assignments due up to the time that the "incomplete" is requested.
2. In addition, evidence of adult responsibility on the student's part will be considered in evaluation of the request.
3. Following the completion of the semester, it will be the student's responsibility to complete the agreed upon assignments or field hours in a timely manner.
4. The student must enter into a written contract with the seminar instructor outlining the work/hours that must be completed and the deadline for completing the work/hours. If the work/hours are not completed, the "incomplete" will automatically be computed based on the work/hours completed (with 0's earned for uncompleted work). This grade will be awarded as outlined by the contract. It is the student's responsibility to arrange a time to complete the written contract prior to accruing the incomplete. Social work students in the graduate (MSW) program may not carry an incomplete into the next semester from their field experience and continue in the next semester.

#### E. Drug-Free School Policy Statement

No student is to attend class, field placement or participate in a University sponsored activity, including field education activities, while under the influence of one or more illegal drugs or alcohol. Any violation of the Drug-Free School Policy constitutes a form of misconduct.

Students may be drug-tested as part of the agency's screening for placement. Students who receive a positive substance abuse test may face disciplinary action or action in accordance with the CSWE Core Competencies and Practice Behaviors.

#### F. Use of Technology, Cell Phones, and Recording Devices in the Classroom and Learning Environment

The Sandler School of Social Work prohibits the use of cell phones, beepers, computers, audio recording, or video recording devices during instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This prohibition does not apply to specific accommodations approved by the FAU Office for Student Accessibility Services. When the instructor's consent is given, any recordings or copies of course materials are to be used for personal use only. They may not be used for distribution or sale.

### FIELD EDUCATION DEPARTMENT POLICIES AND PROCEDURES

The field internship component of your field education requires commitment, responsibility, time management and maturity. Therefore, it is expected that you will perform in such a manner as to be a positive representative of the University, School of Social Work, agency, and yourself. The rewards you receive from your field education will depend, to a large extent, on how much you invest of yourself in this opportunity.

The Field Education Department is responsible for locating and contracting with the agencies and arranging placements with the agency field instructors that meet the specific criteria for field supervision. The Field Education Department also screens, assigns, and oversees the field experience for all social work students. Therefore, it is very important that you become familiar with these policies and adhere to them to ensure a smooth experience in your field placement. You are responsible for knowing the field policies and procedures as outlined in this manual.

Amber C. Dutton, MSW, LCSW-QS, LICSW is the Coordinator of Field Education. She can be reached at (561) 479-6464 or e-mail address [duttona@fau.edu](mailto:duttona@fau.edu). The Field Education Department's Administrative Office is located on the Boca Raton campus in the Social Science Building. Department faculties serve as field liaisons and teach the concurrent field seminar.

## A. Application to the Field

Students do not automatically receive an agency field education experience by virtue of their being admitted to the social work program. All students must meet specified criteria, complete an application, attend an orientation (BSW) or review the orientation PowerPoint (MSW) and be accepted by the Field Education Department to be placed in an agency for the field experience (see eligibility below).

### Procedure:

Students make application to the field by filling out an application in the IPT Database. Students must email the School's Program Assistant at [swfield@fau.edu](mailto:swfield@fau.edu) to request access to the IPT Database to fill out the application. Students must apply for Field Education online by 5pm on the 4th Friday of the semester prior to when they want to enter the field (i.e., if you are to begin your agency placement in the spring, you will fill out your application by the 4<sup>th</sup> Friday of the fall semester). They must also complete a field orientation the semester prior to entering the field and meet individually with field faculty.

It is the student's responsibility to be informed of all application deadlines and to adhere to these important dates. Late applications will not be accepted. Instructions in the application must be followed and only completed applications will be accepted. Incomplete applications are not considered as having been filed prior to the deadline. If a student files the application after the deadline and believes there is sufficient explanation and documentation to justify this, a student may fill out the Exception to Field Policy Request. The Exception to Field Policy Request will be reviewed by a committee of social work faculty and their decision to approve or deny the request is final. After a student's application is approved, they will receive an email from the Office of Field Education, informing them of the approval of their application and the instructions for completion of the field orientation. **AS 2.2.6**

## B. Orientation Meetings

BSW students must attend a field orientation in order to be eligible for field which lasts approximately 3 hours. MSW students must attend an online orientation provided to them after they have completed the field application at [www.alceasoftware.com](http://www.alceasoftware.com). Further information is provided on this procedure in this manual and is also emailed to each student. The purpose of the orientations are to describe the agency field education experience, and address issues and questions related to the agency experience. The times and locations of the orientations are emailed to students, posted on the bulletin board in The Sandler School of Social Work Administrative Office in Boca Raton (Social Science Building), on the web page ([www.fau.edu/ssw](http://www.fau.edu/ssw)) and on each campus. The meetings are scheduled well in advance to allow students to plan their attendance at one of the orientations. It is the student's responsibility to be aware of the meeting times.

Make-up orientations are not provided as multiple live orientations are offered on different days, times and locations to ensure availability for students' participation.

#### C. Admission Criteria for Field - BSW Students

Undergraduate students interested in applying for a field education experience must meet the following specified criteria:

- The student has achieved senior standing, including satisfactorily meeting all Gordon Rule requirements that may apply.
- The student must have completed all other degree requirements including fulfilling all of the social work courses' prerequisites.
- The student has demonstrated values consistent with the profession of social work and ethics consistent with the NASW Code of Ethics.
- The student has completed all social work courses satisfactorily (with a grade of C or better; C- is not considered a passing grade for Social Work majors in Social Work courses) and having no "I" (incomplete) grades.

Students who do not meet these criteria or who have not completed all prerequisites will not be permitted to submit an application for the field experience. The student is required to meet with an academic advisor throughout the program to complete coursework to be eligible for field. The social work academic advisor will officially clear students who are eligible to apply for field and this list of students will be given to the field education department. The student will not be permitted to apply for field unless cleared by the social work academic advisor.

A final grade check is completed at the end of the semester prior to the BSW student entering into the field experience. If it is discovered that a student has not met the above requirements, the student's field agency will be notified that the student is not to proceed with the agency field education experience until the issues are satisfactorily resolved. If for whatever reason, the student does not enter field, the student will need to complete a new application by the deadline, attend another orientation and individual interview the semester before they want to try again to enter field. **AS 2.2.6**

#### D. Admission Criteria for Field - MSW Students

Graduate Students applying for a field education must have a cumulative grade point average, for all course work, of 3.0 and no incomplete grades in any of their graduate coursework. Part-time Specialist choosing the extended field option may receive an incomplete at the end of the Spring semester.

Students who do not meet these criteria will be ineligible to enter the field placement process. **AS 2.2.6**

#### E. The Field Education Placement Process

The field education placement process is a collaborative endeavor between the Field Education Department faculty, the student, and the agencies. Under no circumstances can students make arrangements for their own placements. Any student who pursues their own placement without coordination with the Field Education Department may not be allowed to enter the placement for the semester requested and may delay starting their field education by one semester or more.

The Field Education Department works to provide quality field education with agencies that contract with Florida Atlantic University. All approved agencies must have a properly and fully executed Memorandum of Agreement with the University prior to any student beginning a field experience with that agency. The agency field instructor approved to provide agency field education must meet the qualifications as outlined in this manual. **AS 2.2 (B2.2.9, M2.2.9)** Students are also restricted from field experiences in any agency where a dual relationship exists in a dual, supervisory or authoritative position (i.e. agencies where a relative, friend, etc., is in a position of authority) or where there is the potential for unclear boundaries. Students may not complete a field experience in an agency where they or a family member have been a client or where they may have access to family member's files.

The key to completing the placement process successfully is communication with the field faculty and the Field Education Department.

#### F. The Interview Process

Students are required to complete an orientation prior to the interview process. The orientation provides the policies and procedures for the field program. After a student has completed the mandatory orientation, the appropriate field faculty will contact the student to set up an individual interview. During the individual interview with a field faculty, significant portions of the orientation are reiterated. MSW students are also provided information during an MSW orientation for new students, and again on the first day of class.

Students will be provided a list of approved agencies for their informational purposes only in the IPT database at the time of application. Students are not permitted to contact any of the agencies directly without the advanced direction from the field faculty. Students may wish to explore more information about various agencies by visiting their web pages prior to the interview.

The student and the field faculty will meet to explore the student's learning and career goals and for the field faculty to develop a "match" between the student, agency, and agency field instructor. Students are encouraged to come prepared with any agency suggestions and to discuss these with the field faculty. The field faculty has valuable information about the agencies that will be shared with students at the individual field interview. Any important information will be considered prior to any contact between the student and the agency. Field faculty will take into consideration the academic and educational needs of the student and the capacity of various agencies to meet these needs. Students do not select their own agency experience and are to

comply with the placement decisions of the field faculty. Field faculty will make the final decision on which agency the student will be referred.

Once an agency has been selected, the field faculty will call the agency and formally notify the agency that the student has been referred for their consideration. The student is then responsible to set up an interview with the agency. Students are provided only one agency name to consider, limiting the number of interviews for the students and the agencies. The referrals are designed to meet the needs of both the student and the agency. The agency, however, has the right to refuse a given student if they feel the match is not appropriate for their agency opportunity. If the agency refers the student back to the field department, the student will discuss other options with the field faculty so another appropriate placement may be selected and the same procedure will be followed.

This process will occur for a maximum of three attempts to match a student with a placement. If after three attempts there has been no success in finding an appropriate placement, the student may not be provided with any further referrals until a Student Success Conference meeting has been held with the Chair of the BSW or MSW program, the student, the field faculty, and/or the Coordinator of Field Education. The purpose of this meeting will be to explore the difficulties involved in locating an agency field opportunity and to consider all options regarding the appropriateness of the student for a field experience at this time. There may be extenuating circumstances involved during the placement process (for example agency unavailability) which may allow the field faculty to attempt to match the student an additional time. This will be at the discretion of the field faculty.

The confirmation of the agency field education experience is not finalized until the agency field instructor and field faculty agree upon the agency experience. The student will return a confirmation of placement form to the designated field faculty that has been signed by the agency field instructor and the student. The signed confirmation form must be returned to the field faculty as soon as possible after the successful interview. Your agency experience is not secured until the designated field faculty has received this form. **AS 2.2.7**

#### G. Malpractice/liability Insurance

Student malpractice/liability insurance in the amount of \$1,000,000/\$3,000,000 will be purchased on the student's behalf by The Sandler School of Social Work and will be covered by tuition/clinical lab fees that student pays. The liability insurance only covers students' actions while they are a student at their field placement and does not cover the student for any other activities or jobs. Students must always identify themselves as a student to reduce liability when working in the field.

## H. Seminar Course Specifics and Requirements

The major emphasis of the field experience is to integrate social work course content and practice experience in order to function as a fully skilled social worker. Students will gain experience and practice knowledge as a result of the opportunity to work with various clients, agencies, and/or community systems. Students should understand that the field experience is an official course that uses an agency setting instead of a classroom for learning. Students must be officially registered prior to the start of their agency field experience. Failure to do so may result in termination of the placement. **AS 2.2.1**

This course also provides students with individualized teaching and deals intensively with social work techniques and practice skills. The course provides opportunities for BSW and MSW Generalist students to demonstrate the core generalist competencies and for MSW Specialist students to demonstrate the program's advanced clinical competencies. Students are urged to put their best effort into these courses that will truly reflect the student's potential capabilities as a social work practitioner. **AS 2.2 (B2.2.2, M2.2.2, M2.2.3)**

SOW 4510 – Field Education in Social Work: This is a generalist field education experience with a focus on building a foundation of practice skills. Students will be exposed to micro, mezzo, and macro practice experiences. Students are expected to perform the functions of a beginning social work practitioner before completing this course. This course is taught on a block basis (12 credit hours). A concurrent seminar is taken with the agency field education experience. Students must complete a minimum of 400 hours in the agency to satisfy course requirements. Undergraduate students may complete their block field education experience over two semesters with a minimum of 16 hours per week and the concurrent seminar being completed in the first semester that the student is in the agency. **AS 2.2.5**

SOW 6532 and SOW 6533 – Field Instruction & Integrative Seminar I & II: These courses provide direct practice experiences in a social work education agency with carefully structured supervision and a concurrent seminar. Students will learn interviewing, assessment, and intervention tools that are applicable to their agency experience with clients from differing social, cultural, racial, religious, and spiritual and class backgrounds as well as social systems of all sizes (micro, mezzo, and macro). Students are in the agency for 16 hours per week. Students complete a minimum of 400 hours in the agency over the course of the fall and spring semesters. **AS 2.2.5**

SOW 6535 and SOW 6536 – Advanced Year Field Instruction and Integrative Seminar I & II: These seminars provide students with learning experiences that integrate advanced clinical social work practice with the specialist curriculum. Students will become very comfortable with clinical practice skills and the use of the DSM-V diagnostic procedure in the assessment of client situations. Students are in the agency for 20 hours per week. Students complete a minimum of

600 hours in the agency over the course of the two seminars (unless student has chosen to extend their placement over three semesters). **AS 2.2.5**

Part-time students complete the same application process as full-time students and must adhere to the same deadlines.

#### I. Own Agency Placements

The field education experience is designed to offer students new learning opportunities in new practice settings. Therefore, students generally may not complete their agency experience within their current employment. Students who would like to have their special circumstance considered must submit the request in writing, following the policy and utilizing the proposal/application for an Own Agency Placement (Appendix B) as provided on the Sandler School of Social Work website ([www.fau.edu/ssw](http://www.fau.edu/ssw)). The field faculty member working with the student and the Coordinator of Field Education must approve these requests. Approval is only granted under exceptional circumstances where an agency is large enough to offer a different learning experience and is willing to allow the students' educational needs to take precedence over any work expectations that would normally pertain to their employment. Additionally, the agency field education experience must be a new position supervised by a new agency field instructor who has not previously supervised the student (the agency field instructor must be qualified and meet the previously stated guidelines) and the student must be working with a population, interventions, and practice experience that presents new learning for the student. The agency must meet all other field agency requirements as outlined above. **AS 2.2.11**

#### J. Reporting to the Field Agency

The start date for students to report to their field agency and the day the first seminar begins for all levels will always be provided at the mandatory field orientation that students must complete the semester prior to when they begin their field experience and at the individual interview with field faculty, as well as being posted on Canvas. The following information about reporting to the field agency is provided to assist students. However, as the academic calendar may change from year to year, specific dates may be subject to change.

Undergraduate students completing their field placements in the Spring semester do not take a spring break in order not to disrupt the provision of services to clients in their assigned agencies.

Graduate students do not continue their placement during the interim break between fall and spring semesters. Students are not permitted in placement during this break. Graduate students continue the spring semester of field education with the same field agency and attend the concurrent seminar as indicated in the course schedule. Graduate students do not take a Spring Break from their field agency experience in the spring semester in order not to disrupt the provision of client services within their assigned agencies.

Both undergraduate and graduate students will adhere to regular agency hours as established with the agency field instructor at the beginning of the agency experience. All students are responsible for notifying the agency field instructor any time they will be late or absent from the agency. These occasions should be rare as attendance and punctuality will be considered as part of the assessment of professional behavior in the course. All students are to prearrange any adjustments to their schedule with the agency field instructor and field seminar instructor and are only to be absent if approved by both the agency field instructor and the field seminar instructor.

#### K. Leave Time

Leave time (vacation or other unnecessary leave) is not allowed during the field education experience. Any compensatory time accumulated (which should be minimal) can be taken only with the permission and pre-approval of the agency field instructor and seminar instructor and cannot interfere with the provision of services to clients. Any deficiency in time accrued during the semester must be made up before the end of the semester in which it is accrued. The seminar instructor must be notified by the student of any extended (more than three days) illness. Students reported for excessive absences from the field experience may receive a grade of "U" (unsatisfactory) (BSW) or a failing letter grade (MSW) in the course. Students who receive a "U" or failing letter grade in any field education course may not repeat the experience and will not be able to continue as a social work major or as a graduate social work student. All field experience hours and work for the semester must be finished by the last day of each semester in order to complete the course satisfactorily for BSW students and prior to the beginning of the next semester for MSW students. Students in both the undergraduate and graduate programs cannot "bank" hours in order to complete the field internship early.

The following policies apply to leave time:

- Students are expected to adhere to the agency hours and holidays, not FAU holidays. An agency holiday that falls on a student's scheduled day in the agency will not count toward the student's field hours. The student must arrange their schedule to make up these hours before the end of the semester.
- A total of three (3) days of approved leave at their field agency is allowed for an illness and/ or a family emergency (death or illness) but this time must be made up in the semester it is taken. Any time in excess of three days missed in the agency during a given semester requires a written excuse from a medical provider (or other appropriate written documentation) to the field seminar instructor and the agency field instructor as soon as possible upon return in order to apply for an exception to this policy. The field seminar instructor will determine whether the excuse is valid and whether an exception to this policy should be considered. If the seminar instructor determines that the student is to be considered for an exception to this policy, the student will need to submit a written request for exception form to the Coordinator of Field Education for committee approval. Time missed for unapproved reasons may result in an unsatisfactory or failing grade in the field course.

- Hurricane policy – you may be excused from the agency due to hurricane warnings if the agency closes or you live in an evacuation zone but you must notify the agency and your field seminar instructor if you will be absent. You will need to make up any hours missed.
- Jury Duty – if you are called for Jury Duty, you must notify the agency and your field seminar instructor. You will need to make up any hours missed.

#### L. Site Visits

The student's field seminar instructor, or an assigned faculty liaison, will schedule a visit(s) with the student and agency field instructor at the field agency, and be available by email and phone during the year of the internship. If any difficulties arise or adjustments need to be made, the field seminar instructor must be contacted by the student and/or agency field instructor. The role of the field seminar instructor/liaison is to act as "a bridge" between the agency, university and the students. The visit(s) include both the student and the agency field instructor. The site visit(s) include a discussion of the activities the student is involved in, the student's progress on demonstrating competencies as well as the student's ability to connect classroom material with the practice setting. Additional visits may be scheduled as needed to assist in problem solving. The field seminar instructor may develop a written corrective action plan with the student and agency field instructor if a problem arises, to clarify what is expected of the student and/or agency and to resolve the problem. **AS 2.2.8**

If the agency field instructor, student, and/or field seminar instructor believe that the agency is not appropriately meeting the needs of the student, for any variety of reasons, the student may be changed to another agency placement. This action is taken only if it has been documented that all efforts have been taken by the student and the agency to correct any problems and a formal Student Success Conference has occurred. Any change in a placement is coordinated with the Coordinator of Field Education and/or based on the recommendation of the Student Success Conference committee.

#### M. Evaluation and Grades

Undergraduate students receive a Mid-Term Evaluation mid-way through the semester from their agency field instructor and a Final Evaluation from their agency field instructor at the end of the semester. The Mid-Term Evaluation and the Final Evaluation are submitted to the University as indicated in the course syllabi for the concurrent seminar.

Graduate students receive a Mid-Term Evaluation from their agency field instructor each semester on the date indicated in the seminar course syllabus and a formal Final Evaluation at the end of each semester.

Students are rated on a variety of competencies on a scale from 1-5 as follows on the Mid-Term and Final Evaluations:

1	2	3	4	5
Failing Level	Below Expected Level	At Expected Level	Above Expected Level	Outstanding Level

Mid-Term Evaluations with areas rated 1 or 2 indicate that the student must demonstrate improved performance.

Continued poor performance or a single incident that is considered unprofessional or unethical may result in termination from the agency field education experience (refer to the termination procedures below). This decision to terminate a student from placement would be made jointly through a Student Success Conference with input from the agency field instructor and can be made at any time during the internship. Agencies may ask for the student to be removed at anytime.

If the student has not met minimum expectations (ratings at “3” or above) by the due date of the Final Evaluation, the field agency instructor will complete the narrative portion of the evaluation specifying the reasons for the student’s failure to meet expectations. The quantitative portion should clearly indicate the inadequate, incomplete, or unsatisfactory areas (all scores rated “1” or “2”). The field seminar instructor will provide an overall student competence rating based upon the Likert scale above. It is the responsibility of the field seminar instructor to assign grades (Satisfactory/Unsatisfactory for BSW and a letter grade for MSW students) based on the agency field instructor’s recommendation, the student’s performance in the concurrent seminar and, feedback received about the student’s performance in the agency.

Students earning a grade of “U” (Unsatisfactory) for BSW students or a failing letter grade for MSW students in any field education seminar course may be asked to attend a Student Success Conference with the Chair of the MSW or BSW Program, the Coordinator of Field Education, the field seminar instructor and agency field instructor to review the matter. If the decision of the Sandler School of Social Work at the end of this Student Success Conference is to let the grade stand, the student may utilize the grade appeal process outlined in the Undergraduate and Graduate Student Catalogues. Students with a “U” for BSW students in field will not be allowed to repeat the course or continue in their social work studies. Graduate students with an “I” in the field may not continue in their program until the “I” has been satisfactorily completed and the field grade converted to a passing letter grade of C or above unless otherwise authorized by the Coordinator of Field Education. Graduate students with a failing letter grade in the field may not repeat the field education course and may not continue in their graduate studies in The Sandler School of Social Work.

#### N. Student Success Conference And Grievance Procedure

Students enrolled in the BSW or MSW program may experience academic problems (e.g. an unacceptable low grade) or problems with their professional or nonacademic behavior. Professional or nonacademic behavior refers to the performance or behavior of students that provides relevant information regarding students' potential performance as social work practitioners. Nonacademic termination is defined as failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice, inappropriate or disruptive behavior towards colleagues, faculty or staff at school or in field placement.

To assure that identified needs of the student are addressed without compromising the School's integrity or treating the student unfairly, a procedure is in place to assist the student. When the student, faculty member, or agency field instructor believes that challenges may be interfering with academic or behavioral performance, a Student Success Conference may be called. Further information on the Student Success process can be found in the document Social Work Initiative for Student Success (SWISS) found in Appendix C.

A Student Success Conference may be scheduled by the BSW or MSW Program Coordinator, any faculty, the field instructor, or the student, upon a student's evidence of unsatisfactory or marginal work or behavior. The Student Success Conference provides a formal procedure to deal constructively with challenges. Challenges may range from poor academic performance, possible unsuitability for the profession or continued education in the profession, or a student's belief that he/she has been treated unfairly in the classroom or field agency, or lack of satisfactory performance during the field education experience.

The Student Success Committee is convened and chaired by either the BSW or MSW Program Coordinator depending on the program level of the student. The conference is not a legal proceeding. A request to convene a conference may be made by the student, agency field instructor or by any one of the student's instructors. The Coordinator notifies the student and other participants in writing of the date, time and place of the conference and invites them to attend. Participants at the Student Success Conference shall be the student, instructors, agency field instructor (if appropriate), and a representative of the Field Education Department (when appropriate). If a student is enrolled in the Field Education Program, agency representatives may be invited to attend (when appropriate).

Students who have an identified disability may request the presence of a representative of the Office of Disability Support Services. If a student believes she/he has a disability that has affected her/his ability to participate in the program, it is the responsibility of the student to contact the Office of Student Disabilities. No accommodations can be made for a disability without the involvement of this Office.

Typically, the Student Success Committee is presented with the concerns and provides each participant, including the student, an opportunity to describe the challenge(s) and potential solution(s). The student may submit written material from any source for consideration by the Student Success Committee, if they are pertinent to the proceedings.

Based on the exchange at the conference, the Committee makes a recommendation to help the student successfully complete the program, when indicated. The Student Success Committee recommends to the Director of the Sandler School of Social Work a plan to assist the student. If the Student Success Committee reaches a finding that is not unanimous, a statement of majority and minority findings is written. In some situations, a Student Success Committee may recommend that a student be dismissed from the program. In any case, the student may appeal to the Director to review the Committee's recommendation. Florida Atlantic University's grievance procedures, 6c5-4.001 Honor Code, Academic Irregularities and Students' Grievances are contained in the Graduate Catalog.

## FIELD EDUCATION DEPARTMENT TERMINATION PROCEDURES

### Policy Statement

The purpose of this policy is to:

- 1) Identify the participants and their roles in the field education termination process.
- 2) To specify the reasons for terminating students from field education and the actions to be taken in such a termination.

### Participant Expectations/Responsibilities

#### A. The student will meet the following established expectations/responsibilities.

- Students are responsible for keeping up to date on all posted field information, as it is not possible to notify each student individually of important deadlines and meetings. Information is posted on the Sandler School of Social Work website as well as signs are clearly posted with relevant information on the field bulletin board outside the Social Work office on the Boca campus. "Not knowing" will not be accepted as a valid excuse.
- Students must complete a field application on-line by the deadline as instructed. Failure to do so will result in a delay of the field education experience.
- Students are required to attend all mandatory field education planning and orientation meetings. Attendance will be taken.
- Students must read and be familiar with the content of the Field Education Manual prior to completion of their on-line field application.
- Students will demonstrate the core competencies and practice behaviors according to their year and level of field education experience. These competencies and practice

behaviors are available in the Field Education Manual and are in the course syllabus. It is the responsibility of each student to obtain, review and understand the core competencies and practice behaviors. If a student has a question regarding them, it is their responsibility to address these concerns with a member of the field faculty.

- Students will comply with all agency policies and procedures, including but not limited to physicals, drug screens, HIV testing, dress codes, immunizations, finger printing, criminal background checks, body adornment policies, etc.
- Students must obtain, understand and adhere to the policies and procedures of the field education agency, the Department of Field Education, the Sandler School of Social Work and Florida Atlantic University. Noncompliance may result in the student being terminated from the agency field education experience and/or concurrent seminar.
- Students must abide by the National Association of Social Workers (NASW) Code of Ethics.
- Students are required to participate in a formal supervisory meeting with the BSW or MSW agency field instructor assigned to them. This must occur for at least one hour each week. Students must communicate openly with their agency field instructor/task supervisor when assistance is needed.
- Students must advise the agency field instructor and/or the field faculty of any difficulties encountered in the field education experience or when clarification is needed.
- Students will follow through within the time frame specified on all corrective action plans outlined verbally and/or in writing by the agency field instructor and/or field faculty.
- Students will develop (with the assistance of the field instructor), sign, adhere to and fulfill a Competency Based Learning Contract for the field placement.
- Students are responsible for keeping track of the hours they earn in their agency field education experience.
- Students must attend all required meetings, conferences, etc., occurring in the agency.
- Students will participate actively, obtain, read, and sign the Mid-Term Evaluation and Final Evaluations according to their level in the educational program, as well as ensure the due dates are met.
- Students must complete all evaluations of the agency internship and coursework requested by the end of the semester they are assigned.
- If a student believes that a field agency experience is not meeting their needs, they should first discuss this with the field instructor and if this is unsuccessful, they must contact the field seminar instructor to discuss their concerns.
- Students are to notify the Department of Field Education of any special accommodations required in their placement due to a student disability. Students are to provide a letter from the Office of Student Disabilities outlining the accommodations needed to successfully complete the agency field education experience.
- Students must provide their own health coverage. The student health services that are supported through nonrefundable student health fees are available to all fully enrolled students.

B. The Sandler School of Social Work will meet the following established expectations:

- The Sandler School of Social Work will make available all core competencies, practice behaviors, policies and procedures, evaluations, etc. Copies are included on the Social Work web site. Copies of the NASW Code of Ethics are also available from NASW on their web site. The Field Education Manual and other field related information is available on the Sandler School of Social Work website and on Canvas.
- The Sandler School of Social Work will provide assistance in resolving any problems/difficulties in an agency educational experience through the use of field seminar instructors/liason faculty who will complete site visits and maintain email and phone contact with field instructors. More contacts will be completed as necessary to resolve any unusual issues. A corrective action plan will be developed if deficiencies are noted.
- The Sandler School of Social Work will review all sides of the issues presented in a situation where termination from an agency or the seminar is being considered and will make appropriate recommendations.
- The Sandler School of Social Work will comply with the University's Academic Grade Appeal process.

#### Termination Procedure

Performance problems that result in a termination from a field education experience vary greatly. In general, they reflect noncompliance with established policies and procedures, ethical/work performance issues or a violation of the above stated expectations. Performance problems will be addressed in the following manner:

A. Performance problems will be clearly identified by the agency field instructor and/or field seminar instructor/liason faculty. Specific recommendations for improvement will be made (if applicable) and consequences for failure to meet expectations will be communicated to the student in a timely manner.

B. Initially, oral feedback to the student from the agency field instructor about problems will be provided, including specific examples of problem behaviors and ways to improve performance. Student performance will be reviewed in supervision.

C. If the problem persists, and/or is serious (thus placing the student, clients, the agency, and/or the University at risk), the agency field instructor will write a summary of the problem or situation, including behaviorally specific examples and any relevant written documentation of the problem. A copy of this will be given to the student and the field seminar instructor/liason faculty.

D. At anytime during the field education experience, if the problem persists or is serious (thus placing the students, clients, agency, and/or University at risk), the agency field instructor will contact the field seminar instructor/liason faculty for a consultation. The student must also advise the field seminar instructor/liason faculty if she/he has concerns about the agency experience. The student will also advise the field seminar instructor/liason faculty if there are concerns about performance issues raised from feedback received from the field agency.

E. The field seminar instructor/liaison faculty will offer guidance to the student and/or agency field instructor by telephone or in person. If a visit to the agency is needed, this meeting may include separate time with the student and with the agency field instructor, if deemed appropriate by the faculty.

F. Based on the discussion with the field seminar instructor/liaison faculty, a written “corrective action plan” and/or revised Competency Based Learning Contract will be developed jointly by the student, field seminar instructor/faculty liaison and agency field instructor and signed by all parties, with copies distributed to all. Consequences for noncompliance will be included in the “corrective action plan” or revised learning contract.

G. Mid-Term Evaluations with areas rated “1” or “2” indicate that the student must demonstrate improved performance. Students may receive a “U” (unsatisfactory) or a failing letter grade for the course if there is an overall student competence rating of “1” or “2” on the Final Evaluation form. The final grade will be determined by the field seminar instructor.

H. Poor performance or a single event that places clients, agency or the University at risk, which is unprofessional or unethical, will result in termination from the field agency experience. This decision is made jointly by the agency field instructor, field seminar instructor, Coordinator of Field Education, Chair of the MSW Program (for graduate students) or BSW Program (for undergraduate students), and Director of the Sandler School of Social Work or designee. It is the right of any agency to terminate the field education experience with a student with no prior notice if they believe that the student’s behavior places clients, the agency, or the University at risk.

I. If the student’s performance does not meet minimum expectations by the due date of the Final Evaluation, the agency field instructor will complete the narrative portion of the Final Evaluation form specifying the reasons for the student’s failure to meet expectations and the quantitative portion will be completed clearly indicating the areas that are unsatisfactory or inadequate (scores rated “1” or “2”).

J. The field seminar instructor will determine the final grade to be assigned for the student.

K. If the grade of “I” (incomplete) is assigned, the following will occur:

- 1) If the student is demonstrating significant progress in the identified problem area(s) of performance but has yet to demonstrate the competencies and practice behaviors set, an “I” grade may be assigned and the student continues their current field education experience for a period of time specified by the agency field instructor and the field seminar instructor. If the student demonstrates satisfactory work at the end of the specified time, the agency field instructor will submit a revised Final Evaluation Form and the narrative will reflect the improvement shown in areas with previous inadequate performance. The field seminar instructor will submit a change of grade form changing

the “I” (incomplete) to a grade of “S” (satisfactory) (BSW) or a passing letter grade (MSW). Students may also receive an “I” if they have not completed the necessary hours for their field education course due to absenteeism that is beyond their control (i.e., health problems, death in the family). In these cases, the student, agency field instructor and field seminar instructor reach an agreement about how the hours will be completed before the grade will be changed to an “S” or a letter grade. Any grade of “I” requires an incomplete contract to be executed by the student and field seminar instructor.

2) In rare cases, it may not be appropriate for the student to remain in the same agency to accomplish their incomplete field assignment. The student may be assigned another agency to be determined solely by the Department of Field Education faculty. A second placement would be contingent on disclosure of the student’s previous performance problems and a copy of the last field evaluation form being provided to the new potential agency field instructor.

3) The Department of Field Education reserves the right to not offer a second agency field experience based on student performance issues. If another agency field experience is not offered, the student may be referred to a Student Success Conference meeting to include the agency field instructor, field seminar instructor, Coordinator of Field Education, and the Chair of the MSW Program (for graduate students) or BSW Program (for undergraduate students).

4) If the student is assigned a new agency after earning an “I” in the first attempt, the student may be required to complete the full number of hours required for the course. The student may not be required to re-register for the course. The student will normally be required to complete an additional 40 hours of field to compensate for training and orientation at the new agency.

5) Some undergraduate students elect to complete their field education over two semesters and are awarded an incomplete at the end of the first semester by prior arrangement. Please see section on completing the BSW field experience on a part-time basis in this manual for specifics about this option. Some Specialist students complete an extended option which would require an incomplete at the end of Spring session.

L. The field seminar instructor may assign a “U” (Unsatisfactory) (BSW) or a failing letter grade (MSW) based upon the recommendation and documentation of the agency field instructor and/or their experience with the student in the field seminar. This grade and the subsequent termination from the agency experience are based on the student’s performance which has failed to demonstrate mastery of the required agency-based skills and/or knowledge to perform the role of social worker or has violated policies of the agency, School of Social Work and/or standards set by the NASW Code of Ethics.

## SAFETY ISSUES

The Sandler School of Social Work is aware there are certain inherent risks to agency staff and students in situations requiring contact with the public. These risks are discussed in the field orientation. The School is concerned about safety issues and endeavors to assist students and agencies in anticipating situations in order to minimize the risks involved with agency field education experiences. Please see the Acknowledgement of Risk in Social Work Field Education statement (Appendix A) for some tips to increase student safety in agency-based field education. While fulfilling the agency's mission of providing services, it is the student's responsibility to be aware of the need for personal safety and to act in such a manner to minimize risks whenever possible without refusing services to any particular population of clients. This balance can best be attained by preparing ahead of time for situations which may arise and anticipating methods for minimizing risk and through a dialogue with the agency field instructor and the Department of Field Education when safety concerns arise.

Agency field instructors must include a discussion of safety issues and steps that students can take to minimize risk within their organization as part of the student orientation to the agency. Discussions should address infection control, personal injury and client risk assessments as well as any other topics that may be pertinent within the particular agency setting. **AS 2.2.7**

If a situation arises where a student or client encounters a potential safety issue, the agency and student should document the situation using a Critical Incident Reporting Form (Appendix D) (please review the section of the manual on Critical Incident Reporting below). This form will be provided to the agency field instructor by the field seminar instructor. In addition, the field seminar instructor must receive a copy of this completed form and be notified in a timely manner of the safety concern and actions taken to minimize the hazards or address any injuries that may have resulted from the hazardous situation. The field seminar instructor will immediately notify the Coordinator of Field Education who will notify the Director of the Sandler School of Social Work and the Chair of the MSW Program (for graduate students) or BSW Program (for undergraduate students). The agency will keep the University advised of any new areas that may present hazards previously unknown to this setting.

Students with safety concerns or questions should contact the Department of Field Education or the field seminar instructor to discuss these issues and to seek guidance.

## CRITICAL INCIDENT REPORTING PROCEDURES

### 1. Purpose

This procedure establishes guidelines for reporting information related to student risk prevention and incidents defined in paragraph 4 (below). This reporting system is created to provide Florida Atlantic University (FAU) and the Sandler School of Social Work with early notice and awareness of incidents involving students and agencies, which may require the direct intervention of Florida Atlantic University and the Sandler School of Social Work.

### 2. Scope

- a. This operational procedure applies to all Florida Atlantic University Social Work students in agency-based field education and the instructors of the students in field agencies.
  
- b. These reporting procedures do not replace the abuse and neglect and exploitation reporting system. Allegations of abuse, neglect, or exploitation must always be reported immediately to the Florida Abuse Hotline (1-800-96 ABUSE) as required by law.

### 3. Definitions-- As used in the Procedure, the following definitions shall apply:

- a. FAU: Florida Atlantic University
- b. Incident: An occurrence involving a student of FAU, clients, agency employees, or volunteers.
- c. Client: Any person receiving a service from the agency in which the student is placed.
- d. Reporter: The student employee, volunteer, or agency representative having firsthand knowledge of any incident/event.

### 4. Definitions of Reportable Incidents

- a. Accident/Injury: involving a client under the supervision of the FAU student or injury to the FAU student requiring medical assistance or potential risk/injury.
- b. Aggressive or abusive behavior: by student including, but not limited to, use of profanity, pushing, or shoving. This includes a physical altercation without injury.
- c. Automobile: accident occurring in private or agency vehicle during the course of agency-based field education.
- d. Law Violation: any arrest of a student during agency-based field education.
- e. Verbal Threat of Violence: to a student from an employee or client of the agency.
- f. Other Event: an unusual occurrence or circumstance that could have a profound impact upon the student in the agency setting.

### 5. Procedures-- The following steps shall be taken to report an incident:

- a. Student/agency representative will notify the FAU field seminar instructor as soon as possible by telephone.
- b. Student/agency representative will submit the FAU Incident Report Form (Appendix D) to the Sandler School of Social Work within three working days. If appropriate, the agency's incident report will be attached to the FAU Incident Report Form.

## SEXUAL HARASSMENT POLICY AND GUIDELINES

Florida Atlantic University will not tolerate sexual harassment of its employees or students. Sexual harassment is any repeated or unwelcome verbal or physical abuse which causes recipient's discomfort or humiliation, or which interferes with the recipient's educational or job performance. Any form of harassment related to an employee or student's gender is a violation of this policy.

Sexual harassment of students is a form of sex discrimination that is contrary to the most fundamental ethical canons of the academic community. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature constitutes sexual harassment, including instances when:

1. Submission to such conduct is made, either explicitly or implicitly, a term or condition of a student's academic achievement, or
2. Submission to or rejection of such conduct is used as a basis for decisions regarding the evaluation of a student's academic achievement, or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile, or offensive academic environment.

### Agency Policies on Sexual Harassment

Sexual harassment of any Sandler School of Social Work student by any field instructor, employee, or representative of the field agency is not tolerated. The Sandler School of Social Work requires that agencies participating in the Field Education program have an established policy prohibiting the sexual harassment of students while placed at the agency. Students must be provided with a copy of this policy at the time that they begin their field education with the agency. This policy should be reviewed with the student in the student's orientation to the agency that is provided at the beginning of the placement. **AS 2.2.7**

### Reporting

Students who believe that they have been the victims of harassment may report the facts and circumstances to the field seminar instructor, the Coordinator of Field Education, the Chair of the BSW or MSW Program, the Director of the Sandler School of Social Work, the Dean of the College Social Work and Criminal Justice, the Dean of Students, or the Director of Equal Opportunity Programs. If the informal investigation of the facts and circumstances fails to resolve the matter

to the satisfaction of the complaining person, a written complaint setting out the facts and circumstances of the alleged harassment may be filed by the complainant with the Dean of Student Affairs or the Director of Equal Opportunity Programs, who will conduct a further investigation.

Students in agency field education may also make complaints of sexual harassment directly to the Office of Civil Rights, U.S. Department of Education, or press charges in a private lawsuit.

Student allegations of sexual harassment constitute a critical incident. The agency and/or the student should file critical incident report documentation when allegations of sexual harassment are reported (refer to Critical Incident Reporting Procedures in the manual).

#### Further Action

If the facts and circumstances alleged warrant further disciplinary action, the University may proceed under employee or student disciplinary procedures or under the formal notice and hearing provisions of section 120.57, Florida Statutes.

#### False Accusations

Persons who are found by the University, based upon a preponderance of evidence, to have given false information or made false accusations of harassment, shall be subject to University disciplinary action.

# Field Education

## Part Three

### Selection of Agencies & Role of Field Instructors

## COMPONENTS OF FIELD EDUCATION

An important goal of field education is to assist the student in integrating theory with agency-based practice as experienced in the social work field. The student should be exposed to a wide variety of opportunities so that they may acquire the necessary knowledge, values, and skills to perform independently in a social work position upon completion of their undergraduate or graduate education. An effective and supportive agency field instructor and student relationship is crucial to maximizing the student's achievement of their learning plan. **AS 2.2.1**

Some of the major functions performed by agency field instructors include: instructing, advising, consulting, modeling, planning, organizing, supporting, sharing, monitoring, evaluating, and teaching. Agency field instructors share their knowledge, make judgments about student performance, and assist the Florida Atlantic University field faculty in performing the gate-keeping function for the social work profession. Agency field instructors are instrumental in empowering students to develop practice skills, knowledge, and values to the best of their ability. This is achieved by aiding the student in achieving social work competencies and the learning activities that they establish in conjunction with the agency staff. **AS 2.2.4**

## CRITERIA FOR SELECTION OF AGENCIES FOR FIELD EDUCATION

Agencies selected for field education experiences represent the diversity in social work settings and interventions as well as the diversity of the populations of South Florida. From the size of an agency to program offerings, the agencies vary greatly in the experiences and opportunities a student could encounter. The Office of Field Education will complete the Prospective Agency Review Checklist (Appendix E) prior to signing a Memorandum of Agreement to ensure that the agency can meet the university's basic requirements. Additionally, the agency will complete a data form and a site visit will also be made by at least one of the Field Faculty prior to placing the first student in an agency. All agencies accepted by the Sandler School of Social Work to provide field education experiences are selected using the following criteria:

- The agency administration and staff support social work education and are willing to provide the resources and technical support necessary for field education.
- The agency provides a professional climate reflective of the NASW Code of Ethics that promotes student development and learning.
- The agency provides micro, mezzo, and macro experiences including a strong focus on community partnerships; which are rich in diversity and are reflective of the populations unique to South Florida.
- The agency provides a learning environment in which respect for all persons and understanding of diversity and differences are practiced. **AS 3.0.1**

- The agency is committed to providing professional staff support and supervision, including social work supervision of a minimum of one hour a week by a qualified field instructor.
- The agency is able to provide opportunities to demonstrate core competencies and generalist practice behaviors for BSW and MSW Generalist students and advanced clinical practice behaviors for MSW Specialist students.
- The agency provides office supplies, telephones and arrangements that enable the student to function effectively, as well as adequate provisions for safeguarding confidential material such as case material and student records.
- The agency agrees to reimburse the student for travel expenses/mileage incurred in fulfilling duties at the agency. Travel to and from the field placement is paid by the student.
- The agency maintains a policy of nondiscrimination in employment and service provision including policies related to race, ethnicity, sexual orientation, age, religion, physical disability, or political belief.
- The agency maintains a sexual harassment policy regarding student interns which includes policies regarding steps students are to take to report such harassment if it should occur during their field education at the agency.
- The agency allows the assigned field instructor adequate time to supervise students, meet with the faculty liaison, attend seminars and workshops, and prepare for students' evaluations as required by the FAU School of Social Work; including a required 12-hour training offered by Florida Atlantic University prior to or during the first semester that staff assumes student supervisory responsibilities.
- The agency provides students with an initial orientation to the agency including a review of all pertinent policies including, but not limited to, student safety, sexual harassment policies, incident reporting procedures, agency expectations of ethical student behavior, and procedures for termination of students in the agency.

#### AS 2.2.7

*Note: Exceptions or accommodations to these policies may be made by the Department of Field Education when a situation merits such consideration.*

### CRITERIA FOR SELECTION OF FIELD INSTRUCTORS FOR FIELD EDUCATION

In order to design field learning opportunities for students to demonstrate program competencies, field instructors accepted by the Sandler School of Social Work to provide field education experiences in their agencies are selected using the following criteria:

- The field instructor is committed to providing a professional climate reflective of the NASW Code of Ethics that promotes student development and learning.

- The field instructor must have a minimum of a Bachelor's degree in social work and/or a Master's Degree in social work from a CSWE- accredited program and two years of post-degree experience for Undergraduate students and a Master's Degree in social work from a CSWE- accredited program and two years of post-degree experience for Graduate Social Work Students.
- The field instructor is committed to provide social work supervision for a minimum of one hour per week individually with the student.
- The field instructor must have the capacity to teach knowledge and skills to the students, including understanding students' contributions as well as needs of an adult learner.
- The field instructor must have the capacity to design field learning opportunities for students to demonstrate program competencies.
- The field instructor must have the capacity to be able to provide constructive feedback and to evaluate the student in a fair and objective manner.
- The field instructor must have the flexibility and time to fully participate in the role of field instructor. **AS 2.2.7**

### ROLE OF THE AGENCY FIELD INSTRUCTOR

The agency field instructor is the social work degreed (BSW or MSW) individual at the field placement agency who directly supervises the student's learning. The field instructor assigns the student appropriate learning activities, evaluates the student's performance and provides weekly supervision.

Each approved field agency must provide either an individual who has a minimum of a BSW plus two years post-degree experience (for BSW students) from a CSWE- accredited program or a minimum of a MSW from a CSWE- accredited program plus two years post-degree experience (for MSW students) to serve as a field instructor. This is to ensure that the students placed in the agency receive an education grounded in social work knowledge, values and skills.

Agency field instructors, including those supervising students completing an Own Agency Placement, must provide a minimum of one hour per week of individual face-to-face supervision with students. Field instructors should never view their role as merely "signing-off" on the students' activities. This role is integral to the educational attainment of the student and the role is a vital one to ensure student growth, development, and learning as well as the provision of appropriate services to clients.

If an agency-based field instructor is on vacation or otherwise unavailable, it is their responsibility to arrange coverage with another qualified agency-based field instructor during their absence. If their absence is two weeks or less and another qualified field instructor is not available within the agency, the interim supervision may be provided by a task supervisor with less than two years post-MSW or BSW experience. If the absence is to last more than two weeks and another qualified field instructor is not available within the agency, the agency field instructor should notify the field

seminar instructor/faculty liaison as soon as possible of the need for qualified supervision coverage until they can return to the agency. The University and the agency will endeavor to arrange interim coverage but may have to make other agency-based field education arrangements for the student if this is not possible.

The Sandler School of Social Work prefers, but does not require, that agency field instructors be employees of the same agency and program in which students are being trained. All agency field instructors, whether employed in another part of the agency or in a different agency, are required to meet the expectations outlined in this policy statement.

#### Sandler School of Social Work Expectations of the Agency Field Instructor

1. Participate in the mandatory 12-hour Field Instructor Supervisors' Training offered by Florida Atlantic University or (another qualified Florida college or university) and attend other required training that may be offered and required by the University. **AS 2.2.10**
2. Provide a minimum of one hour per week of individual face-to-face supervision. This supervision must oversee the entire range of field experiences of the student including but not limited to social work theory, agency and community policy issues, ethical decision-making, case decision-making, work assignments, task completion, clinical practice concepts, crisis intervention and student professional behavior.
3. Ensure that student activities are meeting appropriate competencies and practice behaviors as identified in the course syllabus and the student's Competency Based Learning Contract. Also ensure the student has appropriate assignments within the agency to facilitate the student developing generalist social work skills and/or advanced clinical social work skills (depending on the student's level in the program).
4. Negotiate field experience expectations with other departments and personnel within the field education agency including background screenings, administrative concerns, etc.
5. Arrange and organize an initial agency orientation for all students placed under their supervision. Make agency policies and procedures available to the student throughout the educational experience.
6. Assist the student in developing and signing the student's Competency Based Learning Contract by the date(s) indicated in the seminar syllabus.
7. Maintain regular contact with the student, task supervisor if one is assigned, and others involved with the student's field experience.

8. Be available to the student in emergency situations or arrange emergency coverage if the agency-based field instructor will not be available to the student to assist with emergencies.
9. Require students to prepare an agenda for supervisory conferences.
10. Provide students feedback on their performance. This should be done in a variety of formats, for example: reviewing process recordings, videotaping student activities, having students audio-tape activities, observing student interviews, providing joint interventions with the students, etc. The agency field instructor will provide verbal and/or written feedback on performance issues to clarify any corrective actions needed to be taken by the student. **AS 2.2.7**
11. Focus on promoting the student's growth and development as well as new learning.
12. Keep supervisory records of the student's experience with the agency.
13. Evaluate the student's strengths and weaknesses. **AS 2.2.7**
14. Address a variety of topics in student supervisory sessions, for example: case reviews, analysis of agency and community programs and policies, the impact of diversity issues on practice and policy, the NASW Code of Ethics, theoretical analysis of social work interventions, evaluation of the supervisory process with the student, topical issues (such as assertiveness, use of humor, rescuing, handling aggressive clients, coping with stress, etc.). **AS 2.2.7**
15. Complete the student's Mid-Term Evaluation and Final Evaluations and return them to the Sandler School of Social Work by the posted deadline dates.
16. Read and be familiar with the Sandler School of Social Work's Field Education Manual.
17. Meet with the Sandler School of Social Work's field seminar instructor, or other designated faculty, at least once during the student's field education experience.
18. Notify the field seminar instructor when problems arise.
19. If a Student Success Conference is required for a student including concerns regarding the field placement, the field instructor must participate in a Student Success Conference and provide written documentation of any concerns.

## ROLE OF THE AGENCY TASK SUPERVISOR

If the assigned agency field instructor is off-site or not always available to the student, a task supervisor may be assigned by the agency. Some agency field instructors assign non-BSW/MSW staff to be a student's task supervisor during their field education in addition to the one hour per week of BSW/MSW field supervision. Task supervisors may be involved with the students on a daily basis, teaching and guiding them in their assignments and duties, and participating in the process of providing the students with feedback about their performance in the agency. Task supervision does not substitute for the requirements of supervision by qualified field instructor identified above.

### Sandler School of Social Work Expectations of the Agency Task Supervisor

1. Participate in planning the field education experience.
2. With the field instructor, review and sign the student's Competency Based Learning Contract by the dates indicated in the seminar syllabi.
3. Provide some supervision of the student's daily activities.
4. Review with the field instructor the assignment of cases and projects congruent with the student's required practice behaviors.
5. Orient the students to the agency and their assignments.
6. Give on-the-spot positive and constructive feedback to students regarding their performance.
7. Focus on the students' skill development.
8. Keep records of student activities for the field instructor.
9. Consult with the BSW or MSW qualified agency field instructor related to the student's skill development and coordinate planning for promoting optimal student development.
10. Assist in the preparation of the mid-term and final student evaluations.
11. Meet with the BSW or MSW agency field instructor and the Sandler School of Social Work's field seminar instructor/faculty liaison when requested by the Sandler School of Social Work.

12. Notify the BSW or MSW agency field instructor and field seminar instructor/faculty liaison when problems arise.
13. Be available to students in emergency situations or arrange coverage to the students for emergencies that may arise in their absence.

### BENEFITS OF BEING AN AGENCY FIELD INSTRUCTOR

- 12 CEUs upon completion of the Field Instructor's Supervisory Training
- Tuition waiver
  - 6 hours per student placement supervised
  - Good at any state university on a space available basis
  - Any level (bachelor, master or Ph.D., except for dissertation hours)
  - Good for 3 years once it is issued
  - Cannot be transferred to another person
  - Cannot be reissued if lost
- Latest evidenced-based knowledge
- Additional assistance for your agency
- Ability to provide registered intern supervision
  - [http://www.doh.state.fl.us/mqa/491/frm\\_superaff.pdf](http://www.doh.state.fl.us/mqa/491/frm_superaff.pdf)
- Prepare students for future careers
- Help students reaffirm their education decision
- Give back to the social work profession
- Increase agency productivity
- Recruit/test out future employees
- Advertise agency services
- Advance your professional development and/or career goals

### ORIENTING THE STUDENT TO THE AGENCY

A variety of social service agencies work with the Sandler School of Social Work and offer unique field experiences. Although there are differences in the agencies' purpose, function and operation, this section is a basic outline for all agencies to embark from as they begin to orient students to the field education experience.

Before students arrive at the agency, agency field instructors should have informed the appropriate staff members of the students' experience and ways the staff can participate in the students' learning. A desk, equipment and supplies should be ready for the student when they arrive.

Each agency is different and will require a unique orientation plan. The student's orientation to the agency should include, at a minimum, the following components:

1. Agency Policy

This section should include (but not be limited to): office hours, schedules, lunch and office break policies, emergency protocols, office procedures and routines, personal conduct, appropriate dress, confidentiality policies, sexual harassment policies, fire and safety practices, leave/holiday schedule, use of office equipment and other information that may be unique to the agency.

2. Organization

The agency organization chart helps clarify the various departments, programs, and positions within the organization and its chain of command. General information on federal, state and local relationships should be included if appropriate.

3. Philosophy/Mission

The agency field instructor should discuss the agency's philosophy, mission, and objectives including brief descriptions of all the programs and services the agency provides.

4. Agency Finances

This should include the overall annual budget, program budget costs, and where appropriate, unit costs for services for each program. Explain how the agency is financed including information on grants, client fees, etc.

5. Population Served and Interventions Provided

Describe the population served including the problem areas addressed by agency programs, number of clients served per year in each program area and by the overall agency, and gender/ethnicity/age characteristics of clients served, and client criteria. Address any challenges in terms of reaching populations identified for services by the agency and client out-reach/recruitment efforts on the part of the agency and staff. Fully describe interventions provided to clients.

6. Community Resources

The agency field instructor should provide the student with a list of community resources frequently used by the agency or to provide services to identified client populations. The student should be encouraged to further explore community resources during their field experience and to explore new and emerging resources that may benefit the agency clients.

7. Reading Materials

Agency field instructors should select and assign reading materials related to the student's work assignments. This may include case records, pamphlets, agency manuals, and policy

and procedure directives. Reading assignments should be pertinent but not too time consuming, as the primary purpose of the agency-based field education experience is to provide students with practice opportunities. Assigned readings should be counted as field hours.

#### 8. Shadowing Opportunities

Opportunities should be arranged for the students to observe other staff as they make phone contact with clients, interview clients, perform home visits, lead groups, and perform other tasks that the student will eventually be expected to perform and demonstrate competency. In addition, it is helpful to arrange for others to observe the student as they begin to perform some of these tasks and skills and to assist them in developing confidence and proficiency in applying agency practice skills.

### MANDATORY INDIVIDUAL SUPERVISION

Agency field instructors are to plan and schedule weekly individual conferences with students for a minimum of one hour per week. Initially, students may need an opportunity daily to review their concerns with their agency field instructor. By the end of the field experience, the student should be able to utilize the once per week supervisory session to answer questions accumulated throughout the week. Agency field instructors should make themselves available to the students for emergencies and at unscheduled times in order to provide appropriate support and guidance between supervisory sessions. Students should be provided with the agency field instructor's emergency contact information in case of a client emergency and/or provided with the name of other staff to cover any concerns that may arise while the student is working with clients.

It is imperative that students actively participate in the supervisory process. Students should be encouraged to prepare an agenda for each scheduled individual field supervision session and be encouraged to utilize field supervision to promote their professional growth and development. Field instructors should keep a record of student progress and the content of field supervision sessions with students.

Agency field instructors should help students analyze the field experience and integrate theory with practice knowledge, skills, and values. Agency field instructors can assist students in learning how to adhere to agency policies, procedures, and organizational structures. It is helpful to use a variety of instruction techniques to promote this process. Different students may respond more to one approach than another depending on their learning style. **AS 2.1.1**

### PLANNING AND ASSIGNING

Semester plans and assignments should be worked out between the student, the agency field instructor, and any task supervisors involved with the student. The student Competency Based Learning Contract establishes program competencies, practice behaviors, and tasks for the entire

field placement. The learning contract is completed early in the first semester so that the student and the agency field instructor can plan assignments to further the student's ability to demonstrate competency. The plan enables both the student and the agency to anticipate and structure the agency field education content. The contract has specific identified tasks that every agency should be able to afford the student in order to demonstrate competency of each practice behavior. The agency and student may add additional tasks. The contract enables the agency to define what to offer the student as learning experiences. The plan is reviewed by the student's field seminar instructor. Students have the basic responsibility for preparing the learning contract; however, it is to be completed in conjunction with the agency field instructor who assists in designing the learning opportunities to meet program competencies. The agency field instructor must sign the Competency Based Learning Contract when it is completed and agreed upon between the student and the agency field instructor. [AS 2.2.4](#)

Students enter the field experience at varying levels of ability and experience. Therefore, learning assignments need to be tailored to the individual student's needs and abilities. The assignments for the semester/year should be planned in such a way as to facilitate student growth over time and experience. The student should be given increasing amounts of responsibility and independence as the field education experience progresses. Students' work is of value to the agency; however, it is to be noted the quantity of work produced will be less than a full employee. The student must analyze, evaluate, critique, and practice skills to a greater degree than employees are expected to do. The quality of the learning experience is more important than the quantity of work assigned. Students are in the agency primarily to develop practice skills and knowledge rather than to produce a quantity of work for the field agency. However, it is anticipated that by the end of the undergraduate students' or the graduate students' Generalist and/or Specialist field education experience, the student will be able to produce the same amount of work that a new hire would be able to produce.

The primary purpose of student field education experience is to afford students practice experience with clients, to connect classroom learning with the practice setting, and to give opportunities to students to demonstrate competency in their social work skills. [AS 2.2.1](#) Direct contact with micro, mezzo, and macro systems needs to be maximized. A rough rule of thumb is that students should be afforded a minimum of half of their time in the agency in interaction with a micro, mezzo, or macro client system. The agency field instructor can enhance the students experience by providing feedback and promoting self-assessment on the part of the student.

Students are responsible for producing documentation and correspondence that is of a professional quality. Agency field instructors can assist students in developing documentation skills by returning work to be re-done until the product meets the high standards expected of social work professionals in the agency.

Students benefit from attending conferences, workshops, and professional meetings both within the agency and the community at large. Participating as a member of a community task force assists students in developing professional confidence and identifying with the profession of

social work. However, attendance at conferences and seminars within the community and agency should not become so excessive that the student has less than half of their time in field education experience indirect contact with micro, mezzo, or macro client systems. Participation in task forces or interagency committees is a macro system assignment and is to be encouraged as part of the general systems practice knowledge expected of students at the Sandler School of Social Work.

### Sample Learning Assignments

BSW:

1. Intakes and screenings
2. Shadowing, observing, and conducting case management in office and home visits
3. Supportive counseling, small caseload if applicable
4. Gathering information for referrals
5. Documentation procedures, progress notes, basic treatment planning
6. Co-facilitation of groups, generally psychoeducational but can be therapeutic
7. NASW meetings, task forces, visiting other agencies, staff meetings, board meetings.

MSW Generalist:

1. Intakes and screenings
2. Shadowing and observing, and conducting case management in office and home visits
3. Supportive counseling, small caseload if applicable
4. Gathering information for referrals
5. Documentation procedures, progress notes, basic treatment planning
6. Co-facilitation of groups, generally psychoeducational but can be therapeutic
7. NASW meetings, task forces, visiting other agencies, staff meetings, board meetings.

MSW Specialist:

1. Intakes, psychosocial assessments, work on diagnosing clients
2. Individual and/or family therapy with own caseload
3. Co-facilitation and facilitation of groups
4. Case staffings, multidisciplinary team meetings
5. Determine best evidenced-based intervention for multiple types of client issues
6. Research different treatments modalities and put in practice

### THE EVALUATION PROCESS

Agency field instructors have the responsibility of evaluating students and recommending an overall social work competency level. The field seminar instructor ultimately assigns the final grade, taking into consideration the agency field instructor's recommendations.

#### 1. Components Of The Agency Field Instructors' Evaluation Of Student

The agency field instructor should offer the student on-going feedback on their agency-based performance. Student performance is also reviewed during the field seminar instructor's/faculty liaison's visits or phone conferences. If concerns arise before scheduled

agency visits by the field seminar instructor/faculty liaison the agency field instructor should contact the field seminar instructor/faculty liaison immediately to discuss the problem and to develop a plan of action to remediate the problem. Being proactive in addressing problems will assist in resolving the difficulties before they become a major obstacle to the student and agency achieving the goals established in the learning contract. It is best to establish a written corrective action plan with clear expectations for student improvement when problems arise.

## 2. Evaluation Instruments

The agency field instructor completes the written Mid-Term Evaluation and Final Evaluation with the student. Each field education seminar course has a specific evaluation form. Specific items on the evaluation are related to the field education objectives, core competencies, practice behaviors, curriculum design, and learning contract for each course. Agency field instructors complete and electronically sign the evaluations. Students in the field education experience will then review, electronically sign, and upload a copy of each evaluation to Canvas. [AS 2.2.7](#)

## 3. Students Evaluation Of The Field Education Experience

Students are required to complete an evaluation of the field education experience at the end of the agency-based experience. We encourage students to share their feedback with the agency field instructor. The goal of the Department of Field Education is to receive honest student feedback and therefore we do not require students to share their written opinions with the field education agency. The Department of Field Education endeavors to provide feedback to agencies in a way to protect the confidentiality of students and still enable the agency and field instructor to improve the experience they offer students.

## ORIENTATION, TRAINING, EVALUATING, AND COMMUNICATING WITH FIELD INSTRUCTORS/AGENCIES

The Sandler School of Social Work is always seeking new agencies to provide field placements. Agencies are recruited by Field Faculty or by self referral. Multiple activities are completed by the Field Faculty to ensure agencies and field instructors are oriented, trained, evaluated, and communicated with properly to ensure the best educational experiences for our students. At a minimum the following activities are conducted AS 2.2.10:

### Orientation:

1. A phone conference is completed with the agency representative to determine if the agency can provide an appropriate social work field placement, whether there is the availability of a qualified field instructor, and to explain our policies and requirements for both agencies and field instructors.

2. The Prospective Agency Review Checklist is completed by Field Faculty. As the checklist is being completed, the Field Faculty discusses each point with the agency representative.
3. A brochure outlining the requirements of the Field Education program is emailed to the agency prior to signing the Memorandum of Agreement.
4. A site visit is conducted by at least one Field Faculty to meet with the field instructor and other agency representatives to go over the Field Education policies and procedures and to tour the facility where the student will be placed.
5. The Field Education Department has a link on the Sandler School of Social Work website that provides a multitude of field information, including the Field Manual.

Training:

1. Field instructors are required to attend the 12-hour Field Instructor's Supervisory Training (FIST) prior to their first student being placed or at least during the first semester of their first student's placement. The objectives of the FIST modules are identified in Appendix F.
2. Refresher training courses are provided to field instructors who have already taken the FIST training.

Evaluation:

1. Potential agencies and field instructors are evaluated from the first contact to the initial site visit, to site visits to meet with field instructors and the students each semester, and on an ongoing basis to ensure that they are providing students with experiences to learn and demonstrate competencies.
2. Students complete evaluations on their agency experience that relates to the quality of supervision received and the opportunities made available to them to learn social work skills.

Communication:

1. Each agency is assigned a Field Faculty based on geographic boundaries that work individually with the agency. This Field Faculty serves as the liaison between the agency, field instructor, and School of Social Work.
2. A master listserv is established and used to send mass emails to all active field instructors whenever all field instructors need to be notified of any policy change or relevant situation that is pertinent to their role as a field instructor.
3. Each time a student is placed with a field instructor, the seminar instructor will provide all relevant information including but not limited to the syllabus, deadlines, field manual, evaluations, etc.
4. A satisfaction survey is sent to each field instructor upon completion of a student's placement. This information is used to review and enhance our policies and procedures.
5. The Sandler School of Social Work maintains a website and Facebook page that includes relevant field information.

# Field Education

## Part Four

### Field Education Seminar Competencies and Practice Behaviors

## BSW FIELD EDUCATION SEMINAR

### Introduction

Florida Atlantic University offers a program in Social Work leading to a BSW degree accredited by the Council on Social Work Education. The purpose of the Field Education in Social Work course is to facilitate the integration of the skills and knowledge learned throughout the Social Work program and provides the student with the opportunity to demonstrate competencies in generalist social work practice. The main focus of the integrative seminar is to help in the integration of theory and classroom content with actual generalist social work practice. In addition, it is also meant to be a seminar for discussing issues in working as a professional social worker. In some sessions the focus will be on a review and enhancement of topics already covered in the classroom curriculum such as generalist practice behaviors, confidentiality, social work processes and methods, special intervention techniques, documentation and understanding of at-risk vulnerable populations of South Florida. Through group discussion, assignments and student presentations, the focus is consistently on students' personal and professional growth as well as demonstration of competencies of social work practice as they prepare to become beginning professional level generalist social workers. **AS 2.0. (B2.0.1, M2.0.1)**

The Council on Social Work Education (2008) describes field education in the total social work curriculum to be the "signature pedagogy" of social work education. This term indicates that field education is intrinsic to social work education and where the student is able to transform and demonstrate that he or she is a "professional social worker". Field Education in Social Work is the final course in the BSW curriculum. Following the competency-based academic model, students will be required to apply and demonstrate the core CSWE (2015) competencies of generalist social work as evidenced by the practice behaviors. The student will demonstrate the knowledge, skills, and values absorbed in the BSW social work courses in a social service agency setting. This integration of theory and practice will be further facilitated by work done as part of this Seminar. This course is only offered to senior social work majors.

Field Education in Social Work (SOW 4510) is a 12-credit course. Students must successfully complete a minimum of 400 hours of field education as well as all seminar requirements. **AS 2.2.5**

Sixty percent of the course is completed through participation in actual supervised field practice in a community social service. The remaining forty percent is achieved by participation in the Integrative Seminar which will meet on the dates designated in the syllabus. A satisfactory grade can only be achieved by demonstrating acceptable work in both the supervised field education and in the Integrative Seminar.

Assessment of the attainment of practice behaviors should be based on the direct observation of the student by the agency field instructor, feedback from other staff and agency personnel, feedback from clients, feedback from personnel of other agencies, and analysis of the student's agency record keeping and process recording, and observations/conclusions of the field seminar

instructor.

## BSW COMPETENCIES AND PRACTICE BEHAVIORS

The BSW competencies and practice behaviors are:

### Competency 1 – Demonstrates Ethical and Professional Behavior

Practice Behaviors:

- Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context (PB 1a).
- Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations (PB 1b).
- Demonstrates professional demeanor in behavior (PB 1c).
- Demonstrates professional demeanor in appearance (PB 1d).
- Demonstrates professional demeanor in oral communication (PB 1e).
- Demonstrates professional demeanor in written communication (PB 1f).
- Demonstrates professional demeanor in electronic communication (PB 1a g).
- Uses technology ethically and appropriately to facilitate practice outcomes (PB 1h).
- Uses supervision and consultation to guide professional judgment and behavior (PB 1i).

### Competency 2 – Engages Diversity and Difference in Practice

Practice Behaviors:

- Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level (PB 2a).
- Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the mezzo level (PB 2b).

- Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the macro level (PB 2c).
- Presents themselves as learners with clients and constituencies (PB2d).
- Engages clients and constituencies as experts of their own experiences (PB 2e).
- Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse populations (PB 2a).

### Competency 3 – Advances Human Rights and Social, Economic, and Environmental Justice

#### Practice Behaviors:

- Applies their understanding of social justice to advocate for human rights at the individual and systems level (PB 3a).
- Applies their understanding of economic justice to advocate for human rights at the individual and systems levels (PB 3b).
- Applies their understanding of environmental justice to advocate for human rights at the individual and systems level (PB 3c).
- Engages in practices that advance social justice (PB 3d).
- Engages in practices that advance economic justice (PB 3e).
- Engages in practices that advance environmental justice (PB 3f).

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

#### Practice Behaviors:

- Uses theory to inform scientific inquiry and research (PB 4a).
- Uses practice experience to inform scientific inquiry and research (PB4b).
- Applies critical thinking to engage in analysis of quantitative research methods and research findings (PB 4c).
- Applies critical thinking to engage in analysis of qualitative research methods and research findings (PB 4d).
- Uses and translates research to inform and improve practice, policies, and service delivery (PB 4e).

## Competency 5 – Engages in Policy Practice

### Practice Behaviors:

- Identified social policy at the local, state, and federal level that impacts the well-being, service delivery, and access to social services (PB 5a).
- Assesses how social welfare and economic policies impact the delivery of and access to services (PB 5b).
- Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social justice (PB5c).
- Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and economic justice (PB5d).
- Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and environmental justice (PB 5e).

## Competency 6 – Engages with Individuals, Families, Groups, Organizations, and Communities

### Practice Behaviors:

- Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (PB 6a).
- Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (PB 6b).

## Competency 7 – Assesses Individuals, Families, Groups, Organizations, and Communities

### Practice Behaviors:

- Collects and organizes data and applies critical thinking to interpret information from clients and constituencies (PB 7a).
- Applies knowledge of human behavior and the social environment, person-in-the environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies (PB 7b).
- Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (PB 7c).

- Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (PB 7d).

#### Competency 8 – Intervenes with Individuals, Families, Groups, Organizations, and Communities

##### Practice Behaviors:

- Critically chooses and implements interventions to achieve practice goals and enhances capacities of clients and constituencies (PB 8a).
- Applies knowledge of human behavior, and the social environment, person-in-the-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (PB 8b).
- Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes (PB 8c).
- Negotiates, mediates, and advocates on behalf of diverse clients and constituencies (PB 8d).
- Facilitates effective transitions and endings that advance mutually agreed-on goals (PB 8e).

#### Competency 9 – Evaluates Practice with Individuals, Families, Groups, Organizations, and Communities

##### Practice Behaviors:

- Selects and uses appropriate methods for evaluation of outcomes (PB 9a).
- Applies knowledge of human behavior in the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes (PB 9b).
- Critically analyzes, monitors, and evaluates intervention and program processes and outcomes (PB 9c).
- Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels (PB 9d).

## MSW GENERALIST FIELD EDUCATION SEMINAR

### Introduction

Florida Atlantic University offers a degree program accredited by the Council on Social Work Education leading to a Masters Degree in Social Work (MSW). As such, the Generalist curriculum of the Sandler School of Social Work is designed to provide students with the knowledge, skills, and values for responsible practice as a beginning generalist social worker in preparation for advancement to the Specialist curriculum in their final year in the program.

The purpose of the Field Education in Social Work course is to facilitate the integration of the skills and knowledge learned throughout the Social Work program and provides the student with the opportunity to demonstrate competencies in generalist social work practice. The primary focus of the integrative seminar is to help in the integration of theory and classroom content with actual generalist social work practice. In addition, it is also meant to be a sounding board for discussing problems in working as a professional social worker. In some sessions the focus will be on a review and enhancement of topics already covered in the classroom curriculum such as generalist practice behaviors, confidentiality, social work processes and methods, special intervention techniques, documentation and understanding of at-risk vulnerable populations of South Florida. Through group discussion, assignments and student presentations, the focus is consistently on students' personal and professional growth as well as demonstration of competencies of social work practice as they prepare to become beginning professional social workers. Participation in the IPE trainings and SAGE Project is part of this course and will provide the student an opportunity for cross discipline work with the Colleges of Medicine and College of Nursing focusing on the aging population of South Florida.

AS 2.0 (B2.0.1, M2.0.1)

Following the academic model, students will be required to apply and demonstrate the core CSWE (2015) competencies of generalist social work practice. This integration of theory and practice will be further facilitated by work done as part of the field integrative seminars. Field Instruction and Integrative Seminars I and II (SOW 6532 and SOW 6533) are each 3-credit courses. Students must successfully complete a minimum of 200 hours of field education during each course for a total of 400 hours. AS 2.2.5

The following list of competencies, with their practice behaviors and tasks, is to serve as a guide in assisting the agency field instructor and student in developing the Competency Based Learning Contract. The Field Instruction and Integrative Seminar is a 3-credit course that includes a minimum of 200 hours of actual supervised field education practice in an agency setting and participation in the IPE and SAGE interprofessional projects. The student will be responsible for completing their practicum in a community social service agency and participating in a three-hour concurrent integrative seminar on scheduled dates.

The student will receive a combined grade based on performance in both the supervised community field education experience, IPE/SAGE and the field integrative seminar. Each of the competencies and practice behaviors will be the primary area of evaluation. The grade for the field instruction and integrative seminar is given by the seminar instructor and takes into consideration timely completion and quality of course assignments, seminar attendance and participation, observed ability to integrate theory and practice as demonstrated in seminar discussions and the agency field supervisor's evaluation of student performance. IPE/SAGE attendance and participation is required.

The final grade is based on field education experience and seminar work. Students must receive a passing grade in the integrative seminar and an overall satisfactory rating in the field education experience in order to satisfactorily pass the course. Students may not proceed to the next semester of coursework in the field with an incomplete in field education from a previous semester or a failing grade in a field education course.

### MSW GENERALIST COMPETENCIES AND PRACTICE BEHAVIORS

The MSW Generalist competencies and practice behaviors are:

Competency 1 – Demonstrates Ethical and Professional Behavior

Practice Behaviors:

- Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context (PB 1a).
- Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations (PB 1b).
- Demonstrates professional demeanor in behavior (PB 1c).
- Demonstrates professional demeanor in appearance (PB 1d).
- Demonstrates professional demeanor in oral communication (PB 1e).
- Demonstrates professional demeanor in written communication (PB 1f).
- Demonstrates professional demeanor in electronic communication (PB 1a
- g).
- Uses technology ethically and appropriately to facilitate practice outcomes (PB 1h).

- Uses supervision and consultation to guide professional judgment and behavior (PB 1i).

#### Competency 2 – Engages Diversity and Difference in Practice

##### Practice Behaviors:

- Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level (PB 2a).
- Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the mezzo level (PB 2b).
- Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the macro level (PB 2c).
- Presents themselves as learners with clients and constituencies (PB 2d).
- Engages clients and constituencies as experts of their own experiences (PB 2e).
- Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse populations (PB 2a).

#### Competency 3 – Advances Human Rights and Social, Economic, and Environmental Justice

##### Practice Behaviors:

- Applies their understanding of social justice to advocate for human rights at the individual and systems level (PB 3a).
- Applies their understanding of economic justice to advocate for human rights at the individual and systems levels (PB 3b).
- Applies their understanding of environmental justice to advocate for human rights at the individual and systems level (PB 3c).
- Engages in practices that advance social justice (PB 3d).
- Engages in practices that advance economic justice (PB 3e).
- Engages in practices that advance environmental justice (PB 3f).

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

##### Practice Behaviors:

- Uses theory to inform scientific inquiry and research (PB 4a).
- Uses practice experience to inform scientific inquiry and research (PB4b).
- Applies critical thinking to engage in analysis of quantitative research methods and research findings (PB 4c).
- Applies critical thinking to engage in analysis of qualitative research methods and research findings (PB 4d).
- Uses and translates research to inform and improve practice, policies, and service delivery (PB 4e).

#### Competency 5 – Engages in Policy Practice

##### Practice Behaviors:

- Identified social policy at the local, state, and federal level that impacts the well-being, service delivery, and access to social services (PB 5a).
- Assesses how social welfare and economic policies impact the delivery of and access to services (PB 5b).
- Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social justice (PB 5c).
- Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and economic justice (PB 5d).
- Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and environmental justice (PB 5e).

#### Competency 6 – Engages with Individuals, Families, Groups, Organizations, and Communities

##### Practice Behaviors:

- Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (PB 6a).
- Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (PB 6b).

#### Competency 7 – Assesses Individuals, Families, Groups, Organizations, and Communities

##### Practice Behaviors:

- Collects and organizes data and applies critical thinking to interpret information from clients and constituencies (PB 7a).
- Applies knowledge of human behavior and the social environment, person-in-the environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies (PB 7b).
- Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (PB 7c).
- Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (PB 7d).

#### Competency 8 – Intervenes with Individuals, Families, Groups, Organizations, and Communities

##### Practice Behaviors:

- Critically chooses and implements interventions to achieve practice goals and enhances capacities of clients and constituencies (PB 8a).
- Applies knowledge of human behavior, and the social environment, person-in-the-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (PB 8b).
- Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes (PB 8c).
- Negotiates, mediates, and advocates on behalf of diverse clients and constituencies (PB 8d).
- Facilitates effective transitions and endings that advance mutually agreed-on goals (PB 8e).

#### Competency 9 – Evaluates Practice with Individuals, Families, Groups, Organizations, and Communities

##### Practice Behaviors:

- Selects and uses appropriate methods for evaluation of outcomes (PB 9a).
- Applies knowledge of human behavior in the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes (PB 9b).
- Critically analyzes, monitors, and evaluates intervention and program processes and outcomes (PB 9c).

- Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels (PB 9d).

## MSW SPECIALIST FIELD EDUCATION SEMINAR

### Introduction

Florida Atlantic University (FAU) offers a degree program in social work accredited by the Council on Social Work Education leading to a Masters Degree in Social Work (MSW). As such, the MSW Specialist curriculum is designed to provide students with the knowledge, skills, and values of a MSW graduate from an accredited School of Social Work. The content of the field education component of the curriculum are designed to include an advanced clinical application from Bio-psychosocial-Spiritual, Systems, and Generalist Intervention Model theoretical perspectives. The purpose of this seminar is to assist social work graduate students matriculating in the specialist curriculum in integrating theoretical models and concepts with practice experience gained in concurrent field education. The specialist curriculum seminars and concurrent practicum prepare students to integrate skills and knowledge acquired through participation in courses throughout the entire social work curriculum. It provides opportunities for the sharing of clinical case material, which assists the student in integrating the advanced social work practice in clinical social work with current practice experience. **AS 2.1 (M2.1.2)**

Students are asked to take an active role in their learning by critically comparing previous and current classroom learning with the concurrent practicum experience. Discussion and role-play will provide the student with the opportunity to gain professional and peer feedback regarding the application of advanced clinical social work knowledge. Students will apply critical thinking skills to their practice at the advanced level in a variety of settings and with a wide range of client populations. Attention will be directed to practice issues surrounding vulnerable and diverse populations.

The specialist curriculum integrative seminars (SOW 6535 and SOW 6536) are required courses that run concurrently with the advanced clinical specialist field education experience. Each course is 3 credits. Students must successfully complete a minimum of 300 hours during each course for a total of 600 hours. Students apply the knowledge, skills, and values learned from curriculum content including theories of human behavior and development, applied policy issues, applied research principles, advanced practice theory, population-based courses, human diversity, psychopathology, and administrative concerns to practice in a social service setting. The integration of theory and practice is facilitated by the specialist curriculum and integrative seminars.

Following is the list of competencies with advanced clinical practice behaviors and tasks to serve as a guide in developing the Competency Based Learning Contract.

Students are expected to write the Competency Based Learning Contract under the guidance and direction of the agency field instructor. This assignment helps prepare students for the

process of contracting with clients as well as establishing performance agreements in future employment arenas. The activities need to be behaviorally specific and anchored by time expectations.

## MSW SPECIALIST COMPETENCIES AND PRACTICE BEHAVIORS

The MSW Specialist competencies and practice behaviors are:

### Competency 1: Demonstrate Ethical and Professional Behavior

Practice Behaviors:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to the context of clinical practice (PB 1a).
- Use reflection and self-regulation to manage personal values and maintain professionalism in clinical practice (PB 1b).
- Demonstrate professional demeanor in behavior, appearance, and communication (including oral, written, and electronic communication) (PB 1c).
- Use technology ethically and appropriately to facilitate clinical practice (PB 1d).
- Utilize clinical supervision and consultation to examine and guide professional judgment and behavior (PB 1e).

### Competency 2: Engage Diversity and Difference in Practice

Practice Behaviors:

- Demonstrate self-awareness of their own race, ethnicity, national origin, color, sex, sexual orientation, gender identity of expression, age, marital status, socioeconomic status, political belief, religion, immigration status, or mental or physical disability, and how these factors may impact their practice (PB 2a).
- Use cultural awareness and responsiveness to learn about and respond to their client's race, ethnicity, national origin, color, sex, sexual orientation, gender identity of expression, age, marital status, socioeconomic status, political belief, religion, immigration status, or mental or physical disability in an appropriate manner (PB 2b).
- Use clinical supervision to address personal and cultural biases and increase self-awareness (PB 2c).

- Apply the various models of clinical practice in ways that are culturally relevant to diverse and oppressed groups (PB 2c).
- Acknowledge the impact of client's diversity (e.g., race, ethnicity, national origin, color, sex, sexual orientation, gender identity of expression, age, marital status, socioeconomic status, political belief, religion, immigration status, or mental or physical disability) on clients' health, mental health, well-being (PB 2d).

### Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

#### Practice Behaviors:

- Conduct clinical assessments utilizing lenses of social and economic justice, including aspects of identity and social location that may marginalize clients or contribute to their inequitable distribution of social and economic resources.
- Assess risk and protection for natural disasters, including local risks.
- Consider human rights, social justice, and environmental factors when designing and implementing clinical interventions with clients.

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

#### Practice Behaviors:

- Stay abreast of the current clinical theory, intervention research, and evidence-based practice in social work and related helping professions.
- Critically appraise relevant theory, research, social work ethics, client preferences, practice wisdom, and cultural factors to select, implement, and evaluate appropriate assessment, intervention, and evaluation tools for use with their clients.
- Use their practice experience and knowledge of the research literature and case theory to critically analyze the strengths and limitations of various clinical interventions for diverse populations and clients.
- Effectively communicate practice evaluation findings to clients, professional colleagues, social work programs, and policy makers.

### Competency 5: Engage in Policy Practice

#### Practice Behaviors:

- Recognize policies and laws that can impact a client's health, mental health, and well-being, and how laws can expand or contract opportunities and equality.

- Assess policies at the organizational, state, and federal levels to examine their impact on client health, mental health, and wellbeing.
- Advocate for policy reform when needed, informed by their person-in-environment expertise.

#### Competency 6: Engage with Individuals, Families, and Groups

##### Practice Behaviors:

- Develop positive therapeutic relationships with individuals, families, and groups using evidence-based techniques such as demonstrating respect, demonstrating unconditional positive regard, demonstrating genuineness, fostering hope, building on strengths, conscious use of self, and connecting with the clients' motivation for change.
- Understand, assess, and respond to potential facilitators and barriers to engagement, including cross-cultural differences, poverty, stress, developmental issues, transference and countertransference, involuntary clients, mental illness, and lack of mental capacity.
- Assess the client's stage of change and ensure that services offered are consistent with the client's current level of motivation.
- Engage clients in constructive conversations about confidentiality, informed consent, agency services, and options to build trust and collaboration with clients.
- Collaborate effectively with other professionals, when appropriate, to facilitate the engagement process.
- Understand and attend to special challenges and opportunities when engaging clients through the use of technology.

#### Competency 7: Assess Individuals, Families, and Groups:

##### Practice Behaviors:

- Select, modify, adapt, and evaluate clinical assessment tools and approaches based on the needs and characteristics of clients and current empirical evidence.
- Incorporate the person-in-environment perspective in their assessments by analyzing the impacts of poverty, crime, social injustice, institutional racism, sexism, religious and/or ideological bias, homophobia, transphobia, and other environmental factors affecting their clients
- Use holistic biopsychosocial-spiritual assessments to inform their service/treatment plans with clients from across the lifespan

- Provide accurate differential diagnostic clinical impressions of mental health for clients
- Identify and articulate clients' strengths, vulnerabilities, needs, and wishes.
- Reflect on their own issues of power and privilege and how they impact the therapeutic relationship during the assessment process.

#### Competency 8: Intervene with Individuals, Families, and Groups

##### Practice Behaviors:

- Select and apply interventions based on a critical understanding of relevant theory, research, practice wisdom, client preferences, client culture, and social work ethics.
- Tailor interventions to the goals, strengths, needs, culture, preferences, and social environment of the client, including concerns related to discrimination, social inequality, and oppression.
- Select and demonstrate clinical social work strategies, skills, and techniques consistent with the models of social work that they are using (including cognitive-behavioral therapy, narrative therapy, family therapy, existential therapy, group therapy, psychodrama, humanistic therapy, gestalt therapy, and the transtheoretical model of change).

#### Competency 9: Evaluate Practice with Individuals, Families, and Groups

##### Practice Behaviors:

- Select and use appropriate instruments and methods for evaluation of clinical interventions;
- Apply knowledge of human behavior and the social environment, person-in-environment, quantitative and qualitative methods, and other multidisciplinary theoretical frameworks in the evaluation of client outcomes;
- Critically analyze, monitor, and evaluate interventions, clinical processes, outcomes, and client satisfaction using single system design;
- Apply the ethical standards of informed consent, confidentiality, social justice, competence, safety, and integrity in evaluating their own practice;
- Attend to concerns related to race, ethnicity, national origin, color, sex, sexual orientation, gender identity of expression, age, marital status, socioeconomic status, political belief, religion, immigration status, or mental or physical disability, and other aspects of human diversity when designing and implementing research or evaluation projects.

## APPENDIX A

### Acknowledgement of Risk in the Social Work Field Placement

This document is designed to inform you of the potential risks associated with the social work field placement. It is the FAU Social Work School's belief that you have a right to be informed of the risks associated with this aspect of your educational and professional preparation and that with proper knowledge and preparation, risks can be minimized.

**Liability Insurance:** The Sandler School of Social Work purchases a blanket professional liability insurance policy that covers students at the one to three-million-dollar level throughout the internship. You will need to complete a form entitled "School Professional Liability Insurance Representation Section" and fully disclose any information requested about past law violations, ethic violations, etc.

**Automobile Liability Insurance:** If you will be using your personal vehicle in the field, it is recommended that you check with your insurance company for a clear understanding of your coverage. Ask specifically what coverage you have if something happens while transporting a client. When possible, an agency vehicle should be used.

**TB Skin Test (PPD-S):** The prevalence of tuberculosis (TB) in society has seen an increase in recent years. If you anticipate a field practicum setting that serves populations at risk for TB, it is recommended that you take this test prior to entering the field. Some settings may require this test. The Sandler School of Social Work recommends that you contact your personal physician or other health care provider to discuss any health risk issues related to your field internship before starting field placement.

**Client Office Visits:** Sometimes you may have a client in your office who becomes agitated or hostile. It is important that you discuss such matters with your agency supervisor early in your practicum and be informed of the agency policies and recommended courses of action regarding these situations.

**Institutional Settings:** Mental health, substance abuse and correctional institutional settings serve a client population whose behavior may be unpredictable. It is important that you learn strategies for handling clients whose behavior becomes threatening. Whenever you feel uncomfortable with a client, inform your supervisor. It is acceptable to have your supervisor or another staff person accompany you when visiting such clients.

**Home visits:** It is not uncommon for social workers in a variety of social service settings to conduct home visits. Such visits do expose you to risks. It is important that all home visits be made with the full knowledge of your agency supervisor – time of departure, time of return, other activities while on the trip, etc. Do not conduct a home visit when you feel uncomfortable or threatened in the situation. Return to the agency and report your experiences to your supervisor.

Beware of dogs or other household pets that might be a threat. Do not make a visit when the presence of alcohol or drugs is detected. It may be appropriate for you to make visits accompanied by your supervisor. Do not take unnecessary risks. Know whom to call or what steps to take if you should experience a vehicle breakdown.

After Hours Meetings: Some social service settings have activities that occur beyond normal office hours. Be aware of the location or neighborhood where such activities take place, note street lighting, open spaces, shrubs, and other growth that might impair vision. It is suggested that you always be accompanied by your supervisor or someone else when going to your car after dark. Don't take unnecessary risks.

Hepatitis B Vaccine: If you anticipate a placement setting where there is the chance of being exposed to blood-borne pathogens, it is recommended that you discuss this vaccination with your personal physician or other health care provider. This involves a series of three injections over a six month period of time. The second injection is given one month following the first, with the third coming five months later. Given the time requirements for this protection, it is important that you begin immunizations at a time that would give you protection when you enter the field.

Precautions against Transmissions of the AIDS Virus: Recognized standards for personal hygiene, cleanliness, and adequate sanitation procedures are the basic requirements to prevent the spread of infection through bodily fluids – such as blood and other fluids. Discuss any further precautions required by your agency with your field practicum supervisor.

Aggressive and/or Emotionally Unstable Clients: It is possible that you will come into contact with clients who are either aggressive and/or who have emotional or mental health problems. It is imperative that you speak to your field instructor at the beginning of your placement regarding de-escalation techniques for aggressive clients; mandatory reporting procedures for abuse; suicidal and/or homicidal risk precautions and interventions.

*I have read the above, discussed these risks with the Director of Field Education or other field faculty and acknowledge, accept and assume the risks associated with a field internship. I also understand that making prudent choices and taking the initiative to become informed of agency policy and practices regarding the above situations is my responsibility. .*

Print student name: \_\_\_\_\_

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

## APPENDIX B

### Own Agency Placement (OAP) - Policy

#### Overview:

Traditionally, Social Work field placements are educationally focused, unpaid training experiences in social work settings which are selected on the basis of the student's level and/or concentration in their program of studies. There are rare situations, however, where a student may be employed in a social work setting which meets the standards for a field placement, and which can be accepted by the Office of Field Education as an own agency placement for either a BSW or MSW student.

The student cannot utilize his/her current paid employment as the field placement but could possibly complete the field placement in another department or aspect of the agency. The agency must be large enough for the separation of the student's current job responsibilities and the proposed field placement social work activities. For example, a student who works as a medical clerk in a hospital could potentially complete his/her field placement in the social work department working with oncology patients.

The guiding principle for the decision to accept an Own Agency Placement is that the field placement experience must constitute new learning, appropriate BSW/MSW supervision for student level, and an opportunity to apply theories and knowledge from the classroom in a practice setting. This new learning opportunity must meet our established guidelines for field placements.

An Own Agency Placement may only be utilized as a field placement site when all of the requirements below are met:

#### Requirements for an Own Agency Placement-OAP

- The proposed agency must meet the same criteria as other approved School of Social Work field agencies as stated in the standards set by the Council on Social Work Education (CSWE).
- The agency must be large enough and sufficiently diversified so that the activities must constitute new learning for the student: i.e., a new population, new treatment modalities/methodologies, new field of practice. It must also be located in a different department/unit, different floor, or different site from current position as employee.
- The activities must be congruent with the student's concentration or level (undergraduate/graduate) in the program.
- Students are allowed to do only one field placement at their agency of employment.

- Students must submit the attached application for approval of an Own Agency Placement to be reviewed by the Coordinator of Field Education and Director of the Sandler School of Social Work.
- All of the required field hours must take place under the supervision of a new (to the student) BSW or MSW qualified field instructor. The field instructor must meet the standards of our program.
- If the field instructor has never supervised a BSW or MSW student before and/or has never taken formal State of Florida field instructor training, the field instructor is required to attend the Sandler School of Social Work's Field Instructors' Supervisory Training (FIST) for 12-hours.

Own Agency Placement (OAP) - Proposal

Review "Policy for Own Agency Placement" prior to beginning this proposal.

The proposal must be completed and submitted to the Field Faculty at the time of your field interview so that the application can be reviewed, approved or disapproved by the Field Faculty and the Coordinator of Field Education, and the decision communicated to the student in a timely manner.

This proposal must be completed by the student and the proposed field instructor.

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

Student Cell Phone: \_\_\_\_\_ Student E-Mail: \_\_\_\_\_

Level of Student/Field Placement:

- |  |  |
|--|--|
| <input type="checkbox"/> BSW Full-time                                 | <input type="checkbox"/> BSW Part-time                                 |
| <input type="checkbox"/> MSW 1 <sup>st</sup> year/Generalist Full-time | <input type="checkbox"/> MSW 1 <sup>st</sup> year/Generalist Part-time |
| <input type="checkbox"/> MSW 2 <sup>nd</sup> year/Specialist Full-time | <input type="checkbox"/> MSW 2 <sup>nd</sup> year/Specialist Part-time |

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

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

\_\_\_\_\_

Agency Phone: \_\_\_\_\_ Agency Fax: \_\_\_\_\_

Current Agency Supervisor Name: \_\_\_\_\_

Agency Supervisor Phone: \_\_\_\_\_

Agency Supervisor E-mail: \_\_\_\_\_

Proposed BSW/MSW Agency Field Instructor Name: \_\_\_\_\_

Agency Field Instructor Phone: \_\_\_\_\_

Agency Field Instructor E-mail: \_\_\_\_\_

Proposed Field Instructor Degree: \_\_\_\_\_ Date Earned: \_\_\_\_\_

Has the Field Instructor taken the 16-hour Field Instructor Supervisory Training? Yes \_\_\_ No \_\_\_

If yes, please provide where and when: \_\_\_\_\_

Your (student) Current Job Title \_\_\_\_\_

Length of employment \_\_\_\_\_

Unit/Program/Department \_\_\_\_\_

I currently work \_\_\_ hours/week at my paid job.

During my internship, I will be working \_\_\_ hours/week at my paid job.

*\*All internship hours are completed in addition to your regular work hours.*

THE FOLLOWING SECTION IS TO BE COMPLETED BY THE STUDENT  
INTERN APPLICANT:

Describe your current employment. Describe the tasks and responsibilities currently involved in  
your job (Attach a copy of your current job description):

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How will this proposed internship be different from your paid job? ( Be specific).

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What areas of new and significant learning do you expect to gain as a result of this field placement? (Be specific).

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THE FOLLOWING SECTION IS TO BE COMPLETED BY PROPOSED BSW/MSW FIELD INSTRUCTOR:

Proposed Start Date of Field Placement: \_\_\_\_\_

Title of Proposed Student Field Placement Position \_\_\_\_\_

Unit/Program/Department \_\_\_\_\_

Provide a detailed description of the intern's proposed responsibilities and assignments:

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Number of cases that would normally be the responsibility of an employee in this capacity, working the same number of hours \_\_\_\_\_

Number of cases to be carried by this student intern \_\_\_\_\_

Describe how you will assure clear boundaries between the student's internship and employment, i.e. clarify coverage of student's regular employment duties during internship days, communicate new role to staff, provide separate work location, etc.

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Describe the learning goals/educational outcomes for this field placement:

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SIGNATURES

\_\_\_\_\_  
Print Student's Name

\_\_\_\_\_  
Student's Signature

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

\_\_\_\_\_  
Print Current Supervisor's Name

\_\_\_\_\_  
Current Supervisor's Signature

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

\_\_\_\_\_  
Print Proposed Agency  
BSW/MSW Field Instructor's Name

\_\_\_\_\_  
Proposed Agency Practicum  
Instructor's BSW/MSW Field  
Instructor's Signature

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

\_\_\_\_\_  
Print Agency Director's Name

\_\_\_\_\_  
Agency Director's Signature

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

\_\_\_\_\_  
This section to be completed by the Office of Field Education

Proposal Approved: Yes \_\_\_\_\_ No \_\_\_\_\_

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

Field Faculty Signature: \_\_\_\_\_

Proposal Approved: Yes \_\_\_\_\_ No \_\_\_\_\_

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

Coordinator of Practicum Education: \_\_\_\_\_

## Appendix C

### Social Work Initiative for Student Success (SWISS) FAU School of Social Work

The Sandler School of Social Work views student success as a joint responsibility between students and faculty members. We define student success as the realization of the following goals:

- Development of identification as a professional social worker, incorporating the values of social work as enunciated in the NASW Code of Ethics: service, integrity, social justice, competence, respect for the dignity and worth of all people, and the importance of human relationships.<sup>1</sup>
- The ability to demonstrate social work skills, as defined by the Council on Social Work Education, for all stages of the social work process, including engagement, assessment, planning, implementation of interventions, evaluation, termination and follow-up.
- Acquisition of social work knowledge and theory, and the ability to critically apply this theory to social work practice situations in a variety of contexts and with diverse client populations.
- Heightened self-awareness and deliberate use of self, as demonstrated in classroom, in field education, with peers, and with members of the social work faculty.
- The ability to put social work ethics into practice, demonstrating them in classrooms, coursework, and field education.
- Development of individualized professional goals in terms of social work career paths, interest in specific issues of social justice and community enhancement, and service to particular client populations.
- Successful completion of coursework and field education within the time limits established by the Sandler School of Social Work for the student's particular program of study.
- Preparation for the student's next stages of professional life, which may include further social work education, entry into the work force as a social worker, advancement in social work, or strategic transition into another profession or career path.

Faculty members contribute to student success through:

- Provision of a comprehensive, pragmatic, and interesting curriculum of study consistent with the Educational Policies and Accreditation Standards of the Council on Social Work Education.
- Accessibility to students through all stages of their social work education, including assistance prior to admission (academic consultation with students to help them determine if social work

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<sup>1</sup> Affiliation with professional values and a sense of purpose acts as a protective factor against stress that might otherwise cause burnout or compassion fatigue.

education is a good fit, assisting students with the application process, helping students identify sources of financial aid), assistance once admitted (through orientations, student handbooks, and academic advising), and assistance with issues or concerns related to coursework and field education (including provision of information about writing assistance, psychosocial counseling, support for students with disabilities, and other services available to students at FAU).

- Facilitating a safe, positive, and strengths-based environment for learning, dialogue, and professional development.
- Providing individualized, ongoing feedback to students regarding their scholastic progress, strengths, and any academic or behavioral concerns related to their success in their coursework and in the field.
- Provision of “Student Success Conferences,” in which relevant faculty members and field educators meet with a student to identify strengths and concerns, and to recommend a plan of action to help the student address concerns and be successful throughout the social work education process.
- Making appropriate accommodations for students with special needs, such as learning disabilities or physical challenges (consistent with the Americans with Disabilities Act).
- Offering practical “real world” applications to course theory and content.
- Affording direct service opportunities that provide experiential learning (e.g., field education, academic service learning, research assistantships).
- Responding to student feedback in a timely manner.
- Offering continuing education opportunities (e.g., supervisory training, workshops, trainings, online learning, alumni events) and encouraging students to participate in these when they graduate.

Students contribute to their own success through:

- The commitment and positive energy they bring to social work classes, assignments, field education, and extra-curricular activities.
- Familiarization with the Sandler School of Social Work’s policies, procedures, and syllabi.
- Identifying their own strengths, to build on them, as well as their learning needs.
- Recognizing the need for assistance and accessing appropriate help whenever needed, and as early as possible (including accessing campus resources designed to help with writing or study skills, time management, health and mental health, or financial assistance).
- Building on the strengths of the social work faculty, curriculum, field opportunities, and program.
- Putting the National Association of Social Workers Code of Ethics into practice when working with clients, students, field educators, and other faculty members (including demonstrating

respect for others, maintaining appropriate boundaries, and being accountable for behaviors in coursework and field education).

- Providing constructive feedback to faculty members through formal course and instructor evaluations, as well as informally.
- Being open to receiving feedback from faculty members, including field educators, as well as from peers.
- Participation in student-led activities, including student government, honor societies, legislative advocacy, and student organizations (e.g., Phi Alpha, SOS, and SOWSA). Leanne and Dani)
- Making use of self-care strategies, such as time management, prioritization, exercise, healthy eating, rest, meditation, positive self-messaging, journaling, or recreation.

Appendix D  
Critical Incident Report Form

Reporter Information:	
Name:	Phone:
Address:	Date of Incident:
	Time:        _AM        _PM
Title:	
Agency Name:	

Student Information:	
Name:	Z Number:
Student Level: BSW MSWG MSWS	Cell Number:

Type of Incident:	Student	Client
Accident/Injury		
Aggressive/Abusive Behavior		
Automobile Accident		
Law Violation/Arrest		
Verbal Threat of Violence		
Other		

Describe the Incident in Detail: (Brief description of incident and circumstances):
Action Taken:
Resolution/Outcome:

\_\_\_\_\_  
Reporter's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Phone

Appendix E

PROSPECTIVE AGENCY REVIEW CHECKLIST

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

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

Agency Contact Name: \_\_\_\_\_

Agency Contact Phone: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Agency Information:

Primary Classification

(i.e., mental health, substance abuse, gerontology, etc): \_\_\_\_\_

Type of Organization:             Profit             Not for Profit

Number of paid employees: \_\_\_\_\_ Number of years agency has been operational: \_\_\_\_\_

Basic Requirements:

Yes  No    The agency is able to provide the student with micro, mezzo, and macro field experiences.

(Discuss examples of tasks that the agency will provide for the student)

micro                                     mezzo                                     macro

Yes  No    The agency is able to provide a minimum of (1) hour/week of supervision, as required by CSWE, with a BSW \_\_\_ MSW \_\_\_ with at least (2) years post-degree experience.

Yes  No    The agency is able to provide the BSW & MSW Generalist student with the opportunity to experience all stages of the generalist intervention model including:

engagement                                     assessment                                     intervention                                      
treatment planning                                     follow-up/case management                                     evaluation  
 goal setting                                     termination

Yes  No    The agency is able to provide the MSW Specialist student with advanced skill development in providing therapeutic and clinical interventions within their focus area as well as the application of critical thinking skills in applying various theories with complex and/or multi-problem client situations.

Yes  No    The agency provides the student with an opportunity to learn about major policies related to the problems served by the agency.

Yes No The agency provides the student with opportunities to advocate on behalf of client populations served by the agency.

Yes No The agency provides the student with an opportunity for record keeping and to document social work activities in agency files (or mock case assessment and documentation if agency only allows paid employees to document in charts).

Yes No The agency provides the student with exposure to diverse populations reflective of South Florida.

Yes No The agency is able to expose the student to a variety of intervention approaches and behavioral techniques.

Yes No The field instructor has already attended or is willing to attend the next Field Instructor's Training.

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Field Faculty

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Date

## Appendix F

### Field Instructor's Supervisory Training Module Objectives

#### Overview of Curriculum/Review of Theoretical Basis of Program

1. Describe the theoretical underpinnings of the social work program at FAU
2. Plan with a student how to use those theories in the practicum setting
3. Work with student to explore evidence base for practice theories

#### Florida Laws and Rules

1. Describe the major laws governing minimum requirements for safe practice for Clinical Social Workers
2. Provide an overview of Supervisory Training Rules for supervising Registered Clinical Social Workers Interns

#### The Successful Placement

1. Describe the major points of the field placement process at FAU
2. Recognize relevant forms that the FAU SSW uses in the field placement process
3. Understand the importance of the field instructor's role in the placement process

#### Supervision

1. Understand the importance of supervision
2. Describe different models of supervision
3. Describe effective and non-effective supervision elements

#### Risk management: Legal and Malpractice Issues in Ethical SW Practice

1. Identify major areas of risk in supervision practices and agency policies and practice
2. Develop strategies to lessen and limit risk in supervision practices and agency policies and practice
3. Identify ethical practices that impact on risk management

#### Field Instructor Panel: Supervision Experiences and Tips

1. Form a realistic picture of the benefits and challenges of supervision
2. Articulate useful tips for effective supervision
3. Identify potential pitfalls of supervision

#### Diversity and Pluralism in Field Education

1. Understand potential issues of supervising a student who is different from them in significant ways
2. Describe methods of supervising across difference and supervising about difference
3. Devise plans for exposing students to clients who are different from themselves in significant ways

## CSWE Competencies, Practice Behaviors, Competency-Based Learning Contract

1. Understand the Competency Based education model
2. Identify the BSW/Generalist competencies and practice behaviors
3. Identify MSW Specialist practice behaviors
4. Understand the CBLC and how it is used
5. Write tasks aligned to practice behaviors
6. Use CBLC cheat sheet to choose measures for tasks

## Evaluation of Students

1. Use CBLC's to help them evaluate student progress
2. Understand the midterm and final evaluation process and instruments
3. Identify signs of student problems and ways of addressing those problems

## REFERENCES

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