



Saint
Elizabeth
University

Baccalaureate of Social Work
Field Education Manual
2022-2023

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Dear Social Work Students,

Welcome to field education! Field education is the practical, hands-on experience of your social work education. In your field placements, you will learn how to apply the knowledge, use the skills, and express the values of the social work profession. With actual clients and client systems. To achieve this level of competence, you will spend two days each week in an agency and be supervised by a graduate-prepared social worker who has had special training to mentor social work students. As a result of your fieldwork experience, you will be able to demonstrate that you have the ability to practice social work at the baccalaureate level because you have achieved the nine competencies that the Council on Social Work Education (CSWE) has determined to be essential for professional social work practice with individuals, families, groups, organizations, and communities.

The Social Work Program at Saint Elizabeth University is committed to your success. As part of this commitment, we have in place several people to support your learning. When you are interning at an agency, you will be supervised by a field instructor, who is an agency-employed social worker. This social worker collaborates with the social work faculty member who serves as the Director of Field Education. Together, these individuals will review your work and monitor your progress so that you can demonstrate that you have the knowledge, skills, values and critical thinking necessary for earning a Bachelor in Social Work degree. As a practical matter, the Director of Field Education will make every effort to match your vision for your professional social work education and your areas of interest with our field education opportunities.

Please read this manual and become familiar with Field Education. It is important to understand your role and learning expectations for your field work. Having this understanding will help you to succeed as a professional social worker in training.

We welcome you and look forward to working with you.

Sarah Michalowski, DSW, LCSW

Director of Field Education

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Saint Elizabeth University Social Work Program Mission and Goals:

The mission of the social work program at Saint Elizabeth University is to provide undergraduate students with a strong foundation in the liberal arts and an understanding of the knowledge, values, and skills necessary for generalist practice with individuals, families, groups, organizations, and communities.

The goals of Saint Elizabeth University's baccalaureate social work program are:

1. Provide experiences to strengthen students' ability to think critically, use logical reasoning, and consider multiple perspectives to problem solve consistent with what is required for generalist social work practice.
2. Use ethical reasoning, informed by the NASW Code of Ethics, to make decisions affecting clients and client systems.
3. Communicate effectively both orally and in writing across various modalities (e.g. in-person, via mediated technology such as Skype, email, and narrative recordings.)
4. Equip students with the knowledge, values, and skills to engage in generalist social work practice with diverse groups of people, with emphasis on the strengths-based perspective.
5. Prepare students to address systemic injustice by evaluating research evidence and using research-informed practice and self-reflection so they can discern effective ways to advocate at the micro, mezzo, and macro levels.
6. Encourage students to evaluate their practice by using appropriate research methods and self-reflection so they can recognize areas where they should pursue further professional development.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to

ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers: • make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; • use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; • use technology ethically and appropriately to facilitate practice outcomes; • and use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers: • apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • present themselves as learners and engage clients and constituencies as experts of their own experiences; • and apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers: • apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers: • use practice experience and theory to inform scientific inquiry and research; • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; • use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and

implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers: • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; • assess how social welfare and economic policies impact the delivery of and access to social services; • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers: • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; • and use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers

understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers: • collect and organize data, and apply critical thinking to interpret information from clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; • develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and • select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Social workers: • critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; • use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; •

negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and • facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers: • select and use appropriate methods for evaluation of outcomes; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • critically analyze, monitor, and evaluate intervention and program processes and outcomes; and • apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Generalist Social Work Practice:

Generalist Practice is defined as a practice with diverse individuals, families, groups, organizations, and communities.

- Grounded in liberal arts and person-in-environment framework
- Uses scientific inquiry, ethical principles, and critical thinking in practice at the micro, mezzo, and macro levels
- Engages diversity in practice and advocates for human rights and social and economic justice
- Recognize and build upon the strengths and resiliency of all human beings

Field Education Rationale:

Field education is the opportunity for the student to operationalize the required practice behaviors as defined by CSWE (Council on Social Work Education.) In the 2015 Educational and Policy Accreditation Standards of CSWE, Educational Policy 2.2, states that “Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline -- to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum – classroom and field – are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.”

In keeping with the Mission of Saint Elizabeth University’s Social Work program, the field education component of the curriculum aims to provide students with opportunities to gain practice skills in generalist social work. Field Education is the learning site through which students gain firsthand experience with evidence-based practice and begin to learn practice wisdom. Field education also provides students with opportunities to gain experience working with diverse social, economic, and ethnic populations in a variety of public and private organizations. The field placement is the environment in which to learn and integrate the profession’s role in focusing on both social/economic justice and the dignity and worth of the person. A variety of field placements are available representing the range of social work practice.

Objectives of Field Education

The objectives of Field Education are to educate students who will be able to:

1. Apply intervention skills of a generalist problem-solving approach to work with individuals, families, groups, organizations, and communities in a variety of settings.
2. Develop communication skills including accepting feedback, asking for direction, and clarifying misunderstandings so that you can best learn from your supervisor.
3. Learn how to use theory to improve your interactions with clients and client systems.

4. Use collaborative and advocacy skills to address client and community needs, and to demonstrate an understanding of the ways in which social policies, institutions, and forces (such as discrimination and oppression) contribute to presenting problems of diverse clients and communities.
5. Develop skills to assess and communicate client and service needs.
6. Demonstrate an understanding of, and commitment to, the values and ethics of the social work profession to provide culturally appropriate services that demonstrate competence, professional self-awareness, integrity, and respect.
7. Develop practice skills through the application of research knowledge, critical thinking, and problem-solving.
8. Develop professional interpersonal skills that reflect a conscious use of self, including openness to constructive criticism and a capacity for self-critique.
9. Develop an appreciation for the ongoing nature of social work education and instruction that can be realized through post-graduation professional development.

Admission to Field:

The BSW program has specific criteria for field education: Students must be fully matriculated in the major, and be in good academic standing. All students must complete a field application and meet with the Director of Field Education prior to starting their field placement interviews.

Students demonstrate readiness for field practicum experience based on:

- 1) Maintaining at least a B in all Social Work Courses
- 2) Consistently demonstrating professional behavior in the classroom
- 3) Completion of Field Placement Planning Form and interview with the Director of Field Education
- 4) Enrollment in the Field Seminar
- 5) Attendance at the Field Preparation Workshop where students will learn about all fieldwork requirements, including the schedule for field placement and course work for their senior year.

FIELD POLICIES AND PROCEDURES

Field placements begin in the fall semester and continue through the spring semester of the academic year for students in their senior year. Placements cannot begin in mid-

year or in the summer. Field Seminar I and II, coincide with the field placement. Students in field must always take the required co-requisite field seminar course for the semester they are in field. If the student fails either the field placement or the field seminar, both must be repeated. Students complete the Field Placement Planning Form in the middle of their junior year spring semester. By completing this form, you are indicating your experiences and interests and this allows the Director to begin the matching process. In order to be placed in an agency, students must be in good academic standing at the end of their junior year. At the end of the junior year, students will meet with the Director of Field Education to review potential placement options. All disability accommodation plans that involve field education must be developed by the University's Office of Accessibility Services in coordination with the Director of Field Education. Such plans should be developed prior to the start of field education whenever possible.

Students are required to complete 15 hours a week in their field placements. This includes one hour of weekly clinical supervision. Students are required to submit one process recording or journal weekly while in their field placements. Prior to starting field in the fall of the senior year, students must attend a mandatory Field Preparation workshop. This workshop reviews all field policies, hours, required documents, and reviews the NASW code of ethics and values.

Any student whose hours fall below these requirements must make up the hours within the semester. The Field Instructor and the Director of Field Education will discuss and create a performance improvement plan with the student. If the hours are not completed by the end of the semester (last day of examinations per the University's academic calendar) a grade of F (Fail) will be issued. In the event of extenuating circumstances, such as extended illness, the student may receive a TF (temporary failure) for the course. All requests for a TF grade must be accompanied by a Performance Improvement Plan which includes the date by which the field hours and assignments will be completed, and is submitted to the Director of Field Education for approval. If the hours are not finished within six weeks prior to the end of the semester, the TF will be changed to an F grade and the student will be dismissed from the program.

Schedules and Hours:

Students in Field Practicum complete 15 hours per week. The student is responsible for being available to complete the field practicum, Monday through Friday, during extended business hours. To ensure that students are exposed to a full educational experience and training, field hours are completed Monday through Friday during the business day and/or early evening, (9am - 9pm). Some placements may offer

occasional weekend and evening hours, but this is not guaranteed and students should not anticipate that this will be available.

- Students do not end their field placement when the minimum number of hours are completed, but remain in placement until the formal end of the field work term, the last day of the semester (Refer to yearly field work calendar). Students must make up any time falling below the requirement because of holidays, illness, or emergencies.
- Student schedules are organized within agency hours. Sometimes students may be asked to work some evening and/or weekend hours. After establishing the field course schedule, students are expected to adhere to the arrangement. Any changes in the schedule require consent from the field instructor.
- Occasionally, students may need to accommodate the agency and participate in events that are not during their usually scheduled field hours; however, these events are not to conflict with the students' other classes.
- Students are to record the total number of hours in their field course each day and then have their field instructor certify their attendance by signature weekly. At the end of each month, students are to submit their attendance sheet to the Director of Field Education.

Inclement Weather Policy

- Students are responsible for checking with their agencies to see if they plan to deliver services to clients during inclement weather. If the agency is open and the student is able to safely get to field, then the student may go to the internship. But above all, student safety and wellbeing are top priorities. Students are to use their judgment in making the best decision in their individual situation.
- Students should prepare for a possible snow day by speaking with their field instructor in advance to develop a contingency plan that would go into effect if there is a storm. This preparation will help students fulfill their professional obligation of providing services to the clients during a storm.

Transportation and Reimbursement

- Students cannot count commuting to their agency as part of their field hours.
- Agencies are expected to reimburse students for expenses incurred as part of any field assignment if they similarly reimburse staff. If a difficulty emerges in reimbursing students, contact the Director of Field Education.
- Students should not use their own vehicles to transport clients.

- Students may, however, drive an agency-owned vehicle if they have the appropriate license and agency approval.

Identification of Student Status

It is the policy of the University and a professional ethical principle that students identify themselves as students or interns in their work with clients and agency representatives.

Grading for Field:

Field instruction courses are graded Pass/Fail.

Field Supervision

All students must receive at least one hour of supervision per week with the designated Field Instructor on a planned basis and without interruption. Both the student and Field Instructor should fully prepare for supervisory meetings. Field Instructors should receive recordings in a timely fashion in order to read them prior to conferences. Students and Field Instructors should prepare an agenda for the weekly meeting. The dated agendas should be retained as documents and become part of the student's field portfolio.

Requesting a Change of Placement

A field placement can be changed only with the approval of the Director of Field Education. Student preference for another setting or another location is not an adequate reason for changing a placement. Students who desire a change must contact their Field Instructor to discuss the situation and then make a formal request to the Director of Field Education. If it is agreed that the educational environment is not appropriate for the student the Field Instructor may recommend to the Director of Field Education that the placement be terminated and the student be reassigned.

Field Placement Disruption

Field placement is an integral component of social work education, and a disruption for any reason may interfere with a student's professional development and her or his timely completion of the program and eventual graduation. Therefore, it is essential that if a field placement is at risk of disruption for any reason including, but not limited to, the

student's dismissal, harassment of any kind, and/or unethical behavior on the part of the agency staff or student, the student must immediately contact the field office to set up a meeting to discuss and resolve the problems. In the event of a Field Instructor dismissal, the Director of Field Education should be notified preceding the action if possible or immediately upon its occurrence. The decision as to whether or not students continue at the agency during a strike rests with the University's administration, not with the agency. The School has as its objective the protection of the student's educational experience and makes a decision based on this principle.

If students are assigned home or visits to outside community agencies or partners, the field placement agency is expected to take appropriate measures to ensure the safety of students.

Termination of Field Placement

If an agency wishes to terminate a student from field placement, the Field Instructor must explain the reasons to the student and the Director of Field Education should be notified before termination takes place. An evaluation or narrative summary of the student's experiences and performance is completed by the Field Instructor and the student, and becomes part of the student's file.

When students are assigned field placements they are committing themselves to that agency and its clients for the duration of the academic year. Very rarely, problems will arise in field that may lead to a student being reassigned. However, if students are experiencing problems in field they must follow proper procedure, namely to discuss their difficulties with their Field Instructor. Only the Director of Field Education can authorize a premature termination of field placement. Students who terminate their field placements without prior authorization from the Field Education Department may fail their field placement and could be dismissed from the program.

Student Safety in Field Placements

Every student in her or his field practicum should receive a full orientation to agency safety policies and procedures. This training should be provided by the field agency itself, since each agency may differ in terms of its needs and challenges regarding worker safety in their organization. Students who do not receive safety orientation and training should take the initiative to inquire about this topic with the Field Instructor. Training may involve information about precautions related to fire and building safety, infection control, home-based services, and working with agitated or violent clients and

consumers. It is not acceptable for social work students to refuse field placements or related field assignments because the neighborhoods where the agencies or clients reside have elevated crime rates. In such circumstances, it is especially important that students learn the agency policies and procedures designed to keep staff safe. In the event that a student in field practicum is involved in an incident that is a risk to his/her own security, the student should immediately contact the Field Instructor and follow agency policy and procedures. The Field Instructor and/or the student should notify the Director of Field Education and follow that with a written report. The incident report should include the date, time, and location of the incident, a detailed description of the events and of those involved, and how the situation was managed.

Background Checks and Screening

Most field agencies require some screening procedures. This can include medical examinations, criminal background screenings, and child abuse screenings. If a fee is charged for background checks or other screening procedures, this fee is the student's responsibility. Students cannot count the time spent being fingerprinted or being medically screened as field hours. Students with a criminal conviction or arrest record must understand that this may restrict internship placements and qualification for social work licensure in some states.

Work-Study Field Placement Requirements

It may be possible for a student to obtain a field placement in his or her place of employment, known as a work study field placement, within the following guidelines. The details must be clarified between the student and agency, and a work study application must be submitted to the Director of Field Education for approval before such an arrangement can be finalized. To be approved as a Work-Study setting, the following guidelines must be met:

- a. The field assignment must differ from the student's work as an employee with regard to assignments and designated supervisor (Field Instructor).
- b. The proposed Field Instructor must have an MSW and a minimum of three years of employment in the field since completion of the graduate degree. This person should not be a current or prior supervisor of the student. If this individual has not supervised a student, he/she must take the Seminar in Field Instruction (SIFI) course concurrently with the student's placement.

- c. The student should be given assignments that are appropriate to a student, not an employee. Fifty percent of the fieldwork practicum must be in practice. The other fifty percent can be spent in activities such as staff meetings, case/agency presentations, agency documentation, and supervision. The required time for field instruction supervision is at least one hour per week.
- d. The Work-Study agreement must be signed by the proposed Field Instructor, agency executive/administrator, and the student and submitted to the Field Director for approval.
- e. The employment situation should be stable enough to bear the challenges of field education. That is, the student, Field Instructor, and Director of Field Education should be reasonably certain that the position will not be disrupted in some way prior to the end of the field education period. The student's schedule needs to take into consideration time for course work, field activities, and for receiving field supervision.
- f. Likewise, the Field Instructor must have sufficient time in his/her schedule to properly carry out the responsibilities involved in providing an educational field experience for the student.
- g. The agency and Field Instructor must meet all of the criteria established for other field settings and supervisors, including a fully executed agency affiliation agreement

Social Work Program Advisory Committee

The Committee, approved by the Dean, led by the BSW program directors and consisting of agency and community social work representatives serves as an important link between the professional community and the University. The purpose of this committee is to advise the school regarding the needs of the agencies and community, to discuss the pedagogical outcomes of field education, and to share other information. The Committee meets periodically during the academic year.

Assignment to Field Agency

The assignment of a student to an agency setting for field placement is an educational decision made by the Director of Field Education. Students are asked to contribute information about their experience and interests on the Field Placement Planning Form. Prior work experience, geographical location, and student's interests, when feasible, are considered when making a match with an agency. The Director of Field Education will consider the preferences of the students whenever possible. Students should keep in

mind that in each field placement setting they will have the opportunity to learn skills that will be useful in other settings. They should also understand that no one (or two) field placement assignments will restrict future opportunities in the social work profession. Students are encouraged to keep an open mind when it comes to field placements and to learn all they can from their assignments. Students should not contact agencies directly or attempt to make arrangements without the approval of the Director of Field Education. The Director of Field Education will contact the student with potential placements and discusses these with the student. When the assignment is made, the student is given the contact information for the agency and arranges an interview at the potential field site. It is the responsibility of the student to familiarize her or himself with the agency before the interview. Being prepared for the interview shows a committed interest in the agency. If the interview goes well and the Field Instructor approves, a match is made. The Field Confirmation form is then signed by the agency and the student and returned to the Director of Field Education. Once assigned to an agency site, the student is expected to make arrangements for field hours in cooperation with the field agency. In late August, field information orientation packets are made available to each Field Instructor. Orientation packets include the field calendar, learning contract, evaluation information, and other materials. If a field manual has not yet been provided to the Field Instructor, the University will either provide a hard copy or instructions on how to access the manual online.

Selection of Agencies and Field Instructors

Field agencies' sites reflect the diverse settings where social workers practice. Saint Elizabeth University requires that agencies have a clear definition of the social worker role so that students will strengthen their identification as social workers. Appropriate assignments include those with a qualified MSW with adequate time to supervise a student, and a commitment to teaching the competencies and practice behaviors outlined in the student learning contract. In the event that an agency provides a quality service experience but lacks an MSW supervisor, or where the MSW supervisor has fewer than three years post MSW experience, the agency will provide a Task Supervisor and the School will provide a Faculty Field Instructor. The Faculty or onsite Field Instructor will meet weekly with the student for individual or group supervision, review the learning contracts and field recordings and meet with the student and task supervisor to review and discuss progress. Additionally, the faculty field instructor will monitor the student in developing competent in practice behaviors; ensure integration of classroom concepts and learning with practice experience and complete student's evaluation.

The Task Supervisor oversees the student's day to day learning experiences and collaborates with the Field Instructor in supporting the student's learning. The task supervisor provides constructive feedback to the student on specific tasks and information on agency operations and participates in all meetings and evaluations regarding the placement.

Criteria for the selection of Field Agencies

Based on existing faculty community connections, referrals from the Advisory Committee and student's requests for particular agencies the Director of Field Education will evaluate sites to see if they are a good match for students. Criteria used for screening and selecting organizations for field settings:

1. The agency's philosophy of service must be compatible with the values and ethics of the social work profession, and the mission and goals of the Saint Elizabeth University's Social work program.
2. Agencies must be committed to the joint effort to educate social work students, and accept and follow the University's requirements for participation in the field program.
3. The agency must provide experienced staff to act as Field Instructors, and provide them with the time and resources necessary to fulfill their student supervisory roles.
4. The agency must provide a comprehensive learning experience for students, which reflects generalist social work and includes opportunities to work in agency client services, as well as attend staff meetings or other training sessions.
5. The agency must provide workspace and access to telephones or computers, as appropriate, to accommodate students.

Criteria for the selection of Field Instructors

The Field Instructor is critical to the success of the placement and the student's learning. Each prospective Field Instructor completes a Field Instructor Application which delineates the individual's credentials and interest. The following criteria for Field Instructor selection should be met:

1. The Field Instructor should be committed to the values of the social work profession.
2. Field Instructors must hold a BSW, but preferred MSW degree, from a CSWE accredited school, and have a minimum of three years of employment in the field since

completion of the graduate degree. The Field Instructor cannot be a current or prior supervisor of the student. If this individual has not supervised a social work student, it is necessary that she or he take the Seminar in Field Instruction (SIFI) course concurrently with the student's placement.

3. The Field Instructor must have the capacity to teach knowledge and skills to students. This should include sensitivity to the student's contributions and needs in the field learning process.

4. The Field Instructors must be committed to supporting students to use a strengths-based perspective and provide opportunities for using the Evidence-Based Practice model.

5. Field Instructors must be able to supervise the student in a minimum of one hour of weekly supervision.

Orientation, training, and monitoring of Field Instructors

Saint Elizabeth University will provide orientation and training to all Field Instructors on campus at the start of the academic year. Field Instructors will be trained on the mission of the University; curriculum and program guidelines, policies and procedures of the Field Education, competencies and practice behaviors; orientation of student to an agency; learning contracts and their implementation; use of recording/documentation; grading; guidelines and requirements of Work-Study; NASW Code of Ethics, and requirements that students self-identify as students; field visitations and monitoring of the field practicum; procedures for evaluation of student field performance; stages of learning for a social worker; learning patterns and style; issues of cultural competence in supervision and practice; processes and relationships in field education; parallel process, transference, counter-transference; safety and risk management; and issues of termination. Throughout the seminar, opportunities are provided to Field Instructors to raise questions or concerns regarding their students. This training is all part of the Seminar in Field Instruction (SIFI). The SIFI certification is required for all Field Instructors providing supervision to students. The course may be completed within an academic year.

Required Student Workshop and Field Documents: Time Sheets, Recordings, Learning Contracts and Portfolios

Field Preparation Workshops: Getting Ready for Field Placement

As part of the senior year field experience, students are required to participate in Field Preparation Workshops and complete a test on ethics. The purpose of this workshop and the ethics test is to provide students with the information and skills necessary to begin a successful field experience. The workshop is held on campus and provides the opportunity for students to ask questions and become fully acquainted with the field policies, procedures and documentation, and scheduling requirements prior to starting their placements. Attendance at the workshops and successfully completing the ethics test are required prior to entering into field placement.

Our Electronic System- Moodle

To ensure accuracy, students use Moodle to submit their timesheets, learning contracts, recordings, and evaluations to the University. Ongoing tracking of field hours via time sheets, process recordings, and journal entries prevents surprises at the end of the semester and enables early intervention for students who might be experiencing difficulties. The goal is to ensure accountability, accessibility of the documents, and transparency so that all parties have verification of what has been submitted by the student. The students and field office have access to Moodle. The responsibility belongs to the student to complete the work in a timely fashion. All work that needs to be reviewed by the agency Field Instructor must be emailed or printed by the student and given to the Field Instructor. The student's progress and completion of work will be monitored by the field office monthly. All work and hours will be verified by the Field Instructors via email to the Director of Field Education.

Timesheets

Time sheets are kept in an Excel workbook available to students on Moodle. The workbook is designed to calculate the student's hours and total them in a summary tab. At the end of each month, the student uploads the same workbook with the various monthly hours added. This workbook will total the hours completed and be monitored by the Field Instructor.

Learning Contracts

All students in the field complete a Learning Contract with their Field Instructor at the beginning of each semester of their placements. The Learning Contract allows the student and the Field Instructor to plan jointly for the assignments and the learning to be accomplished during the year. The Learning Contract creates an understanding of expectations for both the student and the agency. It should be specific and measurable, and be used as the basis for the end of semester evaluation. The Learning Contract is based on the competencies of social work education. In their field work, students operationalize the practice behaviors that demonstrate their levels of competence. The Learning Contract is available on Moodle and accessible to all field students. Students download the document and complete it with their Field Instructor. The completed document is then electronically submitted by the student. The Learning Contract is read and given a PASS or FAIL grade. If the Learning Contract is deemed to be unsatisfactory, the student will be notified of what areas need to be modified.

Process Recordings and Journals: Rationale and Requirements

Process recordings and journals are a tool to assist in student learning and the development of self reflection skills. Sample process recordings and journals will be available on Moodle. The weekly process recordings and journals are all to be submitted by the student via Moodle. In addition to submission to Moodle, recordings are to be printed or sent electronically to the Field Instructor for comment and discussion during supervisory sessions. The recordings, with comments, will be reviewed at the agency visit and upon request of the Director of Field Education.

The purpose of Process Recordings and Journals is to guide learning, and help students conceptualize and organize ongoing activities with client systems. These documents help clarify the purpose of an interview or activity, and the role of the student in it and provide a base for both the student and Field Instructor to identify the student's strengths and areas for growth. Additionally, these documents play an important part in providing direction and a framework for the supervisory meetings. They enable the Field Instructor to quickly assess the student's response to emotion, process and content as well as their growth throughout the semester. Writing process and journals is an acquired skill. Process/journal recordings differ from agency client charts or recordings and are not to be included in agency files. Any encounter may be used for recording: individual sessions with clients or client systems; family or group meetings; professional contacts including agency staff, community, school, or service providers. Students should write a summary paragraph to pull together what was accomplished in the session and to identify future goals. A second paragraph should be written by the

student critiquing the work before discussion with the Field Instructor. These two reflective paragraphs will also provide the student with items for the agenda for supervision.

Process recordings and journals are to be done on a regular basis throughout the academic year. There must be a consistent flow of submissions--do not wait to submit recordings until the end of the semester. Recording submissions will be periodically reviewed by the Director of Field Education. Students will be notified by email if they are falling out of compliance. Continued disregard for regularly submitting recordings will place students in jeopardy of failing. Students will be responsible for 12 process recordings per semester. It is at the discretion of the agency to give students time to complete field recordings while at the agency (up to 2 hours per week). If this is not possible then students must complete the recordings on their own time. Students who do not complete recording requirements for the semester will be at risk of failing their Field Practicum.

Instructional Use of Recordings: Field Instructors should read the student's recordings prior to the supervisory and prepare an agenda for teaching. Field Instructors should make comments on each recording, as they are useful for the student to review before and after the meeting. Field Instructors should keep in mind that the recordings are used to help meet student learning goals.

Strategies for Problem Resolution

To most effectively address problems related to field placement, the following stepwise procedure should be followed by the student. The goal is to resolve the issue quickly and to promote the relationship between the student and the Field Instructor.

Step 1: Speak to the Field Instructor at the agency. Many issues can be resolved at this level.

Step 2: Speak to the Director of Field

Step 3: Speak to the Director of the Social Work program.

Performance Improvement Plan

The Performance Improvement Plan is intended to identify behavior or performance problems clearly, with the written participation of all parties, in order to improve the

behavior or performance outcomes. The Performance Improvement Plan is a document to be completed by the Field Instructor in consultation with the student. Upon completion, the form must be submitted to the Director of Field Education. Performance Improvement Plan forms may be obtained online or in the Director of Field Education's office.

Student Evaluations and Grades

At the end of each semester, the student receives an evaluation. The evaluation is completed by the Field Instructor with input from the student and task supervisor, if applicable. The evaluation is based on the competencies, practice behaviors and assignments specified by the Learning Contract. A grade of Pass or Fail is recommended by the Field Instructor. The evaluation is submitted electronically to the field office by the field instructor by the due date on the field calendar. The grade for field placement performance is either Pass or Fail. The Director of Field Education gives the grade at the end of each semester. The Field Instructor is asked to rate the level of student performance in a written evaluation. The written evaluation from the Field Instructor must be received before grades are due. A passing grade is given if the student successfully completed the required hours and process recordings. If a student receives a grade of F in field, the student will be referred to the Director of Social Work for review.

Grade Appeals

If a student wants to appeal a grade for field placement, the student should first discuss any mitigating circumstances for a failing grade for fieldwork with the field instructor. If the student and field instructor cannot resolve the difference, the student may present their case to the Director of Field Education and the Program Director. If these directors cannot resolve the case to the student's satisfaction, the student may use the University policies for grade appeal. <http://cse.smartcatalogiq.com/en/2017-2018/academic-catalog/academic-policies>

If a student wants to appeal a grade for Field Seminar, the student should first talk with the Director of Field Education. If they are unable to resolve the case, the student should meet with the Program Director to resolve the matter. If the student still wants to appeal, the student may use the University policies for grade appeal. <http://cse.smartcatalogiq.com/en/2017-2018/academic-catalog/academic-policies>

Learning Goals: First Semester

Students have a beginning understanding of an agency's mission and goals and its role within the community and neighborhood, as well as a basic understanding of the agency's structure, organization, and policies. Students are able to work within and interpret agency policies and regulations. Students learn about the generalist perspective with an emphasis on the problem solving approach to working with clients, and begin to apply this to the field setting. Students are beginning to incorporate social work values in practice (e.g. they understand the value of self-determination for clients). Students are familiar with the NASW Code of Ethics and how it applies to social work. Students are punctual, conscientious about the use of time, professionally present themselves, and efficient in completing assigned tasks in a timely way. Students are able to take a self-reflective stance on a beginning level and respond to constructive criticism or feedback in a positive way. They develop the ability to identify their own strengths and weaknesses by preparing an agenda and recording contacts with clients and other agency experiences.

Learning Goals: Second Semester

Students should have a thorough knowledge of the agency and the community, and should understand the interaction of the larger organizations related to the agency and positive and negative impacts these have on client services. Students should be able to not only recognize these but be able to articulate needed changes. Students should view and address the individual client or family presenting problem within the context of the larger systems. Students should be able to apply the generalist perspective to organizations and communities, and integrate these ideas with assessments. Students' knowledge of the agency includes an appreciation of how effectively and efficiently the agency structure and function carry out or inhibit their mission and goals. Students' are able to identify gaps in services and use collaborative and advocacy skills to address client and community needs. Students will be able to enter a range of types of groups, from therapeutic to community task-based, with an ability to make a beginning assessment of the dynamics and stages of group development. Students will be active in participating in the formation of contracts, goal-setting, and problem-solving. Students understand the variety of types of families and are aware of their biases and judgments about them. They will be able to complete a beginning assessment of a family and have some basic intervention skills related to problem-solving and using the self in family work.

All students should be able to make assessments that take into account factors from the client's social systems. Students will be able to obtain histories and personal data, and

will be able to tell the difference between facts and inferences. Students will demonstrate empathy and listening and focusing skills. Students can use the skills of confrontation, clarification, and exploration appropriately. Students will be strength focused and able to help clients problem-solve in an organized, thoughtful, and supportive way. Students will understand and accept the impact of cultural, racial, gender, and other differences in their clients, and talk with them about these influences. Students should understand the importance of the termination process and understand their own impact on this process.

Students will identify with the profession's social work values, ethics, and mission while providing generalist services to vulnerable populations. All work behavior should be professional and consistent with agency policies and practices. There may be areas that are still difficult for the student, but the overall motivation to learn and take risks should be present at year's end. Student self-awareness should include a realistic appraisal of abilities and biases. It is expected that there will be an ability to abstract principles of generalist practice from field experience, to translate concepts into action, and to generalize from learning to other situations. Students should show the ability to make connections between theory and practice and to assess the relevance of practice. There should be a reflection of learning issues identified in the Learning Contract.

Examples of appropriate tasks for Students:

Social Work with Individuals: Intake and assessments; creating service plans; case management; advocacy; supportive counseling and psychotherapy; research and evaluation of services, client feedback, goal attainment, measurement of task completion; termination (reviewing progress, making referrals, planning for future, transferring cases); follow-up.

Social Work with Families: Intake and assessments; assessment of the impact of family dynamics on individuals; helping families identify and change dysfunctional dynamics, creating service plans; case management; advocacy; supportive counseling; research and evaluation of services, client feedback, goal attainment, measurement of task completion; termination issues (reviewing progress, making referrals, planning for future, transferring cases); follow-up.

Social Work with Groups (groups include treatment groups, peer support groups, task groups, committees, staff groups): Review of membership criteria; interviews with potential group members; review of prior minutes and group reports; contracting with a group; co-facilitation or facilitation of a group; committee participation; staff group participation; research and evaluation of services, client feedback, goal attainment,

measurement of task completion; termination issues, (reviewing progress, making referrals, planning for future, transferring cases); follow-up.

Social Work with Organizations (this category includes both the placement site and outside organizations): Awareness of placement site policies and procedures, mission, goals, and role; identification of management theories/structure; organizational assessment; program assessment; program implementation and coordination; grant-writing; in-service training; supervisory activities; program monitoring, program evaluation design, organizational analysis; follow-up.

Social Work with the Community: Research on community demographics and characteristics; speaking with residents; identification of resources; program implementation; outreach services; community education; resource coordination; research and evaluation via community organization scale, monitoring attendance and participation, community feedback, monitoring rates of community incidences; follow-up.

Successful Completion of Field Work

Field work supervisors will submit spring semester grades by the end of April to the director of Field Placement. To have a passing grade the student must have completed the following:

- 15 hours per week for 15 weeks during the Fall Semester and 15 hours per week for 15 weeks during the Spring Semester. The total number of hours for both semesters is 450.
- Submitted 30 process recordings or journals during the semester
- Completed Learning Contract for both Fall and Spring Semester
- Received a satisfactory evaluation from Field Instructor in Fall and Spring Semester
- Attended Field Preparation Workshop
- Received a passing grade in Field Seminar I and Field Seminar II