



# Field Education Manual

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# Contents

- Mission Statement..... 5
  - Implementation Values..... 5
- Introduction ..... 5
- Role Description and Responsibilities..... 6
  - School of Social Work ..... 6
  - Director of Field Education ..... 7
  - Field Education Coordinator ..... 8
  - Field Liaison Responsibilities ..... 8
- Criteria for Agency Selection ..... 9
  - Agency Responsibilities..... 9
  - Field Instructor Responsibilities..... 10
- Student Expectations ..... 11
- Student Academic Requirements ..... 13
- Policies/Guidelines..... 14
  - Learning Agreement ..... 14
  - Mid-Semester Evaluation ..... 14
  - End of Semester Evaluation..... 15
  - Grading Policy ..... 16
  - Service Continuity Policy..... 17
  - Confidentially Policy ..... 17
  - Dual Relationship Policy..... 18
  - Employee/Management Conflict Policy ..... 18
  - Employment-Based Field Placement ..... 19
  - Private Practice Field Placement ..... 21
  - Stipend Field Placement ..... 22
  - Project-Based Field Placement ..... 22
  - Out-of-State Policy..... 23
  - FERPA Policy..... 23
  - Field Review Guidelines/Policy ..... 24
  - Replacement Policy..... 25
  - Removal from Field Placement and Remediation Plan ..... 26
  - Field Integrative Seminar Policy ..... 26
  - Virtual Field Integrative Seminar Guidelines ..... 27

Process Recording Guidelines.....	27
Social Networking Guidelines.....	28
Protection of Student Confidentiality Policy.....	29
Orientation and Enrichment Policies.....	29
Field Education Safety Policy.....	29
Transporting Consumers and/or Agency Personnel Policy.....	30
Transporting Medication Policy.....	30
Placement Procedures.....	30
Matching and Affiliation-Agency Process.....	30
Student/Agency Matching.....	31
Clinical Instructor Appointment.....	31
Student Application Process.....	32
Interview Tips.....	32
Orientation and Enrichment.....	33
Students.....	33
Monitoring and Evaluation of the Field Education Experience.....	33
Field Education Curriculum.....	34
Bachelor’s Degree Program Field Education Curriculum.....	34
Course Requirements.....	35
Master’s Degree Program Field Education Curriculum.....	35
Course Requirements.....	36
Course Evaluation.....	36
University Resources.....	37
Anti-Discrimination Policy.....	37
Counseling and Psychiatric Services.....	37
Graduate Students Rights and Responsibilities.....	37
Indemnification Policy.....	37
Policy on Grief Absence.....	37
Policy on Relationship Violence and Sexual Misconduct.....	37
Policy on Religious Observance.....	37
Research Involving Human Subjects.....	37
Student Drug & Alcohol Policy.....	37
Student Health Services.....	37

## Mission Statement

A Mission of Social Justice and Positive Change: The MSU School of Social Work is dedicated to educating students for ethical, competent, responsive, and innovative social work practice, and to conducting and disseminating high quality research that improves the well-being of the most vulnerable in society. Our teaching, research, and outreach synergistically promote social justice, positive change, and solutions to the problems facing diverse individuals, families, groups, organizations, and communities.

## Implementation Values

- EXCELLENCE. We are committed to excellence in teaching, research, and outreach.
- COLLABORATION. We advance our work through respectful and responsive collaborative relationships inside and outside of the University.
- SOCIAL JUSTICE. We are committed to social justice and positive social development in an ever-changing world.
- INCLUSION. We promote diversity, equity, and inclusion with regard to our programs and partnerships.
- LEADERSHIP. We encourage high standards of professionalism and achievement by our faculty, students, and graduates.
- ACCESS. We foster and support access to our educational programs, research findings, and faculty resources, service, and outreach.

**Motto:** Spartans Will.

## Introduction

The Michigan State University School of Social Work, as a member of the Council on Social Work Education, provides a field education program that meets professional and accreditation standards. First and foremost, among the standards is the centrality of field education within the curriculum. In both the undergraduate and graduate programs, field education is one of five outlined educational sequences with defined curriculum competencies and behaviors.

It is the purpose of the field education program to provide experiential educational opportunities directed toward student development of professional identity, self-understanding, and competent practice. Classroom learning and theoretical content are integrated through a focus on generalist practice in the bachelor's and in the first field placement master's program, and either a clinical or organization and community leadership specialization in the second field placement of the master's program. Advanced standing MSW students only have specialized placement. All students participate in a field integrative seminar which provides further educational and administrative support.

Educational competencies are consistent across all programs with behaviors and learning activities serving to individualize the educational process for each student. Each field education course lists the behaviors necessary for satisfactory integration of course content and completion of the course. Students and field instructors then determine agency-appropriate plans of action (assignments, cases, tasks, activities) to accomplish the behaviors and competencies. The purpose of this manual is to organize the roles, responsibilities, policies, and procedures to assure consistency and accuracy in field education.

## Role Description and Responsibilities

In accordance with the [University's Policy on Relationship Violence & Sexual Misconduct](#), University employees, including the **Director of Field, field coordinators, liaisons, field instructors and task supervisors** are mandated to report certain issues based on external legal obligations or that relate to the health and safety of the MSU community members and others. The following information must be reported when shared by a student:

- Suspected child abuse/neglect if student is a minor or it involves another minor
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff
- Credible threat of harm to oneself or to others.

These reports may trigger contact from a campus official who talks with the student about the incident. In almost all cases, the student may choose whether to speak with that individual.

Allegations involving sexual and gender-based harassment, assault, and violence, are processed and investigated pursuant to the Relationship Violence & Sexual Misconduct (RSVM) Policy by the Office of Institutional Equity at [oiie@msu.edu](mailto:oiie@msu.edu), (517) 353-3922, or [www.oiie.msu.edu](http://www.oiie.msu.edu).

## School of Social Work

The school is responsible for:

- Selecting field agencies and instructors
- Assessing the students' readiness responsibilities
- Placing students in the agencies
- Negotiating the details of the placement
- Maintaining a supportive learning environment for students

The school provides orientation, training, field integrative seminars, and other supports to students, field instructors, liaisons, and agencies.

The school facilitates discussion of each student's learning process and progress through conferences with the student, field instructor, and field liaison.

The school develops and distributes relevant calendars, forms, and other materials to field instructors and students each semester.

The school sets deadlines for the receipt of the learning evaluation tool. These deadlines are shared through regular email communication and posted in SONIA (field database). No grades can be assigned without a completed learning evaluation tool by the established deadlines.

The school adheres to the University policy that final exams and scheduled course dates/times take precedence over field education in cases of overlaps in scheduling.

Insurance coverage for students in field placement is provided through the University's

Comprehensive General Liability, and Protection Against Professional Liability Claims Programs.

The school must approve all placement plans for students employed and completing field education requirements in the same agency (see Employment-Based Placement and Project-based Field Placements).

The school periodically evaluates the total field education experience, including input from field liaisons, field instructors, and students.

The school reserves the right to delay, cancel, or continue the agency affiliation agreement when instances of agency/employee/organization and collective bargaining conflicts occur.

### Director of Field Education

The Director of Field Education is administratively responsible under the supervision of the School's Director for planning, implementing, and evaluating all aspects of the field education experience, including:

- Assessing the readiness of students
- Assessing, selecting, and affiliating with agencies
- Verifying qualifications of field instructors for clinical instructor appointments
- Concurring in the selection of agencies and field instructors
- Placing students
- Scheduling and implementing orientation and training of students, field instructors, and field liaisons
- Monitoring placements and consulting with agency personnel, students, and field liaisons as needed
- Consulting with the Director of the School on field education/student concerns
- Monitoring the field education program to ensure the instructional integrity of the experience for students

The Director of Field Education is a member of the Field Education Sequence Committee which advances the development and evaluation of field education.

The Director of Field Education is responsible for developing, approving, and monitoring all field policies and procedures.

The Director of Field Education establishes and monitors guidelines and procedures for field liaison activities.

If a problem that may interfere with the successful completion of field education occurs *and* this problem cannot be mediated by the field liaison and the field coordinator, the Director of Field Education assists in developing solutions.

The Director of Field Education prepares an annual report on the field education program for the School's Director and faculty.

## Field Education Coordinator

The field education coordinators are administratively responsible under the supervision of the School's Director of Field Education for coordinating and overseeing the operations of the Field Education program, including:

- Reviewing and implementing procedures for placing and monitoring students within their field education assignments
- Assessing the readiness of students and matching them with appropriate agencies
- Developing and maintaining a sufficient and acceptable pool of agency placement sites
- Concurring in the selection of field instructors
- Scheduling and implementing the orientation of students
- Revising and implementing educational events such as Field Instructor Orientation
- Providing support to the Director of Field Education as requested
- Providing ongoing leadership in developing and presenting educational materials in small and large group settings
- Following appropriate confidentiality guidelines with student records and agency proprietary information
- Submitting grades to the Office of the Registrar
- Reviewing and approving placement plans for students employed and completing field requirements at the same agency
- Keeping the Director of Field Education informed about all field-related concerns and consulting with the Director of Field Education as necessary

If a problem that may interfere with the successful completion of field education occurs and this problem cannot be mediated by the field liaison, the field coordinator assists in developing solutions.

## Field Liaison Responsibilities

The field education liaisons are administratively responsible under the supervision of the School's Director of Field Education for monitoring the educational progress of students within the assigned liaison group, including:

- Reading and providing feedback on the learning evaluation tool for each student, each semester
- Meeting with the student and field instructor, a minimum of twice per academic year
- Organizing, facilitating, and/or instructing field integrative seminars/courses each semester for students within the liaison group. Formats and content are discussed at the liaison orientation
- Being available to students and field instructors for support, problem-solving, and facilitation of learning activities to enhance students' educational experience
- Keeping the field coordinator and the Director of Field Education informed of any problem situations which may interfere with the student's successful completion of field education



- Completing documentation as required and in a timely manner
- Adhering to the travel and cost reimbursement procedures as outlined in the liaison training materials

At the end of each semester, it is the responsibility of the liaison to submit a recommended grade for each student to the field coordinator. The grade is based upon the written evaluation and recommendation of the field instructor. Liaisons for graduate students consider the student's attendance and participation in the field integrative seminar. All forms are completed in Sonia. It is critical to report grades within the established time frames. Specific due dates are communicated through the field calendar and through regular email reminders from the Field Office.

## Criteria for Agency Selection

The agency's philosophy of service is compatible with the values and ethics of the social work profession.

The agency's administrators agree to cooperate with guidelines set forth and provide student learning experiences to meet the identified competencies and behaviors of field education. They undertake individually and collectively the responsibilities of a teaching agency, including the provision of appropriate support to enable field instructors to provide an educational focus.

The agency supports diversity among its staff and service programs with demonstrated attention to potentially vulnerable and/or oppressed client groups. The school supports agency commitment to diversity through its mission statement and training materials in an effort to assure diverse experiences for majority students and agency support for minority students. Linkages with other community agencies are also encouraged to provide such experiences.

The agency provides a qualified field instructor who possesses appropriate credentials for the level of study. Field instructors may be retained by the agency or School.

The agency's program and methods of intervention are clearly defined.

The agency is expected to offer students a wide range of learning opportunities to meet the school's competencies.

## Agency Responsibilities

The agency signs the Affiliation Agreement and completes all forms prior to the student beginning field education.

The agency provides written confirmation indicating acceptance of students for placement and notifies the school of agency/field instructor changes that may affect students' experiences.

The agency is responsible for providing the student with orientation to agency personnel, policies, and procedures.

The agency utilizes the field education curriculum as outlined in Sonia. Course syllabi may be provided

by the student to facilitate integration of course content.

The agency makes available space and resources necessary to fulfill educational requirements.

The agency provides time for weekly supervision sessions between the field instructor and student.

The minimum expectation is for one hour per week of formal supervision and at least one-half hour for informal discussions as needed.

The agency agrees to support the field instructor in attendance at training and enrichment sessions.

The agency is responsible for notifying the school in a timely manner through the field liaison or field coordinator when a student's performance may jeopardize the successful completion of the placement.

The agency ensures, under no circumstances, that students prescribe or administer medication or physical therapy.

The agency is encouraged to provide financial stipends to students whenever possible.

## Field Instructor Responsibilities

Field instructors must have an interest in teaching and an ability to teach. They must also possess knowledge of the community and its resources and the capacity to integrate academic content with the field education curriculum.

Qualifications for field instructors:

1. For baccalaureate students, hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work
2. For master's students, hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience (LMSW preferred, but not required)

For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective.

All field instructors are expected to display a commitment to social work values and education through their work and to attend orientation, enrichment, and training sessions provided by the Field Office or the School.

Field instructors, recommended by agencies, are reviewed by the school and selected based on the appropriateness of their interests and qualifications.

The field instructor agrees to notify the field liaison of any concern that may affect the student's

experience.

Field instructors are expected to interface with the agency on behalf of the student, and to facilitate the educational competencies and behaviors of the program.

The field instructor may initiate purposeful, educationally focused work assigned to the student to be completed away from the placement site (e.g., library research, literature reviews, training at other agencies, etc.). Regularly scheduled assignments that take place outside of the agency must be approved by the field coordinator in advance.

The field instructor provides weekly, educationally focused supervision with the student. The expectation is for one hour of formal supervision and at least one-half hour of informal discussion as needed.

Field instructors assist students in preparing the required learning agreement each semester. Signed learning agreements are available to the field liaison by the due date in the field education calendar.

The field instructor ensures that assignments reflect curriculum competencies and behaviors that are included in the learning agreement.

Field instructors are required to provide a verbal mid-semester evaluation covering the student's performance on the learning activities. If there is an issue which would appear negatively on the student's final evaluation, a written mid-semester evaluation is required. The written evaluation is shared with the student, field liaison, and field coordinator. Students are given the option of requesting written mid-semester evaluations.

Field instructors are responsible for preparing and signing evaluations to be shared with and signed by the student in a formal evaluation meeting by the due date. Field instructors are responsible for **recommending** grades to the field liaison, while the final grade assignment is the responsibility of the Field Director (for graduate students), and the BASW field coordinator (for undergraduate students).

Field instructors and agencies are asked to participate in periodic activities to provide feedback to the school for program planning.

## Student Expectations

Students are expected to conduct themselves in a professional and responsible manner, consistent with the NASW Code of Ethics, laws Technology Standards in Social Work Practice—NASW, and items listed in this section.

Students are expected to read and be familiar with this manual.

Students are expected to adhere to placement processes and procedures while exhibiting professional behavior during all phases of the matching process.

Students read and sign a statement indicating that they have read, understand, and agree to adhere to

the school's policies and procedures.

Students are required to abide by the agency's policies and procedures.

Students are required to have one full business day (8 hours) available for field education.

Students are responsible in conjunction with their field instructor to create and sign a learning agreement each semester.

Students are responsible for scheduling a meeting with the field instructor to review and discuss evaluations.

Students keep their field liaison apprised of progress in the field. This includes notification if difficulties arise which would prevent course requirements from being met.

Students must notify the agency field instructor prior to absences. Extended absences and make-up plans must be reported to the field liaison and approved by the field coordinator.

Students are expected to complete a minimum of 240 hours in field education per semester spread equally over 15 weeks. Advanced Standing students must complete 250 hours for 2 semesters for a total of 500 hours.

Students are required to submit all match-related forms prior to starting field education at the agency.

Students are required to maintain and promptly respond to all communication with the field site liaison and Field Office.

Students must obtain permission for use of agency written material for any purpose.

Graduate students must attend and participate in field integrative seminars. 8-10 hours of field integrated seminar count toward the total hours required for each semester.

Students are expected to make up missed hours due to absences, holidays, inclement weather and/or agency closures in order to fulfill course requirements.

Students are expected to discuss the need for a leave from placement (e.g., pregnancy, hospitalization, family death, etc.) as soon as possible, with the field instructor, field liaison, and field coordinator. If the need for leave is known prior to placement, the student is expected to discuss the issue with the field coordinator and agency representative at the initial interview. Planning is expected to arrange a short-term leave from placement. Those plans must include details about how the student meets course requirements. The plan must be submitted in writing to field coordinator for approval.

Students may not complete field education hours early in the semester.

Students are responsible for their transportation to and from the agency.

Students are responsible for meeting agency requirements for placement such as medical screening,

criminal history, etc.

Students must obtain permission from the field instructor to attend social work-related events for field hour credit.

## Student Academic Requirements

Students who have previously completed field education at another university may not waive field education courses without approval from the Director of Field Education.

Undergraduate students must take practice courses as a pre-requisite or co-requisite to field courses. Courses are offered as shown below:

<i>Program</i>	<i>Course</i>	<i>Fall</i>	<i>Spring</i>
<i>Undergraduate</i>	Practice	SW 440	SW441
	Field	SW494A	SW494B
	Field	SW493A	SW493B

Graduate students must take practice courses as a pre-requisite or co-requisite to field courses. Field courses are offered throughout the academic year, including Summer (See Block Placement) and are **typically** taken as shown below:

<i>Program</i>	<i>Course</i>	<i>Fall</i>	<i>Spring</i>
<i>MSW Generalist</i>	Practice	SW840	SW841
	Field	SW894A	SW894B
<i>MSW Clinical</i>	Practice	SW850	SW851
	Field	SW894D	SW894E
<i>MSW OCL</i>	Practice	SW865	SW866
	Field	SW894G	SW894I

First placement graduate, advanced standing graduate, and undergraduate students are required to attend field orientation prior to entering the field.

Students are required to integrate and apply knowledge, skills, and values learned in social work courses, along with cognitive-affective abilities.

Students are required to have educational experiences in their field placement that are consistent with the competencies and behaviors of the program.

The student is required to document and to complete all required agency records.

All students are required to do detailed process recordings each semester.

The student is required to be prepared for weekly one-hour supervision sessions with the field instructor.

Students are required to attend and participate in integrative field seminars.

## Policies/Guidelines

The student is required to sign a statement affirming on their field application form that they have read, understand, and agree to comply with the school's policies and procedures contained in this manual.

### Learning Agreement

The Learning Evaluation Tool, LET, is located on your Sonia account and contains both the learning agreement and evaluation each semester.

Learning agreements are educational tools that outline activities the student completes to meet the School's and CSWE's competencies and behaviors. Learning agreements are a requirement of each field education course and serve as a guide to individualizing the learning experience for each student. The student's demonstrated performance on these activities are the bases for evaluation. It also serves as an organizer for student/instructor supervisory contacts, semester evaluations, and routine liaison contacts.

The student and field instructor identify one activity per behavior that can be demonstrated several times during the semester.

Learning agreements are signed by the student, field instructor, and liaison by the due date. The student may not earn field credit beyond the due date for agency hours until the learning agreement is completed in Sonia.

The field liaison may suggest modification to strengthen the document or recommend that portions of the agreement be reformulated prior to final approval.

### Mid-Semester Evaluation

The mid-semester evaluation is a formal verbal meeting held during the week outlined in the field education calendar. This is a verbal evaluation unless the student is not performing at a satisfactory level.

Students should come prepared to discuss how their performance demonstrates their level of competence for each behavior on the learning agreement. They should also identify any barriers to achieving competence.

To assist with planning, the following checklist is offered as an example of the content to cover.

**The Student and Field Instructor Discuss:**

- Student's level of performance on each behavior
- Areas of progress, unacceptable, need improvement or future growth
- Student/supervisor relationship (teaching and learning styles, feedback, and other process issues)
- A grade indicating current performance

A written mid-semester evaluation is required by the field instructor when the student's performance is unacceptable or there are significant areas of needed improvement. The evaluation is given to the student and field coordinator. A remediation plan will be written in collaboration with the student, field instructor, and field coordinator/task supervisor to address the behaviors that are unacceptable or needing improvement. The field liaison will review the remediation plan, monitor the student's performance, and update the field coordinator regarding the student's progress. The plan will address:

- Nature and severity of the performance problem
- Student's motivation toward corrective action
- Ability to integrate coursework and develop the skills required in the internship
- Student's ability to hear and use feedback constructively

The field instructor and the student are required to sign any written mid-semester evaluation and remediation plan. These documents are uploaded to the student's Sonia page.

## End of Semester Evaluation

Evaluations provide feedback to students regarding their level of achieved competence based on the learning agreement. In addition, they document whether the student has met course requirements and identifies areas for continued growth. The end of semester evaluation is completed by the field instructor, discussed with the student, and signed by both by the due date. The student's signature indicates that they have read but does not imply agreement with the evaluation. Use the following process to complete end of semester evaluations.

1. Locate the Learning Evaluation Tool under the Forms tab in Sonia.
2. Evaluate the student's performance on each behaviors' activity by checking the category box (Needs Improvement, Meets Standards or Outstanding) that most closely describes their level of competence, based on observations and measurable criteria.
3. Use the competency Likert-scale to rate the student's overall level of skill for each competency, based on observations and measurable criteria, considering the category boxes checked and other relevant factors.

**Skill Outstanding-4.5-5.0** student's skill performance within a competency demonstrates advanced ability, responding to complex situations with a holistic view

**Skill Meets Standard-3.0-4.0** student's skill performance within a competency demonstrates adequate skills and ability to be successful

**Skill Needs Improvement-1.5-2.5** student's skill performance within a competency demonstrates insufficient ability to be successful

**Unacceptable Skill-1-** student's skill performance within a competency causes a risk of harm

4. In the comment boxes, summarize the student's additional accomplishments and areas for future growth for the competency.
5. Document the number of hours the student completed this semester. A minimum of 240 hours is required for all students each semester except advanced standing who complete 250 hours per semester. Graduate students include 8-10 hours for attendance at their integrative field seminar.
6. Determine a recommended grade based on the Pass/No Grade system.  
**Pass:** Student achieved a level of performance judged to be satisfactory by the field instructor.  
**No Grade:** Student did not achieve a level of performance judged to be satisfactory by the field instructor.
7. Discuss the evaluation and grade with the student. The field instructor and the student must sign the learning evaluation tool in Sonia by the due date unless an extension is approved by the field coordinator.
8. An addendum is required when, in the opinion of either the field instructor or the student, there has been an omission of relevant information; the information reported requires further clarification; or the student believes that the evaluation is unfair or unjustified. The addendum, which is uploaded in Sonia, may be prepared by either the student or the field instructor.

## Grading Policy

Grading for all students is numerical on a Pass/No Grade system. Grades are based on the student's performance in the field placement as well as their attendance and participation in the integrative field seminar.

The field instructor **recommends** a grade based on the student's evaluation.

The field liaison **recommends** a grade to the field coordinator based on the evaluation. Liaisons for MSW students also consider the student's attendance and participation in the integrative field seminar.

When opinions differ regarding the student's grade, information is gathered by the field coordinator who reports this to the Field Director or the BASW Field Coordinator, who are ultimately responsible for determining grades (for MSW and BASW students).

Grades and other educational information submitted to the school about the student are the property of the school and may not be released by the field instructor/agency to others without a written release from the student. In preparing general letters of reference formally requested by the student, School officials may incorporate evaluation materials only if appropriate releases are present. Students are advised to keep copies of these documents.



## Service Continuity Policy

Students are expected to develop and maintain relationships with agency constituents. Commitment to clients is a responsibility of social work practice, therefore flexibility in scheduling may be required when the University designates a holiday or semester break.

Students are **not required** by the University to maintain a presence in the field agency during semester breaks.

All students and field instructors should discuss expectations for student availability during semester breaks during the placement interview before confirming the match.

A written plan must be approved by the field coordinator before the student provides services during semester breaks. Approved plans ensure that the University's liability insurance coverage remains in effect.

In order to be protected by liability insurance during semester breaks, students must be:

- Working toward completion of an "Incomplete"
- Working as an agency volunteer under the agency's liability coverage if any
- Submitting a plan for being in field that was approved by the field coordinator

## Confidentially Policy

State, federal laws, the NASW Code of Ethics, University, or agency rules and regulation concerning confidentiality and privacy.

### **Client Confidentiality**

It is assumed that the student shares client interactions with the field instructor. The school encourages students to inform clients of these educational requirements.

Appropriate agency personnel permission must be granted any time a student uses data from or about clients or the agency setting.

All client material used to fulfill course requirements must be disguised to the extent necessary to protect client confidentiality and anonymity.

No client is to be recorded without their written permission. In the case of minors under eighteen years of age, the written consent of the parent and/or guardian must be obtained. Prior to any recording, the student must discuss with the field instructor the reason for such recording and be granted authorization.

Recording is used for student's educational instruction or for client services.

All consultation inside or outside of the field education agency must include advance approval by the field instructor.

### **Student School Record Confidentiality**

No evaluative work in the fulfillment of any course requirements shall be released to any person or

agency not employed by the School of Social Work without the written consent of the student. A completed [FERPA form](#) must be on file.

## Dual Relationship Policy

Dual relationships are defined as pre-existing personal and/or professional relationships that overlap with field education responsibilities. These relationships are of concern when there is the potential for either conflict of interest or negative impact upon field education goals. When such a relationship exists between the student and the field instructor, the student and the liaison, or the liaison and the field instructor, the field coordinator must be notified immediately.

These types of relationships are sometimes unavoidable. The field coordinator outlines protective mechanisms for the student, field instructor and/or liaison. The student may be reassigned to a new placement by the Field Office.

## Employee/Management Conflict Policy

The School of Social Work recognizes the right of employees to unionize. We understand that because they are also employees, professional social workers may join unions and at times may elect to strike.

The field education placement has both an educational and service delivery component. Students may be vulnerable in their dual role as interns and service delivery providers. The school has developed the following guidelines to be utilized in the event of conflict around management and employee relations in agencies hosting students. The guidelines in no way represent any position of support or non-support of any side in any conflict. They are designed solely to support the educational needs of students in field education.

### Procedural Guidelines

It is the responsibility of the agency to inform the field coordinator of any administrative changes related to the agency's agreement with the school. The school maintains that any conflict with employee organizations and/or collective bargaining can affect the agreement with the school. If students become aware of any such conflict, they must report this to the school.

The plan is developed and reviewed by the student, the Field Team and School/Agency Administration. The review focus shall determine if the educational needs of the student are affected. The school may decline that the placement should be temporarily suspended, the student remains in placement, or the student is rematched to another agency. The Field Office will confer with the agency to determine how to best limit disruption in services given the situation. The school assumes responsibility for the final decision.

### Notes

This policy applies to any and all of the following employee-management conflicts:

- Strikes
- Work shutdowns
- Walkouts

- Lockouts
- Period of time prior to a vote on the renewal of a labor contract
- Binding arbitration, and any period of time prior to a vote on unionization

## Employment-Based Field Placement

### Overview of Employment-Based Field Education

The MSU School of Social Work Field Education Program posits that it may be possible to tailor a student's current employment position to be utilized as their field placement. If the criteria and responsibilities outlined in the Criteria for Agency Selection, Agency Responsibilities, Field Instructor Responsibilities, and Student Expectations sections of this manual can be met by the agency and student, the student's practice will be enhanced, and the agency will benefit from their integration of coursework into their practice by applying a social work perspective. A student/employee can delve into the depth and breadth of social work competency development based on their prior organizational knowledge, training, and skill development. Therefore, student field activities and employment tasks may be the same and count toward required field hours if the tasks have clear linkages to the nine social work competencies and their associated behaviors. Additionally, some students/employees may also have additional foci outside of their employment role that may require additional time commitments. These time commitments should be explored in the placement planning process.

### Eligible Students

An employment-based field placement is available for all BASW and MSW students whose employment meets the established criteria:

1. The position description and associated activities link to the 9 social work curricular competencies at the level of practice the student is enrolled (BASW/MSW Generalist, Clinical or OCL).
2. The student and agency can commit to the placement for two consecutive semesters.

### Employment-Based Field Placement Models

#### Hybrid Employment-Based Placement

- Students complete sixteen hours per week of field education within their place of employment.
  - A designated number of hours a week, typically not more than eight, is focused on learning in a different department, unit, role or project/assignment within the organization with new responsibilities, tasks, and activities that align with social work competencies, student/employee professional development needs and agency learning opportunities. This work will be clearly reflected in the learning agreement each semester, will receive educational supervision, and will be evaluated.
  - The remaining hours allow the student/employee to perform job responsibilities within their current position description, where the responsibilities, tasks, and activities align with identified social work competencies. These will be clearly integrated into the learning agreement each semester, will receive educational supervision, and will be evaluated.
  - When working outside of their current position the student will have additional support from a field instructor or task supervisor. The primary role of the field instructor within

employment-based field placements is to reinforce and support development of social work competencies and to protect learning opportunities. In circumstances where the field instructor is also the student's work supervisor, attention is paid to assuring that the student has access to supports that will protect their learning and problem solve if there are concerns. Employment supervisor, field instructors and task supervisors will work with the employee/student and Field Coordinator to clarify roles and expectations around work, learning, the development of learning agreements and evaluation.

#### Full Employment-Based Placement

- Student completes sixteen hours per week of field education performing job responsibilities as defined in the position description with all responsibilities, tasks, and activities targeted for educational purposes. These will be clearly integrated into the learning agreement each semester, will receive educational supervision, and will be evaluated.
  - Student applies concepts from the classroom and integrative field seminar to their position.
  - The primary role of the field instructor within employment-based field placements is to reinforce and support development of social work competencies and to protect learning opportunities. In circumstances where the field instructor is also the student's work supervisor, attention is paid to assuring that the student has access to supports that will protect their learning and problem solve if there are concerns. Employment supervisor, field instructors and optional task supervisors will work with the employee/student and Field Coordinator to clarify roles and expectations around work, learning, the development of learning agreements and evaluation.

***Note: A placement that involves a student in field education at their place of employment which does not include the student's employment tasks is not considered an employment-based placement. Such placements follow the standard procedures outlined in the Student/Agency Matching section of this Field Education Manual.***

#### Procedures for Applying for an Employment-Based Placement

1. Student indicates their interest in having an employment-based placement on the field application and provides basic information about the agency and contacts in the corresponding table.
2. Student submits the field application materials by the established due date.
3. Student uploads current job description to the Documents tab in Sonia.
4. Student reviews the following sections of the Field Education Manual:
  - a. Criteria for Agency Selection
  - b. Agency Responsibilities
  - c. Field Instructor Responsibilities
  - d. Student Expectations
  - e. Student Academic Requirements
  - f. Dual Relationship Policy
  - g. Employee/Management Conflict Policy
5. Student considers the following:

- a. How much support will I have from the organization? Will it adequately meet my anticipated needs?
  - b. Is there a qualified field instructor available to supervise the field placement? If not, will the agency assist me with identifying one?
  - c. Can I commit to remaining at the agency for the entire two-consecutive semesters?
  - d. What dual roles or potential conflicts of interest could result if my employment becomes my field placement?
  - e. What are the pros and cons of my employment being my field placement?
6. Student approaches agency personnel, typically the student's immediate supervisor, to discuss learning opportunities and for initial approval and permission to pursue the employment-related option; and provides personnel with a link to the Field Education Manual. In some instances, an agency's Human Resources staff are also involved in this process, it is the student's responsibility to learn about what approvals are required by the agency.
  7. Student contacts their field coordinator to schedule a meeting to discuss the employment-based placement request.

#### **Procedures for Confirming an Employment-Based Placement if Matched by Field Coordinator**

1. Fill out all required sections of the Employment-Based Placement Confirmation Form marked with red asterisks.
2. Follow instructions at the bottom of the form to share it via an email with your agency representative (e.g., your supervisor or HR) to obtain the agency's written approval and confirmation.
3. Click the "Student Submit" button.
4. Inform your agency representative to check for the email containing the link to the form (it may go to their spam folder).
8. To view a detailed step by step video on filling out the form and confirming the placement [Click Here](#).
9. After the form is submitted by the student and agency, the field coordinator will follow up with the field instructor, immediate work supervisor and/or other agency personnel as appropriate to discuss the plan, answer questions and make the final approval. The coordinator may request additional information or revisions to the plan before approving it.

***Notes: Arranging the employment-based field placement is the responsibility of the student and the employer; the field coordinator is available for consultation and support, including support with identifying a qualified field instructor, as needed. All standard field education policies, requirements and guidelines outlined in the Field Education Manual apply to employment-based placements.***

#### **Private Practice Field Placement**

It is the policy of the school that all agencies (including private practice settings) meet the criteria for agency selection and agency responsibilities as outlined in this manual (pgs. 9-10). Reimbursement for students' services is only permissible under the law (Michigan Public Health Code and/or Insurance Policies). Students should always have access to a field supervisor. The agency provides the student with safety and emergency policies and procedures. The agency provides learning activities that meet all the

curriculum's competencies and corresponding behaviors. All placements in private practice settings must be approved by the student's field coordinator to ensure these criteria are met.

Students to be considered for these placements must, at a minimum, have generalist experience in human services, be in their specialized placement year (unless they are providing case management services), and take the initiative in seeking out learning opportunities.

## Stipend Field Placement

The MSU School of Social Work (SSW) Field Education Program posits that its agencies may pay students placed at their site a stipend. In these instances, students are not necessarily considered employees, but receive financial compensation for being placed at the agency. Students are typically paid to complete the duties outlined in their learning agreement.

## Project-Based Field Placement

### Eligible Students

This is an option for specialized placement MSW students who meet the established criteria.

A project-based placement focuses on community/organizational change and has a scope that extends beyond an employment-based or traditional field placement. Project-based field placements are an option only for students who meet specifically identified criteria and can articulate a project that allows them to develop competencies in the learning evaluation tool.

### Procedures for planning a Project Based Placement

1. Complete *Field Application* by the established due date. In the Special Considerations section, the students should include a brief paragraph identifying their interest in pursuing a project-based placement and the nature of the project that they propose.
2. The field coordinator contacts the student to discuss this placement option and identify due dates for *Initial Proposal*.
3. The student prepares and submits the *Initial Proposal* to the field coordinator by the established date. The *Initial Proposal* should be no longer than three pages and minimally address:
  - Identification of organization(s) or community(ies) that benefit from the project
  - Purpose (including needs addressed)
  - Goals and intended outcomes
  - Summary of scope of the project
  - Personal statement about how this is a new learning opportunity and contribute to the student's professional growth
  - Brief description of how the project aligns with the curriculum
4. The student obtains 2 letters of support that establish the student's leadership capacity and ability to be successful in implementing the proposed project. The letters of support may be obtained from the employment agency, community leaders or stakeholders, and should speak to the viability and community support for the project. These letters are submitted with the *Initial*

Proposal. The content of the Initial Proposal should be shared with those preparing the letters.

5. The Field Team reviews the Initial Proposal. Written feedback is provided to the student. Criteria used to review the Initial Proposal include:
  1. Student resume and letters of support
    - Established social work career with substantial experience in social services
    - Minimum of 5 years of progressively increasing professional responsibility
    - Experience in more than one role in their agency
    - Basic foundational skills for organization and community intervention
    - Demonstrated leadership skills illustrating capacity for a leadership role in the proposed project
  2. Letters of support
    - Establish the student's leadership ability to complete the project
    - Indicates community/organizational support for the project
  3. Initial Proposal
    - Presents a clear, realistic, and achievable project consistent with curriculum
    - Identifies a project that is significant enough in scope to require continual attention over two semesters of field placement; fulfills 240 hours each semester required for field placements
    - New learning experience for the student
6. The final Project Plan is due to the field coordinator and liaison on the same date that the first semester learning agreement is due. The project plan learning activities are integrated into the curriculum competencies by identifying specific project-related activities under each behavior. The suggested Project Plan format is:
  - Description of the organization(s) or community within which the project is completed
  - Description of the need for the project with supporting data
  - Identified stakeholders and strategies for engagement
  - Intervention
    - Description of intervention
    - Theoretical frameworks to be utilized
    - Evidence bases for the project
    - Overview of tasks and timeframes
  - Expected outcomes (SMART)
    - Resources (budget and other)
  - Evaluation plan
    - Project Reporting Plan at end of each semester (identify content and recipients)

### Out-of-State Policy

Out-of-State placements are contingent upon educational program requirements for residency. Students seeking out-of-state field placements must initiate a request in writing with their academic advisor.

### FERPA Policy

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The University maintains student education records and is responsible for their access and release in accordance with FERPA. It is the policy of the University to comply with

FERPA. The MSU Access to Student Information Guidelines govern the procedures for the maintenance and disclosure of information from student education records held by the University. All University employees with access to student education records have an obligation to comply with FERPA.

For additional information on or questions about [FERPA](#), contact the Office of the Registrar at 517-355-3300 or [reg@msu.edu](mailto:reg@msu.edu).

This typically comes by way of a student request for a letter of reference or a phone reference. A signed release of information **must be provided to the referent in advance of any reference activity** by the student **and** is required if:

- References are to be provided over the phone.
- References are to be provided by mailing letters to third parties.

No release is needed if the reference is given directly to the student. A [link](#) has been updated to the school's website.

## Field Review Guidelines/Policy

Field Review Guidelines/Policy Social work students are required to meet all expectations, roles and responsibilities outlined in this manual. Failure to meet these expectations may result in a field review meeting.

The Field Review Guidelines outlined below are meant as a process of follow-up when student or agency expectations are not met. The field review may be held either prior to OR in conjunction with an Academic Standing and Student Review (ASSR). You can find more information on the ASSR by reviewing the [BASW](#) or [MSW](#) Handbook.

These steps are meant to assist all parties in successfully meeting field program expectations and requirements.

### Field Review Guidelines Prior to Placement Start Date

A field review is held when the student exhibits unprofessional behavior during the matching process or has not secured a placement after three interviews with different agencies. The field coordinator schedules and facilitates this meeting. In addition to the student, another member of the Field Team and/or an academic advisor is present.

### Field Review Guidelines after Placement Start Date

When concerns arise, the liaison is notified by the student or field instructor. The liaison then notifies the field coordinator. The field coordinator will determine whether or not a meeting is held with the field instructor, student, and liaison.

When concerns prevent a meeting from taking place with the student, field instructor, and liaison, or issues are not resolved, the field coordinator schedules and convenes a field review meeting. This meeting



includes the student, their field coordinator, and another member of the Field Team. The liaison, the field instructor or Graduate Office members may also be present. Field reviews may be held in conjunction with an Academic Standing and Student Review (ASSR).

## Replacement Policy

The Field Team makes all decisions regarding the need to replace a student with a new agency.

Replacement after the semester begins typically includes the following steps:

1. The student and field instructor meet to discuss and problem-solve concerns.
2. The field liaison is contacted by either the student and/or field instructor to discuss steps taken to resolve the concerns.
3. The field liaison schedules an agency visit with the student and field instructor to explore options for resolution. Every effort must be made by all concerned to resolve difficulties, as continuity and problem-resolution are given high priority in making the decision to replace.
4. The field liaison updates the student's field coordinator.
5. When it is determined to end the placement, the field instructor writes an evaluation based on the student's performance on the learning agreement, including the number of field hours completed and a recommended grade.
6. The student or field instructor must submit a letter to the field liaison and field coordinator requesting a replacement before action is taken. This letter includes:
  - Reasons for the request
  - Ways in which learning, or agency needs are not being met
7. Before leaving the placement, the student and the field instructor review the learning agreement and mark activities that have been completed. This document is then given to the field liaison. Uncompleted activities may be included in the new learning agreement.
8. The field liaison consults with the student's field coordinator to determine the necessity of a field review prior to replacing the student.
9. If agreeable by all parties, the student may remain in the placement until such a time that a replacement is made. The student is required to transition responsibilities under the direction of their field instructor before beginning a new placement.

The Field Team reserves the right to replace a student without adherence to the above requirements in the event that:

- The student's rights have been violated
- It is felt that field education cannot continue in the setting

OR

- The student's ethical behavior is in question, clients' rights have been violated, or agency programming has been disrupted by student behavior. In this event, the student would be recommended to the Academic Standing and Student Review (ASSR). (See [BASW](#) or [MSW Handbook](#)).
- Process in conjunction with the replacement process.

**NOTE:** While every effort is made to facilitate student replacements in a timely manner, it is important to note the complexity of the process. The required placement hours, completion of the LET activities, and a final written evaluation must be accomplished before a semester grade is submitted.

### Removal from Field Placement and Remediation Plan

A student may be removed from field placement without going through the steps outlined in the Replacement Policy. The field coordinator will schedule a field review meeting (see Field Review Guidelines/Policy). A remediation plan will be discussed during this meeting to address the behaviors that led to the student's termination from the agency. The remediation plan is written by the field coordinator which will address the following:

- Nature and severity of the performance problem
- Student's motivation toward corrective action
- Ability to integrate coursework and develop the skills required in a field placement
- Student's ability to hear and use feedback constructively
- Availability and use of educational and career advising and other appropriate resources
- Improvement in areas needing change and successful completion of remediation plan
- Criteria for being rematched to an agency

If a student is terminated from their field agency due to performance issues, they are allowed one attempt at successfully completing a remediation plan. If the remediation plan is not successfully completed due to the student's performance, an Academic Standing and Student Review (ASSR) will be held. (See [BASW](#) or [MSW](#) Handbook).

If a student who was dismissed from the field agency is found to have successfully completed their remediation plan and is deemed ready to reenter field, they will have one more opportunity at successfully completing the field course requirements. If the student does not successfully complete this second opportunity, an Academic Standing and Student Review ASSR will be held. (See [BASW](#) or [MSW](#) Handbook).

### Field Integrative Seminar Policy

All students are required to attend and participate in field integrative seminars facilitated by their field liaison. Integrative field seminars serve the following purposes:

- Opportunities for students to apply social work knowledge, skills, values, ethics, and cognitive-affective abilities with respect to their field-based agency practice.
- Bridges social work courses: HBSE, policy, research, methods, practice, and field education.
- Educational and administrative support; increase communication between student/liaison; problem-solving, case conferencing and professional development.

#### **Undergraduate Students:**

- Enroll in SW 493A & SW494A in the **Fall** and SW493B & SW 494B in the **Spring**

#### **Graduate Students:**

- Attend the required hours of field integrative seminar per semester
- Students and their liaisons arrange meeting times, locations, and topics
- Missed seminars must be made up by activities approved by the liaison
- Virtual meetings (Zoom) must follow guidelines from the regulatory standards for [Technology and Social Work Practice](#).

## Virtual Field Integrative Seminar Guidelines

NASW partnered with ASWB, CSWE, and CSWA to develop a uniform set of technology standards for professional social workers to use as a guide in their practice. All virtual seminar meetings must abide by these standards as follows:

- Identify benefits, risks, and challenges of using this technology
- Establish expectations and norms around using this technology
- Join the meeting from a location that protects confidentiality and privacy
- Maintain confidentiality when discussing agency, community, and client issues
- Do not record sessions

## Process Recording Guidelines

Process recordings are a time-honored tradition in social work and are an invaluable teaching and learning tool. Process recordings accent the capacity to observe, recall, report accurately, and gain further insight into what occurred in the process with a client system. Process recordings may be used to establish the student's:

- Learning needs
- Knowledge gaps
- Ability to address personal issues which influence decision-making (e.g., dependency, aggression, resistance, ambivalence, authority, separation, etc.)

Process recordings (or audio/video recording) are required of all students with the expectation that the field instructor gives written feedback on the recording to reflect teaching issues. The creative use of electronic equipment is encouraged as a teaching/learning tool. Process recordings are not a part of the official client record. All confidentiality requirements apply, including written permission from the client before any electronic recording occurs per agency and MSU policy.

The process recording document is located in Sonia under the Forms tab. The student, field instructor, and field liaison have access to the document. A student may use their agency's form if preferred. However, it is the responsibility of the student to ensure that the field liaison has access to that document and uploads it in their documents folder in Sonia.

Select a specific experience to process record, particularly a challenging situation such as beginning or ending a meeting, helping a client to participate, obtaining necessary information, offering feedback, etc. It is important for the student to pay attention to what is being said, body language, and internal processes of thoughts and feelings.

As soon as possible after the meeting, complete the columns on the process recording form. The field instructor then adds their comments and suggestions. If applicable, there is an additional column for the

task supervisor to add their comments. The student and field instructor discuss experience in supervision.

A minimum of one process recording is required per semester. A field instructor may require more. Students may request activation of additional forms by contacting the Field Office. Liaisons review process recordings uploaded in Sonia.

Please see sample of process recording format.

<b>Content/Dialogue C=Client S=Student</b>	<b>Client Body Language/ Non- verbal</b>	<b>Student thoughts/Feelings/ Gut Reactions</b>	<b>Field Instructor Comments</b>	<b>Task Supervisor Comments</b>
I said, "How are you?" She said, "Whatever!"		<i>She's looking sad. I hope she doesn't cry.</i>	What would it mean if she did cry?	
*Silence	She just looked at the floor.	<i>I didn't know what to do so I was quiet.</i>	This is a good use of silence.	
She finally sighed and asked, "What do you do when you're all confused? Have you used drugs to just get away from it all?"	She leans toward me in the chair.	<i>I feel anxious. This is a personal question. I don't think I should say I've used drugs. She wants me to tell her what to do with her confusion. I'm going to change the subject.</i>	This is understandable that you'd get uncomfortable disclosing personal information. We'll talk more about how to handle these types of situations in supervision.	
I said, "Let's talk about your goal of getting a job."	She has a slight furrow to her brow and glances toward the window.	<i>Is this a good question to ask?</i>	Yes, you redirected her and kept the focus of the meeting on her goal of finding a job. You may need to address the issue of her using drugs to cope in the future. We'll talk about it in supervision.	

## Social Networking Guidelines

As technology advances, the school updates internal guidelines and policies regarding the professional use of technology in practice. Social media are forms of electronic communication through which users create online communities to share information, ideas, private messages, and other content. The guidelines below attempt to address social media challenges. It is crucial at all times to maintain professional behavior and boundaries, ethical standards, and confidentiality with regard to your field placement agency and its stakeholders. All students must abide by the Technology Standards in Social Work Practice—NASW found [here](#).

A few guidelines to remember:

- Review and follow agency guidelines and policies regarding the use of technology in practice
- Talk with your field instructor about the potential impact of social networking on agency stakeholders and the work of the agency
- Never refer to an agency, client, or client situation on an internet site

- Never have a current or former client join your social networking site

Please address any questions to your field coordinator.

## Protection of Student Confidentiality Policy

Students who receive assistance from emergency mental health services at a hospital or a community-based agency may have their information entered into a shared database to which other providers may have access. Prior to receiving services, students are advised to clarify who has access to their confidential information.

## Orientation and Enrichment Policies

Orientation and enrichment are required of all those participating in field education in order to maintain quality and consistency regarding the mission, competencies, and behaviors of the school. The following policies describe the various requirements of those involved in field education. The schedule for the annual meeting is contained in the field education calendar, which is distributed by the field education office each year.

An orientation for students, field instructors, and field liaisons to the field education competencies, behaviors, and current policies is considered necessary for consistency in implementing and achieving the field education program competencies. Orientation modules are available on the [Field Education website](#). Students are required to review these modules prior to attending the on-campus field orientation seminar. Below is a detailed description of the primary meetings for both students and field instructors sponsored by the Field Office for purposes of orientation and training.

### Field Instructor Orientation

Field instructors new to MSU School of Social Work attend Field Instructor Orientation. Dates and times are outlined in the field education calendar. Training is offered online through teleconference technology, and on an individual basis.

### Field Liaison Orientation

Field liaisons are hired by the school and receive orientation regarding field policies, roles, and responsibilities from the Field Team. This training is available on a yearly basis. The Field Team communicates with liaisons throughout the academic year to facilitate consistency and team decision-making in the implementation of field education policies.

### Student Field Orientation

Students are required to attend field orientation prior to beginning at their placement site. Students are oriented to the curriculum, policies, and procedures of field education. Graduate students receive field education credit for the hours spent in this orientation.

## Field Education Safety Policy

Each semester, hundreds of social work students participate in field education. In any field placement, there may be some degree of uncertainty and potential physical or psychological risk. Thus, there is

concern on the part of faculty regarding student safety.

It is the policy of the school to encourage attention to safety in field education. The field coordinators present safety information as a portion of orientation sessions for field students. Field instructors are responsible for providing and students are responsible for reading and complying with all agency policies, including safety.

Students have the right to question any potentially unsafe assignment without repercussion from their field instructor or liaison. An obligation rests with the student, the field instructor, the liaison, and the field coordinator to reach a common understanding regarding the safety of assignments. If no agreement can be reached, the ultimate decision rests with the Field Team.

If a student believes they have been given an unsafe assignment, the student is responsible for notifying their field instructor and then contacting the liaison or coordinator **before proceeding**. Likewise, if a student initiates what may be an unsafe field activity, the field instructor must direct the student not to proceed and notify the field coordinator. In the event of any threat or injury to a student while in field placement, immediately contact the field instructor, the liaison, and the field coordinator.

### Transporting Consumers and/or Agency Personnel Policy

Students are encouraged to use an agency vehicle when transporting clients, consumers, or agency personnel on behalf of the agency. When students elect to use a privately-owned vehicle, as part of their field placement responsibilities, they are responsible for obtaining adequate insurance to cover their legal responsibility. The University does not carry physical damage insurance on a privately-owned vehicle.

### Transporting Medication Policy

Students may transport and deliver packaged medication that has been prepared by qualified professionals. Students are not to dispense or package medication under any circumstances. The school expects agencies to train students prior to allowing them to deliver medication.

## Placement Procedures

The following sections offer a detailed description of the matching and affiliation process for agencies and for students.

### Matching and Affiliation-Agency Process

Each Fall semester, the Field Office conducts its annual field education agency pool drive. Current field placement agencies receive an email prompting them to update their information in Sonia and to indicate the number of students they are able to host for the following academic year.

Agencies interested in becoming a field placement site may visit our website to complete the [Agency Inquiry](#).

Once the data is entered in Sonia, the information is utilized in the selection of agencies and matching process for students.

## Student/Agency Matching

The matching process begins in January and continues until all students are successfully placed.

Every effort is made to provide a match for both students and agencies regarding the following variables: the educational competencies of the school as outlined under the curriculum, the learning needs of the students, the educational opportunities available at the agency, and other specific concerns related to location, special needs, and requests of the student.

Once the Field Office completes its matching process, both students and agencies receive information indicating the proposed placement. Agencies will be sent the student's resume. The student contacts the agency to set up a time for the pre-placement interview.

### **Pre-Placement Interview**

The purpose of the interview is for the student and the field instructor to meet and determine if the proposed match is a good fit. In addition, both field instructors and students should discuss learning and supervisory styles. Both should attend to suggested topics for discussion found on the Placement Confirmation form. Both field instructors and students are encouraged to carefully evaluate the proposed match, discussing any reservations and placement requirements before confirmation in order to avoid the need for replacement.

### **Confirmation**

Once the interview is completed and both student and field instructor believe the match to be satisfactory, the Placement Confirmation form is signed by both parties and submitted to the Field Office via Sonia.

Before the student begins the field placement, an Affiliation Agreement should be completed. The Affiliation Agreement is a contract required by the University which clarifies the University's and agency's responsibility for the field placement. The agreement is signed by the School's Director and then sent to the agency. The agency director, board executive, or other authorized person must sign the agreement and return the form to the Field Office. Once the Field Office receives the affiliation agreement, it is forwarded to the Office of the Provost for review, approval, and signature. The Field Office then sends a signed copy to the agency.

### **Field Instructor Information**

Field instructors are encouraged to submit information about their education, experience, and interests on their Sonia Online page. This information is only available to the Field Office staff.

## Clinical Instructor Appointment

Following confirmation, field instructors receive forms to be completed, offering them the opportunity to receive a clinical instructor appointment from the University. This no-pay appointment offers field instructors selected benefits awarded to faculty, such as access to the library and intramural athletic

facilities, the opportunity to purchase tickets to university events, parking stickers, and reduced fees for continuing education offerings through the School of Social Work.

## Student Application Process

Field education applications are the major tool for students to communicate with the Field Office about their preferences for practice area and client population and about other needs with respect to the field experience. Students are required to complete application information and upload a current resume through Sonia by the date outlined in their Welcome to Field Education memo.

**Undergraduate students, Part-time Graduate Students, and Second Placement Graduate Students** will be notified of their field application during Fall semester.

Entering **Full-time Graduate Students** will be notified of their field application once they are accepted and enrolled in classes.

*STUDENTS SHOULD **NOT** UNDER ANY CIRCUMSTANCES INITIATE CONTACTS WITH AGENCIES TO ARRANGE PLACEMENTS INDEPENDENTLY OF THIS PROCESS, WITHOUT PERMISSIONS FROM THEIR FIELD COORDINATOR*

## Interview Tips

### Prepare for interview by:

1. Reviewing your educational and career goals.
2. Writing down all questions related to the agency and placement activities.
3. Reviewing the agency's website, mission, programs, etc., if available.
4. Making notes related to your personal learning style, or ideas about ways you learn best.

**Use professional dress, behavior, and language to communicate your commitment to this transition in your education.**

### At your interview:

These are possible questions you might ask your agency or field instructor:

1. Could you explain the organizational structure of the agency?
2. What type of person would you say fits in well with your agency?
3. What might a typical day look like for me in this agency? What does a typical day look like for you?
4. What are my major responsibilities?
5. How would you describe your agency's environment and management style?
6. How often does the staff meet in the agency?



7. How much interaction will I have with others in the agency?
8. What do you find most challenging (or rewarding) about working here?
9. In the past, what concerns have you had regarding students you have supervised?
10. Is there anything else you think I need to know?

## Orientation and Enrichment

An orientation for students, field instructors, and field liaisons to the field education competencies, behaviors, and current policies is considered necessary for consistency in implementing and achieving the field education program competencies. [Orientation modules](#) are available on the Field Education website. Students are required to review these modules prior to attending field orientation seminar. Below is a detailed description of the primary meetings for both students and field instructors sponsored by the Field Office for purposes of orientation and training.

### Students

The Field Orientation is intended to: 1) assist students in the transition from classroom coursework to agency-based field education; 2) introduce students to concepts utilized in field placement; and 3) enable students to identify learning needs.

#### **Student Orientation at the Agency**

Agency-based field education begins with an orientation to the agency where the student is matched. The depth and duration of this orientation is at the discretion of the field instructor. Continued instruction at the agency is guided by the competencies and behaviors defined within the student's particular program. An orientation checklist is available on our [webpage](#).

## Monitoring and Evaluation of the Field Education Experience

Methods designed to monitor and evaluate the field education experience occur in four primary formats:

#### **Field Education Advisory Committee**

The Field Education Advisory Committee is composed of past and current field instructors and liaisons for Michigan State University. Members agree to meet a minimum of two times each year to offer ongoing feedback and guidance to the Field Office regarding new and existing policies, procedures, and trends. The committee offers suggestions related to current issues existing in the community and practice arena that need to be incorporated into the curriculum.

#### **Annual Student Field Survey**

At the end of each semester, students may complete a survey to provide feedback about their overall experience with their placement, field liaison, and integrative field seminar. Qualitative items are included for program enhancement.

## Field Liaison Reports

Field liaisons document their contacts with students on a secured location in Sonia each semester.

## Field Education Curriculum

### Bachelor's Degree Program Field Education Curriculum

The primary purpose of the bachelor's program is to prepare students for beginning level, generalist social work practice. This is accomplished by developing knowledge, skills, values, and cognitive-affective abilities that are transferable to a variety of systems in practice settings, populations, and presenting problems.

### Course Summary

Field education requires sixteen hours per week of agency-based activity with the schedule arranged by the agency and student. Field education supervision is provided by a qualified social work practitioner. Placement matches are based upon the:

- Educational behaviors of the school as outlined in each course
- Specific program level
- Learning needs of the student
- Educational opportunities and supervision available at the agency
- Student needs/requests related to location and special needs

The match assignment to agencies is made by the field coordinator in the Spring semester of the junior year. Students are responsible for their own transportation to the field education sites. Although a car is not required, access to a car on field education days is helpful. Utilizing carpools or agencies located on bus lines are additional options.

Courses required in the bachelor's degree field education sequence during the senior year are listed below. They **must** be taken sequentially.

Semester	Course	Title	Credits
Fall	SW493A	Social Work Field Education: Integrative Field Seminar I	1
Fall	SW494A	Social Work Field Education: Undergraduate Generalist Practice I	4
Spring	SW493B	Social Work Field Education: Integrative Field Seminar II	1
Spring	SW494B	Social Work Field Education: Undergraduate Generalist Practice II	4

## Course Requirements

1. Learning Agreements must be prepared through the learning evaluation tool by the student and field instructor and submitted to the field liaison by the date outlined in the field education calendar.
2. Process Recordings are to be prepared regularly by the student on interactions and submitted to the field instructor for feedback and discussion and submitted in Sonia for liaison review.
3. Evaluations must be prepared by the field instructor through the learning evaluation tool in Sonia by the date outlined in the field education calendar.

## Course Evaluation

Field instructors evaluate the student's progress in attaining the desired course competencies by: a mid-semester verbal and an end-of-semester written, narrative final evaluation that address each of the course competencies in the learning agreement. The final evaluation, including the total number of hours completed and a recommended grade, is signed by the field instructor and the student and becomes a part of the student's permanent record.

Grading for the master's level is on a Pass/No Grade system. Final responsibility for assigning the field education grade rests with the Director of Field Education.

## Master's Degree Program Field Education Curriculum

The primary purposes of the master's level field education program are to progressively develop the student's knowledge, value, and skill base within foundation social work practice during the first placement experience and to prepare students for advanced social work practice in their specialized placement year.

Micro practice (Clinical Social Work) is defined as the application of social work practice theories and methods in the maintenance and enhancement of psychosocial functioning of individuals, families, and small groups.

Macro practice (Organization and Community Leadership or OCL) is defined as the application of social work practice theories and methods in working with and influencing larger systems such as programs, organizations, communities, and governance structures.

Field education requires that students complete the required placement and seminar hours. The schedule is arranged by the agency and student and all learning takes place under the supervision of an MSW practitioner.

Semester	Course	Title	Credits
<b>1<sup>st</sup> placement</b>	SW894A	Field Education: Grad Generalist Practice I	4
<b>1<sup>st</sup> placement</b>	SW894B	Field Education: Grad Generalist Practice II	4
<b>Clinical</b>	SW894D	Field Education: Clinical Practice I	4
<b>OCL</b>	SW894G	Field Education: Organizational & Community Practice I	4

<b>Clinical</b>	SW894E	Field Education: Clinical Practice II	4
<b>OCL</b>	SW894I	Field Education: Organizational & Community Practice II	4

### Course Requirements

1. Learning Agreements must be prepared by the student and field instructor and submitted to the field liaison by the date outlined in the field education calendar.
2. Process Recordings are to be prepared regularly by the student on client or system interactions and submitted to the field instructor for feedback and discussion.
3. Evaluations are prepared by the field instructor based upon the learning agreement and are submitted to the field liaison by the date outlined in the field education calendar.

### Course Evaluation

Field instructors evaluate the student’s progress in attaining the desired course competencies by: a mid-semester verbal and an end-of-semester written, narrative final evaluation that address each of the course competencies in the learning agreement. The final evaluation, including the total number of hours completed and a recommended grade, is signed by the field instructor and the student and becomes a part of the student's permanent record.

Grading for the master's level is on a Pass/No Grade system. Final responsibility for assigning the field education grade rests with the Director of Field Education.

## University Resources

We encourage students to explore the following resources available to them:

[Anti-Discrimination Policy](#)

[Counseling and Psychiatric Services](#)

[Graduate Students Rights and Responsibilities](#)

[Indemnification Policy](#)

[Policy on Grief Absence](#)

[Policy on Relationship Violence and Sexual Misconduct](#)

Sexual harassment and other forms of sexual misconduct will not be tolerated. MSU policies and procedures for handling concerns are available at the above link.

[Policy on Religious Observance](#)

[Research Involving Human Subjects](#)

The MSU HRPP (Human Research Protection Program) primary mission is the protection of individuals who are the subjects of research. At MSU, all human subject research must be reviewed and approved by an IRB (institutional review board) before initiation.

[Student Drug & Alcohol Policy](#)

[Student Health Services](#)

All students must be covered by health insurance while enrolled at the School of Social Work at MSU. Health care coverage is the responsibility of the student. Students who incur non-emergency injuries during the course of field education are strongly encouraged to seek medical attention at Olin.