FIELD EDUCATION MANUAL

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Mission Statement

We are dedicated to educating students for competent, responsive, and ethical social work practice. Our teaching, research, and outreach seek to promote positive change and social justice for diverse communities, organizations, groups, families, and individuals.

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 for 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 year master's program, and either a clinical or organization and community leadership specialization in the second year of the master's program. 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 of the nine field education courses list 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 Descriptions and Responsibilities

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; and
- maintaining a supportive learning environment for students.

The School will provide orientation, training, field integrative seminars, and other supports to students, field instructors, liaisons, and agencies.

The School will facilitate discussion of each student’s learning process and progress through conferences with the student, field instructor, and field liaison.

The School will develop and distribute relevant calendars, forms, and other materials to field instructors and students each semester.

The School will set deadlines for the receipt of the learning evaluation tool. These deadlines will be shared through regular email communication and posted to the School of Social Work website. No grades can be assigned without receipt of properly signed learning evaluation tool by the established deadlines.

The School is responsible for the final determination of student grades.

The School adheres to the University policy that final exams take precedence over field education in cases of overlaps in scheduling.

The School provides insurance coverage for students in field placement through the University's Comprehensive General Liability, and Protection Against Professional Liability Claims Programs.

The School must approve all placement plans for students working and completing field education requirements in the same agency (Review the Employment-Related Placement Policy, Procedure, and Plan and Project Based Placements).

The School will periodically evaluate 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;
- convening the Field Education Advisory Committees and ad-hoc student advisory committees;
- consulting with the Associate Director on field education/student concerns; and
- monitoring the field education program to ensure the instructional integrity of the experience for students.

The Director of Field Education chairs the Field Education Sequence Committee and is a member of the Educational Policy Committee.

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

The Director of Field Education, in collaboration with the Director of the School, establishes guidelines and procedures for field liaison activities and monitors the successful completion of such.

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 will assist in developing solutions.

The Director of Field Education will keep the Director informed of any significant concerns.

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

The Director of Field Education works with the Educational Policy Committee in regular evaluation of field education implementation. The Director of Field Education proposes new field policies, questions, issues, and procedures to the Educational Policy Committee and Director, respectively.
Field Education Coordinator

The field coordinators are administratively responsible under the supervision of the School's Director of Field Education for coordinating and overseeing the day-to-day operation 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 Orientation Seminars and 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 Registrar;
- reviewing and approving placement plans for students working 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 will assist in developing solutions.
**Field Liaison Responsibilities**

Monitor the educational progress of social work students within the assigned liaison group.

Make an agency visit or teleconference (if agency is over 50 miles away), including the student and field instructor, a minimum of once per academic year with a teleconference the alternate semester. For new agencies and/or new field instructors, this visit must occur during the Fall semester. If a graduate student receives a 3.0 or an undergraduate student receives a 2.0 in the Fall semester, the liaison will make an agency visit before the middle of the Spring semester.

Organize and facilitate field integrative seminars each semester for graduate students within the liaison group. The format and content is to be discussed at the liaison orientation. While flexibility and creativity are encouraged, a standard format and content will be discussed at the liaison orientation.

Be available to students and field instructors for support, problem-solving, and facilitation of learning activities to enhance the student’s educational experience.

Keep the field coordinator and the Director of Field Education informed of any problem situations in the field which may interfere with the student’s successful completion of field education. Read, give feedback on the learning evaluation tool for each student, each semester.

Timely completion of forms and reports as required. Adhere 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 along with consideration of the student’s participation in the field integrative seminar. The liaison will verify the grade and rationale for each student in his/her group. The preferred method for submitting graduate student grades is through email to the coordinator—taking care not to mention student names or the word grades in the subject line. All forms are then submitted into IPT. It is critical to report grades within the established time frames. Specific due dates will be 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 consistent with the identified competencies and behaviors of field education. They undertake individually and collectively, the responsibilities of a teaching agency, including the provision of appropriate supports to enable field instructors to maintain an educational focus.

The agency supports a focus on 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, training materials, and external literature 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 to augment agency resources.

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

The agency's basic program is expected to be developed and maintained without reliance on student support.

The agency is expected to have programs which will offer students a wide range of learning opportunities commensurate with the School's competencies.

Social service departments which are guests in a host institution are expected to play an integral part within the institution, both in philosophy and structural organization of service.

The agency participates in local and regional service planning and maintains an active role in the community.
Agency Responsibilities

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

The agency provides written confirmation indicating acceptance of students for placement, and will notify the School of agency/field instructor changes that may affect the student experience.

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

The agency will utilize the field education curriculum as outlined in this manual. Specific practice course syllabi will also be provided to facilitate integration of course content and behaviors (Review the Curriculum).

The agency will make 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 that under no circumstances will students prescribe, administer, or dispense medication or physical therapy.

Along with the agency's commitment to educational goals, the agency agrees not to use students to substitute or displace employee positions in whole or in part.

The agency agrees to reimburse students' mileage for field education assignments, plus any other reimbursements customarily given to staff, unless otherwise stated in the Affiliation Agreement. This does not include reimbursement for daily travel to and from the agency.

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, will be reviewed by the School and selected on the basis of the appropriateness of their interests and qualifications.

The field instructor provides confirmation for the agency of the acceptance of students for placement, and agrees to notify the field liaison of any changes that may affect the student's experience.

Field instructors are responsible for orienting students to the agency. A suggested checklist is available on the field education website. Field instructors are also responsible for interfacing with the agency on behalf of the student, and for facilitating 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 normal field placement (e.g., library research, literature reviews, training at other agencies, etc.). Those assignments should be detailed in the learning agreement when possible. All arrangements for work planned away from the student's normal field placement must be communicated to and approved by the field coordinator in advance.

The field instructor will have weekly, educationally-focused conferences 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 will assist students in preparing the required learning agreement each semester. Signed copies will be available to the field liaison by the deadline in the field education calendar.

The field instructor will ensure that all assignments reflect curriculum competencies, behaviors, and action plans and that these are included in the learning agreement.

Field instructors are **required** to provide a verbal mid-semester evaluation covering the learning activities. In the event that there is any issue which would appear negatively on the student's final evaluation, a mid-semester (written) evaluation is then required which documents the plan to remediate the situation. Copies are forwarded to the student and the 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. The evaluation and recommendation of a grade are for the field liaison to review by the available deadline outlined in the field education calendar. Grades will not be assigned until the learning evaluation tool is complete with signatures of both the field instructor and the student. The student's signature indicates that s/he has read the evaluation, but does not necessarily imply agreement.

Field instructors are responsible for recommending grades to the field liaison, while the final grade assignment is the responsibility of the Director of Field Education (Review the Grading Policy).

Field instructors and agencies will be asked to participate in periodic activities to provide feedback to the School for program planning.
**Student Expectations**

Students are expected to conduct themselves in an appropriate, professional and responsible manner, consistent with the NASW Code of Ethics.

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

Students are expected to adhere to placement processes and procedures (see [Student/Agency Matching](#)) while exhibiting professional behavior during all phases of the matching process.

Students are covered by University liability insurance while enrolled in field education courses.

Students meet the academic requirements of the field education course.

Placement in field education is not considered finalized and placement cannot begin until the field education office receives all placement-related forms. Students will read and sign a statement indicating that they have read, understand, and agree to adhere to the School's policies (Review the Signed Statement of Understanding).

Students are required to review the online field orientation modules.

In conjunction with field instructors, students will create learning activities each semester according to program specifications. These signed agreements are reviewed by the field liaison (Review the Learning Agreement Policies and Guidelines).

Students are always encouraged to keep copies of any documents submitted to their liaison or the University.

Students are expected to submit a copy of their methods course syllabi to their field instructor at the beginning of each semester. This supports field instructors' efforts toward integrating field experience with classroom learning.

Students are responsible for keeping their field liaison apprised of progress in the field. This includes notification if difficulties arise which would prevent planned educational competencies 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. In addition, advanced standing students will complete **120** hours over the summer semester.
Maintain and promptly respond to all communication with the field site liaison and field office.

Time missed due to illness, weather (snow days), personal days and holidays must be made up. Students are expected to complete all required hours on site within the hosting agency. Expectations for completion of any hours outside the agency must be arranged with the field instructor and discussed with the liaison. The field instructor may initiate purposeful, educationally-focused work assigned to the student to be completed away from the normal work site (e.g., library research, literature reviews, training at other agencies, etc.). In selected placements, additional weekly hours may be required by the agency with the permission of the Director of Field Education. The student will be informed of these additional requirements prior to accepting the placement.

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

Graduate students must attend and participate in field integrative seminars. Ten hours of field integrated seminar will count toward the total of 240 hours required for Fall and Spring semesters. For advanced standing students, 5 hours of field integrated seminar will count toward the total of 120 hours required for the Summer semester.

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 with the agency representative at the initial interview. Appropriate planning and forethought is expected when making arrangements to take a short-term leave from placement. Those plans must include details about how the student will make up the lost time. The plan must be submitted in writing to both the field liaison and the field coordinator for approval. Students may not plan to complete field education hours early in the semester because of requirements for hours to be completed concurrently with practice methods courses.

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

Students are responsible for meeting agency criteria for placement such as medical screening, criminal history, etc. Students must also meet the agency criteria of reading and complying with agency policies and directives.

Students may use field education time to attend major social work related conferences, if permission has been obtained from the field instructor.

Students are responsible for signing each the learning evaluation tool in IPT each semester. The signature indicates that the student has read the evaluation, but does not necessarily imply agreement with its contents. Grades cannot be assigned unless a learning evaluation tool is received by the field liaison prior to the announced deadline indicated in the field education calendar.
Student Academic Requirements

Students who have previously completed field education at another University may not waive practice methods courses or field education without permission of the Director of Field Education.

Students must concurrently enroll in the appropriate social work practice course and in field education:

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Graduate students (except advanced standing) will be assigned two different practice areas during their enrollment in field education.

Students who do not successfully complete both their practice course and field education in any semester will not be permitted to enroll in the next semester of practice and field education without explicit permission from the Director of Field Education.

Field education hours must accommodate the student's academic schedule as determined by the University calendar and schedule of classes.

First placement graduate students are required to attend a campus-based field education orientation seminar prior to entering the field. Undergraduate students receive orientation to field education in SW494A.

Agency-based field education is educational in nature and is one of five curriculum areas. The other four include human behavior and social environment, practice methods, policy, and research. Field education requires the integration and direct application of knowledge learned in the other subjects.
Students are required to have educational experiences consistent with the competencies of the program. Course assignments will reflect this guideline and require students to utilize direct practice experiences with individuals, couples, families, small groups, organizations and communities.

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

All students are required to do detailed process recordings as a tool for supervision by the field instructor. These should be available for supervision purposes as well (Review the Process Recording Guidelines).

The student is required to be prepared for weekly one-hour supervision sessions with the field instructor. Additionally, one half-hour should be available for informal discussion as needed.

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

The student is required to sign a statement affirming that s/he has read, understands, and agrees to comply with the School's policies contained in this manual.

Learning Agreement Policy

Learning agreements are an educational tool that outlines activities the student completes to meet the school’s competencies and behaviors. Each student conducts a self-assessment with respect to his/her own learning needs. With this in mind, the student can develop a personalized plan for learning by integrating the School's curriculum, the specific learning needs, and the opportunities available at the agency. The student and field instructor will identify one activity per behavior, to be completed by the end of the semester.

Learning agreements are to be signed by both the student and field instructor and submitted to the field liaison through IPT by the due date indicated on the field calendar. The Field Office will run an IPT report to identify all students with incomplete learning agreements by the due date. The student may not earn field credit for agency hours until the learning agreement is submitted in IPT.

In employment-related placements, students must submit a copy of the learning agreement to their work supervisor at the time it is submitted to the liaison.

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

The learning agreement serves as an organizer for student/instructor supervisory contacts, semester evaluations, and routine liaison contacts.

No grade will be issued without a completed learning agreement and evaluation submitted through IPT to the field liaison by the date indicated on the field education calendar.
Learning Agreement Guidelines

Learning agreements are a requirement of each field education course and serve as a guide to individualizing the competencies and behaviors for each student. Each document comprises the written understanding between student and field instructor as to the School's competencies and behaviors specific to that particular course. Each student will need to begin the development of their learning agreement by conducting a self-assessment with respect to their own learning needs. With this in mind, the student then develops a personalized plan by identifying one activity per behavior for learning by integrating the School's curriculum, the specific learning needs, and the opportunities available at the agency.

Directions:

Step one: The following pages contain the nine curriculum competencies included for all field education courses. Refer to IPT for the learning agreement form for the field course for the student.

Step two: Students develop one activity with their field instructor to address each behavior under all nine competencies.

Step three: The competencies, behaviors, and tasks/activities in the outline form. This document is your learning agreement.

Step four: Review with the field instructor, student and field instructor sign the form, and notify the field liaison by the due date indicated in the field education calendar.

Step five: Students should retain copies to use as a learning tool throughout the semester.

At each program level, the student will be expected to demonstrate the following competencies, using the behaviors outlined in the specific field education course in which they are enrolled.
Evaluation Policy

The evaluation of the student is to reflect field education competencies, behaviors, and activities (specified in the learning agreement), the student’s performance, and areas of learning that require future attention.

Verbal evaluations are required at mid-semester. In the event that a field instructor’s concerns warrant significant negative feedback, a written mid-semester evaluation is required to be prepared and discussed with the student and field liaison who in turn will advise the field coordinator. The student will submit a corrective behavior plan that’s approved by the field instructor, liaison and field coordinator. Both the field instructor and the student are required to sign any written mid-semester evaluation and corrective action plan.

The end of semester evaluation is prepared by the field instructor, discussed with the student in a formal evaluation conference, and signed by both. The student’s signature indicates that the student has read, but does not necessarily imply agreement with the evaluation. It is due at the end of each semester by the date outlined in the field education calendar and becomes part of the student's permanent record in the School of Social Work. No grade can be assigned unless the evaluation is signed by all parties and received by the deadline.

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 IPT, may be prepared by either the student or the field instructor depending on the purpose. An addendum requires the signature of both the field instructor and the student. The signatures indicate that the parties have read the addendum; it is not intended to indicate agreement with the contents of the addendum.

Evaluation reports submitted to the School are the property of the School and may not be released by the field instructor/agency to others without a written release. 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.

The evaluation includes a recommended grade by the field instructor and indicates that the student has completed at least 240 hours of field education for Fall and Spring semesters and at least 120 hours for Summer semester (advanced standing students only). Graduate students receive 10 hours of field credit for attending their field integrative seminar each semester. Advanced standing students receive 5 hours of field credit for attending field integrative seminars in Summer semester.
This grade recommendation and the written evaluation will be considered by the field liaison, who recommends a grade to the appropriate coordinator as verification of the recommended grade. The coordinator, in consultation with the Director of Field Education, is responsible for submitting the final grade for graduate students to the Registrar.

(Review Guidelines for Mid-Semester Evaluations and Final Evaluations.)
Mid-Semester Evaluation Guidelines

The mid-semester evaluation is a formal verbal conference, usually a part of regular supervision, to be held during the week outlined in the field education calendar.

This is to be a verbal evaluation unless activities outlined in the learning agreement are not being met at a satisfactory level.

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

THE STUDENT AND FIELD INSTRUCTOR:

_____ discuss each of the student's significant assignments to date

_____ review the learning agreement with regard to progress

_____ summarize the most significant areas of progress as well as areas of insufficient progress

_____ evaluate the student/supervisor relationship with regard to teaching and learning styles, directness of feedback, and other process issues

_____ discuss a grade indicating current performance

If, in the opinion of the field instructor or the student, concerns warrant significant negative feedback, a written evaluation is required. (Review the Guidelines for the Written Evaluation.) The written evaluation must be discussed with the student and the liaison; then, the liaison will immediately forward a copy to the field coordinator. Both the student and the field instructor are required to sign and date any written evaluation.

A corrective action plan is required to address areas needing improvement that the student may achieve by the end of the semester. The student writes a plan that is approved by the field instructor, liaison and field coordinator.
Procedures for Completing End of Semester Evaluation

Use the following process to complete end of semester evaluations.

1. Locate the Learning Evaluation Tool under My Forms in Intern Placement Tracking (IPT).

2. Evaluate the student’s performance on each behavior based on the activity by checking the category box/s (Improvement Needed, Competent, or Proficient) that most closely describe their performance based on observations and measurable criteria.

   - **Proficient** -- The student’s performance was at an advanced level, responding to complex situations with a holistic view and not in terms of individual aspects
   - **Competent** – Student demonstrated adequate ability and was successful
   - **Improvement Needed** -- Student demonstrated insufficient ability to be successful

3. Use the competency Likert-scale to rate the student’s level of skill, based on observations and measurable criteria, taking into consideration the category boxes checked and other relevant factors.

   - **Skill Proficient**- 4.5 - 5.0 overall rating means the student’s skill performance on all behaviors within a competency demonstrates advanced ability, responding to complex situations with a holistic view and not in terms of individual aspects
   - **Skill Competent** 3.0 - 4.0 overall rating means the student’s skill performance on all behaviors within a competency demonstrates adequate skills and ability to be successful
   - **Skill Insufficient** 1.0 – 2.5 overall rating means the student’s skill performance on behaviors within a competency demonstrates insufficient ability to be successful

4. In the comment boxes, summarize the student’s additional accomplishments and areas for future growth related to the competency

5. Document the number of hours the student has been in the agency this semester. A minimum of 240 hours is required Fall and Spring semesters. Graduate students include 10 hours for attendance at their integrative field seminar for Fall and Spring semesters. A minimum of 120 hours is required for Summer semester for advanced standing students, including 5 hours for attendance at their integrative field seminar.

6. Determine a recommended grade based on the scales below.
Graduate Student Numeric Grading Scale:
4.0 for the student who has met course requirements at a proficient level with ratings of 4.5 or higher for all competencies and no boxes checked for improvement needed
3.5 for the student who has met course requirements at a competent to proficient level with ratings of 3.5 or higher for all competencies and no boxes checked for improvement needed
3.0 for the student who has met course requirements at a competent level with ratings of 3.0 or higher for all competencies
2.5 for the student who has not met course requirements with ratings of 2.5 or lower in one or more competency
2.0 for the student who has not met course requirements and has made insufficient progress with ratings of 2.5 or lower in all competencies leading to a potential threat to client, organizational or community well-being
0.0 for the student who has violated the NASW Code of Ethics, or who has been identified as so lacking in the knowledge, skills, and/or social work values as to be a threat to client, organizational, or community well-being. Also, for the student who has not completed course requirements in the time allotted to change an incomplete or deferred grade to meet the above criteria.
I (Incomplete) for the eligible student, per University policy, who has not yet met the course requirements

Undergraduate Student Numeric Grading Scale:
4.0 for the student who has met course requirements at a proficient level with ratings of 4.5 or higher for all competencies and no boxes checked for improvement needed
3.5 for the student who has met course requirements at a competent to proficient level with ratings of 3.5 or higher for all competencies and no boxes checked for improvement needed
3.0 for the student who has met course requirements at a competent level with ratings of 3.0 or higher for all competencies and no boxes checked for improvement needed
2.5 for the student who has met course requirements at a competent level with ratings of 3.0 or higher for all competencies with no more than one improvement needed box checked within a competency and has less than 5 total improvement needed boxes checked
2.0 for the student who has met course requirements with ratings of 3.0 or higher on all competencies with no more than one improvement needed box checked within a competency and has 5 or more improvement needed boxes checked
1.5 for the student who has not met course requirements with ratings of 2.5 or lower on one or more competency
1.0 for the student who has not met course requirements with ratings of 2.5 or lower for all competencies leading to a potential threat to client, organizational, or community well-being
0.0 for the student who has violated the NASW Code of Ethics, or who has been identified as so lacking in the knowledge, skills, and/or social work values as to be a threat to client, organizational, or community well-being. Also, for the student who has
not completed course requirements in the time allotted to change an incomplete or deferred grade to meet the above criteria. I (Incomplete) for the eligible student, per University policy, who has not met the course requirements.

5. Discuss the evaluation and grade with the student in a formal evaluation conference. The field instructor and the student must electronically sign the learning evaluation tool in IPT by the due date.

6. 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.
   • student and field instructor sign the document.
   • signature indicates that the parties have read the addendum; it does not indicate agreement with the content.
   • the addendum is uploaded in IPT
Grading Policy

Grading for all students is numerical on a 4.0 scale. Grades are based on the student’s performance in the field placement as well as his/her attendance and participation in the integrative field seminar.

The field instructor recommends a grade that corresponds to the applicable grading scale (See Grading Scales)

The field liaison, for graduate students, then recommends a grade to the field coordinator based the evaluation, field instructor’s recommended grade and the student’s attendance and participation in the integrative field seminar.

When opinions differ regarding the graduate student’s grade, information is gathered by the field coordinator who reports this to the Director of Field Education. The Director of Field Education is ultimately responsible for determining grades.

The undergraduate student SW 494 course instructor/field liaison submits a grade to the Registrar’s Office based on the evaluation, field instructor’s recommended grade and the student’s attendance and course assignments in the integrative field seminar.

Grades and other educational information about the student may not be released by the field instructor/agency to others without a written release from the student. (See FERPA)

Academic Standing and Student Review (ASSR) is required when any graduate student receives a grade below a 3.0 or an undergraduate receives a grade below a 2.0. (See ASSR). As a result of the ASSR, the student may be dismissed from the program. See the Undergraduate or Graduate Handbook for more information.

Student performance below a passing grade at any time throughout the semester could result in immediate removal from field education. In these circumstances, the field coordinator will schedule a Field Review meeting.
All students and field instructors should discuss agency expectations for student availability during semester breaks and agree to a plan during the initial interview between student and field instructor before accepting the agency/student match.

Whenever the student and field instructor agree that the student will continue to provide services in the agency during semester breaks, the student must inform her/his field liaison of the intention to continue in the agency and must provide a written plan to the liaison and field coordinator of arrangements. Approved plans ensure that the University’s liability insurance coverage remains in effect.

Students in social work field placements are expected to develop and maintain significant and meaningful relationships with agency constituents. Because commitment to clients is the primary responsibility of social work practice (Review the Code of Ethics of the National Association of Social Workers), some flexibility in academic scheduling may be required of students during times when the University designates a holiday or semester break. Although scheduled classes and exams take precedence over field education, the School expects students in field placements to consider constituent needs when scheduling absences during breaks.

Semester breaks are also important times for students to rest, spend time with significant others, and attend to non-academic obligations. Students are not required by the University to maintain a presence in the field agency during semester breaks, unless prior arrangements have been made with the agency and confirmed with the Field Office.

Students are covered by the University’s comprehensive liability insurance while engaged in field education administered by the School of Social Work. Coverage is in effect whenever students are working toward completion of academic credit for which they are currently registered.

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 or
- Submitted a plan for being in field that was approved by the field coordinator.
Confidentiality Policy

The School of Social Work is sensitive to issues of confidentiality and rights of privacy. The School of Social Work has a specific Policy on Confidentiality included in the School By-Laws and repeated in the Student Handbook.

- Undergraduate handbook available online at http://www.socialwork.msu.edu/Programs/BASW
- Graduate handbook available online at http://www.socialwork.msu.edu

Those portions of the policy applicable to field education are presented here. None of these policies, however, are intended in any way to supersede the state or federal laws, the NASW Code of Ethics, University, or agency rules and regulations concerning confidentiality and privacy.

Client Confidentiality

A complete client-student relationship is based upon the presumed consent of the client. In achieving the educational goals of field education, it is therefore assumed that these interactions will be shared with the field instructor. The School encourages the students to advise every client 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 taped, either on audio or video recording without his/her written permission. In the case of minors under eighteen years of age, the written consent of the parent and/or guardian must be obtained. In addition, written consent of the minor client should be obtained whenever possible. In no case should the rights of the minor client be violated. Prior to any audio or video recording, the student must discuss with the field instructor the reason for such recording and be granted authorization.

Audio or video taping is to be used only for the direct individual educational instruction of the student or for service to the client unless more detail is provided to the client in a written consent form. Such additional uses of recording may be for educational purposes in classroom settings. However, the use of audio or video tapes with clients in classroom settings is generally discouraged.

No student shall be required by a classroom instructor to produce an audio or video recordings of clients. The use of taped material shall be, under all circumstances, an optional mode of meeting course requirements.
In rare cases where a recording shall be preserved for ongoing educational purposes, written consent must be given by all the participating persons, e.g., student, client(s), and agency. A specific faculty member must be responsible for the safe keeping of such recordings.

All consultation inside or outside of the field education agency concerning clients must include advance notification of the field instructor.

**School Record Confidentiality**

No evaluative work submitted by a student in the fulfillment of any course requirements shall be released by the responsible faculty person to any other person or agency not employed by the School of Social Work without the written consent of the student.

Because of the Family Educational Rights and Privacy Act the School and individual faculty members are restricted from releasing information concerning a student’s academic record. No one other than the School’s Director, the Director of MSW programs, the Director of Field Education, the Director of the Undergraduate Program, or a student’s faculty advisor may serve as an official School reference for a student when School records are needed to prepare the reference. Field instructors are free to prepare reference letters upon request of the student in accordance with agency policies and records. No one may provide any portion of the student record unless a completed and signed FERPA form (available online at https://reg.msu.edu/ROInfo/Notices/PrivacyGuidelines.aspx) is 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. Thus, it is the policy of the School of Social Work that 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.

In that these types of relationships are sometimes unavoidable, the field coordinator will outline protective mechanisms for the student, field instructor and/or liaison. The student may be reassigned to a new placement as deemed appropriate 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 choose to 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 are urged to report this to the School.

Once reported, the situation will be reviewed by the student, the Field Team, the School's Director, the field instructor, and the agency director. The review focus shall be to determine if the educational needs of the student are affected with the ultimate decision-making responsibility belonging to the School.
The School may determine that the placement should be temporarily suspended pending the settlement of the dispute. If the conflict continues beyond two weeks, the School will consider another placement for the student.

Should the School determine that the student will remain in placement, the situation will be closely monitored by the liaison until the conflict is fully resolved.

If the School decides that the student should be removed from the agency temporarily or permanently, he/she will be provided an alternative field education experience. Where students have been withdrawn and a matter of client jeopardy is involved, the field liaison and the Field Team take responsibility in a conference with the agency director, field instructor, and student to decide how to best resolve the situation.

Notes

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

- strikes
- work slowdowns
- walk-outs
- lock-outs
- 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-Related Placement Policy

In an effort to be responsive to students who continue in full-time employment, the School supports employment-related field placements when the requirements below are met.

An employment-related placement is defined as a field education arrangement in which the student is granted written approval from the field coordinator to complete her/his placement in an agency where the student is currently employed that meets the following criteria:

- An employment-related placement will be allowed for only one year of the social work field experience. Employment-related placement is not available within the advanced standing (one year) program.
- The field instructor must meet all regular School requirements for the program level proposed and be a person who is different from the student’s work supervisor. These criteria are designed to help recognize the role transitions expected of student employees including a change from a worker/supervisor relationship to a learner/teacher relationship. It also implies a sincere effort to protect the student's opportunity to utilize work experience for the purpose of learning (see Field Instructor Responsibilities).
- Agencies selected for an employment-related field placement arrangement must meet the regular criteria for the program level proposed (undergraduate or graduate). See Agency Responsibilities.

Field education in employment-related placements is conceptualized by the following guidelines:

- Students will complete sixteen hours of placement within their full-time (32-40 hours per week) employment.
- Eight hours of placement will include performing regular job responsibilities as defined in the job description with certain responsibilities, tasks, and activities outlined for educational purposes. These will be clearly identifiable in the learning agreement and receive educational supervision. Instruction will incorporate concepts as presented in the classroom and field integrative seminar.
- The remaining eight hours of placement will require working in a separate department or unit within the organization with new responsibilities, tasks, and activities. Again, the learning agreement will reflect this work, receive educational supervision, and incorporate concepts as presented in the classroom and field integrative seminar.
Employment-Related Placement Procedures

The employment-related placement option will be announced to potential students through field education written information. Students indicate their interest in pursuing an employment-related placement on the field application.

- The student will familiarize her/himself with the employment-related placement option policies, procedures, and plan.
- Next, the student will approach agency personnel (usually the student’s immediate supervisor) for initial approval and permission to pursue the employment-related option.
- The student should consider the following questions/concerns:
  - How much support will I have from the organization? More support will provide better experience.
  - Will your employer find someone to assist you in accomplishing your job? Will co-workers assist you? Talk to your employer to assess/enlist support.
  - How can you support your agency while they are supporting you?
  - Is your field instructor qualified? Graduate students must be supervised by an MSW field instructor with 2 years post-masters experience.
  - Arranging employment-related placements is the responsibility of the student; the Field Office will approve the arrangements and plan made by the student and the employer.
- The student will then submit the Employment-Related Plan, complete with appropriate agency signatures (field instructor, immediate work supervisor, and/or other agency personnel), to the Field Office (field coordinator) for follow-up with the agency and final approval.
- The plan is then uploaded in IPT. The field liaison reviews it to ensure compliance throughout the placement year.
- From this point forward, all regular field education policies and requirements apply.
Project Based Field Placements

For students in the
Organizational and Community Leadership (OCL) Concentration

Eligible Students

This is an option for second placement MSW students who meet the established criteria. The first field placement options are a traditional or employment related placement. The first placement has a generalist practice focus and therefore will include both clinical and macro social work practice.

A Project-based placement is a second placement option and will focus on community/organizational change and have a scope that extends beyond what might be the focus of an employment related or traditional field placement. Project based field placements will be an option only for students who meet specifically identified criteria and can articulate a project that will allow them to develop competencies consistent with the competencies and behaviors on the SW 894G and SW 894I 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 student should include a brief paragraph identifying their interest in pursuing a project-based placement and the nature of the project that they will propose.

2. The field coordinator will contact the student to discuss this placement option and identify due dates for Initial Proposal.

3. The student will prepare and submit 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 will benefit from the project
   - Purpose (including needs addressed)
   - Goals and intended outcomes
   - Summary of scope of the project
   - Personal statement about how this will be a new learning opportunity and contribute to the students professional growth
   - Brief description of how the project will align with the curriculum (see here) (reference the Competency’s on the SW 894I and 894G learning
4. The student will obtain 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 will be submitted with the Initial Proposal. The content of the Initial Proposal should be shared with those preparing the letters.

5. The MSU Field team will review the Initial Proposal. Written feedback will be provided to the student about the outcome of this review. Criteria used to review the Initial Proposal include:

- Student resume and letters of support demonstrate
  - 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 the agency where they are employed
  - Basic skills for organization and community intervention that will serve as a foundation for project success
  - Demonstrated leadership skills in employment or volunteer roles that illustrate the capacity to take a leadership role in the proposed project
- Letters of support
  - Establish that the student has leadership ability and is in a position to complete the project
  - Indicate that there is community/organizational support for the project
- Initial Proposal
  - Presents a clear, realistic and achievable project that is consistent with curriculum
  - Identifies a project that is significant enough in scope to require continual attention over two semesters of field placement and that will fulfill the 240 hours each semester required for field placements
  - Will be a new learning experience for the student

6. The final Project Plan is due to the field coordinator and field liaison on the same date that the Fall semester learning agreement is due. The project plan learning activities are integrated into the curriculum competencies by identifying specific project related activities under the appropriate behaviors. The suggested Project Plan format is
• Description of the organization(s) or community within which the project will be 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 base 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 of 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.

This typically comes to us 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 added to the School’s website www.socialwork.msu.edu under Student Resources.
Field Review Guidelines and Academic Standing and Student Review (ASSR) Policy

Social work students are required to meet all expectations, roles and responsibilities outlined in this manual (see Student Expectations). Failure to meet these expectations will 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 then be followed by the more formal Academic Standing and Student Review (ASSR). 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 will be 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 will schedule and facilitate this meeting. In addition to the student, another member of the field team and/or an academic advisor will be present.

Field Review Guidelines after Placement Start Date

1. When concerns arise, the liaison is to be notified and a meeting will be held with the field instructor, student and liaison. The liaison will notify the field coordinator.

2. If issues are not resolved, the field coordinator will schedule and convene a Field Review meeting which will include the following: the student and their field coordinator. At times, the liaison, another member of the field team, the field instructor or academic advisor may be present.

3. If the student is experiencing difficulties in other areas of their academic performance and/or if the above process is not considered successful by the Field Team, a formal ASSR will then be requested.
Academic Standing and Student Review Policy (ASSR)

1. Undergraduate Students
Academic standards and requirements for undergraduate students are detailed in the MSU publication Academic Programs. For clarification, students should contact their academic advisors. Undergraduate students are expected to maintain at least a 2.0 overall GPA.

Undergraduate students must earn a minimum of 2.0 in each SW440 and SW494A course in order to enroll in the succeeding SW441 and SW494B courses. Faculty members are encouraged to request an ASSR of any student who experiences academic difficulty prior to the end of the course. For more information, (link UG handbook)

2. Graduate Students
A student who fails to meet the standards set by the School or College may, on recommendation of the Director, be required by the Dean of the College to withdraw at the end of any semester. The minimum standard is a 3.0 grade point average; the accumulation of grades below 3.0 in more than two semester courses of three or more credits each removes the student from candidacy for the degree. It is required that graduate students will earn a grade of at least 3.0 in field work and methods courses. In the event that a graduate student earns a grade below 3.0 in field work and/or methods courses, an ASSR will be held and his or her academic standing.

Failure in field education and methods courses normally means a student will not be allowed to continue in the program unless certain conditions are met. These will be determined by the ASSR process.

Advanced Standing MSW students are expected to receive grades of at least 3.0 in all courses. A grade below 3.0 may result in a student's dismissal from the program. An ASSR will be convened when a student receives a grade below the 3.0 level.
Indemnification Policy

Michigan State University will support its trustees, officers, faculty, and staff when acting in the performance of assigned duties on behalf of the University. This policy also applies to students while engaged in approved academic programs and volunteers who are performing services for the University with prior written approval of the appropriate University official. The University will defend, save harmless, and indemnify such persons against any suit or proceeding, wherever brought, premised upon the fact that he or she is or was a member of the Board or an officer, employee, student, or volunteer of the University. The indemnity extends to expenses including attorney fees, judgments, fines, and amounts paid in settlement, actually and reasonably incurred, and with respect to any criminal action or proceeding where such person had no reasonable cause to believe that his or her conduct was unlawful. As a condition of indemnification, the trustee, official, employee, student, or volunteer is required to cooperate fully on a continuous basis with the University Attorney and the Office of Insurance and Risk Management.
Field Integrative Seminar Policy

All students are required to attend and participate in field integrative seminars facilitated by their field liaison. Field integrative seminars provide opportunities for students to apply social work knowledge, skills, values, ethics and cognitive-affective abilities with respect to their field-based agency practice. It is a mechanism that bridges all curriculum sequences: HBSE, policy, research, methods, and field education. The seminars provide students with educational and administrative support, increase communication between student and liaison, and provide opportunities for problem-solving, case conferencing, and professional development.

Undergraduate students enrolled in SW494A or B must attend the field integrative seminar that accompanies the corresponding field education course. The seminar’s time and location are arranged and students will select a section when registering for courses.

Graduate students must attend ten hours of field integrative seminar per semester, which count toward the 240 hour requirement. Advanced standing students must attend 5 hours of field integrative seminar during the Summer semester, which count toward the 120 hour requirement. The standard is that groups meet five times per semester for approximately two hours, but other schedules may be negotiated. Meeting dates, times, and locations are determined by the field liaison and individual seminar group. With liaison approval, missed seminars may be made up by attendance at a professional development activity (a social work related conference, workshop, presentation, etc.) with the student offering a verbal report back to his/her seminar group. Other make-up options may be created by the group.

In addition to in person meetings, Integrative seminars may occur using the Zoom technology platform. All seminars that occur using the Zoom technology should follow these guidelines which are drawn from the 2013-2014 draft model regulatory standards for technology and social work practice.

- Each group will explore the potential benefits, risks and challenges of using this technology and platform. Some benefits include convenience and reduced or eliminated transportation barriers. Risks include possible technology failures, delayed responses and a lack of auditory and visual cues. Liaisons will work with groups to establish expectations and norms about using this technology platform.
- Each group member will take care to assure that they connect to Zoom from a location that protects confidentiality and privacy. In general, public places or areas where there are other people who can overhear and see the Zoom session do not assure privacy or confidentiality when discussing student, agency and client related issues.
- Zoom sessions will not be recorded. Liaisons will assure that this function is not activate for scheduled sessions.
**MSU Anti-Discrimination Policy**

**Article I: Purpose**
Michigan State University's scholarly community-building efforts occur within the context of general societal expectations, as embodied in the law. The University, consistent with its policies and governing law, promotes institutional diversity and pluralism through mechanisms such as affirmative action, within an over-arching strategy promoting equitable access to opportunity. The University's commitment to non-discrimination is the foundation for such efforts.

**Article II: Applicability**
This policy states expectations for institutional and individual conduct. It applies to all University community members, including faculty, staff, students, registered student organizations, student governing bodies, and the University's administrative units, and to the University's contractors in the execution of their University contracts or engagements, with respect to the following:

1. All educational, employment, cultural, and social activities occurring on the University campus;
2. University-sponsored programs occurring off-campus, including but not limited to cooperative extension, intercollegiate athletics, lifelong education, and any regularly scheduled classes;
3. University housing; and
4. Programs and activities sponsored by student governing bodies, including their constituent groups, and by registered student organizations.

**Article III: Prohibited Discrimination**
Unlawful acts of discrimination or harassment are prohibited.

In addition, the University community holds itself to certain standards of conduct more stringent than those mandated by law. Thus, even if not illegal, acts are prohibited under this policy if they:

1. Discriminate against any University community member(s) through inappropriate limitation of employment opportunity, access to University residential facilities, or participation in educational, athletic, social, cultural, or other University activities on the basis of age, color, gender, gender identity, disability status, height, marital status, national origin, political persuasion, race, religion, sexual orientation, veteran status, or weight; or
2. Harass any University community member(s) on the basis of age, color, gender, gender identity, disability status, height, marital status, national origin, political persuasion, race, religion, sexual orientation, veteran status, or weight.
These prohibitions are not intended to abridge University community members' rights of free expression or other civil rights.

Article IV. Informal Resolution

Informal resolution of disputes, through consultation provided by offices serving the University, is encouraged. Informal resolution is typically used when a claimant asks to participate in an informal resolution, requests anonymity, does not consent to participation in an investigation, or the alleged conduct, even if it does not rise to the level of a policy violation, suggests the need for remedial, educational, or preventive action. Participation in informal resolution is voluntary, and either party may terminate the informal resolution process at any time. If a party terminates attempts at informal resolution, or the parties are unable to resolve the matter informally, a formal review of the complaint will begin.

Article V. Complaints and Investigations

Complaints under this Policy are processed and investigated by the Office of Institutional Equity (OIE) pursuant to the OIE Complaint Procedures. Allegations involving gender discrimination, including sexual and gender-based harassment, assault, and violence, are processed and investigated pursuant to the Relationship Violence & Sexual Misconduct (RVSM) Policy.

CONTACT INFORMATION:

Office of Institutional Equity
Olds Hall
408 W. Circle, Room 4
Michigan State University
East Lansing, MI 48824
(517) 353-3922
oie@msu.edu
www.oie.msu.edu

The University investigates complaints involving conduct occurring at the locations, programs, and activities listed in Article II above. The University also investigates complaints of conduct occurring off-campus, even if not occurring in the context of a University program or activity, if the alleged conduct creates or contributes to a hostile environment on campus.

Article VI. Violations of the Policy

Violations of the policy may result in disciplinary action pursuant to the applicable student conduct or employee disciplinary process. Discipline may include, but is not limited to, suspension or dismissal for students or employees.
Article VII. History

This Policy was approved by the Board of Trustee on April 9, 1993 and revised on December 5, 2003, April 13, 2007, and October 30, 2015.

This document is currently pending approval from the U.S. Department of Education, Office for Civil Rights.
MSU Policy on Conflict of Interest in Educational Responsibilities Resulting from Consensual Amorous or Sexual Relationships *

An amorous or sexual relationship between a student and a faculty member, a graduate teaching assistant or another University employee who has educational responsibility for that student may impair or undermine the ongoing trust needed for effective teaching, learning and professional development. Because of the faculty member, graduate assistant or other employee’s authority or power over the student, inherently conflicting interests and perceptions of unfair advantage arise when a faculty member graduate teaching assistant or other employee assumes or maintains educational responsibility for a student with whom the faculty member, graduate teaching assistant or other employee has engaged in amorous or sexual relations.

It is, therefore, the policy of Michigan State University that each faculty member, graduate teaching assistant and other University employee who has educational responsibilities for students shall not assume or maintain educational responsibility for a student with whom the faculty member, graduate teaching assistant or other employee has engaged in amorous or sexual relations, even if such relations were consensual. Whether such amorous or sexual relationships predate the assumption of educational responsibility for the student, or arise out of the educational relationship, the faculty member, graduate teaching assistant or other employee shall immediately disclose the amorous or sexual relationship to the relevant unit administrator, who shall promptly arrange other oversight for the student.

In unusual circumstances, the achievement of the affected student’s academic requirements may necessitate continued oversight of the affected student by the faculty member, graduate teaching assistant or other University employee who has engaged in amorous or sexual relations with that student. In such circumstances the unit administrator shall, therefore, have authority, after consulting the affected student, to permit the continued oversight of the affected student by the faculty member, graduate teaching assistant or other University employee, provided that the faculty member, graduate teaching assistant or other University employee shall not grade or otherwise evaluate, or participate in the grading or other evaluation of, the work of the affected student, and that the alternative arrangements for grading or evaluating the affected student’s work treat the student comparably to another students.

* The Board of Trustees approved this policy statement on November 8, 1996. The Board adopted a subsequent motion which emphasized the view of the Board that consensual amorous or sexual relations between faculty and students are discouraged.
* Other relevant policies include “Supervision of Academic Work by Relatives” and “Conflict of Interest in Employment”.

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INTRODUCTION

Michigan State University is committed to maintaining a learning and working environment for all students, faculty, and staff that is fair, humane, and responsible—an environment that supports career and educational advancement on the basis of job and academic performance. Sexual harassment subverts the mission of the University and offends the integrity of the University community. It is reprehensible and is not tolerated at Michigan State University.

Sexual harassment is a form of unlawful gender (sex) discrimination. It may involve harassment of women by men, harassment of men by women, and harassment between persons of the same sex. Sexual harassment is made unlawful by Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and Michigan’s Elliott-Larsen Civil Rights Act. The University and the law also prohibit retaliation against persons who complain about alleged sexual harassment or who cooperate in an investigation of reported sexual harassment.

This Policy applies to all members of the University community—faculty, staff, and students. This Policy also prohibits sexual harassment by third parties towards members of the University community.

PROHIBITION

Members of the University community shall not engage in sexual harassment. Persons who do so are subject to disciplinary action, up to and including discharge for employees and dismissal for students. The University also prohibits sexual harassment by third parties towards members of the University community.

DEFINITION

"Sexual harassment" means unwelcome sexual advances, unwelcome requests for sexual favors, or other unwelcome behavior of a sexual nature when:

1. submission to such behavior is made, explicitly or implicitly, a term or condition of an individual's employment or status in a course, program, or activity; or

2. submission to or rejection of such behavior is used as a basis for a decision affecting an individual's employment or participation in a course, program, or activity; or
3. such behavior is so severe, persistent, or pervasive that a reasonable person would find that it:

   a) alters the terms or conditions of a person’s employment or educational experience, or

   b) unreasonably interferes with an individual’s work or performance in a course, program, or activity, thus creating a hostile or abusive working or educational environment.

A person’s subjective belief that behavior is offensive does not make that behavior sexual harassment. The behavior must also be objectively unreasonable.

The determination as to whether behavior is sexual harassment must take account of the totality of the circumstances, including the nature of the behavior and the context in which it occurred. Sexually harassing conduct often involves a pattern of offensive behavior. However, a single instance may constitute sexual harassment depending on factors such as: the degree to which the conduct affected the student’s education or the employee’s work environment; the type, frequency and duration of the conduct; and the identity of and the relationship between the alleged harasser and the recipient of the conduct.

Confidential Communications

Professional, licensed counselors who provide mental-health counseling to members of the community are legally not permitted (with few exceptions) to report any information to the Office of Institutional Equity without their client’s permission. Licensed counselors are available in the following offices:

- MSU Counseling Center
- MSU Couple and Family Therapy Clinic
- MSU Employee Assistance Program
- MSU Olin Psychiatry
- MSU Psychological Clinic
- MSU Safe Place
- MSU Sexual Assault Program

Disclosure to one of the offices listed above does not constitute a report or notice to the University.

For more information, please visit MSU’s Office of Institutional Equity (OIE) at http://oie.msu.edu/policies-procedures-forms/index.html
Health-Personal Injury Policy

All students must be covered by health insurance while enrolled at the School of Social Work at Michigan State University. Health care coverage is the responsibility of the student. If a student sustains a serious or life threatening injury s/he is directed to call 911 or go to the nearest emergency room for treatment.

Any registered MSU student is eligible to use the Olin Health Center on the East Lansing campus. Students who incur non-emergency injuries during the course of field education are strongly encouraged to seek medical attention at Olin. The first three medical office visits of each academic school year are no charge to the student. There will be charges for any lab tests, x-ray, surgical procedures, etc.

Any expenses incurred in the form of treatment of medical injuries will be the sole responsibility of the student. Any medical expenses incurred at medical facilities other than Olin will also be the responsibility of the student.

A student in need of medical attention is encouraged to call in advance to schedule an appointment whenever possible (517-353-4660). If the student has insurance, s/he should take his/her insurance card (or the information) so that the insurance plan can be billed. When calling ahead isn't practical, especially with unexpected illness or injury, students have a number of options, based on the type of medical concern and its urgency. Students may be seen in the Urgent Care Clinic or may be scheduled for an appointment that day or on a future date.

Policy for Research Involving Human Subjects

The University Committee on Research Involving Human Subjects (UCRIHS) provides guidelines concerning various types of projects in which human subjects are included.

Any research projects involving human subjects not described in the paragraph below should be submitted to UCRIHS for review. A full review usually requires four to eight weeks from submission to decision.

Projects do not need to be submitted for review by UCRIHS if: a research project is being undertaken as a course assignment, is not tied to a dissertation, and is not intended to result in an article or other written report which would be submitted for publication. However, if the project involves a very sensitive or controversial subject and if the student, faculty, or the field instructor/agency would prefer to have the project reviewed, UCRIHS will respond to such a request.
In all instances, any research project conducted under School auspices which involves clients or other aspects of an organization and community practice setting requires written permission of appropriate agency personnel.

**Process Recording Guidelines**

**Purpose**

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:

1. Learning needs
2. Knowledge gaps
3. Ability to address a variety of potential personal issues which influence decision-making, e.g., dependency, aggression, resistance, ambivalence, authority, separation, etc.
4. Knowledge of social work values, ethics, and human variability

**General Requirements**

Process recordings (or audio/video recording) are required of all students with the expectation that the field instructor will give 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.

Generally speaking there is a basic structure of three columns that can be made up on any computer using the “create a table” option. Create a simple three-column table in landscape format. The labeling categories across the top can be arranged as you or field instructor prefer. Usually one column includes what you and the client said (verbally or non-verbally), another is what you were thinking and/or feeling in response, and another is for your field instructor’s comments.

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. The field instructor then adds his/her comments and suggestions. The student and field instructor discuss the
experience in supervision. The student uploads the document in IPT for the field liaison’s review.

The student and field instructor will negotiate the number and due dates of written process recordings. There is a minimum requirement of one process recording per semester. In the graduate program, recordings are to be available for the field liaison to review during their scheduled visit. In the undergraduate program, students are required to submit all process recordings to their field liaison.

Please see sample of process recording format below.

<table>
<thead>
<tr>
<th>She, He, or I Said</th>
<th>Student Thoughts and Feelings</th>
<th>Field Instructor Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I said, “How are you?”</td>
<td>She’s looking sad, I hope she doesn’t cry.</td>
<td>What would it mean if she did cry?</td>
</tr>
<tr>
<td>She said, “Whatever!”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>She just looked at the floor.</td>
<td>I didn’t know what to do so I was quiet.</td>
<td>This is a good use of silence.</td>
</tr>
<tr>
<td>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?”</td>
<td>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.</td>
<td>It is understandable that you’d feel uncomfortable disclosing personal information. We’ll talk more about how to handle these types of situations in supervision.</td>
</tr>
<tr>
<td>So I said, “Let’s talk about your goal of getting a job.”</td>
<td>Is this a good question to ask?</td>
<td>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.</td>
</tr>
</tbody>
</table>
Social Networking Guidelines

As technology advances, the School will continually update internal guidelines and policies with regard to the professional use of technology in practice. Social media are forms of electronic communication through which users create online communities to share information, ideas, personal messages, and other content (as videos). The guidelines presented below attempt to address social media challenges. It is crucial at all times to maintain professional behavior, ethical standards, confidentiality and professional boundaries with regard to your field placement agency and clients.

A few guidelines to remember:

1. Review and follow any 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 clients and the work of the agency.
2. Do not refer to an agency, client or client situation on an internet site no matter how many security settings you have invoked.
3. Do not ask or accept a current or former client to join your social networking site.

Please address any questions to your field coordinator.
**Student Drug and Alcohol Policy**

The following prohibitions apply to students enrolled in field education and represent a Zero Tolerance for drug or alcohol use while serving in field placement.

Michigan State University’s compliance with provisions of the Drug-Free Schools and Communities Act Amendments of 1989 applying to students is achieved through a comprehensive alcohol and other drug prevention program which includes policy enforcement, education programs and treatment services.

General Student Regulations 2.11 and 2.12 prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students on Michigan State University property or as part of any of its activities. These regulations are as follows:

2.11 “No student shall possess, use, manufacture, produce, sell, exchange or otherwise distribute any drug prohibited by federal or state laws.”

2.12 “No student shall possess, consume, furnish, manufacture, sell, exchange or otherwise distribute any alcoholic beverages except as permitted by state law and University ordinance.”

Alleged violations of MSU regulations are adjudicated through the MSU student judicial process. Consequences for violations may include, but are not limited to, some form of disciplinary probation, required attendance at educational programs, referral for assessment and treatment, relocation to a new living environment, and suspension from Michigan State University for sale of illegal drugs or repeated violations of the regulations. In addition, students can expect to be arrested and fined for violations of State Law on campus.

Michigan State University supports and sponsors programs aimed at the prevention of substance abuse by students. Information about education and treatment services may be obtained from the Olin Health Education Office, Olin Health Center and the Counseling Center.
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 is required of all those participating in field education in order to maintain quality and consistency with regard to 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 distributed by the field education office each year.

Policy Regarding Field Instructor Orientation

Field instructors new to MSU School of Social Work attend Field Instructor Orientation which is offered each fall, with dates, times, and places outlined in the field education calendar. Trainings are offered in person, online through teleconference technology and on an individual basis.

Policy Regarding Field Liaison Orientation

Field liaisons are appointed by the School's Director of Field Education and receive their orientation regarding field policies as well as role responsibilities from the Field Team. This training is available on a yearly basis. The Director of Field Education communicates with the liaison team throughout the academic year to facilitate consistency and team decision-making in implementation of field education policies.

Graduate Policy Regarding Student Orientation

Students are required to attend the Field Orientation Seminar prior to entering their first field placement experience. The content of this classroom orientation is to orient students to the curriculum, policies, and procedures of field education. Graduate students receive field education credit for the hours spent in this orientation. Undergraduate students receive orientation to field through their SW94A course instructor/liaison.
Replacement Policy

The Field Team makes all decisions regarding the need to replace a student. Replacement after the semester has begun 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 will ask the field instructor to write an evaluation based on the learning agreement, including the number of field hours the student completed and a recommended grade.
5. The student or field instructor must submit a letter to the field coordinator requesting a replacement before action is taken. This letter will include:
   a. reasons for the request;
   b. ways in which learning or agency needs are not being met.
6. 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.
7. The field liaison will consult with the appropriate field coordinator to determine the necessity of a Field Review prior to replacing the student.
8. If agreeable by all parties, the student may remain in the placement until such time that a replacement is made. The student is required to transition responsibilities appropriately under the direction of his/her 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 ASSR Process in conjunction with the replacement process (Review the Field Review Guidelines and Academic Standing and Student Review Policy).

**NOTE:** While every effort will be made to facilitate student replacements in a timely manner, it is important to note the complexity of the process. The 240 placement hours must be accomplished before a semester grade is submitted.

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**Removal from Field Placement**

A student may be removed from field placement without going through the steps outlined in the Replacement Policy. The Field Team reserves the right to not replace a student when the student’s ethical behavior is in question, clients' rights have been violated or the client, program, organization or community are at potential risk of harm. As a result, the student may receive a failing grade for the course.
Field Education Safety Policy

Purpose
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. Students inform their field liaison and coordinator of any safety concern.

Policy Statement
It is the policy of the School to encourage attention to safety in field education. The field coordinators will 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 that s/he has been given an unsafe assignment, the student is responsible for notifying his/her 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 regarding any lack of compliance.

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. If a student elects to use a privately-owned vehicle, as part of his/her field placement responsibilities, s/he is responsible for obtaining adequate insurance to cover his/her 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 in the order in which the steps occur.

Matching and Affiliation - Agency Process

Agency Pool Drive
Each Fall semester, the Field Office conducts its annual field education agency pool drive. Current field placement agencies will receive an email prompting them to update their information in IPT 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 contact Aubree Rogers at rogers88@msu.edu to learn about becoming affiliated with the School.

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

(Review the Criteria for Agency Selection).
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 with regard to 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.

Criteria for special considerations include: there isn’t another placement option that meets curricular requirements; the student’s field placement does not include current job responsibilities; the student completes 16 hours per week in activities other than their job responsibilities, the field instructor cannot be their work supervisor; the placement plan must be approved by the field coordinator.

Once the Field Office completes its matching process, both students and agencies will receive information indicating the proposed match. Agencies will be able to access student’s resume on the student’s IPT page. 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 with regard to the matching variables. 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.

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 mailed 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 and approval.
Agencies may request the use of their affiliation agreement, which must be approved by MSU’s General Counsel prior to securing signatures.

Once all required signatures are collected, copies of the Affiliation Agreement are filed in the School of Social Work Field Office. A copy of the completed agreement will also be sent to the agency.

**Field Instructor Data Form Process**

Field instructors are encouraged to submit information about their education, experience, and interests on their IPT Field Instructor Page. This information is only available to the Field Office staff.

**Clinical Instructor Appointment**

Following confirmation, field instructors will receive forms to be completed offering them the opportunity to receive a clinical instructor appointment from the University. This 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

Undergraduate Students will be notified of the placement and field application process through informational meetings held in the Fall semester.

Entering Full-time Graduate Students will receive information about the placement process and an application through electronic mailings as they are accepted and enrolled in classes.

Part-time and Second Placement Graduate Students will receive information about the placement process via the student listserv during the Fall semester.

Students enrolled in the Statewide Blended program will receive information about the placement process during regularly scheduled ITV (face-to-face) sessions and through the student listserv during the Fall semester.

Students enrolled in the Weekend Organization and Community Practice/Leadership Program will receive information about the placement process during regularly scheduled weekend sessions during the Fall semester.

All Field Application Forms are available on IPT. For an efficient and timely matching process, please be certain to observe the deadline date.

All placements are made considering the learning needs of the student, the educational opportunities available at the agencies, and other specific concerns related to location and special needs of students.

Students should NOT under any circumstances initiate contacts with agencies to arrange placements independently of this process, without permission from the field coordinator.

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 IPT by the date outlined in the field education calendar.
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 for you look like?
4. What will be 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 the on-campus field orientation seminar. Below you will find a more detailed description of the primary meetings for both students and field instructors sponsored by the Field Office for purposes of orientation and training.

Students

Field Orientations

Before beginning agency-based field education, students receive orientation to prepare them for the field education experience. Separate meetings are held during Fall semester with undergraduate students and first placement graduate students entering field placements. Students entering the Advanced Standing MSW program have the Field Orientation before beginning agency-based placements in the Summer semester. Students in the Statewide Blended program have field education orientation during the on-campus Summer Institute in the second year of their program.

Students in the Weekend Organization and Community Practice/Leadership Program have field education orientation during the first weekend session of their second year in the program.

The field orientation meetings provides an overview of some of the major components of generalist social work practice. Major tools used in field education are reviewed, including learning agreements, process recordings, field integrative seminars, and written evaluations. Social work supervision and safety in the field are also addressed. Sessions may also include information concerning: 1) the profession with an emphasis on social work values and ethics; 2) the student as learner in the context of the School, University, and community.

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.
Agency-Based Orientation

Agency-based field education begins with an orientation to the particular agency where the student will be completing the placement. 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 and can be found at http://www.socialwork.msu.edu/Programs/Field-Education/Agency-Field-Instructor-Resources.

Field Instructors

Orientation and Enrichment

Orientation and enrichment for field instructors is offered at the beginning of each academic year. The orientation and enrichment sessions are required for those field instructors who have never supervised students from Michigan State University, or who have not attended training in the past. All field instructors are welcome to attend annually. Each orientation and enrichment session includes a complimentary continuing education offering. Online orientation modules are available on the Field Education website. These modules provide an overview of the major aspects of our program’s components and requirements.
Methods designed to monitor and evaluate the field education experience occur in four primary formats:

**Field Education Advisory Committees**
The Field Education Advisory Committees are composed of past and current field instructors 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 and procedures. The committees offer 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 academic year, 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 IPT 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 systems of 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 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 car pools or agencies located on bus lines are additional options.

Two courses are required in the bachelor’s degree field education sequence during the senior year. They must be taken sequentially.

Bachelor’s Field Education Curriculum

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL</td>
<td>SW 494A</td>
<td>Practicum I Foundations</td>
<td>5</td>
</tr>
<tr>
<td>SPRING</td>
<td>SW 494B</td>
<td>SW Practicum II: Gen Prac</td>
<td>5</td>
</tr>
</tbody>
</table>
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 (Review the Learning Agreement Policy and Guidelines).

2. Process Recordings are to be prepared regularly by the student on interactions and submitted to the field instructor for feedback and discussion and uploaded to IPT for liaison review. (Review the Process Recording Guidelines).

3. Evaluations must be prepared by the field instructor through the learning evaluation tool in IPT by the date outlined in the field education calendar (Review the Evaluation Policy and Guidelines).

SW 494 A/B Undergraduate Field Education Competencies and Behaviors

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:

a. 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.

b. use reflection and self-regulation to manage personal values and maintain professionalism in practice situation.

c. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

d. use technology ethically and appropriately to facilitate practice outcomes.

e. use supervision and consultation to guide professional judgement 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. Social workers:
a. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

b. present themselves as learners and engage clients and constituencies as experts in their own experiences.

c. 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:

a. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

b. 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:

a. use practice experience and theory to inform scientific inquiry and research.

b. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

c. 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

a. identify social policy at the local, state, and federal level that impacts well-being, service delivery and access to social services.

b. assess how social welfare and economic policies impact the delivery of and access to social services.
c. 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:

a. apply knowledge to human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

b. 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:

a. collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

b. 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.

c. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

d. 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

a. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

c. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

d. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

e. 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:

a. select and use appropriate methods for evaluation of outcomes.

b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

c. critically analyze, monitor, and evaluate intervention and program processes and outcomes.

d. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
**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 selected area of concentration during the second placement.

Micro Practice (Concentration in 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 Practice/Leadership or OCP/L) 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 are at their placement site 16 hours per week. Advanced standing students complete a total of 600 hours while all other graduate students complete 960. The schedule is arranged by the agency and student and all learning takes place under the supervision of an MSW practitioner. Students are required to organize their schedules such that at least one full day per week is spent in the agency and to attend and participate in the required integrative field seminars.

Application is made during the late summer prior to entrance into the program for first placement students; during the late spring prior to entrance into the program for advanced standing students; and during the spring for second placement students and for part-time students entering their first placement. Placement assignments are made by the Field Team based upon:

- the educational objectives of the School as outlined in each course;
- the specific program level;
- the learning needs of the student;
- educational opportunities and supervision available at the agency; and
- concerns related to location, special needs, and requests of the student.

Students are responsible for their own transportation to the field education site.
Master's Field Education Curriculum

Three field education courses are required for the advanced standing program and four field education courses are required for the full master's degree program. They must be taken sequentially.

| Semester    | Course   | Title                                              | Credits |
|-------------|----------|                                                   |---------|
| FALL        | SW 894A  | SW Field Education Grad Generalist Practice I     | 4       |
| 1st Placement |         |                                                   |         |
| SPRING      | SW 894B  | SW Field Education: Grad Generalist Practice II   | 4       |
| 1st Placement |         |                                                   |         |
| SUMMER      | SW 893B  | Field Education Advanced Generalist Practice      | 2       |
| Advanced Standing |     |                                                   |         |
| FALL        | SW 894D  | Field Education: Clinical Practice I              | 4       |
| 2nd Placement | OR      |                                                   |         |
|             | SW 894G  | Field Education: Organizational & Community Practice I | 4   |
| SPRING      | SW 894E  | SW Field Education: Clinical Practice II          | 4       |
| 2nd Placement | OR      |                                                   |         |
|             | SW 894I  | SW 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 (Review the Learning Agreement Policy and Guidelines).

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 (Review the Process Recording Guidelines).
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 (Review the Evaluation Policy and Guidelines).

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 addressing each of the course competencies as defined in the learning agreement. The final evaluation, including 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 4.0 scale. Final responsibility for assigning the field education grade rests with the Director of Field Education.

(Review the Grading Policies and Guidelines).

SW 894 A/B
Social Work Field Education
Generalist Practice Competencies and Behaviors

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:

a. 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.

b. use reflection and self-regulation to manage personal values and maintain professionalism in practice situation.

c. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

d. use technology ethically and appropriately to facilitate practice outcomes.

e. use supervision and consultation to guide professional judgement 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. Social workers:
a. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
b. present themselves as learners and engage clients and constituencies as experts in their own experiences.
c. 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:
   a. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
   b. 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:
   a. use practice experience and theory to inform scientific inquiry and research.
   b. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
   c. 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:
   a. identify social policy at the local, state, and federal level that impacts well-being, service delivery and access to social services.
   b. assess how social welfare and economic policies impact the delivery of and access to social services.
   c. 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:
   a. apply knowledge to human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
   b. 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:
   a. collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
   b. 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.
   c. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
   d. 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:
   a. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
   b. apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
   c. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
   d. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
   e. 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:

a. select and use appropriate methods for evaluation of outcomes.

b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

c. critically analyze, monitor, and evaluate intervention and program processes and outcomes.

d. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
SW 894D/E
Social Work Field Education
Clinical Practice Competencies and Behaviors

COMPETENCY 1
Demonstrate Ethical and Professional Behavior
Clinical social workers apply the profession's ethical standards and values and follow relevant laws and regulations that may impact advanced clinical practice with individuals, families, and groups. Clinical social workers:
   a. Employ and document the use of ethical decision-making to anticipate and clarify conflicting values, ethical dilemmas, and decision options.
   b. Recognize and identify personal and professional strengths, limitations, and challenges.
   c. Use education supervision and consultation to develop strengths and address limitations to grow in their professional judgment and behavior.
   d. Apply technology to increase client access to services and improve clinical outcomes within legal and ethical guidelines.

COMPETENCY 2
Engage Diversity and Difference in Practice
Clinical social workers who practice with individuals, families, and groups recognize the diversity of the clients with whom they work, and the intersection 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. Clinical social workers:
   a. Continuously strive to comprehend and honor, from a strengths perspective, the unique diverse identities of the clients with whom they engage.
   b. Enhance the therapeutic process by understanding their own unique and multi-faceted identities and how those influence their clinical practice with clients.
   c. Demonstrate continuous learning about diverse groups and strive to understand diversity from their clients' perspective.
   d. Employ culturally sensitive skills and techniques to foster the therapeutic process with diverse individuals, families, and groups.
COMPETENCY 3
Advance Human Rights and Social, Economic and Environmental Justice
Clinical social workers recognize that every person, regardless of their position in society, has fundamental global human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Clinical social workers:
   a. Understand their legal and ethical obligations, rights, and constraints regarding participation in advocacy activities, including understanding the parameters of advocacy within their agency/work setting.
   b. Recognize when their clients’ rights have been violated and advocate for human rights protections.
   c. Consider when client participation in advocacy is an appropriate part of a client’s treatment plan.
   d. Assess social policies affecting individuals, families, and groups and advocate for changes that make them more consistent with the NASW Code of Ethics and the United Nation’s global human rights framework.

COMPETENCY 4
Engage in Practice-informed Research and Research-informed Practice
Clinical social workers demonstrate the ability to use quantitative and qualitative research methods to inform and evaluate their social work practice with individuals, families, and groups. Clinical social workers:
   a. Use theory, scientific inquiry, and research evidence to guide practice with individuals, families, and groups and to inform treatment decisions in clinical practice.
   b. Apply critical thinking and evaluations from their practice to engage in practice-informed research and research-informed clinical practice.
   c. Contribute to the knowledge base of social work by sharing the results of their work with colleagues and stakeholders as appropriate.
   d. Develop appropriate research designs and/or generate research to inform practice, policy, and/or service delivery.

COMPETENCY 5
Engage in Policy Practice
Clinical social workers utilize human rights and social justice frameworks to develop strategic plans for influencing policy and its implementation at the federal, state, and/or local governmental and organizational levels. Clinical social workers:
   a. Acquire expertise regarding key policies that affect individuals, families, and groups with whom they work.
b. Utilize knowledge of advocacy strategies for changing social policies at the federal, state, and/or local levels to assist those individuals, families, and groups with whom they work.

c. Empower and assist individuals, families, and groups in understanding policy and advocating on their own behalf to achieve desired outcomes.

d. Recognize that social work is a non-partisan political profession and that political processes and policies affect the social, economic and environmental wellbeing of individuals, families, and groups, as well as social work practice itself.

COMPETENCY 6
Engage with Individuals, Families, and Groups
Clinical social workers recognize theories of clinical practice and critically evaluate and apply this knowledge to facilitate engagement with clients, including individuals, families, and groups. Clinical social workers:

a. Formulate, define, and demonstrate engagement strategies with diverse individuals, families, and groups in a clinical practice setting.

b. Use knowledge of relevant theoretical perspectives and empirical evidence for clinical practice with individuals, families, and groups.

c. Use interpersonal skills including empathy and reflection to build and maintain the therapeutic alliance with diverse individuals, families, and groups.

COMPETENCY 7
Assess Individuals, Families, and Groups
Clinical social workers understand how to use theories of clinical practice to inform their assessment of diverse individuals, families, and groups. Clinical social workers:

a. Collect, organize, and apply data to critically assess and interpret multi-dimensional and multi-systemic information from clients and collateral contacts.

b. Apply knowledge of theories of clinical practice and other theoretical frameworks in the analysis of assessment data.

c. Develop mutually agreed-on specialized practice intervention goals and objectives based on the thorough assessment of client strengths, needs, and challenges.

d. Select clinical practice intervention strategies based on the assessment, the evidence base, and client capacities and preferences.
COMPETENCY 8
Intervene with Individuals, Families, and Groups
Based on the assessment of the client system, clinical social workers critically analyze and select evidence-informed interventions. Clinical social workers:
   a. Critically analyze and select evidence-informed interventions.
   b. Effectively implement interventions to achieve client goals.
   c. Collaborate with other professionals to coordinate interventions on behalf of the client.
   d. Remain aware of and monitor the potential impact of their personal experiences and affective reactions on the therapeutic process.
   e. Apply advanced clinical principles to transitions and endings.

COMPETENCY 9
Evaluate Practice with Individuals, Families, and Groups
Clinical social workers evaluate and utilize outcomes to advance clinical practice, policy, and service delivery effectiveness. Clinical social workers:
   a. Critically select and implement appropriate methods for ongoing evaluation of clinical practice with individuals, families, and groups.
   b. Apply knowledge of relevant theoretical frameworks and scholarly literature in the evaluation of outcomes with individuals, families, and groups.
   c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes with individuals, families, and groups.
   d. Apply evaluation findings to improve practice effectiveness with individuals, families, and groups.
   e. Continuously evaluate the interpersonal process and use that information to strengthen the therapeutic alliance.
SW 894G/I
Social Work Field Education
Organizational and Community Practice Competencies and Behaviors

COMPETENCY 1
Demonstrate Ethical and Professional Behavior
Social workers in organizational and community practice apply the profession’s ethical standards and values to organizational and community practice, as well as follow relevant laws and regulations that may impact advanced practice with organizations and communities. Social workers in organizational and community practice:

a. Employ and document the use of ethical decision-making to anticipate and clarify conflicting values, ethical dilemmas, and decision options in their work with organizations and communities.

b. Recognize and identify personal and professional strengths, limitations, and challenges as a social worker and leader.

c. Use education, supervision, and consultation to grow in professional judgment and behavior, elevate their strengths, and address their limitations.

d. Apply appropriate technology to facilitate work with organizations and communities.

COMPETENCY 2
Engage Diversity and Difference in Practice
Social workers in organizational and community practice recognize diversity through the intersection 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 in organizational and community practice:

a. Negotiate and facilitate tensions, misunderstandings, or opportunities through the dynamics of cross-cultural and inclusion related conflicts.

b. Commit to continuous learning about as well as recognize, understand, and communicate the environmental and cultural contexts that shape realities for organizations and communities.

c. Seek and utilize feedback from diverse sources to strengthen practice with organizations and communities.

d. Engage with and ensure participation of diverse and marginalized organization and community stakeholders by identifying and accommodating context-specific needs, power dynamics, and access to participation in the planning, implementation, and assessment of organizational and community interventions.
COMPETENCY 3
Advance Human Rights and Social, Economic, and Environmental Justice
Social workers in organizational and community practice recognize that every person, regardless of their position in society, has fundamental global human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers in organizational and community practice:

a. Assess social policies affecting a specific area of social need, population, or practice context and advocate for changes that make them more consistent with the NASW Code of Ethics and the United Nation’s global human rights framework in order to enhance social, economic, and environmental justice.

b. Acquire knowledge about and analyze cross-national differences in social policy responses to social problems, including human rights violations.

c. Are knowledgeable about global interconnections of oppression and theories and strategies to promote social justice and human rights.

d. Promote the principles of human rights advanced through national constitutional laws and through international declarations of human rights, including the seven declarations and conventions listed in the IFSW/IASSW Ethics in Social Work, Statement of Principles.

COMPETENCY 4
Engage In Practice-informed Research and Research-informed Practice
Social workers in organizational and community practice utilize quantitative and qualitative research methods to understand the nature of organizations and communities and the best practices to improve well-being in these macro systems, and to evaluate their own practice. Social workers in organizational and community practice:

a. Use theory, scientific inquiry, and research evidence of organizational and community behavior in assessment and analysis of organizational and community interventions.

b. Construct and utilize best practice based on evidence-informed research to develop and implement organizational and community interventions.

c. Advance research that is participatory and inclusive of organization and community stakeholders by sharing the results of their work with colleagues and stakeholders as appropriate.

COMPETENCY 5
Engage in Policy Practice
Social workers in organizational and community practice utilize human rights and social justice frameworks to develop strategic plans for influencing policy and its implementation at the federal, state, and/or local levels. Social workers in organizational and community practice:
a. Acquire expertise regarding major policies that affect a specific population or area of social need.
b. Utilize knowledge of advocacy strategies for changing social policies at the federal, state, and/or local levels.
c. Recognize that social work is a non-partisan political profession and that political processes and policies affect the social, economic, and environmental well-being of organizations and communities, as well as social work practice itself.

COMPETENCY 6
Engage with Individuals, Families, and Groups
Social workers in organizational and community practice recognize theories of organizational and community practice. Social workers in organizational and community practice:
   a. Formulate, define, and demonstrate engagement strategies with diverse systems in organization and community settings.
   b. Use knowledge of relevant theoretical perspectives and empirical evidence for organizational and community practice. Use interpersonal and adaptive leadership skills to develop effective collaborative relationships that empower organization and community stakeholders.

COMPETENCY 7
Assess Individuals, Families, and Groups
Social workers in organizational and community practice understand theories of organizational and community practice. Social workers in organizational and community practice:
   a. Collect, organize, and apply data to critically assess and interpret organization and community strengths and needs.
   b. Apply knowledge of theories of organizational and community practice, leadership, and other theoretical frameworks in the analysis of assessment data.
   c. Develop mutually agreed-on specialized practice intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within organizations and communities.
   d. Select appropriate specialized practice interventions and strategies based on the assessment, research knowledge, values, and preferences of organizations and communities.
COMPETENCY 8
Intervene with Individuals, Families, and Groups
Social workers in community and organizational practice co-create interventions with engaged stakeholders as an ongoing dynamic process with diverse organizations and communities. Social workers in organizational and community practice:
   a. Critically analyze and select evidence-informed interventions.
   b. Assume a leadership role in effectively implementing evidence-informed interventions.
   c. Collaborate with other professionals to coordinate interventions in partnership with organizations and communities.

COMPETENCY 9
Evaluate Practice with Organizations and Communities
Social workers in organizational and community practice implement qualitative and quantitative methods for evaluation of process, outcomes, leadership, and practice effectiveness with organizations and communities. Social workers in community and organizational practice:
   a. Critically select and implement appropriate methods for ongoing evaluation of organizational and community practice.
   b. Apply knowledge of relevant theoretical frameworks and scholarly literature in the evaluation of process and outcomes with organizations and communities.
   c. Critically analyze, monitor, and evaluate practice and programmatic processes and outcomes.
   d. Apply evaluation findings to improve practice effectiveness with organizations and communities.
   e. Continuously evaluate their own leadership skills in practice with organizations and communities.