



# DOMINICAN UNIVERSITY

## School of Social Work

# School of Social Work

## Field Education Manual

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## I. Introduction

Field Education in the School of Social Work at Dominican University is an essential and integral part of the learning experience in Social Work. In fact, the Council on Social Work Education (CSWE) considers field education ‘the signature pedagogy’ of Social Work Education. It is through field practicum where students will demonstrate their growing competencies as social workers. According to CSWE, competence is holistic and informed by four areas: knowledge, values, skills, and cognitive and affective processes. In placement, students will develop and demonstrate their emerging competencies as Social Workers.

### A. Mission

The field education department will support and facilitate the process in which students seek and secure field education opportunities to learn and to practice the skills needed as social workers.

The purpose of this manual is to clarify the process of attaining placements as well as to articulate the roles, responsibilities, and procedures of all parties involved in student’s field placements.

### B. Definitions

**Field Instructor:** The title designated to social work professionals at the field placement site instructing our students. This individual will have an MSW degree from an accredited school of social work and at least 2 years of post-master's experience in a social service setting.

**Field Task Supervisor:** The title designated to professionals at the field placement site who holds a comparable degree to an MSW, such as a Masters in a related field, or LCP, LCPC, LMFT.

**Supplemental MSW Supervisor:** The title designated to professionals at the field placement site or designated by the University to provide MSW supervision for a student who has a Field Task Supervisor.

**Field Faculty:** The title designated to University faculty who teach the Field Practicum Course and are the liaisons between Dominican University, the students, and the Placement Field Instructors.

**Generalist Year:** This year of field placement refers to the first of two field placements required for graduation with a Master’s in Social Work for all regular standing students.

**Advanced Generalist Year:** This year of field placement refers to the second of two field placements required for graduation with a Master’s in Social Work for regular standing students or the only year of placement for advanced standing students.

**Competency and Practice Behavior Review and Planning Assignment:** In preparation for the evaluation that occurs in the field placement at the end of the first semester, this assignment outlines the progress the student will made toward achieving competency and associated behaviors. This will be signed off on by both student and field instructor.

**Final Field Evaluation:** The evaluation that occurs in the field placement at the end of each semester. This evaluation measures the student’s level of achievement of the skills necessary to engage effectively in the practice behaviors.

### C. Field Related Resources

For Students starting field placement process: Students enrolled in SWK 513 and 514 in the Fall semester will receive an invitation to an online site to begin the Field Placement Readiness. This site will guide students through the process of securing field placements. All students will receive email notification so that they can be invited to site if they are ready to begin a Field placement in the fall of the upcoming school year. The field readiness process runs from January to June.

The field readiness process is a student-driven process, meaning that it is the student's responsibility to schedule field readiness meetings, upload resumes, cover letters and other documentation, and schedule and conduct interviews. Students are responsible for following the internship search process until they have secured an internship.

For Field Instructors seeking field related documents and information: Please contact the Field Education Office directly.

## **D. Field Placement Process**

### **Application for Field Education Process:**

We strongly advise beginning this process immediately upon acceptance. It is mandatory that you contact and meet with the Field Education Office before reaching out to potential placements. You will find that starting the process as soon as possible will provide you with the most up-to-date field information regarding appropriate field placement options, as sites are limited.

Students must follow all steps in the process outlined in the home page of the CANVAS site “Social Work Field Placement Readiness.” The process outlined includes:

- Review of field policies and procedures (including hours)
- Review of resume and cover letter
- Review of agency list
- Mock interview

### **Advancement to Field Practicum:**

A student must have a **GPA of 3.0** or better prior to entering his or her Field Practicum. **Students must achieve at least a ‘B’ or better in their Field Practicum and corresponding Practice class (510, 550, 610, 650) and a score of 3 or better on all associated behaviors listed in their Final Field Practicum Evaluation and in order to advance to the next Field Practicum experience.**

No student may advance to the next Field Practicum semester/experience with an incomplete or a failure in his or her Field Practicum Courses (unless the student has received approval for an extension by the Field Education Office). If the student receives a “B-” or less on the **Final Field Practicum Evaluation**, the student is automatically referred for a Student Support Meeting for deliberation and may be subject to repeating their Field Practicum or dismissal from SSW. A student cannot be dismissed without a Student Support Meeting. Please refer to the Student Support section in the Student Handbook.

## **E. Employment-Based Field Placement**

Employment-based field placement(s) can help a student effectively meet the field placement requirements for a Master of Social Work (MSW), especially when the student is currently working in the field of social service. The school will consider placing students in agencies where they are employed provided certain safeguards can be established to ensure the educational quality of the experience. The School of Social Work recognizes that students often come with many years of experience, and many are working in areas that can provide experience in the social work competencies that are a required part of the learning experience. CSWE has updated their guidelines regarding Employment-Based Internships. With the goal of reducing barriers to students as they complete the MSW program, we will consider the requests of students to conduct their internship at their current place of employment. Please note: School social work placements are not eligible as employment-based field placements under Option 2. There are two employment-based field placement options.

**Option 1:** Completing an internship at the student's place of employment separate from their working hours.

**Option 2:** Completing an internship using the student's employment hours as internship hours

During the Field Readiness Interview Meeting, the student and Field Education Office personnel discuss the possibility and decide upon whether the request falls under option 1 or option 2. Field Education Office personnel explain the policy, process, responsibilities and request form. Students have a time period of 2 weeks to complete the application form. Students are responsible for completing the required paperwork for this opportunity, securing all signatures, and meeting all deadlines. Students are allowed to do only one employment-based field placement at a given agency.

Employment-Based Internship Options:

Option 1 - Students who are interested in completing an internship at their place of employment separate from their working hours. This option is appropriate for students whose position at the agency is not within a social service capacity.

1. The agency and field supervisor must meet the basic requirements for all field placements outlined in the Field Manual's 'CRITERIA FOR SELECTION' section.
2. The student must have successfully passed their probationary period at their place of employment.
3. The student must be assigned to field placement duties different than those performed as a regular employee;
4. The employment work hours and internship hours must be clearly differentiated and can be completed within the student's regular employment hours

5. The student must be assigned to a different supervisor who will serve as the field instructor, and who will provide MSW to the student;
6. The internship must offer the student opportunities to meet the 9 CSWE Core Competencies and related practice behaviors (see below).

Option 2 - Students who are interested in using their employment hours as internship hours. It is important for students to recognize that any interruption in their employment can result in termination from their internship.

1. The agency and field supervisor must meet the basic requirements for all field placements outlined in this Manual's 'CRITERIA FOR SELECTION' section.
2. The student must have successfully passed their probationary period at their place of employment. The internship must offer the student opportunities to meet the 9 CSWE Core Competencies and practice behaviors (see below).
3. The student must receive educational supervision in addition to employment supervision.

Students wanting to set up an employment-based field placement under either Option 1 or 2 must complete the form entitled "Request for Employment-Based Placement." This form will be provided after discussion with Field Education Office personnel. In the "Proposed Field Placement Information" section of the application, the student should explicitly address how this field placement will meet conditions listed in either Option 1 or Option 2 above. This form must be reviewed and signed by the student, employment supervisor, and field instructor (if different from employment supervisor). **Request for an employment-based field placement requires the approval of the Field Education Office, which will determine whether all conditions are met.**



### **Employment at Field Site Offered During Placement:**

If employment is offered to a student by their field placement, then this placement becomes an employment-based field placement. The requirements for the employment field placement noted above must be met. The student will need to notify their Field Faculty as well as the Director/Assistant Director of Field Education of the employment opportunity before the student accepts the offer.

### **Field Extension Program**

Available for Employed Students, Internationally Bound Students and Others who demonstrate a need:

Alternative start dates or end dates for Field Placement/Internship are available for students to accommodate students' life circumstances as well as going abroad. Generalist year students begin their field placement with their cohort at the end of August and continue for 8 additional weeks during the following summer at fifteen hours per week (accumulating 120 hours). In this way, Generalist students may reduce their weekly internship hours from 14-16 to 10-12 during the academic year. Advanced Generalist year students begin 8 weeks prior to their cohort at 15 hours per week (accumulating 120 hours) and may reduce their internship hours to 16 hours/week during the academic year.

During the summer months, students are required to attend at least three field meetings with assigned summer Field Faculty, and to regularly complete journals related to student learning in field. The summer Field Faculty will provide documentation of student progress to academic year Field Faculty, who will consider the student's progress in providing the final grade.

A 'Field Extension' application must be turned in to the Field Education Office for consideration, no later than one week prior to the semester in which the extension period begins. The field extension application must include a proposed schedule for placement completion agreed upon by the student and prospective placement instructor. Extension applications will be reviewed by the Director/Assistant Director of Field Education of Field Education and acceptance is not guaranteed.

### **F. Orientation to Field Placement**

The School of Social Work Orientation includes a field education orientation. This orientation is held for students at the beginning of the Summer II and Fall semesters. Student orientation will assist students in understanding the fieldwork process, describe the relationship of fieldwork education to the social work curriculum, and provide practical guidelines and support in beginning the field placement.

## **G. Field Practicum Year(s), Hours Requirements and Attendance**

### **The Generalist Practicum Year (formerly Foundation Year)**

Students complete a minimum of 400 hours over the course of 30 weeks during the academic year, or 200 hours for each 15-week semester. This is a product of at least 14 hours per 30 weeks, which equals 400 hours per academic year. This number of hours is completed during Field Practicum Courses I (SWK 511) and II (SWK 551). In addition, students are required to take concurrent practice courses with their field practicum (SWK 510 and SWK 550).

### **The Advanced Generalist Practicum Year (formerly Concentration Year)**

Students complete a minimum of 500 hours over the course of 30 weeks during their academic year, or 250 hours for each fifteen-week semester. This is a product of at least 17 hours per 30 weeks (total of two semesters), which equals the minimum of 500 hours for the academic year. This number of hours is completed during Field Practicum Courses III (SWK 611) and IV (SWK 651). In addition, students are required to take concurrent practice courses with their field practicum (SWK 610 and SWK 650).

### **Scheduling of Field Placements**

Prior to beginning field placements, students must discuss and verify their schedule with their Field Instructors. Students must also negotiate the length of time spent in internship. Time may not be reflective of Dominican's academic year and may be longer based on the organization/placement's needs (i.e. schools or programs based in schools). Additionally, some placements may require hours and time commitment above and beyond SSW's minimum requirements. Students should make sure that they are aware of hours and time frame commitments before accepting placement. SSW will defer to placement criteria in these circumstances.

Upon completion of 400 or 500 hours, a student practicum placement will be considered completed. However, if the student has an agreement with the placement or funding source for additional hours, the student must respect the agreement even if it exceeds the amount of hours required by SSW. The internship schedule aligns with the academic calendar. Students are expected to remain in internships from end of August until the last week of April or first week of May.

When holidays occur, the student will follow the holiday schedule of the placement rather than of the University. When a student wishes to request a University holiday from their internship, they should clear this with their Field Instructor in advance. At the start of their internship, students should negotiate with their Field Instructor any time off (e.g. during the winter/spring break). As hours are calculated in alignment with the weeks of the semester, we strongly encourage students to speak with their field instructors about their break schedules in order to balance commitments to client services and their own time-off and self-care.

Any days missed, due to illness or other reasons should be made up during the semester and scheduled according to the needs of the placement. If there are circumstances outside of the student's control which interfere with completing the required hours for a semester, the student is to consult with their Field Instructor and Field Faculty, who will consult with the Field Education Office. Students may be advised to request an Incomplete from the Field Faculty in order to complete the

hours after the semester ends. Granting an Incomplete is at the discretion of the Field Faculty and it carries no penalty. However, students cannot enter their Advanced Generalist year field placement with an incomplete in their Generalist year placement, nor can they graduate with an Incomplete. **Under no circumstances, can students discontinue placement without consultation and approval from the Field Education Office.** Any discontinuation of a field placement can only occur after the student consults with the Field Faculty and the Field Education Office. Final approval of discontinuation of a field placement can only come from the Director of Field.

Students are responsible for maintaining accurate records of practicum hours worked. The Field Instructors must sign off and confirm the total hours completed on their time sheets and evaluations. The time sheet is part of the practicum course grade. If the hours are not completed, it may be required that the student take an Incomplete in the course.

## II. Professional Educator License (PEL) in School Social Work

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### To obtain a Professional Educator License Endorsed in School Social Work:

Students who are interested in the School Social Work Track, must meet with their Academic Advisor in January (or as soon as possible thereafter) of the year during which they plan to pursue a School Social Work field placement. Academic Advisors will review the requirements for successful completion of the PEL. Please note that the PEL track is quite rigorous with demanding academic work, and extensive writing assignments. Students must have strong writing skills and excellent time management skills. Students must be able to keep up with weekly assignments.

### Course Requirements

**Students are required to complete a total of 60 credit hours, which include the four field practicum classes assigned to the internships and the three school social work courses noted below:**

- SPED 522 Characteristics of Exceptional Children (offered in Spring and Summer)
- SWK 664 Social Work Practice in the Public School (offered in Fall semester only)
  - Coursework on Literacy Across the Content Areas, required for the PEL, is embedded in SWK 664. The assignment that meets this competency must be passed at a C or above independent of the overall grade in SWK 664.
- SWK 610/655 Advanced Social Work Practice with Families – School Social Work Focus
- SWK 611/651 Field Practicum III and IV
- Students must acquire a B or better in the field practicum and practice classes.
- Students who have a C- or lower in any course cannot enroll or obtain their Professional Educator License Endorsed in School Social Work track. Students may retake any course with a grade B- or below at the expense of the student.

**Post-MSW students are required to complete a total of 12 credit hours, which include the two field practicum classes and the three social work classes noted below:**

- SWK 611 Field Practicum III
- SWK 651 Field Practicum IV
- SPED 522 Characteristics of Exceptional Children
- SWK 664 Social Work Practice in the Public School
  - Coursework on Literacy Across the Content Areas, required for the PEL, is embedded in SWK 664. The assignment that meets this competency must be passed at a C or above independent of the overall grade in SWK 664.
- Students must acquire a C or better in all courses except field, which requires a B or better grade
- Students who have a C- or lower in any course cannot enroll or obtain their Professional Educator License Endorsed in School Social Work. Students may retake any course with a grade below B- but at the expense of the student.
- If you are a Dominican alum and completed the SWK 664 prior to or in 2012, you will need to take an additional seminar to cover new mandatory materials.

### Internship Requirements:

#### 1) Current MSW Student

- Have completed the 1<sup>st</sup> year supervised field internship with a minimum of **400-480 contact hours**. (Supervisor must have a master's degree or higher).
- 2<sup>nd</sup> year supervised internship with a minimum of **600 contact hours** in a public PreK–12 schools setting for the academic year (two semesters), as well as through June. Supervisor must possess a master's degree or higher and have a **Professional Educator License Endorsed in School Social Work**.

#### 2) Post-MSW Students --If you already have an earned MSW degree from an accredited institution you must perform a minimum of two to maximum of 3 days per week in a Public PreK-12 school setting for the school placement's academic year (two semesters) which typically goes through June. Your Field Instructor must possess a master's degree or higher and have a **Professional Educator License Endorsed in School Social Work**. Externs also must take the four specific course requirements: SWK 664, SPED 522, SWK 611 and SWK 651. Internship hours requirement for Post-MSW Students is 480 hours split evenly over two semesters.

#### 3) Post-MSW Social Workers Seeking Admittance into the Short-Term Approval Process must complete specific requirements. See Dr. Villarreal Sosa or Maria Pascarella for more information. Short term approvals will no longer be issued by the State of Illinois after June 30<sup>th</sup>, 2023. <https://www.isbe.net/Pages/educator-licensure-approvals.aspx>

### Eligibility to begin interviewing for a school-based field internship:

- Be in good academic standing (Minimum GPA 3.0 overall and grade of B or better in all foundation year practice and field classes).
- Create an ELIS – Educator Licensure Information System Account with the link below <https://sec3.isbe.net/IWASNET/login.aspx>
- Complete an online Application for Field Placement and declare interest in **Professional Educator License Endorsed in School Social Work**. A new online process will be shared with all students.
- Complete the Track Declaration Form in MyDU: [https://mydu.dom.edu/ICS/Resources/Student\\_Services/Registrar's\\_Office/Forms.jnz?portlet=Student\\_Forms](https://mydu.dom.edu/ICS/Resources/Student_Services/Registrar's_Office/Forms.jnz?portlet=Student_Forms)
- Receive approval from your advisor
- Undergo and successfully complete a field readiness interview by the Director/Assistant Director of Field.

### Acceptance for Internship:

- Dependent on successful passing of criminal background check through the prospective school internship site

### Upon Completion of School Internship:

- Student must receive a positive field placement evaluation from their School Field Instructor with a grade of B or better in their field seminar.

### Internship in Progress:

- **SWK 664 must be taken in the fall semester** of the student's school social work internship
- **SWK610 must be taken in the fall semester** of the student's school social work internship
- ***Students must take and pass the School Social Worker (238) test in the fall of their internship*** and provide results from ELIS. Students will not be allowed to proceed into the spring semester internship without passing the 238 School Social Work test (see link below for opening an account on ELIS).

238 is currently offered and will replace 184 after 7/21/2022:

[http://www.il.nesinc.com/TestView.aspx?f=HTML\\_FRAG/IL184\\_TestPage.html](http://www.il.nesinc.com/TestView.aspx?f=HTML_FRAG/IL184_TestPage.html)

### Acceptance for Professional Educator License Endorsed in School Social Work applications:

- Students upload all requirements on a CANVAS site. It is recommended that students upload requirements as soon as they receive the graded rubrics from their instructors. The Field Education Office and School Social Work Track Coordinator review the requirements for completion.
  - Upon approval, the field office sends an Authorization letter to the DU Certification Officer, who assists the student through the endorsement process. **Please do not attempt to seek the endorsement on your own. You must go through the Field Education Office.**
- In order to receive approval from SSW Field Education Office, students must submit the following documents on the Canvas page for Professional Educator License Endorsed in School Social Work students:
- Field Evaluation for 611 and 651

Please submit the following assignments including the graded rubrics. A screen shot or PDF of downloaded rubric is acceptable. Please make sure all areas of the rubric are visible. This will not be considered a complete submission without the graded rubric.

- Case study evaluation
- Planning for instruction assignment: Here you must turn in two sample items that show your ability to plan interventions in your placement. 1) A **sample of IEP goals** with a one-page summary of the evidence-based justification for your goal and interventions. 2) A **sample of a group intervention**. This would be one page showing a group agenda and a one-page reflection on how your group session went.
- Snapshot assignment: You are to write a 2–3-page reflection about an activity you did during your internship that you believe had an impact on the learning environment. This is open to anything you want to present as a “snapshot” to the state about how you have impacted the learning environment. It could be a way that you helped to modify the classroom, a prevention activity you conducted, etc. However, this activity must be focused on the learning environment and not the student or students as the target of intervention.
- SWK 664 Comprehensive Final Exam.
- Example of a behavior intervention plan
- Literacy Across the Content Areas Assignment (Grade of C or better required)
- SWK 612 Single System Design paper (MSW students only)

## Testing-Related Information and Resources

### A. To register for the School Social Worker Content area 238 test:

Log onto the Illinois Certification Testing System webpage at <http://www.icts.nesinc.com/index.asp> and follow the registration instructions

### B. IMPORTANT REMINDERS:

Student completing their School Social Work certification must not only complete the 600 hour minimum requirement but must commit to completing their assigned school's academic year (generally early June).

Furthermore, if students do not successfully complete SWK 664 in the Fall semester of their internship year, they will no longer be considered PEL eligible, and therefore, no longer a school social work intern. They may stay in their placement with a change in duties, as a school based mental health practitioner for example, but may not provide IEP minutes or perform other special education specific duties reserved for an intern who is PEL eligible.

### **III. International Field Placement**

The purpose of this International Field Placement Section is to provide policy, procedures, roles, and responsibilities for students and the international field placement team that includes field instructors, task supervisors, MSW supervisors, university partners, field directors, and faculty. This section clarifies what is expected from all parties so that the students' international field experience will yield the highest possible benefit, not only to them, but also to the placements in which they work and the people they serve.

#### **Requirements for International Field Placement Program**

The international field placement program at Dominican University is available to MSW students, during the Advanced Generalist year spring semester. In order to participate in the international field placement program, the following is required:

- ▯ All students must complete 45 credits before participating in this program (advance standing students must complete 15 credits).
- ▯ All students must complete 300 hours of field instruction before going abroad.
- ▯ All students must have a GPA of a 3.0 average or higher.
- ▯ All students must have adequate financial resources to complete the placement.
- ▯ All students must take the Seminar in International Social Work SWK 665 class, an elective that is available in the fall semester prior to their international placement, and SWK 667 during the spring semester.
- ▯ All students must be prepared to complete a ten-week field placement in another country, or a national placement in another state with a focus on global practice, as well as complete the remainder of class requirements.
- ▯ All students must have a laptop computer in order to complete class assignments while abroad as well as accessibility to Zoom, WhatsApp, and other required technology for communication with the home institution.
- ▯ All students must be flexible, available, and committed to the field placement planning process.
- ▯ All students must participate in orientation meetings usually held every other week during the fall semester prior to the international placement.
- ▯ All students must complete an application for the international field placement program and have a preliminary interview with the Director/Assistant Director of Field Education and the Global Social Work Committee.

#### **Role of the Director and/or Assistant Director of Field Education**

The Director or Assistant Director of Field Education is responsible, in collaboration with the Global Social Work Committee, for the planning, implementation, and coordination of the international field instruction program. Such responsibilities include maintaining an adequate complement of field placements with varied service opportunities as well as orienting and providing ongoing educational resources for students and field placements. The Director or Assistant Director of Field Education negotiates all written and signed contracts with field placements. The Director or Assistant Director of Field Education also completes a final assessment of the field



placement and field experience to determine suitability for future field placements. The Director or the Assistant Director of Field shall be part of the Global Social Work Committee.

### **Role of the Global Social Work Committee**

- Reviews all student applications for international field placements
- Interviews all students who have applied for an international field placement
- Conducts readiness interviews before final approval for international field placement at the end of first semester.
- Conducts a debriefing interview with the student upon his/her return
- Oversees the planning, implementation, and coordination of the international field education program.
- Maintains relationships with global field placements to ensure sustainability.

### **Role of the Field Faculty**

The Field Faculty is responsible for monitoring the student's learning in the placement. The Field Faculty is the contact person for the student in case of problems or concerns about the placement. The Field Faculty is the teacher of record and responsible for setting up Canvas, support, and communication as well as posting class notes. The Field Faculty is also responsible for providing the final grade, which will include an assessment of the midterm evaluation, all written assignments, the final narrative, and evaluation provided by the instructor. The Field Faculty ensures that all course evaluations are completed by the international Field Instructor. The field faculty is a member of the global committee and has experience with global practice.

### **Role of the International Field Instructor**

The role of the International Field Instructor is to support the student, challenge them, guide them, all while allowing the student to find their own way, share adapted practice wisdom, approach current practice critically, and teach. Along with introducing the student to field experience specifics, the International Field Instructor ensures that the student adheres to the placement policy of confidentiality and understands the issues of safety within the field setting and practices utilizing the International Federation of Social Workers (IFSW) Code of Ethics.

The International Field Instructor is also responsible for giving the student an overview of culture and custom. The International Field Instructor is responsible for providing weekly supervision meetings, overview and orientation to social service placements, assistance with setting up financial resources; (i.e. bank accounts, wire transfers), assistance with immigration/visa issues (and registration if required). Also, the International Field Instructor will provide general orientation to the local environment, (businesses, restaurants, etc.) and awareness of local medical, pharmaceutical, and police departments. The International Field Instructor is responsible for providing access to files, the Internet, a desk, telephone and completing the final field evaluation. The International Field Instructor is responsible for maintaining contact with the Field Faculty regarding student's progress and completing the final evaluation regarding the student.

## The Role of University Support for and General Responsibility of the International Student

The student is responsible for working with the School of Social Work and the international field placement to promote a successful international field experience. It is the responsibility of the student to adhere to placement and university policies and procedures, which in general include the following:

- Each student must make an appointment with the Director or Assistant Director of Field Education in the spring, summer, or at the latest in the first three weeks of the fall semester, in order to discuss potential international field placements.
- Students are to complete an application to participate in the international field placement and a preliminary interview and receive approval from the Director or Assistant Director of Field Education and the Global Social Work Committee.
- Students are to complete a readiness interview with the Global Social Work Committee by the end of fall semester, prior to the student's international field placement.
- Students are to complete a post placement interview with the Global Social Work Committee within two weeks of returning from their international field placement.
- Participate in the required international fall semester meetings.
- Completing all forms, immunization requirements, and contracts that are required before going on the international field placement.
- Initiating and completing educational contracts with their professors on their course work responsibilities during their international placement. This is to be done before the fall semester, prior to their departure. Copies are to be given to the director of field education.
- Communicating with professors via e-mail, Canvas, weekly journals, Zoom, and following the syllabus for each class.
- Creating a learning agreement, which is a contract between the International Field Instructor and the student and submit it to Dominican SSW Field Faculty.
- Completing the prescribed field education hours, 300 hours, 30 hours a week for ten weeks.
- Keeping the International Field Instructor, Dominican SSW Field Faculty and Director of Field Education informed of progress in the field, including **immediate notification** of difficulties or changes that interfere with the educational/field placement experience.
- Notifying the International Field Instructor prior to absences, arranging for make-up work for missed hours.
- Immediately inform the International Field Instructor, Field Faculty and the Director or Assistant Director of Field Education of any safety or harm related issues.
- Immediately notify the Director of Field Education, and International Field Instructor and Field Faculty of any unplanned domestic or international travel and receive clearance prior to departure.
- Informing Field Faculty of any side trips and providing information regarding flight,
- Transportation times, where and with whom the student will be staying. Emergency numbers need to be given to Field Instructor and approval is necessary

- no later than the week before the event.
- Respecting client confidentiality.
- Adhering to NASW Code of Ethics and IFSW Code of Ethics.
- Presenting to the faculty and the student body of SSW a summary of their experiences in their international field placement within three weeks of their return.
- Final responsibility lies with the student to have all evaluations completed and sent to their Field Faculty for a final grade.

## **The Field Placement Process**

### **Application Process:**

Dominican University's international application is required for each student who is interested in participating in an international field placement. Upon completion of the application, the Global Social Work Committee will evaluate a student's appropriateness for international placement. The Director of Field Education will inform the student of his/her acceptance into international field placement process after the readiness interview. Acceptance is subject to change depending on academic and health status of the student.

Upon acceptance into the international field placement process, each student will attend the bi-weekly meetings with the Global Social Work Committee to begin planning for the international placement.

### **Student Responsibility**

1. Each student must make an appointment with the Director or Assistant Director of Field Education upon acceptance into the international field placement process to discuss potential international field placements.

### **Director/Assistant Director of Field Education Responsibilities**

1. Evaluate each student's Dominican University international application and resume to determine potential international field placement.
2. Send appropriate student application material to selected international field sites and/or universities to determine if the potential international field placement meets the needs of the student and the international organizations.
3. Correspond with the International Field Instructor in order to determine a placement for the students.
4. Once placement is identified, correspond with the student and the International Field Instructor to identify duties that will be required at the international field placement.
5. Determine housing arrangements.
6. Begin contract negotiations.

### **Global Social Work Committee**

1. Conducts readiness interview with student to determine appropriateness for international field placement.

2. Oversees the international field placement program to ensure University to University and University to Placement connections in the international field site.

#### IV. Criteria for Selection of Field Placements/Placement Field Instructors

1. The placement shall accept students for field placement without regard to race, color, religion, creed, gender, ethnic or national origin, disability, age, political affiliation, or sexual orientation. The placement is an established social service program or non-governmental organization with demonstrable community support.
2. The placement and staff shall respect professional education, have an understanding of its goals, and are willing to provide the experiences needed for field education.
3. The staff shall be of such size and quality as to maintain and develop the basic program of the placement without reliance on students.
4. The placement environment is conducive to learning and professional development and has an attitude of respect for student experiences and competencies, encouraging growth and development.
5. The placement provides a variety of educational opportunities and encourages experiences that expose students to a diverse range of individuals and populations.
6. The placement has a commitment to providing resources for training students. Such commitment includes the following: released time for MSW supervision, access to needed records and equipment, and provision of a workspace/equipment sufficient to meet the demands of the placement or as needed.

#### Field Instructors:

Dominican University's basic criteria for eligible Field Instructors are that they must possess an advanced professional degree from an accredited master level school of social work (MSW) with 2 years post-master's experience in a social service setting. Most approved field placements have an MSW Field Instructor. In rare cases, exceptions are made based on the guidelines noted below.

#### *Guidelines for exceptions to MSW supervision:*

Occasionally a student may be placed in a placement that is unable to provide on-site MSW supervision. **It is important to note that the lack of direct social work supervision is mitigated by the concurrent nature of Dominican University's curriculum in that students are enrolled in a field practicum course and the corresponding practice course while in field placement. Students meet with their MSW Field Faculty in the field seminar weekly, present case consultations and ethical dilemmas to their peers, and complete weekly journals that integrate their placement experience. In their practice class, the students will receive direction in the application of the models of practice in their practicum. Where on-site MSW instruction is not provided, the field director will arrange for off-site social work supervision of the student by an MSW instructor.** Guidelines are provided to assist the off-site MSW instructors in understanding their role and responsibilities in the student's practicum experience. The guidelines direct the MSW instructor to assist the student in developing a social work perspective and identity.

### **MSW Field Instructor:**

- Orients a student to placement policies, procedures, practices, and environment.
- Operationalizes with the student the practice behaviors in the evaluation form as learning goals.
- Assures the student receives the necessary training to enhance their learning objectives.
- Assists the student in integrating theories and concepts learned in the classroom into the practice tasks identified by the placement Field Instructor.
- Provides one hour of instruction per week and is available at other times via phone, e- mail, etc. to assist the student with social work-related issues and concerns.
- Evaluates the student's progress in achieving the learning goals.

### **Non MSW Instructor (also known as Task Supervisor):**

- Has a comparable degree with 2 years post-master's experience in a social service setting
- Collaborates with the student and MSW instructor in developing a learning plan, which may include specific projects
- Identifies tasks, activities, and assignments that relate to the learning objectives.
- Instructors, monitors, and evaluates the student's performance in collaboration with the student's MSW instructor.
- Assists the student in understanding the structure, mission, goals, and services of the placement.
- Assists the student in learning the placement's policies and procedures.
- Identifies and provides resources within the placement to assist students in completing the requirements of their learning goals.

The Field Instructor must have a minimum of two years' post-master's experience as a social work or social service provider with a reputation for professional competence. Experience in supervision is desirable, but not essential. Dominican University will make every effort to provide support and supervision for new instructors or any who wish to refresh their knowledge.

The Field Instructor has a willingness to provide a minimum of **one-hour weekly supervision** to the student in accordance with the affiliation agreement between the school and placement, unless adjusted and approved by the Director or Assistant Director of Field Education.

The Field Instructor understands and is in support of social work education.

The Field Instructor has a commitment to the mission and clients of the field placement and is able to interpret the placement's purpose, function, policies, and programs. The Field Instructor is also able to use the resources of the placement in a way that promotes the student's learning experience.

The Field Instructor has a willingness to participate in field education orientation, and follow-up field education programs, as well as become familiar with Dominican University's School of Social Work mission, goals, and objectives.

The Field Instructor has enthusiasm for experiential education and an interest in working with students of diverse backgrounds.

If for some reason the Field Instructor is not able to fulfill his/her duties due to unforeseen circumstances, Field Instructor must contact the Field Education Office immediately and develop a plan for student going forward.

These qualifications will be reviewed in contact between the placement executive and/or prospective Field Instructor, and the school's Director or Assistant Director of Field Education.

## **V. Roles and Responsibilities of Parties Involved**

### **Role of the Director/Assistant Director of Field Education:**

The Director and Assistant Director of Field Education are responsible for the planning, implementation, and coordination of the Field Education program. Such responsibilities include: maintaining a database of field placement options in various settings; orienting and providing general information and support to Field Instructors; providing orientation to field education for students; interviewing, placing, and approving students to enter field practicum; providing field guidelines and evaluation tools to students and Field Instructors; providing consultation to Field Faculty and Field Instructors in the event of any issues or challenges that arise in field placement; and an overall evaluation of the appropriateness of field placements.

The Director and Assistant Director of Field Education are in a strategic position to help students create an appropriate, professional internship relationship in the field placement site. However, problems may arise prior to or during the process of acquiring a field placement. **If a student presents inappropriate behaviors and communication styles prior to or during practicum, the Director of Field Education/Assistant Director of Field Education has the responsibility to recommend a Student Support Meeting to determine whether or not students should continue in placement or be dismissed from the program due to professional social work ethics, standards, and concerns.** Based upon the outcome, the student may be required to take a leave of absence for one to two years and reapply to the program or may also result in dismissal from the MSW program.

### **Role of the Field Faculty:**

The Field Faculty conducts the Field Practicum course in which students enroll. The Field Faculty is responsible for monitoring the students' learning in placement. The Field Faculty meets with the student and Field Instructor at least once in the fall semester and once in the spring semester and stays in regular contact by phone and/or email. The first semester visit is done to ascertain the student's adjustment to the field placement and develop remediation plans as needed.

The Field Faculty is the contact person for the student and the Field Instructor in the case of issues or concerns about placement. The Field Faculty works closely with the student and the Field Instructor in resolving issues and concerns in consultation with the Director/Assistant Director of Field Education as needed. The Field Faculty may conduct additional site visits as needed. The Field Faculty meets with students via field practicum course and facilitates discussions student's field placement experience.

The Field Faculty is responsible for early and on-going communication with the Field Instructor. During these communications, the Field Faculty is responsible for ensuring that the Field Instructor and student are addressing all of the behaviors in the evaluation form. In addition, Field Faculty provide support to the Field Instructor and the student in resolving problems and concerns that may arise. The Field Faculty is responsible for providing the final grade, which will include the Adjustment to Field Visit and the Final Field Evaluation. The Final Field Evaluation includes evidence of meeting competency behavior standards including ratings, cumulative assessment of student performance, and written comments from the Field Instructor. The Field Faculty is the



teacher of record for the Field Practicum course and is therefore responsible for the final grade.

### **Field Faculty Visits:**

The Field Faculty will visit the placement at least twice per year, once in the fall semester and once in the spring semester, with additional meetings scheduled as needed. The student is responsible for scheduling the visit with themselves, the Field Instructor, and the Field Faculty. In addition, the Field Faculty will be available for support and consultation. The Field Faculty may need to visit several times for problem solving and/or resolution.

### **Role of the Placement Field Instructor:**

Field Instructors are chosen for their commitment to quality social work practice. Their relationship with the students in the day-to-day field experience is central to the field instruction process. Field Instructors must support their students, but also challenge them; guide them, but also allow students to find their own way; share accepted practice wisdom, but also approach current practice critically; and teach, but be willing to learn with and from students. Along with introducing the student to job specifics, the Field Instructor ensures that the student adheres to the NASW ethical guidelines of confidentiality and understands the issues of safety within the field setting.

Field instruction differs from usual staff supervision. It has a teaching and supportive role, building the student's confidence and awareness of their own strengths. At the beginning of the placement, the Field Instructor assists the student in developing the competencies and implementing the practice behaviors during the internship. The Field Instructor must provide *a minimum of one hour of scheduled, individual supervisory time weekly* to meet with the student to confer about field assignments and provide ongoing feedback on the student's progress. The Field Instructor meets at least once per academic year with the Field Faculty for an Adjustment to Fieldwork Meeting in the fall, to discuss student progress. They also have appropriate consistent communication either by phone and/or email. In the event of a change in the internship (e.g. personnel changes at the placements, substantial change in student internship responsibilities, instructor's vacation greater than 2 weeks), Field Instructors are expected to contact the student's Field Faculty. The Field Instructor is also responsible for completing the Evaluation of Field Education at the end of each semester. This evaluation will inform the Dominican University Field Faculty in determining the final grade for the student.

### **Role of the Student:**

The student is responsible for working with the School of Social Work and the field placement to promote a successful field experience. The student collaborates with the Director/Assistant Director of Field Education to determine appropriate prospective field placements and initiates contact with specific placements for interviews. The student then confirms placement with the field placement and Director of Field Education who approves the placement.

It is the responsibility of the student to adhere to placement and university policies and procedures, which include the following:

- Complete all steps delineated in the Field Readiness online site

- Turn in the signed formal contract to the Director/Assistant Director of Field for final signature. All forms must be typed.
- Complete the prescribed field education hours (minimum of 400 hours for the Generalist practicum and 500 hours for the Advanced Generalist practicum)
- Complete, with their Placement Field Instructor, a competency review and discussion in the fall semester, and utilize the competencies and practice behaviors to shape student's activities leading to the end of semester evaluation
- Prepare for weekly instruction with Placement Field Instructor, and periodic meetings with Field Faculty and Placement Field Instructor
- Keep Field Instructor and Field Faculty informed of progress in the field, including notification of difficulties that may interfere with the field educational experience
- Notify the Field Instructor prior to absences and arrange for make-up of missed hours
- Negotiate with Field Instructor in advance for time off from internship
- Work with the Field Instructor to make time up and be on schedule with hours needed to complete the internship
- Respect client confidentiality
- Adhere to NASW Code of Ethics; and IFSW Code of Ethics
- Prepare and participate in the weekly Field Practicum Seminar taught by the Field Faculty
- Provide Field Instructor a copy of the syllabus from the Field Practicum Seminar and enlist the Placement Field Instructor's support on class assignments
- Assist the Field Instructor and participate in field evaluations
- Submit student field evaluation of placement to Field Faculty as noted in the course syllabus
- Submit Student Self-Evaluation as noted in the course syllabus
- Students are expected to act with professionalism and integrity for the duration of their field placement as well as their time with the School of Social Work. This includes performance (timeliness, attendance, and participation), appearance (adhere to the dress code of field placement), communication (respectful verbal and non-verbal, including e-mail communication) and behavior (with Field Faculty/staff, field instructor, placement employees and clients). If a student has been acting unprofessionally or has misrepresented themselves in a fraudulent way, the Director of Field Education has the responsibility to recommend to the Students Support Team that the student not continue in the School of Social Work Field Education Program due to professional social work ethics, standards, and concerns
- Refrain from criminal activity. If at any time during field placement, the student is arrested, convicted of a felony, or anticipating jail time, they must alert Field Education Office. Involvement in criminal activity can impact ability to continue in placement and working with clients
- If a student is psychiatrically hospitalized, the student can call a voluntary meeting with the Field Education Office to develop a plan of support and successful continuation and completion of field hours.

## **VI. University and Placement Overall Responsibilities**

1. To establish the objectives for the field education experience and devise methods for their implementation
2. To make no distinction among students on the basis of race, color, religion, creed, gender, ethnic or national origin, disability, age, political affiliation, or sexual orientation
3. To ensure that references or transcripts pertaining to students in the program shall not be provided to another party by the placement or the university without prior written authorization from the student (Family Educational Rights and Privacy Act of 1974).

### **University Responsibilities:**

1. Assure the students of Dominican University comply with the educational standards set forth by the Council on Social Work Education (CSWE) and the University;
2. Establish and maintain communication with the Field Instructor at the field placement on matters pertinent to social work education. Such communication may include, but is not limited to, a description of the curriculum and educational objectives, relevant course outlines, policies, academic and internship schedules, faculty names, and major changes.
3. Provide the Field Instructor with orientation and training required to successfully instruct DU SSW students.
4. Refer to the placement only those students who are academically prepared for the field practicum
5. Advise the student of the responsibility for complying with the rules and regulations of the placement as well as with the standards and practices established by the university for students in field education
6. Provide current general liability insurance coverage and to provide evidence of such insurance when required
7. Provide the Field Instructor with access to the Field Manual and with appropriate forms to be used in evaluating the progress of the assigned student
8. Request that the student provide, prior to the field work, such confidential information as may be required by the placement or deemed necessary for the training and guidance of the student (student's refusal may lead placement refusing to accept student)

### **Placement Responsibilities:**

1. Provide for one of their staff to be the Field Instructor for the student or students from Dominican University. The Field Instructor will be responsible for the planning and implementation of the field education experience. The Field Instructor should be familiar with the Field Manual and shall comply with its terms. The Field Instructor should also meet the criteria established by the Council on Social Work Education (CSWE) for field

instruction of students and shall comply with the NASW and IFSW Code of Ethics

2. Provide the Field Instructor with time to plan and implement the field education experience including, when feasible, time to attend relevant meetings and trainings
3. Provide the physical facilities and equipment necessary to conduct the field education experience
4. Complete Dominican University SSW's Field Education Program Affiliation Agreement and Program Information Form.
5. Advise the University of any changes in its personnel, operation, or policies which may affect field education experiences
6. Provide the assigned student(s) with a copy of the placement's existing rules and regulations which apply to the student, including safety, and inform the student of the placement's requirements for acceptance (citizenship, legal status, health status, health insurance, etc.)
7. Make available, whenever possible, emergency health care for the assigned student(s);
8. Evaluate the performance of the student(s) on a regular basis using the learning agreement and evaluation form supplied by the University; and forward the completed evaluation to the university as noted on the calendar
9. Advise the University, when necessary, of any serious deficiency noted in the ability of the student to progress toward the stated objectives of the field experience. This can be done during the Adjustment to Field site visit. In that event, the student, Field Instructor, and the Field Faculty will devise a remediation plan by which the student can achieve the objectives and behaviors necessary to have a successful placement
10. Have a right to advise the university to terminate any student whose health or performance is detrimental to client well-being;
11. Support continuing education and professional growth and development of those staff members responsible for student field education;
12. Agree to and sign SSW's affiliation agreement and student contract

## **VII. Change of Field Instructor or Field Placement**

All placements exist for the duration of one academic year unless extenuating conditions exist. In such situations, the student will meet with their Field Instructor and Field Faculty before any changes are recommended in their placement. The Field Faculty will consult with the Director/Assistant Director of Field Education prior to any changes being made.

If a student's Field Instructor is unable to provide instruction due to illness, change of job, etc., it is anticipated that the placement would make arrangements for the student to have appropriate field education and inform the Dominican Field Faculty of the change. If there is no other appropriate

Field Instructor in the placement, the Field Faculty and the Director/Assistant Director of Field must be notified immediately.

If a field placement closes or is anticipated to close prior to the completion of the student's hours, the Field Faculty and the Director/Assistant Director of Field must be notified immediately and will attempt to secure another placement for the student.

Changing field placements is rare and usually not desirable. It is assumed that students need exposure to a variety of assignments and experiences to become master level social work practitioners. Placements and Field Instructors are chosen because they will provide quality experiences for the students. Moreover, all challenges in field placements can be opportunities to enrich learning by helping students understand the situations they encounter and explore ways to establish productive resolutions. **Field placements will be changed only after serious efforts are made to resolve issues.**

Students and Field Instructors should allow sufficient time (three to four weeks) to address any learning issues that arise early in a placement before any request for change is made, unless remaining at the placement is detrimental to either student or placement. This gives the student time to become oriented and settled into the placement, as well as time for the relationship with the Field Instructor to form. Even if some problems arise immediately for the student, he/she should use the first weeks for developing self-awareness and problem-solving skills. Dominican Field Faculty are available for consultation in this process. If the student, Placement Field Instructor, and Field Faculty cannot reach resolution of the issue, the Director/Assistant Director of Field Education will be consulted.

Field placements may be changed sooner if it becomes apparent that the Field Instructor or placement is unable to assume the duties of appropriate field education as outlined above, or if the Field Instructor is concerned that the student's behavior places at risk the quality of services the placement delivers, or the reputation of the placement. However, unless there are extenuating circumstances, placement will not be changed due to a student's disinterest in the setting, or the population, or because the geographic location is felt to be inconvenient.

### **VIII. Problem-Solving in the Field Placement**

If the student is experiencing problems/issues in their field education placement, it is the student's responsibility to make initial contact with their Field Instructor to try and rectify the situation. Due to the process of Dominican's field seminars, which include journals and consultations, the student's Field Faculty is able to assist the student in approaching the situation directly with their Placement Field Instructor. If the issue is not resolved, the next step is for the student to request more direct assistance from their Dominican Field Faculty regarding the issue. Ideally the student, Field Faculty and Field Instructor should meet regarding the issue. If the student, Placement Field Instructor, and Field Faculty cannot reach resolution of the issue, the Director/Assistant Director of Field Education will be consulted.

**If the student believes he or she is being sexually harassed or is in a vulnerable and threatening situation, the student must seek out the Field Faculty and Director/Assistant Director of Field immediately. The student is not to return to the placement. An inquiry will**

ensue.

**If a student feels that he or she is being discriminated against at the placement or that significant ethical violations are occurring at the placement, the student must report this to the Field Faculty, who in turn, informs the Director/Assistant Director of Field Education. An inquiry will ensue that supports the student in addressing these issues.**

If it is determined by the Director/Assistant Director of Field Education, the Field Faculty, and the Placement Field Instructor, that the placement is not a good fit for the student or that an incident has occurred that undermines a successful completion of the internship for the student, the student may be placed in another placement. The student will be required to complete the total number of hours for the semester at the new placement. The required hours will remain the same and arrangements will have to be made with the new placement/Field Instructor to achieve the required total internship hours. A report that includes the hours that the student had acquired is provided by the Field Instructor or a supervisor/administrator at the placement. **However, another placement is not guaranteed and the student may have to wait for the following year.**

A student may only have one field appointment replaced in this fashion during his/her program. A failure to complete the second placement successfully due to the student's negative disposition (behavior), and/or an inability to function appropriately as a graduate level student is grounds for dismissal and will be referred by SW faculty to the Student Support Services Manager who will determine the next steps. **No student may terminate any field placement arrangement without the knowledge and involvement of the Field Faculty and the Director/Assistant Director of Field Education.**

If a student does terminate their field placement, the Director/Assistant Director of Field Education, the Field Instructor, and the Field Faculty will meet to determine the Field Placement's response to the student. If the Field placement decides to terminate the student, then the Field Faculty and the Director/Assistant Director of Field Education will meet with the student. If the termination occurred prior to a mid-term or final evaluation, the student will receive an "F" for that semester and will need to retake the field practicum.

### **Placement and/or Field Instructor has issues with student:**

If the Field Instructor has issues with the student's professional behavior and/or performance, the Field Instructor should initially speak with the student directly about his/her concerns. If there is no resolution or the Field Instructor needs SSW assistance, the supervisor should email or call the Field Faculty. The Field Instructor and Field Faculty then consult to decide the next step, which ideally includes a 3-way face-to-face meeting. *The adjustment to field site visit* mid-semester is a good time to review and address any issues, but Field Instructors are encouraged to reach out for assistance earlier if needed. If a resolution cannot be reached, the Field Education Office will then be consulted. At this point, the Director/Assistant Director of Field Education has the authority to refer the student to a Student Support Meeting where recommendations may include: a remediation plan, student failing the Field Practicum, student receiving no credit for the practicum course, or dismissal from SSW. This plan will be communicated to the student in writing. If dismissed from SSW, the student must wait one to two academic years before reapplication. This decision to dismiss may be appealed within one calendar year to the Founding Dean of the College of Applied Social Sciences.

If it is determined by the Director of Field Education, the Field Faculty, Placement Field Instructor, or by the Student Support Committee that the placement is not a good fit for the student, the student may be placed in another placement. However, another placement is not guaranteed, and the student may have to wait for the following year. If the student is placed in another field placement and is found to present the same or similar behavioral or academic issues again, the Director of Field Education has the authority to refer the student for review of the situation to the Student Support Committee to make a recommendation to the Director/Manager of Student Support Services. The recommendation of the Director/Manager of Student Support Services on behalf of the Student Support Committee may involve a remediation plan or result in the student failing the Field Practicum, receiving no credit for the practicum course, or dismissal from SSW. This plan will be communicated to the student in writing. If dismissed from SSW, the student must wait two academic years before reapplication. This decision to dismiss may be appealed within one calendar year to the Founding Dean of the College of Applied Social Sciences.

### **Egregious or Dangerous Behavior on the part of the Student:**

Any student verbalizing or behaving in a manner that could be reasonably considered egregious may be immediately suspended from field education and possibly dismissed from the MSW program. Examples would include but are not limited to: verbalizing a threat to oneself or others, physically threatening someone, actively demonstrating the symptoms of severe mental illness (hallucinations, breaks from reality, uncontrolled compulsive behavior or language, etc.) reporting to class or field education under the influence of alcohol or illicit drugs, sexually harassing a peer, faculty member/administrator, colleague/supervisor or client.

### **Protocol for Egregious or Dangerous Behavior on the part of the Student:**

If egregious or dangerous behavior on the part of the student were to occur, those who have authority will follow the field placement's protocol and/or university's protocol to assess the status of the student and give priority attention to the safety of the student and those involved. Security systems are to be engaged, if needed. The Field Instructor, Field Faculty, Director/Assistant Director of Field Education, Assistant Dean, and the Director of SSW are to be notified immediately. The incident and recommendations are to be reviewed by the Placement

Field Instructor, Field Faculty, and Field Director. A determination is then made based on the safety of the student and all concerned. Once stabilization (which includes the safety of all those concerned) is established, the Student Support Meeting will convene, and recommendations will be communicated to the student in writing.

## **IX. Guide to Personal Safety in the Field Practicum**

New students are expected to attend the orientation to field work, conducted by the Field Education Office, which takes place at the SSW new student orientation. The orientation includes a general training on issues of safety in the field, both at a placement office setting and out in the community. Safety issues are also discussed and reinforced in the Field Practicum course.

A further orientation is expected to be provided by the Placement Field Instructors/placements so that “risk-issue awareness” can be tailored to the specific environment in which the student will work.

The Field Instructor should inform students of placement policies and procedures to be followed in the performance of field assignments. Students will be instructed by the SSW to inquire about this information at the time of orientation to their placement. This information should include (where appropriate): policies/practices regarding building/office security, home visiting, transportation of clients, staffing patterns for evening hours, infectious disease control, working with high-risk populations, and other potential risk aspects unique to the specific setting/populations/communities, etc., in which the student is practicing.

The issues and dynamics involved in assessing and managing risks are complex. Therefore, it is expected that Field Instructors will carefully consider the assignments given to students and will actively anticipate, supervise, and address the management of potential risks to which students might be exposed in their settings.

**As a general guide, placements and supervisors must consider the following to assure the safety of the student: *The Field Faculty and Field Education Office are available for consultation***

Transporting clients:

Students should not transport clients alone or in their personal vehicles

Home visits:

Students should not make home visits alone unless the client and environment of the home and community are known and that an assessment of risk has been determined as safe by the Field Instructor and student

Office:

To not be left to staff an office or see clients when no other staff are present;

Assignments:

Students should not be given any assignment that has not been assessed by the Field Instructor as to its potential risks; and students should not be given an assignment that has risks, without appropriate training or guidance as to the precautions that should be taken.

All questions or concerns about safety in the field should be discussed immediately with the Field



Faculty and or the Field Education Office. If an incident occurs in the field where a student is threatened or finds him/herself in the vicinity of a threatening situation, the student must inform the Field Instructor and the Field Faculty and make out an Incident Report to be filed with the Field Faculty and the Field Education Office. This does not, however, replace the need for filling out required placement incident reports or even police reports if necessary.

### **Transportation:**

Transportation to and from field placement is the responsibility of the student. While most placements do not require the use of personal vehicles for placement business, the student should recognize that in instances in which their personal vehicles are used for placement business, the automobile insurance responsibility lies with the student. Each student should check the limits of his or her own personal insurance policy to be sure of the extent of insurance coverage before conducting placement business with their personal vehicle. *Unless otherwise specified, only placement vehicles are to be used in transporting clients because of insurance and safety concerns.*

### **Individual Placement Requirements:**

Students should be aware that different placements often have differing health, safety, or background check requirements. Students should be knowledgeable of these requirements prior to beginning field work. Students should request such information during the initial placement interview. Students should also follow the dress code of the placement.

### **Professional Liability Insurance:**

The university will provide professional and general liability insurance for graduate social work students while engaging in Field Work. Such insurance has limits of one million dollars per claim and three million dollars per annual aggregate. A certificate of insurance will be provided to field placements as evidence of insurance, upon request.

### **Health Insurance:**

It is the responsibility of each student to provide his or her own health insurance and to pay for out-of-pocket expenses not covered by his or her insurance.

### **Confidentiality**

Internship students sharing information about placement and/or clients in any form; in-person, telephonically or via internet (social media) is a serious breach of confidentiality according to the NASW Code of Ethics. If a student is found sharing information about placements or clients, action may be taken by the placement and/or Dominican SSW to dismiss the student from the placement and/or the MSW Program.

### **Use of Client/Placement Information for Education:**

Special attention should be paid to the issue of client confidentiality. Client interactions and information must be treated with utmost respect and confidentiality. Each placement will have specific policies regarding client confidentiality, which should be understood and followed by students. Any class assignments that involve the use of placement data or records must be cleared with the Field Instructor prior to use.

All client information utilized to fulfill course requirements must be disguised to the extent necessary to protect client confidentiality. If audio or video recordings are used as part of the educational requirements of the placement, they should be used with the direct knowledge and

approval of the Field Instructor and in a manner consistent with field placement policies.

The client, parent/guardian, must sign appropriate releases and the audio or video materials will be retained as the property of the placement.

## **X. Interruption of Field Placement**

This policy addresses disruption of placements due to national and local events such as communicable diseases, natural disasters, and/or civil unrest.

**If students are advised by their agency, supervisor, and/or government to not attend their field placement, students should immediately consult their Field Faculty and Field Education Office.**

To fulfill the hours and competency requirements set forth by SSW and CSWE, a plan can be put in place with agreement by the field faculty and field instructor that includes alternative learning activities that can be completed off-site. Field Faculty will contact student and field instructor (this could also be a three-way call or virtual meeting with student/Field Faculty and Field Instructor/Task Supervisor) to begin the process of developing a plan. Field Faculty will provide consultation on possible ideas of tasks for individualized work plans.

Field Faculty should assess (in no particular order):

- How long does the student believe they will need to work remotely?
- How many hours does the student need to complete the course?
- What is the current assessment of student progress? If an assessment of the student's competencies were to be completed today, would the student receive a rating of "3" (Competent) on every competency? If not, which competencies still need to be developed? At this time, is the student at risk for receiving an overall score lower than a "3" in any area? (If so, should we be considering an incomplete for this student, instead of working remotely?)
- Does the agency have a plan for continuing service delivery if their employed social workers must work remotely? If so, what is the plan?
- Is it possible for the student to continue to engage with agency services, current clients/work product teams, remotely?
- What is the plan for the student to continue to receive weekly supervision from the field instructor/task supervisor?
- How will the student terminate relationships with clients/work groups, if needed?

A written signed off plan should be submitted to the Field Education Office. This plan should:

- Prioritize tasks where the student needs to develop competence
- **Each task** should include:
  - a written component/product so that competence and work completion is demonstrated
  - approximate time-frame

- number of hours expected for completion

Plan must also be approved by the Director/Assistant Director of Field Education.

## **X. Field Practicum I-IV**

### **Field Practicum Courses I, II, III, IV:**

The Field Practicum Course is held concurrently with each semester of field work. The Field Practicum Course is the place to integrate the field education experience. This is where the student, the practice courses, and the field education experience come together. The weekly Field Practicum Course combines readings, discussion, ethical consultations, and personal reflection as a means for students to integrate practice theory with practice experience. It is designed to allow students to explore personal and professional values as they relate to client services, and to grow professionally by exploring the student's own experiences, as well as the experiences of their peers. This course is also designed to allow students to identify and explore issues related to social work ethics and values, diversity, promotion of social/economic justice, and service to populations at risk.

These courses, though guided by the syllabi and Field Faculty, are process orientated. There is an expectation of progressive student development each semester of field.

A notable shift in the progression towards a higher level of professionalism occurs upon entering the Advanced Generalist year, as it is expected that the student has developed solid Generalist skills and is now prepared for a more advanced level of functioning and professional engagement. Please refer to Syllabi SWK 511 and 551 (Generalist), 611 and 651 (Advanced Generalist).

## **XI. Evaluation and Grades**

As noted in the Field Practicum Course syllabi, the Field Faculty provides the final grade for the entire field education experience, which includes the mid semester site visit, final field evaluation (the ratings, narrative, hours, and overall rating) from the Field Instructor and the grade earned in the Field Practicum Course.

We respect the individual learning style of each student but recognize that competence in all areas must be achieved. Individual effort to understand self and willingness to confront issues that might arise in supervision sessions and in the interaction with client systems, as well as overall level of mastery, should be the basis for the student's evaluation.

If a student's overall performance on the field evaluation is below 'meets expectations', the student is in jeopardy of not passing to the next semester of field. The final overall grade of the student for the field course (placement performance and field seminar) must be a "B" or better, in addition to receiving a "meets expectation" score on all behaviors to advance to the next semester of field or graduate. The letter grade is provided by the Dominican University Field Faculty.

The Field Instructor should bring his/her concerns about performance to the student as soon as possible in the term, so that the student is aware that there are issues to address, and so they will have enough time to work on the areas of concern and 'meet expectations' on the evaluation. The Field Instructor should also contact the Field Faculty as soon as they determine that such intervention is needed regardless of the time in the semester. Additionally, the **purpose of the**

**mid-semester “Adjustment to Field” site visit is to identify, address, and plan for resolution of any issues or concerns that have arisen or affirm student progress.** A specific remediation plan for addressing items should be included in the Adjustment to Field site visit report when necessary.

## **XII. Form Descriptions**

**The following documents must be submitted to the Field Faculty prior to the end of each semester.** They can be found on Dominican University School of Social Work website under the field readiness online site.

### **Students Are Responsible For:**

- Evaluations for fall and spring semester
- Completing Field Hours tracking form and obtaining field instructor approval
- Student Field Site Evaluation at the end of spring semester
- Reminding Field Instructor of the due dates for completing evaluations
- Take leadership in reviewing progress on competencies and behaviors

### **Field Instructors Are Responsible For:**

- Assisting students in identifying measurable performance indicators for achieving the competencies outlined in the Field Evaluation
- Completing the Field Evaluation at the end of each semester (ratings, comments, and overall placement assessment)
- Final approval of hours

The Field Faculty will provide the final grade, which includes the final field evaluation (ratings, comments, hours, overall placement grade) from the Field Instructor and the grade earned in the Field Practicum Course.

## **Field Hours Tracking Form**

Students are responsible for tracking field hours and having their Field Instructor sign and approve the tracking form during regular supervisory sessions. The Field Instructor signs off and confirms student hours. Students will be expected to report on the the completed hours during the first field site visit, and with the submission of the final evaluation. Failure to document a timesheet could result in serious consequences, which may include an ‘Incomplete’ in the course, and inability to progress to the next field course.

If there is a concern about the completion of hours or a discrepancy in the tracking of hours, the Director/Assistant Director of Field Education will call a meeting with the Field Instructor and student resulting in a plan to resolve issue or make a recommendation for a Student Support Meeting.

## **Adjustment to Field Review (conducted during site visit)**

The Field Faculty will conduct a site visit. The purpose of the site visit is to determine the student's adjustment to the field placement. The site visit will involve a discussion between the Placement Field Instructor, the student intern, and the Field Faculty. The assessment of the initial adjustment to field will be measured on a Pass/Fail basis. Students earning a "Pass" grade will be determined to be in good standing and receive course credit towards the final grade. Students receiving a "Fail" grade will be supported to develop a corrective plan to assist their growth in the field placement. When the remediation plan is agreed upon the student will receive the allotted course credit. If a remediation plan is not agreed upon or appropriately implemented the student will receive 0 for this assignment, and a discussion concerning the appropriateness of the placement will be held with the student, Placement Field Instructor, Field Faculty and Director of Field.

### **Competency Discussion & Final Evaluation**

Although similar in structure, the Final Evaluation forms for SWK 511-551 (Generalist Year) and SWK 611-651 (Advanced Generalist Year) contain different contents. The competencies and behaviors outlined in these forms reflect the competencies that are expected for Generalist year and Advanced Generalist year students, respectively.

The behaviors demonstrating achievement of competency should align to the specific practice setting and should reflect progress anticipated during the first semester only. These measurable behaviors should be reviewed in supervision throughout the semester and will be used in the end of the semester Final Evaluation. In this Final Evaluation, supervisors use the same form to rate the student interns' success in meeting each objective, provide comments, as well as a cumulative assessment of the student intern's performance.

**Please be sure to use the appropriate Final Evaluation form to the student's practicum level: SWK 511 Field I, SWK 551 Field II, SWK 611 Field III, and SWK 651 Field IV.**

It is advisable for the student and the supervisor to fill out the final evaluation form independently before meeting to discuss the evaluation together. Please refer to the syllabus for the due dates for the evaluations. It is the student's responsibility to remind the Field Instructor of the due dates for evaluations and to ensure that they fill out the correct evaluation. **All evaluation material is submitted to the Field Faculty upon completion.**

The student and the Field Instructor are expected to discuss their respective evaluations of the student's learning and performance, and both will sign the form before forwarding it to the Field Faculty. If the student disagrees with the Placement Field Instructor's evaluation, the student is encouraged to have a discussion with their Placement Field Instructor. The student can provide an addendum to be included with the evaluation, which the Field Instructor reads and signs off on.

**All students are expected to acquire a B or better in Field I (SWK 511), Field II (SWK 551), Field III (SWK 611), and Field IV (SWK 651), as well as in the practice classes SWK 510, SWK 550, SWK 610, and SWK 650. Students, who receive a B- or less are required to meet with their academic advisor and their Field Faculty to determine next steps. This will also lead to a Student Support Meeting and a possible academic probation status regardless of student's GPA. The outcome of the review will be communicated to the student in writing.**

**The University Field Faculty (not the Field Instructor) provides the final grade, which**

**includes the final field evaluation recommendation (ratings, narrative, hours, and overall field grade), adjustment to field visit, and the grade earned in the Field Practicum Course.**

**Submission Instructions: Please submit the Final Field Evaluation to your assigned Field Faculty by the due date. The Field Faculty CANNOT issue a grade for the evaluation and the field course until the completed and signed documents are received.**

### **Evaluation of Field Education Setting and Self-Evaluation**

Students complete the Final Field Evaluation as a Self-Evaluation at the end of each semester, which accompanies the Field Instructor's Final Field Evaluation. The Student Self-Evaluation allows the students to evaluate their own performance in their field placement and create an opportunity to increase self-awareness. This will be sent via a link that students must complete online.

Evaluation of Field Setting is accomplished through a reflective assignment in the Field Practicum courses at the end of the spring semester. Information obtained will be utilized by the Field Education Office in the training and orientation of Field Instructors and provide constructive discussion with the placement in making decisions about future placements.