



BEAVER COLLEGE OF HEALTH SCIENCES

Social Work

Field Education Manual

Department of Social Work

ASU Box 32155

532 Leon Levine Hall

Boone, NC 28608

Telephone (828) 262-2299

socialwork.appstate.edu

The Appalachian State University *Field Education Manual* is intended for information purposes only and does not constitute a contract between the University and the student. While this handbook presents policies and programs as accurately as possible at the time of publication, the department reserves the right to revise any section or part without notice or obligation. Changes in degree requirements do not affect students already enrolled in a degree program, although adaptations may be needed. Degree requirements can be found in the Undergraduate and Graduate Bulletins and Programs of Study for the student's year of admission to the university. Changes in departmental and academic policies become effective for all students on the date approved for implementation, therefore all Social Work students are subject to those policies as posted herein. **Last revised August 11, 2025.**

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Field Education: Social Work's Signature Pedagogy

The Field Education Program within the Department of Social Work at Appalachian State University provides an opportunity for BSW and MSW students to integrate their curriculum knowledge with real-life experiences in a variety of field practice settings. Students are supervised by experienced Field Instructors (FI) at human services agencies where they refine their social work skills and begin their lives as social work professionals.

BSW students complete one-semester block placements in the last semester of their senior year. MSW students complete a foundation placement at the same agency during both fall and spring semesters. In their concentration curriculum, students complete another field placement during the fall and spring semesters with a focus in either individuals and families or communities and organizational practice. Advanced standing students will complete a concentration field placement during the fall and spring semesters as well.

The [Social Work Department](#) recognizes that the field experience can be an anxiety provoking and uncertain process. This Field Manual is intended to provide guidance on how the field process works at Appalachian State University. The field faculty will reach out to students at multiple points to discuss the field process. However if students or prospective students would like to discuss anything related to the Social Work Department's Field Program prior to those points of contact, feel free to reach out to Field Director, Dr. Amber Moodie-Dyer, at moodiedyeram@appstate.edu.

The Council on Social Work Education (CSWE) has set the [2022 Educational Policy and Accreditation Standards \(EPAS\)](#) for Field Education. This area of the curriculum is considered the "signature pedagogy" of the program. Field education is considered the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Field education also connects the theoretical and conceptual contributions of the classroom with the practical world of the practice setting, and allows students to demonstrate the achievement of nine social work competencies.

Organization and Sequence

Students must complete the Field Application prior to entering the field experience (see Appendix A at the end of this document for a full calendar/timeline of field application deadlines and the field placement process). Please note that failure to meet these deadlines may impact a student's ability to enter a field placement in their desired semester.

- **BSW applications** must be submitted by February 1 in order to be considered for a placement in the following Fall semester or by June 1 in order to be considered for a placement in the following Spring semester.
 - **MSW foundation first year students** must submit their field applications for their Concentration year by November 1st.
 - **BSW students and students entering their 2nd year in the MSW program** will be contacted by Field Faculty with instructions on how to complete the application.
 - **Newly admitted MSW students** will be prompted to submit their field applications once they are accepted into the program.
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- **MSW Students completing the part-time MSW Program** will not have a field placement their first year and must develop an individualized plan with the MSW Program Director. Samples of both full and part-time MSW course plans can be found [here on the social work website](#). A part-time MSW student is required to submit a field application by November 1st of the year prior to entering field and will then meet with the Field Director.

For **BSW students**, the Social Work field placement (SW 4650: *Social Work Field Instruction*) and the concurrent SW 4690, *Senior Seminar: Issues and Ethics for Field and Profession*, is completed in one semester, and is initiated only after students have successfully completed all coursework. This seminar is designed to integrate classroom learning with field experiences and is the Social Work Capstone writing course. The Senior Seminar is taught by a social work faculty member and is conducted online asynchronously with four synchronous meeting times. BSW students must receive at least a C in every required social work course and cognate course, and maintain at least a 2.5 GPA in social work and a 2.5 GPA overall in order to enter the final field semester. BSW students may apply for Field Placement while they are completing the requirements for an Incomplete (I) in a course or if coursework at other institutions is still underway. However, at the Field Director's discretion, Field Placement may be delayed or suspended until all coursework is documented in DegreeWorks as successfully completed. BSW students are required to submit a request in writing to the Field Director to request an exception.

MSW students complete their placement and seminar (Foundation students: SW 5040 Field Practicum and Seminar 1/SW 5240 Field Practicum and Seminar II; and for concentration students either: SW 5830 Community and Organizational Practice Field Practicum and Seminar 1/SW 5860 Community and Organizational Practice Field Practicum and Seminar 2, or SW 5720 Individuals and Families Field Practicum and Seminar 1/SW 5750 Individual and Families Field Practicum and Seminar II) alongside other coursework. For campus based MSW cohorts (Foundation year, Concentration Year and Advanced Standing), the seminar occurs in person every other week throughout the full academic year (fall and spring semesters). For online advanced standing students, the seminar is entirely asynchronous throughout the full academic year (fall and spring semesters).

For both MSW and BSW students, specific seminar content accommodates input from students as well as standard program expectations relevant to the integration of the field experience, the curriculum, and the competencies. Seminar assignments may vary according to instructor; however, all assignments are designed to enhance the integration of classroom and field learning. Seminars elicit student reflections on their field experience and provide a forum for the exploration of field-based practice and policy issues. The seminar also focuses extensively on reinforcing social work values, practice frameworks, and an understanding of the Appalachian culture and other cultures where services are provided. While in field, all students will utilize the online field management software the Experiential Learning Cloud (ELC - formerly Tevera) to log field hours, complete forms and evaluations and some course assignments. The cost of this program is covered by the Department and instructions on how to access ELC will also be provided by the Department. Other assignments for seminar will be submitted in class or through the AsUlearn portal.

Competencies and Behaviors

In 2022, CSWE defined their [*Educational Policy and Accreditation Standards \(EPAS\)*](#) based on nine competencies. These competencies form the overall student objectives for the BSW and MSW Program. And, while all aspects of the curriculum have been working towards assisting students to develop these competencies, we recognize that students must have actual practice experiences in order to consolidate, integrate, and refine their knowledge, values, skills, and cognitive and affective processes and demonstrate the competencies and behaviors required for generalist practice. Providing these practice experiences is the role of the field education course. Students are expected to demonstrate the competencies and associated behaviors in seminar and their field placement. The competencies and behaviors for both BSW and MSW students can be found in the Learning Contracts on the [BSW field education forms google drive](#) and in the [MSW field education forms google drive](#) posted on the AppState Department of Social Work [Field Education website](#). The behaviors listed under each competency are identical for the **BSW and MSW Foundation first year students**. The behaviors under each competency for the **MSW concentration year** are more specialized to reflect advanced skill building in either the Individuals and Families or Community and Organizational Practice concentrations.

Development of the Learning Contract and Evaluation Plan

The Learning Contract and Evaluation Plan guides the student's work in their field experience. This document outlines specifically what the student will do throughout their field education to demonstrate the nine competencies and associated behaviors. The student and FI should develop the Learning Contract and Evaluation Plan collaboratively during the first month of the placement.

The Learning Contract and Evaluation Plan is also designed to assist the student in progressing in skills across the time that they are in placement. For instance, students likely will start their field education by observing social workers, reviewing agency policies and developing the specific knowledge necessary for conducting the work of the agency. They will then progress to closely supervised assessments, interventions, evaluations and project development. Students will then move to a level of supervised independent practice reflective of their student status and their level of competence.

BSW and MSW Foundation 1st year students are expected to complete a generalist field placement, which should include micro, mezzo and macro experiences. Although students are not required to have a certain number of client contact hours or a certain type of macro project, it is expected that students will have an opportunity to demonstrate the competencies based on knowledge, values, skills and cognitive and affective processes in all areas of Social Work practice.

MSW Concentration students are expected to complete a specialized field placement designated as either Individuals and Families (I&F) concentration or Communities and Organizational (C&O) Practice concentration. The field placement should provide a specialized experience based on the chosen concentration, allowing students to develop and demonstrate the required competencies and advanced behaviors in their concentration area.

The Learning Contract and Evaluation Plan is designed to provide the format for the student's midterm and final evaluation. It begins the process of an ongoing evaluation. As activities are completed or as the agency needs and plans change, there may need to be changes made in the Learning Contract and Evaluation Plan.

Field Education Roles and Responsibilities

The AppState Department of Social Work recognizes the critical role of field instruction in the educational experience of our majors. The Social Work Department values the significant contributions that field agencies and FIs make to the development of the social work students who successfully complete our curriculum. It is the responsibility and intent of the Social Work Department to provide the support and information field placements require to effectively meet their obligations to students and professional Social Work education. Quality field instruction requires the close collaboration of the Student, FI, Agency and the Social Work Department [including the Field Director, Field Coordinator, Program Coordinator, Seminar Instructor (SI), a Social Work Faculty Supervisor (SWFS) if assigned, and other faculty and staff]. Each has a distinct role and specific responsibilities in field instruction. To enhance the coordination and execution of these roles, responsibilities are identified below.

Responsibilities of the Student

Students are expected to abide by AppState's [*Code of Student Conduct*](#) and [*Academic Integrity Code*](#), the National Association of Social Workers' [*Code of Ethics*](#), the Competencies, and the Social Work departmental *Academic Standards for Retention*, which are described in the *BSW and MSW Student Handbooks*. Failure to meet the standards may result in dismissal from the program. Please note that these standards apply to student's behaviors in both the classroom and the field placement site. A productive field experience requires that the student actively participate in the design and implementation of field education. Students assuming a passive approach to the experience risk poor evaluations and lack of competence upon completion of the placement. To maximize the opportunity presented by field education, the student should fulfill the following responsibilities:

- Collaborating with the FI and SI in identifying learning needs and specifying learning activities;
 - Actively exploring learning opportunities within the agency, and participating with the FI in the selection of appropriate learning materials and activities;
 - Complying with agency and field placement policies, procedures, and standards. This includes background checks or drug tests, if the agency requires them;
 - Using supervision and supervisory meetings appropriately, including participating in selecting content for meetings and using supervision to openly address needs, concerns, issues, and progress toward meeting competencies;
 - Attending and participating in agency staff meetings and professional meetings or conferences recommended by the FI;
 - Integrating field and classroom learning by applying knowledge, values, skills, and cognitive and affective processes to field assignments and thoughtfully participating in Seminar;
 - Actively participating in meetings with the SI, FI, and SWFS if applicable;
 - Notifying the SI immediately if any issues arise in the field placement related to personal issues manifesting in behavior that negatively impacts the student's ability to perform adequately in a field placement (for example, mental health, substance abuse, health concerns, family matters, legal), supervision issues, attendance issues, ethical issues, issues
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of safety for student or clients, change in agency supervisor, students in danger of being dismissed by the field placement agency, or insufficient progress towards completing the Learning Contract and Evaluation Plan within a timely manner; and

- Continually assessing the quality of the field experience and field instruction, and keeping the FI, SWFS, and SIs informed of concerns regarding the placement.

Responsibilities of the Agency

An agency's decision to provide a placement for a student includes obligations to invest agency resources and time necessary for quality field instruction. Field Agencies are responsible for:

- Structuring the workload of FIs so that sufficient time is available for supervision of students;
- Developing assignments and adhering to expectations that are appropriate to the educational objectives of Social Work field education;
- Providing students with necessary space, resources, and support services;
- Accepting students for placement without regard to race, gender, gender expression, ethnicity, sex, age, sexual orientation, religion, political beliefs, or disability status;
- Allowing students to explore and experience all aspects of agency structure, policy, and program relevant to student learning objectives;
- Orienting students to agency policies, procedures, and programs, and informing students of significant revisions in each;
- Supporting FIs to attend orientations sponsored by the AppState Social Work Program;
- Providing clear procedures to ensure the safety of the student, and implementing a process to support the student if safety issues arise; and
- Assisting in providing students with resources to contact to complete drug screens or additional background checks if required by the agency.

Responsibilities of the Field Instructor

The FI is the agency employee who supervises the day-to-day activities of the student. The FI meets with the student one hour weekly, assists in developing the Learning Contract and Evaluation Plan, signs off on weekly timesheets, and completes the midterm and the final evaluation based on the Learning Contract and Evaluation Plan. For **BSW students**, it is preferred that the FI has a BSW or MSW degree from an accredited program, two years post graduation, and at least six months of experience in the agency OR that the agency assigns a BSW/MSW supervisor in addition to the FI within the agency. For **MSW students** it is preferred that the FI have an MSW degree with two years post graduation, and at least six months of experience in the agency OR the agency assigns an MSW supervisor in addition to the FI within the agency. If no supervisor is available that has the stated requirements then a SWFS will be assigned to also meet with the student for one hour weekly to provide social work supervision, in addition to the weekly supervision provided by the FI. The FI should be the person that has the most direct knowledge of the student's demonstration of competencies and practice behaviors. If there are two supervisors at the agency then the expectation is that the supervisors will collaborate about student evaluation. The primary role of the agency FI is that of educator. This is both a demanding and rewarding role that involves the following varied responsibilities:

- Identifying and creating opportunities for students to obtain and demonstrate competencies for practice with individuals, families, groups, organizations, or communities as relevant;
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- Selecting activities that support the student’s learning needs, including but not limited to: (a) appropriate types and number of cases; (b) inter- and intra-agency meetings and community task groups; (c) assigned readings, including grant proposals and agency policy documents; (d) agency projects; (e) group and community interventions; and (f) educational conferences;
- Assuring that the student is properly oriented to agency policies, procedures, norms, and organizational structure;
- Interpreting the competencies required of the student to other agency personnel, and eliciting support for meeting those competencies and practice behaviors;
- Accepting the student as a beginning level professional social worker;
- Providing weekly supervisory conferences and as-needed consultation for students focused on identified learning needs and objectives;
- Providing ongoing assessment of student performance relative to beginning level generalist practice, and providing clear, direct, constructive evaluative feedback to the student and SI, including completion of the Learning Contract;
- Notifying the SI immediately if any issues arise in the field placement related to personal issues manifesting in behavior that negatively impacts the student’s ability to perform adequately in a field placement (for example, mental health, substance abuse, health concerns, family matters, legal), supervision issues, attendance issues, ethical issues, issues of safety for student or clients, change in agency supervisor, students in danger of being dismissed by the field placement agency, or insufficient progress towards completing the Learning Contract and Evaluation Plan within a timely manner;
- Attending orientation sessions and field instruction seminars, institutes, and workshops sponsored by the AppState Department of Social Work Program;
- Submitting a FI profile form and résumé when requested by the department;
- Providing information and agency policies to the student regarding safety. Providing the student with supervision and support, if safety issues arise;
- Reviewing and signing all necessary forms including but not limited to the Learning Contract and Evaluation Plan, supervision log, time log, and process recordings; and
- Consulting with other staff or supervisors involved in student learning to complete the mid-term and final evaluation.

Responsibilities of the Social Work Department

The Social Work Department has designated faculty and staff to assist with Field Education including the Field Director, Field Coordinator, Program Coordinator, SIs, SWFS, and a Field Committee. These parties work in collaboration with the Department Chair, Program Directors and other faculty members and advisors to ensure a successful placement selection process and quality field placement experience. Some of these responsibilities include:

- Ensuring that CSWE accreditation guidelines for Field Education are followed;
 - Developing and ensuring adherence to policies and guidelines related to Field Education, including specializations such as the Screening, Brief Intervention, and Referral to Treatment (SBIRT), the Child Welfare Education Collaborative (CWEC) and the School Social Work Licensure pathway;
 - Identify, select, and vet agencies and placements appropriate for field and approve agency staff members as FIs through online meetings or site visits;
 - Provide training, orientation and ongoing support to FIs and agency field sites;
 - Facilitate the student placement process prior to entering field (including Criminal
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- Background Checks and Affiliation Agreements as needed);
- SIs teach the concurrent field seminar course and support students while in field through instruction and integration of curriculum with field experience in the concurrent seminar course. They also serve as the liaison between the University and the placement site, meeting twice during the semester with the student and FI together for **BSW students**, and one time per semester with the student and FI for **MSW students**;
 - SWFS, if needed when an agency supervisor with the required social work degree and post-graduate experience is unavailable, will provide 1 hour supervision meetings each week to groups of students; and
 - Assisting to resolve student and agency concerns as they arise.

Policies and Procedures

Criteria for the Selection of Field Agencies and Instructors

The availability of quality field agencies and FIs is crucial to the success of the field education program and the effectiveness of the social work curriculum. In effect, the agency serves as the laboratory in which the student may ultimately develop and test their demonstration of the required competencies under the guidance of the FI. Because field agencies and FIs do hold vital roles the social work program maintains certain standards for agencies and FIs. Criteria for the selection of each are specified below.

Selection of Field Agencies

A field agency and/or the Field Director may initiate the discussion of developing a field placement for students. Prior to approval the Field Director and agency representatives explore the feasibility in detail. The Field Director will schedule a site visit or online contact prior to approval as a field placement agency. Selection of agencies as placement sites is based on the following criteria:

- Functions of the agency include those considered to be within the purview of the social work profession;
 - Social work is identified as a discrete profession by the agency, and members of the social work staff are given professional status;
 - Generalist practice opportunities are available for the student;
 - Policies and procedures governing the delivery of agency services are clearly defined;
 - Agency policies adhere to non-discriminatory service delivery;
 - Professional climate is conducive to learning and to student acculturation with the profession;
 - A qualified staff member is available to serve as the FI;
 - The FI is provided with adequate flexibility in their schedule to provide supervision;
 - Adequate support services and facilities are provided for students;
 - The agency demonstrates a willingness to allow students to participate in agency programs and activities that are relevant to student learning needs;
 - The agency is willing to assign substantive cases to students;
 - There are written policies to address situations that may entail risk, and risk management policies and a process for supervision and support if safety is compromised; and
 - Opportunity exists for a student to demonstrate completion of expectations noted in the Learning Contract and Evaluation Plan of all nine competencies and associated behaviors.
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Selection of Field Instructors

Primary considerations in the selection of field agencies include the qualifications of the FI and the willingness to serve as FIs. It is difficult to overestimate the significant role FIs assume in the educational experience of the student. It is strongly preferred that FIs meet the requirements listed above in the “Responsibilities of the Field Instructor” section, but in some instances, it may be necessary to consider an on-site FI without a Social Work degree. Approval of FIs is based on the following criteria:

- Familiarity with the competencies required of the generalist social work practitioner;
- Experience with the populations served by the agency;
- Identification with the social work profession;
- Adherence to the values and ethics of social work;
- Ability to conceptualize and illustrate principles for generalist social work practice;
- Ability to assist students in incorporating professional values and ethics in their practice activities;
- Ability to present material clearly and to design learning experiences appropriate to a student’s educational needs and interests;
- Familiarity with agency policies and procedures and their implications for service delivery;
- Ability to provide structured, planned supervision, including weekly conferences with students and consistent, clear, direct, evaluative feedback to students; and
- Ability to provide supervision and support to students regarding safety issues.

The Placement Process

Appalachian State University complies with all provisions of the *Family Educational Rights and Privacy Act* of 1974 (FERPA). Students have the opportunity to consent to the Field Director disclosing information contained in the *Request for Placement*, feedback from faculty members, and contents from the Field Director’s or Field Coordinator’s interview, with potential field agencies for purposes of placement. Agencies are encouraged to ask students for background information, as they would with a new employee. The following steps provide more detail on the placement process (see Appendix A at the end of this document for a calendar/timeline of the field placement process):

1. Students will complete a field placement application by the dates noted in the Organization and Sequence section above. Students will receive information and access to the application prior to the due date.
 2. Employment-based field placement requests must be indicated on the field application form. A student must have someone at the agency willing to serve in the FI role and be able to demonstrate all of the competencies in their current place of employment or an affiliated agency (please review employment-based placement policies below for more details). Please note there are some other ways a student might obtain payment for placement beyond the scenario of completing an employment based placement. These opportunities are limited, but may include scholarships, stipends provided by the agency, or student employment/graduate assistantship opportunities on campus. The Social Work Department continues to explore ways to increase the number of paid placement opportunities for students.
 3. A member of the field faculty will contact each student to schedule an individual meeting in the weeks following their completion of the application to discuss placement interests and
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next steps. ***Do not contact agencies until after you have met with the Field Director or other designated Field Faculty and have their approval to move forward.***

4. After the student meets with the field faculty member, field faculty will contact agencies that have been discussed and inquire about openings for a field student for **BSW and MSW first year Foundation students. Second year concentration and Advanced Standing MSW students** will be permitted to contact agencies themselves after the meeting with field faculty. Please note, some agencies will also have their own application process which will need to be adhered to if a field placement is desired at a particular agency.
 5. For **BSW and MSW first year Foundation students**, the field faculty will provide an introduction between student and agency so that they can set up a time to interview for the field placement. **2nd year concentration and Advanced Standing MSW students** may interview at multiple sites and set up their own interviews.
 6. The student is expected to check in with the field faculty as needed to communicate information about whether the agency has offered the student an internship and if the student accepts the offer.
 7. Once the internship has been approved by the Field Director or Field Coordinator and they have received all of the contact information, an Internship Acknowledgement Form will be emailed to the student by the Program Coordinator. Students and their FIs will need to sign the form and return it to the Program Coordinator by the date indicated. Students will not be registered or be able to start field placements until the contract has been signed by the student and FI and received by the Program Coordinator by the date indicated. In addition, students will not be registered until the results of the Criminal Background Checks (CBC) are received and, if applicable, a meeting has occurred with the Field Director to discuss any concerns.
 8. Students will **not** register themselves for the field education courses. Social Work department field faculty complete the first part of the process, forward student records to the Dean's office, which subsequently forwards student records to the registrar.
 9. The Social Work Department does not require drug tests. However, some agencies do require drug tests. Most agencies that require these tests also absorb the cost of the tests. However, some agencies will conduct the tests but require the student to cover the cost. If the agency requires the student to obtain the drug test independently, the student may contact the Field Director or Field Practicum Coordinator for information on drug testing sites for AppState students if the student is unsure where to go. It is the student's responsibility to follow up and pay for the test. Students may not start their field placements until the required drug tests are completed and results have been returned.
 10. Criminal background checks (CBCs) are required by the Beaver College of Health Sciences (BCHS). The BCHS policy can be found [here](#). Students must complete a CBC prior to their field placement and will be provided instruction on how and when to do so by the Field Faculty. The CBC fee of \$18.90 will need to be paid by the student. BCHS typically uses Certiphi as a CBC provider. Our departmental Program Coordinator will contact you via email with instructions to submit your CBC. After submitting the initial request, students will receive an email from Certiphi at studentedition@certiphi.com with additional instructions to follow to complete the Criminal Background Check. If you have not received an email from Certiphi within two weeks of the initial request, please check your spam first, then notify the Program Coordinator. If you have received the email from Certiphi, complete your CBC within two weeks of receiving the email. If you are unable to do so, please let the Field Director know. Based on the CBC results, students may be required to meet with the
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Field Director in order to be permitted to move forward in the placement process. Some agencies require a copy of the CBC which the student will need to provide once completed. Some agencies may or may not agree to accept the CBC that was required by BCHS. Most agencies that require their own CBC also absorb the cost, however, some agencies will conduct the CBC but require you to cover the cost. If the field agency requires the student to go through their own internal CBC process, students do not have to complete a CBC through BCHS, but written verification that the student has completed the CBC from an agency representative will need to be emailed to the Field Director. Registration for the field placement will not occur until the CBC is completed and concerns are addressed or resolved.

11. Field placements typically start on the first day of classes and end on the last day of classes. **BSW students** are permitted to count up to 32 hours and **MSW students** up to 16 hours prior to the start of the field placement for orientation or training required by the agency (given there is no client contact prior to the student's liability insurance inception date of August 15th). Students may request permission from the SI if necessary to complete hours after the last day of classes, but can go no later than the day grades are due for the semester.
12. In planning for a student's field placement, please note that most hours for field placement will be in person during the day and Monday through Friday. There are very limited evening, weekend and virtual placement opportunities. For **BSW students** to obtain the required total 440 hours for their field semester (approximately 24-28 hours a week), and **MSW students** to obtain the required 240 hours in each semester (approximately 15-16 hours a week), students are encouraged to plan accordingly. Part of the required hours include an individualized self-care plan that each student will develop in collaboration with their FI and with consultation as needed from the SI. For **BSW students**, the self-care plan will constitute 40 of the total 440 hours of field placement. For **MSW students**, the self-care plan will constitute 15 of the total 240 hours each semester. Students should not be working at their field placement site for these hours. The plan will be documented in the Learning Contract under the first Competency, and should be discussed during supervision with the FI. These hours will be documented in ELC as "Field Hours," just as all other hours will be documented.

Employment Based Field Placements

Employment based placements can be permitted when both the student and employer are agreeable to exploring this option, and the job of the student is one that allows them to develop and demonstrate the nine social work competencies. It is important to note that the familiarity of the student's work can create issues for students who are in a placement to learn new skills while trying to satisfy employers and work demands. Policies have been made to aid employment-based placements. In those circumstances where it is decided that it is in the best interest of the student to do this, there are certain criteria that must be met.

- Students may have an assignment in a unit or program of the agency that is their employment.
 - It is preferred that the FI meet the degree and experience requirements listed in the "Responsibilities of the Field Instructor" section above. If no supervisor is available that has the stated requirements then a SWFS will provide the social work supervision. However, there must still be someone at the agency willing to serve as the FI. If the supervisor for
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- employment is the FI they must meet at two different times to distinguish between meetings that the supervisor would normally have with their employee, and meetings in the role as FI.
- It is recommended that the student be employed for at least 3 months prior to the start of the field placement.
 - The placement must have an educational focus. The student must be able to demonstrate competencies within the role of employee. The student must complete the placement hours with the goal of both education and work.
 - An agency that is providing a field placement for an employee must meet the same criteria as other field agencies.
 - Once the field application is received. The Field Director or Field Coordinator will schedule a meeting with the student, the student's work supervisor, and proposed FI (if applicable) to ensure all requirements can be met.

Specialized Field Opportunities and Placements

Screening, Brief Intervention, and Referral to Treatment (SBIRT)

The Department of Social Work provides training to students, FIs and community members in the universal screening tool, SBIRT. In addition, the Nursing and Public Health Departments in the Beaver College of Health Sciences and the Psychology Department in the College of Arts and Sciences also participate, affording students the opportunity to be involved in interprofessional learning. Each student will receive substance use disorder content appropriate to their cohort: SW 4000 for **BSW students** or SW 5020 for **first-year MSW Foundation students** which will include the first module of the three-module SBIRT program. **Advanced Standing MSW students who did not complete their BSW at AppState** that are interested in participating in SBIRT will need to contact the Program Coordinator, Kayla Warren, warrenka@appstate.edu, for access to module one material.

Students may then choose to complete modules two and three and receive a certificate of completion from the Beaver College of Health Sciences. Module two consists of asynchronous online work and a two hour synchronous role play workshop which occurs in August and January. Module three consists of practicing SBIRT at your field placement site, our interprofessional clinic or other approved site, receiving feedback from your supervisor or other SBIRT-trained employee and completing assignments on AsULearn. Upon successful completion of all three modules, students will receive an electronic copy of their certificate of completion.

Department of Social Services Child Welfare Placements (North Carolina Child Welfare Education Collaborative)

Emphasizing public child welfare practice, the [North Carolina Child Welfare Education Collaborative](#) provides educational opportunities to BSW and MSW students who are interested in careers in child welfare. As North Carolina grows in both population and diversity, the changing social landscape highlights an increasing need for professionally-trained child welfare workers to help our children. Recruiting students who are new to child welfare, as well as seasoned professionals who want to move forward in their careers, CWEC aims to ensure safe, permanent and nurturing families for North Carolina's most vulnerable citizens.

CWEC is the overall initiative working to strengthen public child welfare services by increasing the number and diversity of well trained and highly committed BSWs and MSWs in local Departments of Social Services (DSS). CWEC provides educational opportunities to students who are interested in careers in child welfare.

All **BSW students** interested in completing a field placement within a North Carolina Department of Social Services Child Welfare Unit must participate in the CWEC and must also complete the following courses prior to beginning a CWEC field placement: *SW 4002: Competencies for Child Welfare* and *SW 4365: Social Work Practice with Children and Families*. **MSW students** must complete two courses either prior to or concurrent with their field placement: *SW 5002: Competencies for Child Welfare* (this course may count for one of the student's graduate electives), and *SW 5730: Advanced Social Work Practice with Children and Adolescents*.

Students typically are notified about the CWEC either through meetings with their BSW Academic Advisor, announcements in class and via student email lists from the Program Coordinator. For **BSW fall placements**, applications to CWEC are due by the last Friday of February. For **MSW fall placements**, applications are due by the second Friday in March. For **BSW spring placements**, applications to CWEC are due by the fourth Monday in September.

Applicants will receive confirmation via email once their application is successfully submitted. The CWEC/NCDSS will review and approve applications and then notify universities of their decision within two weeks of the application deadline. Universities will notify applicants via email of the outcome and approved applicants will receive guidance on next steps towards the interview process. Students who move forward to interviews will participate in a panel interview including a CWEC/NCDSS Representative, a local county DSS leader, and a University Representative. Once students have been approved after interviews, they can move forward with finalizing their placement with a DSS agency.

All students completing the CWEC program will be pre-certified to work in DSS, increasing their marketability and improving services to families and children. BSW students who participate will have the opportunity to accept a tuition waiver and stipend with the requirement of working for DSS for one year, or instead pay back the waiver and stipend. For more details regarding the CWEC program, please review the [CWEC manual](#).

School Social Work Licensure

In North Carolina, in order to work as a School Social Worker, individuals must receive the School Social Work Licensure. **BSW students** who desire to receive the S-level (BSW level) licensure to work as a school social worker should plan to complete the school social work elective (*SW 4270: School Social Work*) and complete a field placement in a K-12 public school system. In addition, are two required education courses (*EDU 2100: Foundations of Educational Equity* and *EDU 3000: Diverse Learners: Teaching and Learning*) which are also required for licensure completion. These EDU courses may be counted as general electives towards the required credit hours for graduation. Students will need to contact Program Coordinator, Kayla Warren, to set course permits for *EDU 2100* and *EDU 3000*. Note, students interested in school social work practice in North Carolina should discuss their interest with the BSW Academic Advisor, when initially meeting with them in order to include the school social work elective and education courses in their course plans.

MSW students who desire to receive the M-level (MSW level) licensure to work as a school social worker should complete the school social work elective (*SW 5270: School Social Work*) and complete a field placement in a K-12 public school system. Students who have taken *SW 5270* while earning their undergraduate degree do not need to repeat the course. Students are highly encouraged to take the school social work course before or concurrent with entering their field placements. In addition to *SW 5270*, a graduate level Special Education course (*SPE 5595: Individual Difference* or *SPE 5045: Advanced Topics in Diversity*) will be required for licensure completion and can be counted as an elective towards the required credit hours for graduation. Students will need to contact Program Specialist, Kayla Warren, to set course permits for either *SPE 5595* or *SPE 5045*.

Following completion of these courses and internship requirements, and subsequent awarding of the degree, graduates who wish to be licensed as a school social worker must send an email request to the Program Coordinator asking for licensure application information. The Department of Social Work, along with the Reich College of Education, has been approved by the North Carolina Department of Public Instruction (NC DPI) to be a recommending body for social work school licensure. Once an application has been submitted to NC DPI, they will contact the Reich College of Education to recommend the eligible graduate for licensure. After the application has been submitted the process is managed by NC DPI.

BSW students who plan to earn an MSW degree and rather seek school social work licensure at the M-level (MSW level), may be eligible to take the graduate level school social work course, (*SW 5270*), instead of *SW 4270*. The incentive behind this is at the MSW level, students are only required to take one Special Education course. The graduate level *SW 5270* would count as a BSW elective and once enrolled in an MSW Program, students would then only need to fit in one Special Education course (*SPE 5045* or *SPE 5595*) as an elective.

BSW students who wish to enroll in *SW 5270* must have senior standing (90 or more earned credit hours) and a 3.0 or higher GPA. Note that BSW students who choose to take *SW 5270* cannot transfer that course to earn elective or graduate credit toward their graduate degree, as the course has been applied to their undergraduate degree. Students must complete the Graduate School's Senior Undergrad Request Form, on the Graduate School's website, and submit it to the Graduate School when they register. BSW students can only take undergraduate level education courses, so when completing their MSW program, the students would need to take one of the required Special Education courses at that time.

In some cases, individuals who may or may not have completed all the requirements may wish to seek school social work licensure at some point in their future. For additional and current information related to school social work licensure, please contact Kayla Warren, Program Coordinator, at warrenka@appstate.edu or office phone (828) 262-8210.

Insurance

Appalachian State University participates in a student insurance program with other constituent institutions of the University of North Carolina. Most, if not all, internship host agencies require professional liability insurance prior to a student's participation in an internship or field placement. AppState requires coverage for all students enrolled in internship or field courses. The insurance

policy is issued by Peerless Insurance Company. The premium for this coverage (\$17 per semester) is charged to each student's account along with other registration fees. A certificate of insurance will be furnished to each internship host prior to the field placement. Insurance only covers a student for the semester(s) that they are in their field placement.

Orientation to Field Placement

An orientation for FIs will occur prior to the field placement. New FIs are required to attend; experienced FIs are strongly encouraged to attend. Continuing education credit will be awarded to FIs who attend or watch the recording. During the orientation, FIs have the opportunity to obtain information related to field placement policies outlined in the *Field Education Manual*. In addition, the Competencies, Learning Contract and Evaluation Plan and Supervision strategies are also discussed. The training will also be recorded and shared for those unable to attend. **BSW students** receive orientation to the field placement in SW 4600 which they take in the semester prior to their field placement. **MSW Foundation first year students** receive an orientation in the first week of classes. **MSW Advanced Standing students** receive orientation in the transitional seminar (SW 5001).

Field Schedules

The nature of the field experience varies according to the characteristics of the agency, the client population, the FI, and the student. However, field instruction is conducted within certain guidelines set by the AppState Department of Social Work. These guidelines are reflected in the field-related policies stipulated below. They are intended to maintain reasonable standards for field education, and to inform the actions of agencies, FIs, and students while allowing for creative, individualized field experiences.

Successful completion of the **BSW** degree culminates with the student's field education instruction. The prerequisite SW 4600 must be completed and successfully passed prior to entry into the field placement semester. This instruction is fulfilled by completing SW 4650: *Social Work Field Instruction*, which is a 12 credit hour required course. The course must be taken concurrently with SW 4690: *Senior Seminar: Issues & Ethics for Field & Profession*, 3 credit hours. The field education instruction is completed during one semester in which a student is placed in a social work agency for a total of 440 hours in their field semester. The Department may make a temporary reduction in hours for any given semester based on changes in policy and /or the academic calendar due to unforeseen circumstances. Successful completion of the **MSW** degree includes the student's field education instruction and concurrent coursework. The field education instruction is completed during two semesters in which a student is placed in a social work agency for approximately 240 hours per semester. **MSW Foundation students** complete one field placement in their first year, and a second field placement in their concentration year. **MSW Advanced Standing students** complete one field placement during the academic year they are enrolled. Note for Advanced Standing students: we will need to verify the number of hours obtained at the BSW level to ensure that between the BSW placement and MSW placement, a total of 900 hours is achieved. Advanced Standing students who only completed less than 420 hours for the BSW placement, will need to complete hours in addition to the 240 each semester to reach 900 hours.

In order to understand the ways in which social work concepts and activities impact populations, students are expected to be in placement during regular agency business hours when professional social workers and administrators are most likely to be available for coordination, collaboration and supervision. In most cases a student's field hours will be completed at the field site (the defined field site may include multiple agencies and/or community home visits). Virtual work and evening and weekend hours can be negotiated between the agency and the student but only with proper supervision.

Students are expected to be in the field according to the schedule developed with their FI. There is little flexibility within this time framework for sick leave, personal emergencies, etc. Students must make up all absences due to personal reasons. Students are expected to be in the field placement the entire semester. Students cannot "bank" hours to finish early. Exceptions will be reviewed by the SI and the Field Director.

Students are entitled to take holidays in accordance with university and agency schedules. However, students placed in the public school system will take the holidays that the school system takes, in order to provide consistency with the children and adolescents that the students are working with. Students may also be excused from their agency for the observance of religious holidays and for participation in professional meetings. Excused absences must be negotiated by the FI, student, and Faculty Liaison according to the needs of clients, agency, and student. NOTE: Even though these are considered excused absences, the number of hours spent in the field is not reduced. Students must complete the required field hours regardless of excused absences.

While students are expected to have a plan for completing the required hours, there are sometimes unexpected and unavoidable circumstances that prevent the completion within the semester. When this occurs, students may make a request to the SI to complete hours in the time between the end of the semester and prior to grades being turned in. If a student is still unable to complete their hours an Incomplete may be given, if the situation meets university guidelines regarding Incomplete grades. The student will be expected to obtain approval of the SI, agency, and Field Director. The student will create and submit a written plan to complete the necessary hours to the Field Director.

Some agencies require an orientation or training prior to the start of the semester. The student is permitted to attend this orientation/training, however only 32 hours for **BSW students** and 16 hours for **MSW students** may count toward the total hours. Students are not permitted to complete tasks with clients prior to the start of the semester. Because the Field Education is primarily educational in focus and activity, students are not expected to put in additional hours to meet the needs or requests of the agency.

Evaluations

BSW field students receive grades of "satisfactory" (S) or "unsatisfactory" (U) for SW 4650: *Social Work Field Instruction*, the 12 credit hour course. **MSW students** receive an S or U for the three credit hour course that includes both field placement and seminar. However, students are evaluated on an ongoing basis, through their weekly supervision and their day-to-day interactions with the FI. Students receive clear, direct, and constructive feedback to assist them in their professional development. The student is responsible for using this feedback and supervision for their own development.

The basis for evaluation is the Learning Contract, since this plan was purposely designed to designate the activities and opportunities for the student to demonstrate their competence in the nine competencies and in each of the behaviors. The Learning Contract sets out not only the activities that the student will complete during the semester, but also indicates how the student will demonstrate proficiency in each of the competencies. A midterm evaluation is completed by the FI and discussed with the student (this occurs mid-semester for **BSW students**, and at the end of the first semester for **MSW students**). At this time, formal grades are not given but rather the student's progress is closely examined in relation to each of the competencies and behaviors. If any inadequacies are noted a remediation plan can be developed to assist the student in meeting all the course requirements. The final evaluation is completed by the FI at the end of the semester for **BSW students**, and at the end of the academic year for **MSW students**.

For **BSW students**, final grades of Satisfactory or Unsatisfactory are assigned by the Field Director for SW 4650 at the end of the semester. For 4690 (the concurrent field seminar class students take for 3 credit hours), the grade of A through F is assigned by the SI. BSW students must make a C or better to successfully pass the course. If a BSW student receives an Unsatisfactory in SW 4650 or lower than a C in SW 4690, the student must re-take both of the co-requisite courses to graduate, if the student is eligible and approved to repeat the courses.

For **MSW students** the final grade of S or U is assigned by the SI. If an MSW student receives a U, they must retake the field placement and seminar course. In order to receive an S, students must demonstrate Satisfactory progress in mastering each of the competencies and associated behaviors, complete all of the course assignments with a Satisfactory evaluation, earn a Satisfactory evaluation for participation in each seminar, and complete all of their field hours and paperwork with a Satisfactory evaluation in order to earn a final grade of Satisfactory. Please note that turning in assignments on time is part of earning a satisfactory evaluation. Students are responsible for all of the expectations of the Academic Performance Standards in seminar, other courses and in field placement. Both classroom and agency performance will be factored into the final evaluation. Because of the significance of the field component, note that earning an Unsatisfactory in this course may also result in dismissal from the MSW Program.

When the FI meets with the student to review the student's performance at the midterm and final evaluation time, students are to actively participate in the completion of the evaluations. Students must read and sign both reports before they are submitted to the SI. Students who disagree with aspects of the report may file an addendum noting those areas in which there was disagreement.

The FI provides ratings of each of the behaviors, which are associated with the competencies, using the following Likert scale:

1. Not Competent - Student does not demonstrate command of essential knowledge and/or does not demonstrate application of knowledge to practice. The student is practicing well below a satisfactory level.
 2. Limited Competence - Student demonstrates limited and/or inconsistent understanding of essential knowledge and/or the application of knowledge to practice. More than the usual amount of supervision may be required. There is significant concern about the student's knowledge and/or practice level. A remediation plan is required.
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3. Emerging Competence - Student understands the skill and demonstrates a beginning or growing ability to apply knowledge to practice. The student predominantly functions semi independently with appropriate supervision and support.
4. Competence - Student consistently understands the skill and its applicability and effectively and routinely demonstrates the skills in practice. The student shows an ability to function independently with appropriate supervision and support.
5. Superior Competence - Student adapts the skill to the setting and demonstrates mastery of the skill in novel, diverse, and difficult contexts.

Students receive scores for all behaviors and the average score for behaviors within each competency is calculated. While these scores do not directly equate with the course grade, they do receive considerable weight in determining the final grade of Satisfactory or Unsatisfactory.

The completed evaluations are submitted to the SI for review and comments. For **BSW students**, the SI makes a recommendation to the Field Director regarding grades for 4650 (Satisfactory or Unsatisfactory) based on information gathered during field visits, midterm and final evaluations, input from FIs and/or Supervisors, observations from the seminar class, and materials submitted by the student. The SI or Field Director can ask for input or obtain consultation from the Field Education Committee if necessary.

Students are given the opportunity to evaluate the Seminar through Department Course evaluations, and to evaluate the field placement in a survey in ELC at the end of the semester. FIs are also given the opportunity to complete a survey at the end of the semester in ELC to provide feedback regarding their experience as an FI.

Resolving Field Education Concerns

The Field Education Program is committed to assisting students to develop their nine competencies in the BSW and MSW curriculum. Care is taken to ensure that the student is ready for field education, the field agency is a suitable environment for the educational experience, and the FI is prepared to supervise a student; issues and concerns may nonetheless arise. These issues must be identified and addressed in a professional and timely manner. Every effort is made to assure that the student's rights to due process are protected, as well as assuring the appropriate protections to client and agency interests.

While the majority of student placements do not result in concerns for students, SIs, or FIs, issues do arise at times that require collaborative action to resolve. The following issues need to be addressed in order for students to have the best opportunity to demonstrate competencies: Personal issues manifesting in behavior that negatively impacts the student's ability to perform adequately in a field placement (for example, mental health, substance abuse, health concerns, family matters, or legal concerns), supervision issues, attendance issues, ethical issues, issues of safety for student or clients, change in agency supervisor, students in danger of being dismissed by the field placement agency, or insufficient progress towards completing the Learning Contract and Evaluation Plan within a timely manner. Please note this list is illustrative not exhaustive. The severity of the concern will influence the level of intervention and steps followed.

In extreme circumstances, a student may be immediately suspended or terminated from the field agency. These may include but are not limited to a) danger of harm to clients, to students, to other professionals, b) breaches of client confidentiality, c) behavior that violates appropriate professional boundaries, d) impairment, or e) agency request. The Field Director will consult with Social Work Department administrators to determine the appropriate course of action. Engaging in conduct that results in dismissal from the field may also result in immediate dismissal from the program or an Academic Performance Review (APR). A detailed outline of the APR process can be found in both the BSW and MSW Student Handbooks. Given the professional nature of the BSW and MSW program, such action may be taken even if the behavior occurs close in time to what would otherwise be the student's graduation. When other concerns are identified, the following steps are strongly recommended:

1. If the issue is identified in Seminar, the SI and student should attempt to resolve concerns as soon as possible through open discussion of the issues. Possible solutions will be identified, implemented, and documented. Documentation may include email summaries of meetings and/or the *Academic Standards Concerns Form* which can be found in the BSW and MSW Student Handbooks. The Field Director may serve as a resource to assist the student and the SI in resolving concerns.
 2. If the issue is related to the field site, the FI and student should attempt to resolve concerns as soon as possible through open discussion of the issues. Possible solutions will be identified, implemented, and documented. Documentation may include email summaries of meetings and/or the *Academic Standards Concerns Form*. The SI and the Field Director may serve as resources to assist the student and the FI in resolving concerns. Students who feel uncomfortable talking to the FI should consult with the SI.
 3. If the issue is identified during supervision provided by a SWFS, the SWFS and student should attempt to resolve concerns as soon as possible through open discussion of the issues during the group supervision or within an individual meeting time. Possible solutions will be identified, implemented, and documented. Documentation may include email summaries of meetings and/or the *Academic Standards Concerns Form*. The SWFS must consult with the SI who will then share concerns with the Field Director.
 4. If the issue is with another student, first attempt to resolve the concerns through open discussion with the other student. If a student feels uncomfortable resolving the issue directly with the other student or is unable to do so, please consult with the FI, SI or Field Director as necessary.
 5. If a satisfactory solution is not reached and/or if another issue arises, the appropriate Program Director and Field Director should be contacted. The Directors may consult with the Department Chair. The faculty member and Directors may use a variety of documented methods including joint and individual meetings to assist in resolving the problems. Documentation may include email summaries of meetings and/or the *Academic Standards Concern Form*.
 6. If agreeable solutions are not found, the problem is not remedied, or a new problem occurs, the Field Director, Program Director and Department Chair will decide the course of action, in consultation with appropriate University and Department personnel. Possible actions may include but are not limited to the following:
 - a) Gather more information which may include contact with the student, faculty members, agency, or others;
 - b) Conduct a meeting to resolve issues;
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- c) Consult with the Field Education Committee;
- d) Develop a written performance contract;
- e) Remove the student from the field agency;
- f) Field Course failure;
- g) Conduct an APR;
- h) Suspend/dismiss the student without an APR.

A student may file a grievance with the Chair of the Social Work Department if they do not agree with the decision. A final grievance will be filed with the Dean or the Dean's Designee. Please see the grievance procedures outlined in the BSW and MSW Student Handbooks for more details regarding this process.

Exceptions to Field Policies

If a student requests an exception to any of the above policies, the student is required to write a detailed email to the Field Director and provide a rationale for the exception. The Field Director may consult with the Field Committee, Program Director, or Chair of the Social Work Department as needed. Exceptions will not be granted if the learning experience of the student is in jeopardy or the departmental resources cannot support the request.

Department of Social Work Policies for Students

The Department has developed [departmental policies](#) regarding safety, confidentiality, professional development, technology, social media, snow/inclement weather, and mandatory reporting obligation. Please review these as they relate to field placement.

Disability Services

The [Disability Resources](#) (ODR), located in Suite 112 Anne Belk Hall, assists eligible students and employees who have documented disabilities by determining and coordinating reasonable academic and/or workplace accommodations. This also applies to field placement accommodations. Appalachian State University is committed to providing equal opportunity and participation. Individuals seeking accommodations are responsible for providing ODR with current, comprehensive documentation to support the request for reasonable accommodations.

Safety in the Field

Students are responsible for becoming familiar with the safety policies and procedures of their field placement agencies. In addition, each student should have a conversation with their supervisor related to these policies and the method to reach your supervisor, including a plan for coverage if the supervisor is not available. A safety form will be completed in ELC as a Seminar class assignment at the beginning of the placement semester. If a safety issue occurs with a student, the student or FI should contact the SI immediately using the contact information shared at the beginning of the semester. If the student or FI cannot reach the SI, then they should contact the Field Director Amber Moodie-Dyer (cell: 828-964-6253).

Appendix A: Field Placement Process Calendar

SUMMER:	Field faculty works with all students and agencies to finalize field placements for the Fall (this includes: 1) ensuring all students have completed an interview with their future field agency; 2) New agencies and employment based placements have a vetting meeting with field faculty; 3) that either an internship acknowledgement form is signed by student and FI, or an MOU is in place; and 4) registering students for the field placement class).
<i>June 1:</i>	Field Application due for BSW students entering field in spring (field faculty will reach out via email after application is submitted to schedule a meeting with each student throughout June/July/August).
<i>June:</i>	Program Coordinator will email MSW students accepted into the program for the fall information regarding how to complete their Criminal Background Check (CBC). Note first year Foundation students going into their Concentration year in the Fall do not need to repeat the CBC.
<i>July:</i>	Save the date sent to FIs for August FI Orientation. Email sent to all students starting placement in the fall and FIs who will be supervising students in the fall regarding information for the SBIRT modules.
<i>2nd Summer session:</i>	Field Director will provide field orientation to Advanced Standing MSW students in their transitional seminar.
<i>Two weeks before class starts:</i>	SBIRT module 2 training opens for student and FI participants to complete - this time can be counted towards field hours.
<i>Week before class starts:</i>	FI Orientation via zoom (CEUs provided for live & recorded viewing). Email sent to all FIs with Field Manual, Academic calendar, Liability Insurance coverage which starts August 15th, and other important information. Students who need social work supervision because their FIs don't meet the social work degree requirement will be notified about who their SWFS will be.
FALL:	Field faculty work with BSW students and agencies finalize field placements for the Spring (this includes: 1) ensuring all students have completed an interview with their future field agency; 2) New agencies and employment based placements have a vetting meeting with field faculty; 3) that either an internship acknowledgement form is signed by student and FI, or an MOU is in place; and 4) registering students for the field placement class once spring registration is open and the internship acknowledgement form has been returned). Information sessions via zoom will be scheduled throughout the

semester for students interested in learning more about the CWEC, School Social Work and SBIRT specializations. Information session to discuss field process via zoom will be scheduled for BSW students going into 4600 in the spring semester. BSW Field Seminar meets synchronously via zoom in 1st, 5th, 9th and 13th week, remainder is asynchronous. MSW Foundation and Concentration Main Campus Field Seminar meets every other week in person. MSW Advanced Standing online Field Seminar is entirely asynchronous.

*1st week
of class:*

BSW students completing placement in the fall and MSW concentration and advanced standing students are expected to begin their placement hours. MSW first year Foundation students will have their Field orientation (exact dates/times will be shared prior to this week). Students and FIs will receive email from their SI and SWFS (if applicable) to introduce themselves. All students and SIs participating in SBIRT will have a two hour zoom workshop to complete the Module 2 training (exact date/time will be sent prior to training).

*2nd/3rd week
of class:*

BSW/MSW Safety and Confidentiality forms to be signed by FI and student due in ELC (see specific field seminar course syllabus with exact date for students enrolled in that section). SI for BSW students currently in field will be scheduling 1st meeting with the FI and student dyads. An email will be sent to all BSW students in 4600 about completing the CBC for their spring placements (these will be due mid-September, exact date to be provided in email) and how to apply for CWEC placements.

*Mid/end
September:*

Learning Contracts will be due for all students currently in field (see field syllabus due date for exact dates). The due date for applications for Spring BSW Field CWEC placements is the 4th Monday of September.

Mid October: Field faculty will come to speak in the MSW Foundation Year 1 Field Seminar about the Concentration year field placement process. SI for MSW students currently in field will be scheduling first meeting with the FI and student dyads. Application opens for SECU Public Fellows Internship Scholarship for BSW students going into field in spring semester. Due date will be announced through 4600 course.

Mid Semester: Midterm Field Evaluations for BSW students in field are due (see field seminar syllabus for exact date).

November 1st: MSW Foundation Field applications for Concentration year are due. Once applications come in from MSW Foundation students, meetings and placement process will take place throughout remainder of fall/spring.

Early/Mid

November: SI for BSW students currently in field will be scheduling final meeting with the FI and student dyads.

December 1: Applications are due for admission into the MSW program. Once applications are reviewed and students are accepted into the program, they will complete their Field Application through Slate. Field faculty will contact students who have completed their applications to set up a time to meet to discuss their fall/spring placement in January, February and March.

*Last week
of classes:*

Final Field Evaluations (BSW) and Midyear Field evaluations (MSW) and hours are due (these can be extended to the date final grades are due with permission of SI).

SPRING:

Field faculty work with BSW and MSW students and agencies to finalize field placements for the fall (this includes: 1) ensuring all students have completed an interview with their future field agency; 2) New agencies and employment based placements have a vetting meeting with field faculty; 3) that either an internship acknowledgement form is signed by student and FI, or an MOU is in place; and 4) registering students for the field placement class once fall registration is open and the internship acknowledgement form has been returned). Information sessions via zoom will be scheduled throughout the semester for students interested in learning more about the CWEC, School Social Work and SBIRT specializations. Information session to discuss field process via zoom will be scheduled for BSW students going into 4600 in the fall semester. BSW Field Seminar meets synchronously via zoom in 1st, 5th, 9th and 13th week, remainder is asynchronous. MSW Foundation and Concentration Main Campus Field Seminar meets every other week in person. MSW Advanced Standing online Field Seminar is entirely asynchronous.

Early

January: Field faculty will email all BSW students entering placement in fall the field application link (which is due February 1). SBIRT module 2 training opens for BSW students entering spring placements and FI participants doing SBIRT to complete - this time can be counted towards field hours.

*Week before
class starts:*

FI Orientation via zoom (CEUs provided for live & recorded viewing). Email sent to all FIs with Field Manual, Academic calendar, Liability Insurance coverage, and other important information. Students who need social work supervision because their FIs don't meet the social work degree requirement will be notified about who their SWFS will be.

*1st week
of class:*

BSW students completing placement in the spring are expected to begin their

placement hours. MSW students are expected to resume their field placement hours beginning this week. BSW students starting spring placements and their FIs will receive an email from their SI and SWFS (if applicable) to introduce themselves. All BSW spring field students and SIs participating in SBIRT will have a two hour zoom workshop to complete the Module 2 training (exact date/time will be sent prior to training).

*2nd/3rd week
of class:*

BSW/MSW Safety and Confidentiality forms to be signed by FI and student due in ELC (see specific field seminar course syllabus with exact date for students enrolled in that section). SI for BSW students currently in field will be scheduling 1st meeting with the FI and student dyads. An email will be sent to all BSW students in 4600 about completing the CBC for their fall placements (please see 4600 syllabus and email for exact due date in February) and how to apply for CWEC placements.

February 1: Field Application due for BSW students entering field in fall (field faculty will reach out via email after application is submitted to schedule a meeting with each student throughout February/March/April).

Mid/End

February: Learning Contracts will be due for BSW students currently in field (see field syllabus due date for exact dates). The due date for applications for Fall BSW Field CWEC placements is the last Friday of February.

Mid Semester: Midterm Field Evaluations for BSW students in field are due (see field seminar syllabus for exact date).

March/April: CWEC MSW applications for Fall semester placements are due by the second Friday in March. Interviews to take place March/April.

Early April: SI for BSW students currently in field will be scheduling final meeting with the FI and student dyads. SI for MSW students currently in field will be scheduling final meeting with the FI and student dyads.

*Last week
of classes:*

Final Field Evaluations and hours for BSW and MSW students in field are due (these can be extended to the date final grades are due with permission of SI).

Mid May: Field faculty will email the Field Application to all BSW students planning to enter field in the following spring semester.