



Department of Social Work

APPALACHIAN STATE UNIVERSITY

BEAVER COLLEGE OF HEALTH SCIENCES

MSW

Field Education Manual

Department of Social Work

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The Appalachian State University *MSW 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 *Graduate Bulletin* and *Program 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 on June 30, 2024.**

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Welcome to Field Education

Welcome to the Social Work program at APPState University, and specifically to the field education program. Social Work Field Education offers you the opportunity to integrate theory and practice on your journey to become a professional social worker. MSW students will be in agencies serving a variety of populations and reaching competencies in order to graduate from the program and be ready for your next step on the journey-your first Social Work position after graduation. The field faculty join me in welcoming you and we look forward to working with you to obtain your field placements.

Best Wishes!

Heather Thorp, Ed.D., LCSW, REAT
Field Director

Field Faculty and Staff (2024-2025)

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Overview of Social Work Programs

The Department of Social Work is part of the Beaver College of Health Sciences at Appalachian State University. The department offers both the Bachelor of Social Work (BSW) and Master of Social Work (MSW) degrees. These programs are each accredited by the Council on Social Work Education (CSWE). In addition, the department also offers a minor in Social Work to undergraduate students.

MSW Mission Statement

The MSW Program's mission is to prepare advanced professional social workers who possess a strong generalist foundation. Our students benefit from our unique crossover design that enables them to select one concentration area, Individuals and Families (I & F) or Community and Organizational (C & O) Practice, while integrating courses from the complementary practice area. Our students partner with Appalachian and global communities and engage in interprofessional collaboration to advance the health and well-being of individuals, families, groups, and communities. Our graduates are leaders in addressing the complexities of social problems, challenging systems of oppression and advancing social, economic, and environmental justice.

From this mission, the MSW program has also outlined program goals and objectives, and competencies as presented below.

MSW Program Goals

Based on the mission, the MSW Program has the following seven goals:

1. Provide graduate students with social work education that is grounded in the profession's history, purposes, and philosophy and based on a body of knowledge, values, and skills and cognitive and affective processes;
2. Provide graduate students with an integrated professional social work foundation curriculum that is based in the liberal arts and an advanced curriculum that is built from the professional foundation;
3. Prepare graduates who can function with a high degree of autonomy and effectiveness within diverse social work settings;
4. Prepare graduates who contribute to the quality of services in their organizations and communities with an emphasis on the service region;
5. Prepare graduates to fill leadership roles in the agencies and communities they serve with emphasis on the service region;
6. Prepare graduates with the knowledge, values, skills, cognitive and affective processes and methods of innovative advanced social work practice with individuals and families with emphasis on the service region;
7. Prepare graduates with the knowledge, values, skills, cognitive and affective processes and methods of innovative advanced practice to work with communities and organizations with emphasis on the service region.

Inclusive Excellence

The Department of Social Work is committed to promoting a more inclusive and equitable society, beginning with respectfully engaging diversity and difference within our learning

environments. Our goal is to prepare social workers who are intentional and reflective in promoting diversity, equity, and inclusion in their work.

This effort is grounded in our Department's mission to educate professional social workers who will promote the well-being of the vulnerable and oppressed, and will advance social, economic, and environmental justice for all people. Social workers aim to reduce marginalization based on, but not limited to, age, (dis)ability, race, ethnicity, gender, sexual orientation, socioeconomic status, nationality, and religion. Our Department's efforts are also grounded in the National Association of Social Workers' values of social justice and dignity and worth of the person, and its cultural awareness and social diversity standard. Finally, we see our work in this area as an embodiment of ASU's Inclusive Excellence Initiative, and the Beaver College of Health Sciences' core values of diversity, equity, and community.

Our work is ongoing, and we are all learners. We encourage an ongoing dialogue among students, faculty, and staff about this commitment. Your participation and feedback in the process is valued.

Field Education: Social Work's Signature Pedagogy

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

The field placement is a vital part of the professional development of the student. Through our collaborative efforts, the Department of Social Work and human service organizations will continue to offer field education of the highest quality to enhance human well-being and meet the basic needs of people within this area of North Carolina. The MSW students complete a foundation placement at the same agency during both fall and spring semesters. In their concentration curriculum, students complete a field placement during the fall and spring semesters with a focus in either individuals and families or communities and organizational practice. Advanced standing students, having demonstrated the competencies in their BSW education, will complete a concentration field placement. Our MSW Program covers two programs in Boone and online.

The Council on Social Work Education (CSWE) has set the 2022 Educational Policy and Accreditation Standards (EPAS) for Field Education. Please note that the employment based field placement guidelines are based on the 2022 EPAS. 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, connects the theoretical and conceptual contributions of the classroom with the practical world of the practice setting, and is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Organization and Sequence

Full-Time On Campus Foundation MSW Students

Prior Coursework

Foundation MSW students participate in the on campus, regular two-year program in Boone. These students may have degrees from a wide variety of disciplines. Students may or may not have educational or practical experience in social work or related fields.

Concurrent Field Coursework

While in the field, full-time Foundation MSW students meet for a field education seminar that meets twice a month in the fall and spring semesters. The field seminar supports the student in linking together their coursework with their field placements, making connections between practice, theory, research, and policy. Full-time students are also enrolled in the following courses in addition to SW 5040 field and Seminar I: SW 5005 Foundations of Social Work Practice, SW 5010 Human Behavior and the Social Environment I, SW 5020 Practice with Individuals and Families, and SW 5030 Foundations of Social Work Research. In the spring, in addition to SW 5240 field & Seminar II, students are enrolled in SW 5200 Social Welfare Policy Analysis and Practice, SW 5210 Human Behavior and the Social Environment II, SW 5220 Practice with Groups, Communities, and Organizations, and SW 5230 Evaluation of Professional Social Work Practice.

Seminar Assignments Related to Field Placement

Foundation MSW students will complete several assignments related to the field placement in their field seminar. These include an agency presentation, a self-assessment paper, and process recordings. In addition, students will be completing assignments in their foundation curriculum related to their field placements. Students will also complete a Learning Contract and Evaluation Plan for the semester, and the field instructor will evaluate students on their progress throughout the field placement. The agency Field Instructor will complete a written Mid-Year Evaluation at the end of the fall semester and Final Evaluation at the end of the Spring semester for the academic year.

Field Hours

MSW students complete a two semester field placement, in fall and spring which is **approximately** 16+ hours per week for a total of 240 hours during the semester. Students are encouraged to plan their hours for the semester at the beginning of the semester to make sure they meet the hour requirements. Students should also receive at least one hour per week of supervision from the Field Instructor/Supervisor. Some students may also have a second supervisor who has a MSW if the field instructor does not have a MSW. 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 other unforeseen circumstances.

Expectations of Agency Activities

Foundation MSW students 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 9 competencies based on knowledge, values, skills and cognitive and affective processes in all areas of Social Work practice. Depending on the agency, students should have opportunities initially to observe social workers and practitioners, and then complete tasks more independently as the year progresses in order to demonstrate competencies.

Field Contacts with Agencies

The Seminar Instructor will make at least two contacts with the agency over the fall and spring semesters usually conducted by Zoom, to meet with the Field Instructor and the student, usually by the midpoint in the fall semester and at the end of the placement in the spring semester. During the visit in the fall semester the agency Field Instructor, the Seminar Instructor, Social Work Supervisor if applicable, and the student will discuss the student's progress to date. The Seminar Instructor is the liaison between the agency Field Instructor, the Social Work Faculty Supervisor, and the Department of Social Work. The agency Field Instructor is encouraged to contact the Seminar Instructor as soon as possible to discuss student concerns. The Seminar Instructor will provide the Field Instructor with information about the best way to contact them. If the Seminar Instructor is not available for any reason, the Field Director can be reached at thorpha@appstate.edu, office, 828-262-6389 or cell 828-406-9686. Please see the policy for Resolving Field Education Concerns.

Full-Time On Campus Concentration MSW Students

Prior Coursework

Concentration MSW students are either continuing MSW students who have completed the Foundation curriculum successfully or Advanced Standing students with a BSW degree from a CSWE-accredited program. See Concurrent Coursework under Full-Time On Campus Foundation MSW Students above for prior coursework. Concentration students can select the Individuals and Families concentration or Communities and Organizational Practice concentration. "Concentration students" refers to both on campus students and online students.

Concurrent Field Coursework

While in the field, full-time Concentration MSW students have a twice-monthly field seminar in which they link together their coursework with their field placements, making connections between practice, theory, research, and policy. In the fall, students in the Individuals and Families concentration take SW 5720 Individuals & Families field & Seminar I. In the spring, they take SW 5750 Individuals & Families field & Seminar II. In the fall, students in the Community and Organizational Practice concentration take SW 5830 Community & Organization Practice field & Seminar I. In the spring, they take SW 5860 Community & Organization Practice field & Seminar II.

In addition, students will be completing assignments in their concentration curriculum related to their field placements. Field placements will be arranged that correspond to their chosen

concentration and thus require students to demonstrate competencies and advanced behaviors specific to that concentration.

Concurrent Individuals and Families Coursework

Students in this concentration also take the following courses: SW 5700 Advanced Social Work Assessment, SW 5710 Advanced Social Work Practice with Families, SW 5730 Advanced Social Work Practice with Children and Adolescents, SW 5740 Advanced Social Work Practice with Adults, two crossover courses (crossover courses are in the Communities and Organizational Practice concentration), and two approved electives.

Concurrent Communities and Organizational Practice Coursework

Students in this concentration also take the following courses: SW 5810 Advanced Community Social Work Practice, SW 5825 Leadership in Health and Human Service Organizations, SW 5845 Advanced Advocacy Practice, SW 5855 Program Development and Evaluation for Health and Human Services, two crossover courses (crossover courses are in the Individuals and Families concentration), and two approved electives.

Seminar Assignments Related to Field Placement

Concentration MSW students will complete several assignments in their twice-monthly field seminar related to the field placement. These include an agency presentation, and process recordings. Students will also complete a Learning Contract and Evaluation Plan for the semester, and the Field Instructor will evaluate students on their progress throughout the field placement. The agency Field Instructor will complete a written Mid-Year Evaluation at the end of the fall semester and Final Evaluation at the end of the spring semester for the year.

Field Hours

MSW students complete a yearlong placement fall and spring semesters, which is **approximately** 16+ hours per week for a total of 240 hours during the semester. Students are encouraged to plan their hours for the semester at the beginning of the semester to make sure they meet the hour requirements. Students should also receive at least one hour per week of supervision from the Field Instructor/supervisor. If a Social Work supervisor is not available at the agency, then a faculty member will meet weekly for one hour in individual and group supervision.

Expectations of Agency Activities

Concentration MSW students complete a specialized field placement designated as either *Individuals and Families* concentration or *Communities and Organizational Practice* concentration. Depending on the agency, students should have opportunities to observe social workers and practitioners initially and then complete tasks more independently as the year progresses. 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.

Field Contacts with Agencies

The Seminar Instructor will make at least two contacts with the agency over the fall and spring semesters to meet with the Field Instructor and the student, usually at the midpoint in the fall semester and at the end of the placement in the spring semester. During the visit in the fall semester the agency Field Instructor, the Seminar Instructor, Social Work supervisor if applicable and the student will discuss the student's progress to date. The Field Seminar Instructor is the liaison between the agency Field Instructor and the Department of Social Work. The agency Field Instructor is encouraged to contact the Seminar Instructor as soon as possible to discuss student concerns. The Seminar Instructor will provide the Field Instructor with information about the best way to contact them. If the Seminar Instructor is not available for any reason the Field Director can be reached at thorpha@appstate.edu, office, 828-262-6389 or cell 828-406-9686.

Part-Time MSW Students

Students completing the part-time, MSW Program must develop an individualized plan with the MSW Program Director. A sample plan can be found on the social work website: https://socialwork.appstate.edu/sites/socialwork.appstate.edu/files/regular_part-time_on-campus_schedule-1718.pdf. In addition, a part time student is required to meet with the Field Director in order to plan for future field placements.

Online Advanced Standing MSW Students

Prior Coursework

Students admitted to the Advanced Standing online program will have successfully completed a CSWE-accredited BSW program. In the first semester, Summer II, students will take SW 5001 Advanced Standing Transitional Seminar, which they must successfully pass in order to move forward in the program.

Concurrent Field and Coursework

Advanced Standing students can select the Individuals and Families concentration or Communities and Organizational Practice concentration. During the Advanced Standing program students will take social work courses on Tuesday and Thursday evenings that range from approximately 50% mix of synchronous and asynchronous coursework. Students may also take approved electives during the fall, spring, and summer semesters. Electives offered through the Social Work department or other departments may be delivered online and/or in person, on the Boone campus

The field and seminar courses are taken in person in the fall and spring semesters. While in the field, MSW students have a twice-monthly asynchronous evening field seminar in which they link together their coursework with their field placements, making connections between practice, theory, research, and policy.

In addition, students will be completing assignments in their concentration curriculum related to their field placements. Field placements will be arranged that correspond to their chosen

concentration and thus require students to demonstrate competencies and advanced behaviors specific to that concentration.

In the fall, students in the Individuals and Families concentration take SW 5720 Individuals & Families field & Seminar I. In the spring, they take SW 5750 Individuals & Families field & Seminar II. In the fall, students in the Community and Organizational Practice concentration take SW 5830 Community & Organization Practice field & Seminar I. In the spring, they take SW 5860 Community & Organization Practice field & Seminar II.

Students in this concentration also take the following courses: SW 5810 Advanced Community Social Work Practice, SW 5825 Leadership in Health and Human Service Organizations, SW 5845 Advanced Advocacy Practice, SW 5855 Program Development and Evaluation for Health and Human Services, two crossover courses (crossover courses are in the Individuals and Families concentration), and two approved electives.

Seminar Assignments Related to Field Placement

Advanced Standing MSW students will complete several assignments in their twice-monthly field seminar related to the field placement. These include an agency presentation and process recordings. Students will also complete a Learning Contract and Evaluation Plan for the fall and spring semesters, and the Field Instructor/supervisor will evaluate students on their progress throughout the field placement. The agency Field Instructor will complete a written Mid-Year Evaluation at the end of the fall semester and Final Evaluation at the end of the spring semester for the year.

Field Hours

MSW students complete a yearlong placement (Fall and Spring semesters), which is **approximately** 16+ hours per week for a total of 240 hours during the semester. Students are encouraged to plan their hours for the semester at the beginning of the semester to make sure they meet the hour requirements. Students should also receive at least one hour per week of supervision from the field instructor/supervisor.

Expectations of Agency Activities

Advanced Standing MSW students complete a specialized field placement designated as either *Individuals and Families* concentration or *Communities and Organizational Practice* concentration. Depending on the agency, students should have opportunities to observe social workers initially and practitioners and then complete tasks more independently as the year progresses. 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.

Field Contacts with Agencies

The Seminar Instructor will make at least two contacts with the agency over the fall and spring semesters, to meet with the Field Instructor and the student, usually by the midpoint in the fall semester and at the end of the placement in the spring semester. During the visit in the fall semester the agency Field Instructor, the Seminar Instructor, and the student will discuss the

student's progress to date. The Field Seminar Instructor is the liaison between the agency Field Instructor and the Department of Social Work. The agency Field Instructor is encouraged to contact the Seminar Instructor as soon as possible to discuss student concerns. The Seminar Instructor will provide the Field Instructor the best way to contact them. If the Seminar Instructor is not available for any reason, the Field Director can be reached at thorpha@appstate.edu, office, 828-262-6389 or cell, 828-406-9686.

Field Education Course Requirements

Field Education is an integral part of the educational experience of a Social Work program. The purpose of field instruction is to provide the student with a concentrated, supervised, practical experience that will afford the opportunity to apply, integrate and critique theories and skills acquired from the Social Work curriculum. As the student functions within a professional role and agency, course content is translated into professional competence. Field education also expands the students' knowledge of agencies, individuals, families, groups, organizations, and communities. The MSW field placement is taken concurrently with coursework in both the Foundation and Concentration years. After passing SW 5001 Advanced Standing Transitional Seminar, full-time on campus Advanced Standing students join the full-time on campus Concentration students in coursework and field education. Part time students will consult with the MSW Program Director to devise a plan of study to include which semester a student will enter field placement. Off campus Advanced Standing students in the hybrid program enter the field with concurrent coursework in Year Two. After successful completion of the field placements and coursework, the student pursuing a master's degree in social work is prepared for social work practice.

It is important to reflect on the activities in which the student will engage during their field education courses. In 2022, CSWE defined their *Educational Policy and Accreditation Standards* based on updated competencies. These competencies form the overall student objectives for the foundation and concentration year of the MSW Program. 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 the knowledge, values, skills, and cognitive and affective processes required for generalist practice and upon completion of the program, advanced specialized practice. Providing these practice experiences is the role of the field education courses.

Below, we outline the competencies for the MSW Program at ASU. These competencies also serve as the objectives for the field education courses.

Competencies and Behaviors

Competencies and Behaviors for the Foundation Year

By the end of the Foundation year, students are expected to demonstrate the following competencies and behaviors, which reflect a foundation in generalist practice:

- 1. Demonstrate ethical and professional behavior**

1.1 Make ethical decisions by applying standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to context.

1.2 Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.

1.3 Use technology ethically and appropriately to facilitate practice outcomes.

1.4 Use supervision and consultation to guide professional judgment and behavior.

2. Advance human rights, social, racial, economic and environmental justice

2.1 Advocate for human rights at the individual, family, group, organizational, and community system levels;

2.2 Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

3. Engage anti-racism, diversity, equity and inclusion (ADEI) in practice

3.1 Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels;

3.2 Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

4. Engage in practice-informed research and research-informed practice

4.1 Apply research findings to inform and improve practice, policy, and programs; identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

4.2 Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

5. Engage in policy practice

5.1 Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services

5.2 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

6. Engage with individuals, families, groups, organizations, and communities

6.1 Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies

6.2 Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

7. Assess individuals, families, groups, organizations, and communities

7.1 Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies

7.2 Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

8. Intervene with individuals, families, groups, organizations, and communities

8.1 Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals

8.2 Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

9. Evaluate practice with individuals, families, groups, organizations, and communities

9.1 Select and use culturally responsive methods for evaluation of outcomes

9.2 Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Competencies and Behaviors for Individuals and Families Concentration

By the end of the Concentration year students choosing the concentration of Individuals and Families are expected to demonstrate the following competencies and advanced behaviors, which build upon their foundation in generalist practice:

1. Demonstrate ethical and professional behavior

1.1 Understand ethical standards through a rights-based, antiracist, and anti-oppressive lens. Seek supervision and consultation to guide ethical decision-making.

1.2 Develop and incorporate wellness and self-care measures to ensure their own competent and ethical practice. Advocate for support of systemic wellness practices and support in their agency and the profession.

1.3 Fully engage in and reflect on interprofessional practice opportunities as a tool for incorporating diverse perspectives into their practice.

1.4 Utilize strategies to recognize how their own worldview, experiences, and affective responses influence practice.

2. Advance human rights and social, racial, economic, and environmental justice

2.1: Actively seek information on current and historical issues of social, racial, economic, and environmental injustice to inform advanced practice.

2.2: Actively engage in advocacy practices in your agency and in the larger community to advance social, racial, economic, and environmental justice at individual and systems levels.

2.3: Engage in continual self-reflection to recognize and challenge implicit and explicit biases, and vocally advocate for others to do the same.

3. Engage anti-racism, diversity, equity and inclusion (ADEI) in practice

3.1 Employ key theoretical frameworks which explore diverse perspectives and life experiences

3.2 Demonstrate reverence for cultural differences and humility in learning about identities different from their own. Incorporate knowledge about the impact of identity and intersectionality on equity and inclusion in society.

3.3 Engage in continual self-reflection to recognize and challenge implicit and explicit biases, and vocally advocate for anti-racist practices

3.4 Explore and acknowledge the impact that White supremacy and privilege have had on client experiences. These impacts may include poverty, oppression, marginalization, and alienation

4. Engage in practice-informed research and research-informed practice

4.1 Use ethical, culturally informed, anti-racist, and anti-oppressive approaches to inform research and build knowledge. Demonstrate the ability to articulate and share findings with a wide variety of constituencies including clients, other professionals, and community stakeholders.

4.2 Utilize multiple sources of knowledge, e.g. empirical/research evidence, practice wisdom, client input, and/or contextual factors, when making practice decisions with individuals, families, and groups. Demonstrate an understanding of the inherent bias in research and identify methods to mitigate this bias when interpreting research

5. Engage in policy practice

5.1: Analyze how historical, social, racial, cultural, economical, organizational, environmental and global influences impact current social policies. Identify the impact on clients, constituents, and communities served by your agency.

5.2: Integrate existing and emerging knowledge of relevant local, state, and federal policies in working with individuals, families, and groups.

5.3: Engage in anti-racist and anti-oppressive policy practice to affect change at all levels of practice.

6. Engage with individuals, families, groups, organizations, and communities

6.1: Engage with diverse clients and others using an anti-racist inclusive lens taking into account their level of development and cultural contexts as well as the impact of power and privilege

6.2: Use culturally responsive interpersonal, communication, and interviewing skills to develop collaborative working relationships with individuals, families, and groups.

6.3: Demonstrate strategies to reflect on one's role in facilitating or inhibiting engagement and to implement a plan to improve these skills.

7. Assess individuals, families, groups, organizations, and communities

7.1: Conduct ongoing, comprehensive, and culturally responsive assessments using appropriately developed assessment methods and assessment tools.

7.2: Integrate knowledge from multiple sources including theoretical frameworks to understand clients, systems, and challenges in context.

7.3: Develop strategies to identify and mitigate negative influences related to bias, experiences, and affective reactions in the assessment process.

8. Intervention with individuals, families, groups, organizations, and communities

8.1: Utilize comprehensive, ongoing, and culturally sensitive assessment as the basis for determining appropriate interventions and collaboratively developed goals.

8.2: Identify and mitigate the effect of interventions that are based in white supremacy, heterocentrism, sexism, racism, and other forms of oppression.

8.3: Select, apply, and facilitate appropriate interventions (across all practice levels as appropriate) strategically and collaboratively.

9. Evaluate practice with individuals, families, groups, organizations, and communities

9.1: Critically evaluate professional practice through diverse methods and modify interventions to maximize the well-being of individuals, families, and groups. Utilize evaluation data to inform practitioner knowledge and skill development.

9.2: Use results from program evaluation to inform program development and policy recommendations.

Competencies and Behaviors for Communities and Organizational Practice Concentration

By the end of the Concentration year, students choosing the Communities and Organizational Practice concentration are expected to demonstrate the following competencies and advanced behaviors, which build upon their foundation in generalist practice:

1. Demonstrate ethical and professional behavior

1.1: Identify ethical issues. Determine and implement the most appropriate response(s) within a rights-based, antiracist, and anti-oppressive framework.

1.2 Conduct themselves professionally in accordance with relevant codes of ethic, laws, policies, and professional standards.

1.3 Provide leadership in making ethical decisions with diverse stakeholders in policy, community, and organizational practice arenas.

2. Advance human rights and social, racial, economic, and environmental justice.

2.1: Apply their understanding of social, economic, and environmental justice to advocate for human rights in policy, community, and organizational practice arenas.

2.2: Engage in advocacy practices to advance social, racial, economic, and environmental justice.

3. Engage anti-racism, diversity, equity and inclusion (A DEI) in practice

3.1: Employ key theoretical frameworks to explore diverse perspectives and intersectionality within policies, organizations, and communities.

3.2: Apply their understanding of social, racial, economic, and environmental justice to advocate for A DEI in policy, community, and organizational practice arenas.

4. Engage in practice-informed research and research-informed practice

4.1: Use practice experience and an anti-racist and anti-oppressive perspective to inform research, resource development, or intervention.

4.2 Utilize the best available evidence when making policy, community, and organizational practice decisions.

5. Engage in policy practice

5.1 Engage and encourage stakeholders within communities and organizations to be active advocates for racial social, economic, and environmental justice.

5.2 Analyze and advocate to create or improve anti-racist and anti-oppressive policies at the organizational, local, state, national, or global levels that further social, economic, and environmental justice.

6. Engage with individuals, families, groups, organizations, and communities

6.1 Apply knowledge of policy, community, and organizational theories and other multidisciplinary theoretical frameworks to engage with diverse communities and organizations.

6.2 Use empathy, self-reflection, interpersonal skills and interprofessional collaboration with people from diverse economic, political, social, and cultural backgrounds to facilitate social, economic, and environmental justice and/or sustainable change.

7. Assess individuals, families, groups, organizations, and communities

7.1 Apply knowledge of community and organizational theories, multidisciplinary frameworks and policy to assess diverse communities and organizations in a culturally responsive manner.

7.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

7.3: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with clients and constituencies.

7.4: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

8. Intervention with individuals, families, groups, organizations, and communities

8.1: Critically choose and implement culturally responsive interventions to achieve practice goals and enhance capacities of clients and constituencies.

8.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary frameworks in interventions with clients and constituencies.

8.3: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

8.4: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

8.5: Facilitate effective transitions and endings that advance mutually agreed-on goals.

9. Evaluate practice with individuals, families, groups, organizations, and communities

9.1: Select and use appropriate anti-racist and anti-oppressive methods of evaluation of outcomes.

9.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks in the evaluation of outcomes.

9.3: Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

9.4: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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. It is developed by the student in direct collaboration with the Field Instructor. The Field Instructor delineates the work that is conducted within the agency and outlines a number of opportunities for student learning. The student works with the Field Instructor to outline a plan for developing behaviors that demonstrate the competencies for the foundation year of the MSW Program or for the concentration year of the MSW Program.

The Learning Contract and Evaluation Plan is also designed to assist the student with progressing in skills across the time 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 may then progress to closely supervised assessments, interventions, evaluations and developing a macro project, based on generalist practice. The student will move to a level of supervised independent practice reflective of their student status and their level of competence. In the concentration field placement students will progress toward competencies in advanced behaviors based on their chosen concentration of Individuals and Families or Communities and Organizational Practice.

The Learning Contract includes an Evaluation that is designed to provide the format for the student's midyear 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 document.

Field Seminar

Graduate students in the Social Work Department are required to take SW 5040 field and Seminar I (fall semester) and SW 5240 field and Seminar II (spring semester) in the foundation year. Students in the Individuals and Families concentration are required to take SW 5720 Individuals and Families Field Practice and Seminar I (fall semester) and SW 5750 Individuals and Families Field Practice and Seminar II (spring semester). Students in the Communities and Organizational Practice concentration are required to take SW 5830 Communities and Organizational Field Practice and Seminar I (fall semester) and SW 5860 Communities and Organizational Field Practice and Seminar II (spring semester). The seminar portion of this course is designed to integrate classroom learning with field experiences. The seminar is conducted by a Social Work faculty member and meets twice monthly for the on campus program and asynchronously for the online program. 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 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 diversity. Commitment to human rights and social and economic justice are also emphasized.

Field Education Roles and Responsibilities

The ASU Department of Social Work Field Education Program recognizes the critical role of field instruction in the educational experience of our majors. The Social Work Program values the significant contributions that field agencies and Field Instructors make to the development of the social work students who successfully complete our curriculum. It is the responsibility and intent of the Program to provide the support and information that field placements require to effectively meet their obligations to students and professional Social Work education.

Quality field instruction requires the close collaboration of the Field Director, Field Coordinator, Seminar Instructor, Social Work Faculty Supervisor (if assigned), Social Work Program, student, Field Instructor, and agency. Each has a distinct role and specific responsibilities in field instruction. To enhance the coordination and execution of those roles, the responsibilities of each are identified below.

Responsibilities of the Field Director

The Field Director is administratively responsible for the design, coordination, and guidance of the field instruction component of the Social Work curriculum. In collaboration with agencies, Field Instructors, students, and members of the Social Work faculty, the Field Director is responsible for:

Policy and Procedure

- Develop policies and procedures according to the goals of the Department of Social Work and the current educational policies and accreditation standards of the Council on Social Work Education (CSWE);

- Develop and maintain the practicum education manuals to provide context and guidance for field instruction;

Committees

- Represent practicum education on all committees, including BSW, MSW, Field, and Evaluation;
- Participate in university-wide, college-wide, and statewide forums for internships including the North Carolina Field Education Consortium;
- Chair the Field Education Committee

Resolving Student Concerns

- Educate seminar instructors about resolving field education concerns;
- Respond to communication-related to student issues in the practicum placement;
- Consult by email, phone, or in-person meeting with the BSW Director, MSW Director, and Chair as needed.
- Meet with student and seminar instructor when necessary;
- Consult with the MSW advisor when necessary;
- Consult with the practicum instructor by email or in-person meeting;
- Review academic performance evaluation forms;

Supervision

- Meet with the Field Coordinator and Program Specialist weekly to discuss placement assignments, planning for orientation, and updates on Screening, Brief Intervention, and Referral to Treatment (SBIRT), School Social Work Licensure, Internship Inventory, Child Welfare Education Collaborative, and Criminal Background checks;
- Coordinate and oversee Program Specialist to finalize assignment of students to field agencies and administration of the internship inventory and Tevera;
- Oversee practicum-assigned graduate assistants;

Oversight of Students with Field Agencies

- Identify, select, and vet agencies and placements appropriate for practicum and approve agency staff members as practicum instructors through online meetings or site visits;
- Collaborate with community stakeholders and agencies to ensure quality in practicum placements;
- Coordinate and finalize assignment of students to field agencies;
- Orient and consult with practicum instructors and practicum supervisors on the design and objectives of practicum education and the overall social work curriculum;
- Orient and consult with students on the design and objectives of practicum education and the practicum curriculum.

- Disseminate updated information related to changes in the social work program or accreditation standards to practicum instructors, seminar instructors, and social work supervisors;
- Provide consultation to agencies on the development of their practicum instruction programs;
- Implement practicum education policies and procedures correctly and uphold the educational objectives of practicum instruction;
- Collaborate with the Department of Social Work Chair to select faculty members as seminar instructors;
- Assess and evaluate the quality of the practicum education program in coordination with the MSW Program Director, Field Education Committee, and Evaluation Committee;
- Consult with faculty seminar instructors;

Teaching

- Teach undergraduate and graduate courses in social work;

Service

- Participate in service activities for the department, university, and community.

Responsibilities of the Field Coordinator

Policy and Procedure

Provide input to the Field Director on policies and procedures according to the goals of the Department of Social Work and the current educational policies and accreditation standards of CSWE as noted in the Interpretation Guide;

Collaborate with the Field Director to maintain the Field Education Manuals which provide context and guidance for field instruction

Committees

Attend program committees (BSW, MSW, Field) as assigned by the Field Director.

Participate in university-wide, college-wide, and statewide forums for internships including the North Carolina Field Education Consortium as designated by the Field Director

Resolving Student Concerns

Respond to communication-related to student issues in the field placement.

Consult by email, phone, or in-person meeting with the BSW Director, MSW Director, and/or Field Director as needed.

Consult with the MSW Advisor when necessary.

Consult with the Field Instructor by email or in-person meeting.

Supervision

Meet with the Field Director and Program Specialist weekly to discuss placement assignments, planning for orientation, and updates on SBIRT, School Social Work Licensure, Internship Inventory, and Criminal Background checks
 Update, manage, troubleshoot, Field Management System (Tevera)
 Coordinate with Program Specialist to finalize assignment of students to field agencies as assigned by Field Director and administration of Tevera
 Oversee graduate assistants assigned.

Orientation and Training

Participate and/or co-lead student and agency orientations in fall and spring.

Oversight of Students within Field Agencies

Identifying and developing relationships with potential field placement agencies and sites.
 Approve agency staff members as Field Instructors through online meetings or site visits in coordination with the Field Director.
 Orient Field Instructors and Field Supervisors in coordination with the Field Director to the design and objectives of field education and the overall social work curriculum;
 Disseminate updated information related to changes in the social work program or accreditation standards to Field Instructors, Seminar Instructors, and Social Work Supervisors
 Assure that field education policies and procedures are correctly implemented and that the educational objectives of field instruction are not compromised;
 Collaborating with community stakeholders and other professional organizations;
 Facilitate and monitor educational placements to ensure educational quality in coordination with the Field Director.
 Work closely with the Field Director to support students' success and address student challenges.
 Routine travel to agencies and other position-related activities

Teaching

- Teaching undergraduate and graduate courses in social work.

Service

Participating in service activities for the department, university, and community.

Responsibilities of the Seminar Instructor

The Seminar Instructor is the faculty member who is responsible for integrating the field education experience with classroom learning and for reinforcing the social work perspective as applicable to all field settings. The Seminar Instructor also performs the role of the Field Liaison, acting as the link between the university and the agency. Seminar Instructors will hold an MSW degree.

The Seminar Instructor is responsible for:

- Making contact with the student and the Field Instructor at least once during each semester, by Zoom or in person to: (1) identify appropriate learning opportunities for the student; (2) consult with the student and Field Instructor on the progress of a placement; and (3) review student records;
- Integrating field education experiences with classroom learning via the field seminar course;
- Consulting with Field Instructors, Social Work Faculty Supervisors and students regarding field related issues, when they are not being resolved between the Field Instructor and the student, and following departmental procedures for resolution;
- Evaluating the student's performance and assigning a grade for seminar;
- Providing evaluative information on the quality of agency field instruction to the Field Director and recommending revisions in the Field Education Program; and
- Communicating with the Field Director on any issues of concern about student interns, agencies and Field Instructors.

Responsibilities of the Social Work Faculty Supervisor

Students that do not have a MSW social work supervisor in their agency with two years post graduate experience, will be assigned a social work faculty supervisor from within the Social Work Department. All students will still need a Field Instructor at the agency.

Foundation students will meet with their task supervisor at the agency in addition to the SW Faculty Supervisor weekly for both semesters. Students will meet in groups of 4-5 in person or online and individually as needed.

Concentration social work students that do not have a MSW supervisor in their agencies will meet with their assigned Social Work Faculty member one time a week for fall semester and every other week for spring semester. Students will meet in groups of 4-5 in person or online and individually as needed.

Meeting times with Field Instructors and Social Work Faculty Supervisors, if applicable, will count toward total required hours. Social Work Faculty Supervisors and Seminar Instructors will consult at the time of the mid year evaluation and the final evaluation about progression through the semesters to demonstrate competencies.

Social Work Faculty Supervisors will communicate with the Seminar Instructor who will consult with the Field Director as needed.

Responsibilities of the MSW Student

Academic Standards Expectations

MSW students are expected to abide by ASU's *Code of Student Conduct* and *Academic Integrity Code*, the National Association of Social Workers' *Code of Ethics*, the MSW Program's Competencies, and the following departmental *Academic Standards for Retention*, which are more fully described in the *MSW Student Handbook*: 1) Scholastic Performance; 2) Professional Identity and Self Awareness; 3) Ethical Behavior; 4) Interpersonal Relationships; and 5) Commitment to Diversity, Social Justice, and Human Rights. 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.

Field Expectations

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 Field Instructor and Seminar Instructor in identifying learning needs and specifying learning activities;
- Actively exploring learning opportunities within the agency, and participate with the Field Instructor 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 conferences appropriately, including participating in selecting content for conferences 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 Field Instructor;
- Attend and participating in supervisory conferences recommended by the MSW Supervisor if applicable;
- Integrating field and classroom learning by applying knowledge, values, skills, and cognitive and affective processes to field assignments and thoughtfully participating in Seminar;

- Arranging for and actively participating in meetings with seminar instructor, field instructor Social Work Faculty Supervisor (if applicable), and student;
- Notifying the Seminar Instructor **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 Plan within a timely manner;
- Continually assessing the quality of the field experience and field instruction, and keeping the Field Instructor, Social Work Supervisor, and Seminar Instructors informed of

Responsibilities of the Agency

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

- Structuring the workload of Field Instructors 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 Field Instructors to attend orientations sponsored by the ASU 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 background checks and drug screens if required by the agency.
- concerns regarding the placement.

Responsibilities of the Field Instructor

The Field Instructor is the agency employee who supervises the day-to-day activities of the MSW student. The Field Instructor meets with the student one hour weekly, assists in developing the Learning Contract and Evaluation Plan Plan, reviews process recordings and completes the midterm and the final evaluation based on the Learning Contract and Evaluation Plan Plan It is preferred that the Field Instructor has a MSW degree from an accredited program, 2 years post graduation, and at least 6 months of experience in the agency or the agency assigns an MSW supervisor in addition to the field instructor within the agency. If no supervisor is available that has the stated requirements then a social work faculty supervisor will provide the social work supervision. The Field Instructor 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 Field Instructor is that of educator. This is both a demanding and rewarding role that involves the following varied responsibilities:

- Identifying and creating opportunities for MSW Foundation Students to obtain and demonstrate competencies for generalist practice with individuals, families, groups, organizations, or communities as relevant; and for MSW concentration students to obtain and demonstrate competencies for advanced specialized practice with individuals, families, groups, organizations, or communities as relevant;
- 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 or advanced specialization competencies, and providing clear, direct, constructive evaluative feedback to the student and Faculty Liaison, including completion of the Learning Contract and Evaluation Plan;
- Notifying the Seminar Instructor **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 ASU Department of Social Work Program;
- 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-year and final evaluation.

Responsibilities of the Field Education Committee

The Field Education Committee is composed of full-time and part-time Social Work field faculty members and is chaired by the Field Director. The purpose of the Field Education Committee is to advise the Field Director and the faculty and staff about curriculum, policies and guidelines, and student issues related to the Field Education Program. Additional roles for this committee are to offer input about administrative review when issues or concerns arise in the field. In addition, the Field Education Committee will offer feedback related to policy or guideline changes, which may be passed on to other departmental committees as appropriate and/or included in the *MSW Field Education Manual* and communicated to the Social Work Department faculty and students. The Field Education Committee members act as a departmental advisory committee for the Field Education Program.

Policies and Procedures

Criteria for the Selection of Field Agencies and Instructors

The availability of quality field agencies and Field Instructors 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 Field Instructor. Because field agencies and Field Instructors do hold vital roles, the Social Work Program maintains certain standards for agencies and Field Instructors. 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 or Field Coordinator and agency representatives explore the feasibility in detail. The Field Director will schedule a meeting in person or online 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 or advanced 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 identification with the profession.
- A qualified staff member is available to serve as the Field Instructor.
- The Field Instructor is provided with adequate time 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 work situations that may entail risk and risk management policies and a process for supervision and support if safety is compromised.
- Opportunity exists for a student to demonstrate completion of expectations noted in the Learning Contract and Evaluation Plan of all nine competencies and associated practice behaviors.

When an agency wishes to accept ASU students for field placement a student will be directed to contact the agency to schedule an interview. If both the agency and student agree to the placement, the student notifies the Field Director. If it is determined that the agency satisfies the above criteria, a letter of confirmation by email is sent to the Field Instructor, which also serves as an invitation to the field orientation. Before the start of the semester that the student is in field placement, the student obtains the necessary signatures on the *ASU Internship Contract* and the confidentiality form. If the agency requires other contracts including Affiliation Agreements, the Field Director will assist in facilitating communication between the university and the agency to obtain the document.

Selection of Field Instructors

Primary considerations in the selection of field agencies include the qualifications of the Instructor and the willingness to serve as Field Instructors. It is difficult to overestimate the significant role Field Instructors assume in the educational experience of the MSW student. All Field Instructors must have either an MSW degree or a graduate degree in an allied human service profession. It is strongly preferred that Field Instructors have a Social Work degree from a CSWE accredited program, but in some instances, it may be necessary to consider an on-site Field Instructor with a degree from a related discipline. It is also preferred that all Field Instructors have a minimum of two years of practice experience with at least 6 months in the agency in which a student is placed. Selection of Field Instructors is based on the following criteria:

- Familiarity with the competencies required of the generalist or advanced 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 or advanced Social Work practice;
- Ability to assist students in incorporating professional values and ethics in their practice activities;
- Ability to present material clearly and design student learning opportunities to demonstrate program competencies, congruent with students' 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.

When meeting with a potential field placement site, the Field Director discusses expectations, assignments and supervision needs. The Field Director assesses if the site and experiences that a student could receive there would satisfy a student being able to meet competencies. Potential Field Instructors are introduced to the competencies and associated behaviors through dialogue and written materials. They are also directed to the Social Work Department website to review the Field Manual and other required forms. The Field Director also reviews the assignments that the students will be required to complete in seminar while the student is at the agency, which include process recordings, agency presentation, and self-assessment. Contact information and a resume will be collected from each Field Instructor. Field Instructors are encouraged to attend the orientation and new Field Instructors are required to attend.

Placement Process

Appalachian State University complies with all provisions of the *Family Educational Rights and Privacy Act* of 1974 (FERPA). Students complete a *Request for Placement* application upon admission, for incoming foundation and advanced standing students. Concentration students will submit an application for field by November 1, in the fall semester one year prior to entering concentration field placement. They 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 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.

Foundation Field Placement

1. **For Full-time students:** Students will complete a foundation field placement application. Students will complete this within one week of their acceptance of the offer of admission to the Social Work program. **Students should not contact agencies until after they have met with the Field Director or other designated Field Faculty and have their approval to move forward.**
2. For employment-based requests students must indicate that they are requesting to complete a field placement at their place of employment in the MSW field application. A student must have a social work supervisor with two years post graduate MSW experience along with 6 months at the current agency and be able to demonstrate all of the competencies in their current place of employment or an affiliated agency.
3. **For Part-time Students:** Students are responsible for keeping in touch with the Field Director and completing a field placement application at least one semester prior to the proposed start of field placement.
4. **For all MSW Students, regardless of Program:** In planning for field placement please note that most hours for field placement will be during the day. There are very limited placements for evening and weekend hours. To obtain the approximately 16+ hours weekly students are encouraged to plan accordingly.
5. Students will email the application to the Field Director at thorpha@appstate.edu. Dr. Thorp will contact students to set up a meeting to discuss interests, concerns, and hopes for the Foundation placement and future professional practice.
6. After the student meets with the Field Director, the Field Director will contact agencies that have been discussed and inquire about openings for an intern.
7. The Field Director will then contact students with the agency contact name, email and or phone number to set up a time to interview for the field placement.
8. The student is expected to check in weekly with the Field Director by email or cell phone to communicate about the interview date and if the agency has offered the student an internship.
9. After the internship has been approved by the Field Director or her designee and we have received all of the contact information, a contract will be emailed to the student. Students and their field instructors will need to sign the contract and return it to the Program Specialist 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 Field Instructor and received by the Program Specialist. In addition, students will not be registered until the results of the CBC are received by the Field Director and, if applicable, a meeting has occurred to discuss any concerns.**
10. **Students will not register themselves for the field education courses.** The Field Faculty completes our part of the process, forwarding your record to the Dean's office staff, who subsequently forwards your record to the registrar. The MSW Program Director is your advisor and will instruct you in this process.

11. The Social Work department does not require drug tests, although some agencies do require these. Most agencies that require these tests also absorb the cost of the tests. However, some agencies will conduct the tests but require you to cover the cost. If your agency requires you to obtain the drug test independently, please contact the Field Director and she will refer you to a resource offered by ASU. 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.**

12. 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 annually, prior to each field placement. Students are responsible for paying the minimal fee (usually \$10-20). BCHS typically uses Certiphi as a CBC provider. Our departmental Program Specialist will submit your name to BCHS and send an email to you to let you know that Certiphi will be contacting you. **Students entering the field will receive an email from Certiphi at *studentedition@certiphi.com* and will be required to follow the instructions listed in the email to complete their Criminal Background Check prior to starting field placement.** If you have not received an email from Certiphi within two weeks of the email notification from the departmental Program Specialist, please check your spam first, then notify the Field Director. 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 Field Director and/or the MSW Program Director. Some agencies also require CBCs and they may or may not agree to accept the CBC that was required by BCHS. Most agencies that require these tests also absorb the cost of the tests. However, some agencies will conduct the tests but require you to cover the cost. It is the student's responsibility to follow up and pay for the required CBCs. **Registration for the field placement will not occur until the CBC is completed and concerns are addressed or resolved.** Please see the MSW Student Handbook for additional information.

13. Field placements typically start in the first week of classes. Students are permitted to count up to 16 hours prior to the start of the field placement for orientation or training required by the agency.

14. The Field Director will email students about a field orientation and the start date for their field placements.

Concentration Field Placement

1. **For Full-Time regular two-year MSW students:** The Field Director will meet with students as a cohort in Foundation field seminar to review the process to apply for the concentration field placement. Students will be instructed to upload a concentration field placement application into a field management system or email to Program Specialist. **Students should not contact agencies until after they have met with the Field Director and have her approval to move forward.**

2. **For Advanced Standing students:** Complete a *Concentration Field Placement Application*. Complete this as soon as you are accepted into the Social Work program. **Do not contact agencies until after you have met with the Field Director and have her approval to move forward.**

3. **For Part-time Students:** Students are responsible for keeping in touch with the Field Director and completing a field placement application at least one semester prior to the proposed start for field placement.
4. The Field Director will meet with the MSW students individually. If a student is applying to be in the Child Welfare Collaborative with a placement at a Department of Social Services in Child Protective Services, they will need to discuss this with the Field Director or designated Field Faculty.
5. Concentration year placement process is different from the foundation year process. During the meeting with the Field Director, students will indicate which agencies they are interested in being placed at. The Field Director will share information related to deadlines, availability, past student experience, and supervision so the student can make an informed decision to pursue a particular placement. The student is permitted to then contact multiple agencies due to the increased competition for concentration placements both within the cohort and with other graduate programs. Students must contact the Field Director before contacting any other agencies than the ones discussed at the meeting.
6. For employment-based requests, students must indicate their request in the field application to complete their field placement at their place of employment.
7. In planning for field placement please note that most hours for field placement will be during the day. There are very limited placements for evening and weekend hours. To obtain the approximately 16+ hours a week, students are encouraged to plan accordingly. The total hours for each semester that must be obtained is 240.
8. During the placement process, the student is expected to check in weekly with the Field Director by email or cell phone to communicate about the interview date, before they contact another agency that was not discussed in meeting with the Field Director, and if the agency has offered the student an internship.
9. After the internship has been approved by the Field Director or her designee and we have received all of the contact information a contract will be emailed to the student. The student and Field Instructor will need to sign the contract and return it to the Field Director or her designee 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 Field Instructor and received.**
10. **Students will not register themselves for the field education courses.** We complete our part of the process; forward student records to the Dean's office, which subsequently forwards student records to the registrar. The MSW Program Director is your advisor and will instruct you in this process.
11. The Social Work department does not require drug tests, although some agencies do require these. Most agencies that require these tests also absorb the cost of the tests. However, some agencies will conduct the tests but require you to cover the cost. If your agency requires you to obtain the drug test independently, please contact the Field Director and she will refer you to a resource offered by ASU. 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.

12. 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 annually, prior to each field placement. Students are responsible for paying the minimal fee (usually \$10-20). BCHS typically uses Certiphi as a CBC provider. Our departmental Program Specialist will submit your name to BCHS and send an email to you to let you know that Certiphi will be contacting you. **Students entering the field will receive an email from Certiphi at *studentedition@certiphi.com* and will be required to follow the instructions listed in the email to complete their Criminal Background Check prior to starting field placement.** If you have not received an email from Certiphi within two weeks of the email notification from the departmental Program Specialist, please check your spam first, then notify the Field Director. 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 Field Director and/or the MSW Program Director. Some agencies also require CBCs, and they may or may not agree to accept the CBC that was required by BCHS. Most agencies that require these tests also absorb the cost of the tests. However, some agencies will conduct the tests but require you to cover the cost. It is the student's responsibility to follow up and pay for the required CBCs. **Registration for the field placement will not occur until the CBC is completed and concerns are addressed or resolved.** Please see the MSW Student Handbook for additional information.

13. Field placements typically start on the first day of classes. Students are permitted to count up to 16 hours prior to the start of the field placement for orientation or training.

14. The Field Director will email students about field orientation and the start date for their field placements.

Employment-Based Field Placements

It is recommended that students be placed in agencies where they have not been employed. The familiarity of the student's work often creates 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. Students may request one employment-based field placement to occur in either the foundation or the concentration field placement. In those circumstances in which it is decided that it is in the best interest of the student to seek an employment-based field placement, the following criteria will be met:

- The student may have an assignment in a unit or program of the agency that is his /her current employment.
- The Field Instructor must be an MSW with at least two years' post graduate and 6 months experience in the agency and in their current position where they will be supervising. There may be exceptions to this guideline.
- The Field Instructor may have supervised the student prior to the field placement.

- The student must have been employed for at least 3 months prior to the field placement.
- The placement must have an educational focus. The role of learner and the role of employee must be kept separate. The student must complete the placement hours with the goal of education, in addition to work.
- An agency that is providing a field placement for an employee must meet the same criteria as other field agencies.
- The Field Director will schedule a meeting with the student, the student's work supervisor and proposed Field Instructor, if different than work supervisor. After reviewing the application and the agency, the Field Director will inform the student of the approval or denial.

Specialized Field Opportunities and Placements (SBIRT, Child Welfare Education Collaborative, and School Social Work)

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

The Department of Social Work provides training to students, field instructors 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. ASU students receive substance use disorder content from module one in the BSW curriculum in *SW 4000*, and first-year foundation students receive the content in *SW 5020*. Advanced Standing students that are not from ASU that are interested in participating in SBIRT will need to contact Program Specialist, 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, MSW students will receive an electronic copy of their certificate of completion and will be presented with a hard copy of their certificate at the MSW Hooding Ceremony.

Department of Social Services Child Welfare Placements (Child Welfare 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, the Collaborative aims to ensure safe, permanent and nurturing families for North Carolina's most vulnerable citizens.

The NC Child Welfare Education Collaborative 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). Emphasizing public child welfare practice, the Collaborative provides educational opportunities to students who are interested in careers in child welfare.

MSW students who wish to complete a field placement in a County Department of Social Services Child Welfare unit **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.
- *SW 5730: Advanced Social Work Practice with Children and Adolescents.*

Students typically are notified about the CWEC through meetings through advising meetings with the MSW Director, announcements in class, and via student email lists from the Program Specialist. For MSW students, applications to the Collaborative are due by the end of March.

Applicants will receive confirmation via email once their application is successfully submitted. The CWEC/NCDSW 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/NCDSW 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 Collaborative program will be pre-certified to work in DSS, increasing their marketability and improving services to families and children. Students are not required work in a state DSS following graduation.

School Social Work

In North Carolina, in order to work as a School Social Worker, individuals must receive the School Social Work Licensure. 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 requirements and subsequent awarding of the MSW, graduates who wish to be licensed as a school social worker must send an email request to the Program Specialist 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.

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 Specialist, 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 hosts require professional liability insurance prior to a student's participation in an internship or field. ASU 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 student or internship host upon request. Insurance only covers a student for the semester that they are in their field placement.

Orientation to Field Placement

When meeting with a potential field placement site, the Field Director discusses expectations, assignments and supervision needs. The Field Director assesses if the site and experiences that a student could receive there would satisfy a student being able to meet competencies. Potential Field Instructors are introduced to the competencies and practice behaviors through dialogue and

written materials. They are also directed to the Social Work Department website to review the manual and other required forms. The Field Director also reviews the assignments that the students will be required to complete in seminar while the student is at the agency. The Field Director requests a resume and Field Instructor Information sheet to be completed for each Field Instructor.

Upon the decision to place a student in a particular agency, a letter of confirmation is emailed to the Field Instructor that also serves as an invitation to the field orientation if applicable. Included in that letter is information related to student start and end dates, Seminar Instructor assignment, and notification if orientation will cover changes in the program and curriculum such as the 2022 CSWE adoption of competencies. All MSW students are required to attend planned orientation. New Field Instructors are required to attend. Continuing education credit may be awarded to Field Instructors that attend. The orientation occurs just prior to or at the start of the semester. During the orientation, Field Instructors and students have the opportunity to obtain information related to field placement policies outlined in the MSW Field Education Manual. In addition, the Competencies are discussed, and a presentation/discussion ensues regarding the Learning Contract and Evaluation Plan. In addition, the students may have the opportunity to meet with their Seminar Instructors, and the Field Instructors have an opportunity to meet with the Field Director to review topics such as supervision, MSW tasks to fulfill competencies and behaviors outlined in the Learning Contract and Evaluation Plan, and potential student issues.

If a Field Instructor is unable to attend orientation the Seminar Instructor is informed of the possible need to present and reinforce materials presented at the orientation. Field Instructors are communicated with by email to receive general information, changes, or instructions for student evaluations. Field Instructors are also given the opportunity to complete a survey at the end of the semester to evaluate the Seminar Instructor, the Field Director, and the Field Education Program in general.

Field Schedules

The nature of the field experience varies according to the characteristics of the agency, the client population, the Field Instructor, and the student. However, field instruction is conducted within certain guidelines set by the ASU 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, Field Instructors, and students while allowing for creative, individualized field experiences.

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** 16+ hours each week, for a total of 240 hours per semester.

In order to understand the ways in which social work practice impacts 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. Additionally, it is expected that all assignments and clock hours be completed at the field site (the defined field site may include multiple agencies and/or community home visits).

Evening and weekend hours can be negotiated between the agency and the student but only with proper supervision on site and if tasks assigned will assist the student in achieving competencies.

Students are expected to be in the field according to the schedule developed with their Field Instructor. 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, both semesters. Students cannot “bank” hours to finish early. Exceptions will be reviewed by the Seminar Instructor 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 spring break holiday that the school system takes in order to provide consistency with the children and adolescents that the MSW 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 Field Instructor, student, and Seminar Instructor according to the needs of clients, agency, and student. Students may count Orientation, assigned Interprofessional Educational Events and SBIRT training hours as field hours. Students will be contacted prior to the semester to be given the dates and times of the start dates and training dates. NOTE: Even though these are considered excused absences, the number of hours spent in the field is not reduced. Students must complete 240 hours per semester in the field 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 Seminar Instructor 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 Seminar Instructor, agency, and Field Director. The student will create and submit to the Field Director a written plan to complete the necessary hours. The student may make a request to do some limited hours over the break between the fall and spring semester if approved by the Field Director. The student will email a request to the Field Director two weeks prior to the end of the semester.

Some agencies require an orientation prior to the start of the semester. Students are permitted to attend agency orientations and trainings prior to the start of the semester. Because 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 if hours are missed. Students are permitted to count up to 16 hours of agency orientation or training that occurs prior to the start of the semester by submitting a written request to the Field Director and receiving written approval.

Evaluations

MSW field students receive a Satisfactory or an Unsatisfactory for the three credit hour course that includes both field placement and Field Seminar. However, students are evaluated on an ongoing basis through their weekly supervision and their day-to-day interactions with the Field Instructor. 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 and Evaluation Plan, since this plan was purposely designed to designate the activities and opportunities for the student to demonstrate their competence in each of the practice behaviors. A midyear evaluation conference is held by the Field Instructor, student, Seminar Instructor and Social Work Supervisor if applicable. 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 is developed to assist the student in meeting all the course requirements.

Final grades of Satisfactory or Unsatisfactory are assigned by the Seminar Instructor at the end of the semester. The Learning Contract and Evaluation Plan sets out not only the activities that the student will complete during the semester, but also indicates how the student will demonstrate competence in each of the competencies.

The Field Instructor meets with the student to review the student's performance. Students are to actively participate in the completion of the formal evaluation report. Students must read and sign the report before it is submitted to the Seminar Instructor. Students who disagree with aspects of the report may file an addendum noting those areas in which there was disagreement.

The Field Instructor 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.
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 Seminar Instructor for review and comments. The Seminar Instructor assigns a grade (Satisfactory or Unsatisfactory) based on information gathered during field visits, midyear and final evaluations, input from Field Instructors and/or Supervisors, observations from the seminar class and materials submitted by the student. The Seminar Instructor or Field Director can ask for input or obtain consultation from the Field Education Committee if necessary.

Students receive a combined grade for field and seminar in SW 5240 field and Seminar I (fall semester) and SW5240 field and Seminar II (spring semester) in the foundation year. In the concentration curriculum students receive a combined grade for field instruction and seminar in the course SW 5720 Individuals and Families field and Seminar I (fall semester) and SW 5750 Individuals and Families field and Seminar II (spring semester) or SW5830 Communities and Organizations field and Seminar I (fall semester) and SW 5850 Communities and Organizational Practice field and Seminar II (spring semester). The Seminar Instructor assigns the course grade.

You must demonstrate Satisfactory progress in mastering each of the competencies and subsequent behaviors, complete all of the course assignments with a Satisfactory evaluation, earn a Satisfactory evaluation for participation in each seminar, and complete all of your 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. You are responsible for all of the expectations of the *Academic Performance Standards* in seminar, other courses and in your field placement. Both your classroom and agency performance will be factored into your final evaluation.

According to the Council on Social Work Education, field placements are known as the “Signature Pedagogy” in Social Work education. **A student who is unable to complete the field and seminar due to concerns about unsatisfactory performance or who completes the field and seminar unsatisfactorily will earn an Unsatisfactory in this course.**

Because of the significance of the field component, note that earning an Unsatisfactory in this course may result in dismissal from the MSW Program.

Resolving Field Education Concerns

The Field Education Program is committed to assisting students to develop their Competencies for generalist practice in the BSW and MSW foundation curriculum, and for advanced specialized practice in the MSW concentration 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 Field Instructor is prepared to supervise an MSW 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, seminar instructors or field instructors, issues do arise at times that need 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, legal), supervision issues, attendance issues,

ethical 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 which 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). Given the professional nature of the 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.

Issues identified in the seminar:

1. The Seminar Instructor 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 Feedback Form* (MSW Manual) The Field Director may serve as a resource to assist the student and the Seminar Instructor in resolving concerns.
2. If a satisfactory solution is not reached and/or if another issue arises, the MSW 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 Feedback Form (MSW Student Handbook)*.
3. If agreeable solutions are not found, the problem is not remedied, or a new problem occurs, the Field Director should be notified. The Field Director should consult with Social Work Department administrators to determine the appropriate course of action. The 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
 - c. Consult with Field Education Committee
 - d. Develop a written performance contract

- e. Remove the student from the field agency
- f. Conduct an APR
- g. Suspend/dismiss the student without an APR

Issues identified in the field placement:

1. The Field Instructor 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 Feedback Form*. The Seminar Instructor and the Field Director may serve as resources to assist the student and the Field Instructor in resolving concerns. Students who feel uncomfortable talking to the field instructor should consult with the seminar instructor.
2. If a satisfactory solution is not reached and/or if another issue arises, the seminar instructor should be contacted. The Seminar Instructor may consult with the Field Director and 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 Feedback Form*.
3. If agreeable solutions are not found, the problem is not remedied, or a new problem occurs, the Field Director should be notified as soon as possible. The Field Director should consult with Social Work Department Administrators to determine the appropriate course of action. Possible actions may include but are not limited to the following items. The 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
 - c. Consult with Field Education Committee
 - d. Develop a written performance contract
 - e. Remove the student from the field agency
 - f. Conduct an APR (see MSW Student Handbook)
 - g. Suspend/dismiss the student without an APR

Issues Identified in Social Work Faculty Supervision

The Social Work Supervisor 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 Feedback Form* (MSW Manual) The Seminar Instructor may serve as a resource to assist the student and the Social Work Supervisor in resolving concerns.

If a satisfactory solution is not reached and/or if another issue arises, the MSW 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 Feedback Form (MSW Student Handbook)*.

If agreeable solutions are not found, the problem is not remedied, or a new problem occurs, the Field Director should be notified. The Field Director should consult with Social Work Department administrators to determine the appropriate course of action. 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
- c. Consult with Field Education Committee
- d. Develop a written performance contract
- e. Remove the student from the field agency
- f. Conduct an APR
- g. Suspend/dismiss the student without an APR

Field Course Failure or Removal from the Field Placement Agency

1. A decision will be made by the Field Director in consultation with the MSW Program Director specifically related to a potential failure of Seminar/Field course or removal from the field placement.
2. A student may file a grievance with the Chair of the Social Work Department
3. A final grievance will be filed with the Dean or the Dean's Designee.

Exceptions to Field Decisions

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 Education Committee, MSW 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

Safety Policy

In the event of concern of immediate danger, witnessing a crime, or observing suspicious activity, do not hesitate to call 911 and contact Campus Police (828-262-8000). Non-urgent concerns can be reported to 828-262-2150 or using the online report form:

<https://police.appstate.edu/report-crime>

Please notify your instructor, program director, or department chair immediately if there are any incidents or concerns regarding your safety or the safety of others.

Please see the following link for additional information:

<https://emergency.appstate.edu/basic-emergency-responses>

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 is required to complete a safety plan with their agency supervisor which will be signed by both the supervisor and the student and submitted in Tevera or to the seminar instructor by the end of the first week of classes. If a safety issue occurs with a student, the student or Field Instructor should contact the Seminar Instructor immediately using the contact information shared at the beginning of the semester in the Safety Plan. If the student or Field Instructor cannot reach the Seminar Instructor, then they should contact the Field Director (cell: 828-406-9686) or the Department Chair (office: 512-429-4983).

Snow/Inclement Weather Policy

Appalachian State University reserves the right to cancel classes during inclement weather. Information regarding weather cancellations, closings, and delays can be found at <http://www.appstate.edu/> and will be the primary source for information should the university's operating schedule change. In addition, a recorded message announcing a change in normal operation will be available at (828) 262-SNOW. When considering travel to your classes, seminar, field placement, and other required course or field placement activities, please consider your personal safety as your first priority. Each course instructor will determine individual course attendance and participation requirements and how these will be impacted by adverse weather.

Instructors will address their planned responses to adverse weather in their "Course Policies"

section of each syllabus. Students will be responsible for making up any hours, missed activities, assignments, and field hours, when possible. In the event of extended inclement weather or in situations in which activities cannot be made up, the course instructor, field instructor, or field director, as appropriate, may work with students to develop alternative assignments to meet course requirements.

Expectations for Professional Development

In order to meet our responsibilities to provide quality professional education and to ensure that our graduates are able to function in a broad variety of professional situations, the Department of Social Work has set forth additional standards for students in the BSW and MSW Programs. The department carefully evaluates the performance of admitted students in five general areas: 1) Scholastic; 2) Professional Identity and Self Awareness; 3) Ethical Behavior; 4) Interpersonal Relationship Skills; and 5) Commitment to Diversity, Social Justice, and Human Rights exemplified through the Academic Standards for Retention for each program. Failure to meet these academic standards may result in dismissal from the program. Additional information on these standards can be found in the *MSW Student Handbook*.

Use of Technology

All faculty, staff, and students are expected to adhere to the *Code of Ethics* of the National Association of Social Workers (2017):

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English> and the NASW, ASWB, CSWE, and CSWA *Standards for Technology in Social Work Practice* (2017): <https://www.socialworkers.org/Practice/NASW-Practice-Standards-Guidelines/Standards-for-Technology-in-Social-Work-Practice> Note that faculty may have different expectations regarding the use of technology and devices in the classroom and students are expected to abide by those expectations. Except in the event of an emergency, in no case should students send or receive personal communications during class, nor should they leave the classroom to do so.

If there are any course or classroom activities regarding actual clients (individuals, families, groups, communities, or organizations), students, or other individuals, extra care should be taken to ensure that all ethical, professional, and departmental standards are adhered to in order to protect confidentiality and privacy.

Please note that the Department's AsULearn template includes a course "netiquette" policy, under Course Policies and Resources.

Use of Social Media

All faculty, staff, and students are expected to adhere to the *Code of Ethics* of the National Association of Social Workers (2017):

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English> and the NASW, ASWB, CSWE, and CSWA *Standards for Technology in Social Work Practice* (2017): <https://www.socialworkers.org/Practice/NASW-Practice-Standards-Guidelines/Standards-for-Technology-in-Social-Work-Practice> These standards specifically reference the use of social media. The Department will not routinely seek information regarding students through the use of social media, search engines, or other online resources without students' informed consent, but

may do so for compelling reasons such as concerns regarding safety and well-being or when there are concerns about compliance with our *Academic Standards for Retention*. The Department reserves the right to take action on any misuse of social media that comes to our attention.

NASW-NC provides excellent resources for Social Media and the Social Worker:
<https://www.naswnc.org/page/320?&hhsearchterms=%22social+and+media%22>

Confidentiality

It is anticipated that students will interact with communities, organizations, and clients through service learning, volunteer experiences, and courses. In preparation for this, students are informed of the need and requirements for confidentiality. If there are any course or classroom activities in which personal information regarding actual clients (individuals, families, groups, communities, or organizations), students, or other individuals, is shared, extra care should be taken to ensure that all ethical, professional, and departmental standards are adhered to in order to protect confidentiality and privacy. Prior to entry to the field, students are required to read and sign the *Confidentiality Requirements* document. Students are reminded that as they share experiences in the classroom setting it is important to be aware of and conform to agency policies regarding confidentiality. Faculty and instructors are not able to guarantee that they can keep information students disclose to them confidential. Under certain circumstances, faculty, instructors, and staff are required to disclose information to University and other authorities.

Mandatory Office of Access and Equity Reporting

All faculty, instructors, and staff are mandated to report to the Title IX Coordinator any information disclosed by a student that suggests the student has been the victim of sex- or gender-based harassment, discrimination, or violence. Faculty, instructors, and staff cannot keep the disclosing student's identity private. Once disclosed, the information must be reported within 72 hours. The Title IX Coordinator determines whether Title IX applies to the alleged offenses. The Title IX staff will work with the student to determine the next steps. Some alleged offenses may not be related to Title IX but may be relevant to the student's membership in a protected class. For additional information about the forms of harassment and discrimination addressed by Title IX, see: https://policy.appstate.edu/Discrimination_and_Harassment. For information about Reporting see: <https://titleix.appstate.edu/reporting>.

Mandatory Reporting to NC Child Protective Services and Adult Protective Services

In North Carolina, all permanent and temporary residents are considered mandated reporters for maltreatment and abuse towards children and elderly or disabled adults. Additionally, professional social workers and social work students have a clear professional obligation to report. In social work classes students may reveal personal information related to their families that indicates that maltreatment and/or abuse and/or neglect is occurring (or has occurred) by a caregiver toward children, seniors, or disabled adults. In such situations, it is important to maintain confidentiality appropriately, but to recognize that state laws require that a report of suspected maltreatment be made to the appropriate protective services program. Students becoming aware of maltreatment concerns should discuss the situation with their instructor, the BSW or MSW Program Director, or the Department Chair, unless the disclosed information

would suggest immediate harm, in which case students should make a referral immediately to the local Department of Social Services. Instructors, faculty members, academic advisors, and faculty mentors who become aware of concerns students disclose individually or in class are similarly obligated to make appropriate referrals in accordance with state statutes, consulting with the BSW or MSW Program Director and/or the Department Chair unless immediate reporting is warranted. Students are encouraged to seek appropriate assistance for difficulties and stressors in their families that could be/are contributing to maltreatment and should be aware of the potential outcomes of disclosing information that suggests or indicates maltreatment, abuse, or neglect. See NC State laws regarding the mandatory reporting of suspected child and elder abuse and neglect.

For suspected child abuse or neglect:

<https://www.ncdhhs.gov/divisions/social-services/child-welfare-services/child-protective-services>.

For suspected elder abuse or neglect:

<https://www.ncdhhs.gov/assistance/adult-services/adult-protective-services>.

Also note that, per [Appalachian State University's Policy 111.2 Reporting Suspected Child Abuse and Neglect](#), section 4.1.1 Adults have a mandatory duty to report child abuse to the Appalachian Police Department. Reports must be made immediately if the adult reasonably believes that child abuse has occurred.

Grievances

Students who are dissatisfied with decisions regarding course concerns, final course grades, Professional Sequence applications, Academic Performance Reviews, or termination from the BSW or MSW Program are expected to follow University-wide and Departmental grievance procedures as outlined in the *MSW Student Handbook* and *Field Education Manual*. See the university's grade appeal process at:

<https://academicaffairs.appstate.edu/resources/final-grade-appeal-procedure>.

Students may have concerns in a course that are not related to a final grade but may be related to grades on assignments in a course or other aspects of the course. When these concerns arise, students are encouraged to address their concerns directly with the faculty member, in accordance with both University procedures and the Programs' *Academic Standards for Retention*. If the concerns are not addressed to the student's satisfaction, then the student may address these concerns with the Department Chair. (See the *MSW Student Handbook*)

Please note: The Appalachian State University Department of Social Work website, student handbooks, and field manuals are intended for information purposes only and do not constitute a contract between the University and the student. While the departmental website presents policies and programs as accurately as possible, 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* or *Graduate Bulletin* and *Program 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.