



Department of Social Work

APPALACHIAN STATE UNIVERSITY

BEAVER COLLEGE OF HEALTH SCIENCES

MSW

Field Education Manual

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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 July, 2016.**

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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 Bachelors of Social Work (BSW) and Masters 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.

MSW Mission Statement

Guided by an overarching framework of human rights and grounded in human relationships and scientific inquiry, the mission of the MSW Program at Appalachian State University (ASU) is to promote the health and well-being of individuals, families, groups, and communities; prevent oppression, discrimination, social and economic injustice; and provide assistance to those in need. The MSW Program, informed by and engaged with regional, state, national and global community contexts, aspires to provide exemplary educational opportunities. The foundation curriculum for the Program is designed to prepare students for generalist social work practice within the distinct Appalachian culture of the region as well as across national and international contexts.

Building on the foundation, students select from one of two distinct concentration curricula: the Individuals and Families concentration or the Community and Organizational Practice concentration. The Individuals and Families concentration curriculum provides students with specialized knowledge and skills to effectively practice with adults, children, adolescents, and families in a variety of settings. The Community and Organizational Practice concentration curriculum provides students with specialized knowledge and skills to effectively practice with communities and organizations in different locales. ASU's MSW Program also seeks to enhance students' knowledge and skills through a unique crossover design. The crossover design provides students specializing in one concentration vital exposure to content from the other concentration. Graduates of ASU's MSW Program demonstrate firm generalist practice knowledge and skills as well as specialized practice knowledge and skills to successfully serve individuals, families, groups, communities or organizations.

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

MSW Program Goals

The program goals for ASU's MSW program are:

1. to 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;
2. to 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. to prepare graduates who can function with a high degree of autonomy and effectiveness within diverse social work settings;
4. to prepare graduates who contribute to the quality of services in their organizations and communities with an emphasis on the service region;
5. to prepare graduates to fill leadership roles in the agencies and communities they serve with emphasis on the service region;
6. to prepare graduates with the knowledge, skills, and methods of innovative advanced social work practice with individuals and families with emphasis on the service region;
7. to prepare graduates with the knowledge, skills, and methods of innovative advanced practice to work with communities and organizations with emphasis on the service region; and
8. to respond to the legislative intent and to community leadership in nearby jurisdictions to extend the MSW Program to students unable to attend ASU.

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 social work 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 campus sites: Boone and Hickory. Other sites are included based on need and availability.

The Council on Social Work Education (CSWE) has set 2008 standards for Field Education. This area of the curriculum is considered the "signature pedagogy" of the program. Field Education is considered the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner, 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 Foundation MSW Students

Prior Coursework: Foundation MSW students 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 Coursework: While in the field, full-time Foundation 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. Full-time students are also enrolled in the following courses for fall: American Social Welfare History and the Social Work Profession, Human Behavior and the Social Environment I, Practice with Individuals and Families, and Foundations of Social Work Research. The courses for spring are: Social Welfare Policy Analysis and Practice, Human Behavior and the Social Environment II, Practice with Groups and Communities, and Evaluation of Professional Social Work Practice.

Seminar Assignments Related to Field Placement: Foundation MSW students will complete several assignments in their twice monthly field seminar related to the field placement. These include: an agency presentation, a self-assessment paper, and process recordings. Students will also complete a Learning Goals and Objects Plan (LGOP) for the semester, 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 and Final Evaluation for the year.

Field Hours: MSW students complete a year-long placement, which is approximately 16 hours per week for a total of 240 hours during the semester. Students should also receive at least one hour per week of supervision from the field instructor/supervisor.

Expectations of Agency Activities: Foundation MSW students complete a generalist field placement, which should include both micro 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 skills in all areas of social work practice. Depending on the agency, students should have opportunities to observe social workers and practitioners and then complete tasks more independently as the year progresses.

Field Visits to Agencies: The Seminar Instructor will make at least two contacts with the agency with at least one being face to face to meet with the Field Instructor and the student, usually at the mid-point 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. If the agency Field Instructor would like to discuss the progress of the student, the Field Seminar Instructor can be reached by phone, email, or make an additional agency visit if needed.

Full-Time 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. See the above lists for prior coursework information. They can select the Individuals and Families Concentration or Communities and Organizational Practice Concentration.

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.

Concurrent Individuals and Families Coursework: Students in this concentration take the following courses in the fall: Advanced Social Work Assessment, Advanced Social Work Practice with Families, and two approved electives or crossover courses (crossover courses are in the Communities and organizational Practice concentration). Spring classes include: Advanced Social Work Practice with Children and Adolescents, Advanced Social Work Practice with Adults, and two approved electives or crossover courses. *Please see the attached schedule for part-time MSW student coursework.*

Concurrent Communities and Organizational Practice Coursework: Students in this concentration take the following courses in the fall: Advanced Community Social Work Practice, Social Welfare Organizational Management, and two approved electives or crossover courses. Spring classes include: Nonprofit and Public Human Services Administration, Community and Organizational Cultures, and two approved electives or crossover courses (crossover courses are in the Individuals and Families concentration). *Please see the attached schedule for part-time MSW student coursework.*

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 Goals and Objects Plan (LGOP) for the semester, 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 and Final Evaluation for the year.

Field Hours: MSW students complete a year-long placement, which is approximately 16 hours per week for a total of 240 hours during the semester. Students should also receive at least one hour per week of supervision from the field instructor/supervisor.

Expectations of Agency Activities: Concentration MSW students complete a specialized field practicum 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 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 advanced skills in their concentration area.

Field Visits to Agencies: The Seminar Instructor will make at least two contacts with the agency with at least one being face to face to meet with the Field Instructor and the student, usually at the mid-point 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. If the agency Field Instructor would like to discuss the progress of the student, the Field Seminar Instructor can be reached by phone, email, or make an additional agency visit if needed.

Part-Time, On-Campus MSW Students

Foundation Students: The following is the recommended course of study. In their first year, Foundation students take American Social Welfare History and the Social Work Profession, Social Welfare Policy Analysis & Practice, and Human Behavior and the Social Environment I

& II. In their second year they are in their foundation field placement and take the following classes concurrently: Practice with Individuals and Families (fall), Foundations of Social Work Research (fall), Practice with Groups and Communities (spring), and Evaluation of Professional Social Work Practice (spring). While in the field, part-time foundation students also 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.

Individuals and Families Concentration Students: The following is the recommended course of study. In their third year, Concentration students take Advanced Social Work Assessment, Advanced Social Work Practice with Children and Adolescents, and two approved electives or crossover courses. In their fourth year they are in their concentration field placement and take the following classes concurrently: Advanced Social Work Practice with Families (fall), an approved elective or crossover course (fall), Advanced Social Work Practice with Adults (spring), and an approved elective or crossover course (spring). While in the field, part-time Concentration students also have a monthly field seminar in which they link together their coursework with their field placements, making connections between practice, theory, research, and policy.

Communities and Organizational Practice Concentration Students: The following is the recommended course of study. In their third year, Concentration students take Advanced Community Social Work Practice, Nonprofit and Public Human Services Administration, and two approved electives or crossover courses. In their fourth year they are in their concentration field placement and take the following classes concurrently: Social Welfare Organizational Management (fall), an approved elective or crossover course (fall), Community and Organizational Cultures (spring), and an approved elective or crossover course (spring). While in the field, part-time Concentration students also have a monthly field seminar in which they link together their coursework with their field placements, making connections between practice, theory, research, and policy.

Part-Time, Off-Campus (Hickory) MSW Students (Prior to 2016)

Foundation Students: In their first year (including summer courses), Foundation students take American Social Welfare History and the Social Work Profession, Social Welfare Policy Analysis & Practice, Human Behavior and the Social Environment I & II, Foundations of Social Work Research, and Evaluation of Professional Social Work Practice. In their second year they are in their foundation field placement and take the following classes concurrently: Practice with Individuals and Families (fall) and Practice with Groups and Communities (spring). While in the field, part-time foundation students also 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.

Seminar Assignments Related to Field Placement: Part time Foundation MSW students will complete several assignments in their twice monthly field seminar related to the field placement. These include: an agency presentation, a self-assessment paper, and process recordings. Students will also complete a Learning Goals and Objects Plan (LGOP) for the semester, 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 and Final Evaluation for the year.

Field Hours: MSW students complete a year-long placement, which is approximately 16 hours per week for a total of 240 hours during the semester. Students should also receive at least one hour per week of supervision from the field instructor/supervisor.

Expectations of Agency Activities: Foundation MSW students complete a generalist field placement, which should include both micro 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 skills in all areas of social work practice. Depending on the agency, students should have opportunities to observe social workers and practitioners and then complete tasks more independently as the year progresses.

Field Visits to Agencies: The Seminar Instructor will make at least two contacts with the agency with at least one being face to face to meet with the Field Instructor and the student, usually at the mid-point 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. If the agency Field Instructor would like to discuss the progress of the student, the Field Seminar Instructor can be reached by phone, email, or make an additional agency visit if needed.

Individuals and Families Concentration Students: In their third year (including summer courses), Concentration students take Advanced Social Work Assessment, Advanced Social Work Practice with Families, Advanced Social Work Practice with Children and Adolescents, and three approved electives or crossover courses. In their fourth year they are in their concentration field placement and take the following classes concurrently: Advanced Social Work Practice with Adults (fall) and an approved elective or crossover course (spring). While in the field, part-time Concentration students also 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.

Communities and Organizational Practice Concentration Students: In their third year (including summer courses), Concentration students take Advanced Community Social Work Practice, Social Welfare Organizational Management, Nonprofit and Public Human Services Administration, and three approved electives or crossover courses. In their fourth year they are in their concentration field placement and take the following classes concurrently: an approved elective or crossover course (fall) and Community and Organizational Cultures (spring). While in the field, part-time Concentration students also have a monthly field seminar in which they link together their coursework with their field placements, making connections between practice, theory, research, and policy.

Students must complete the Field Application and the Field Placement process during the semester prior to entering the field experience.

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, communities, and organizations. The MSW field placement is taken concurrently with coursework in both the Foundation and Concentration years. After passing the Transitional Seminar, advanced standing students complete one year in the concentration year joining with the second year cohort in coursework and field education. 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 course. In 2008, CSWE defined their Educational Policy and Accreditation Standards¹ based on ten competencies. These competencies form the overall student objectives for the foundation 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 and skills required for generalist practice and upon completion of the program, advanced practice. Providing these practice experiences is the role of the field education course.

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

Competencies and Practice Behaviors

Competencies and Practice Behaviors for the Foundation Year

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

1. Identify as a professional social worker and conduct oneself accordingly.
 - a. advocate for client access to the services of social work;
 - b. practice personal reflection and self-correction to assure continual professional development;
 - c. attend to professional roles and boundaries;
 - d. demonstrate professional demeanor in behavior, appearance, and communication;
 - e. engage in career-long learning; and
 - f. use supervision and consultation.
2. Apply social work ethical principles to guide professional practice.
 - a. recognize and manage personal values in a way that allows professional values to guide practice;
 - b. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;

¹ CSWE (2008). Educational Policy and Accreditation Standards.

- c. tolerate ambiguity in resolving ethical conflicts; and
 - d. apply strategies of ethical reasoning to arrive at principled decisions.
3. Apply critical thinking to inform and communicate professional judgments.
 - a. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom;
 - b. analyze models of assessment, prevention, intervention, and evaluation; and
 - c. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
 4. Engage diversity and difference in practice.
 - a. recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create/enhance privilege and power;
 - b. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
 - c. recognize and communicate understanding of the importance of difference in shaping life experiences; and
 - d. view themselves as learners and engage those with whom they work as informants.
 5. Advance human rights and social and economic justice.
 - a. understand the forms and mechanisms of oppression and discrimination;
 - b. advocate for human rights and social and economic justice; and
 - c. engage in practices that advance social and economic justice.
 6. Engage in research-informed practice and practice-informed research.
 - a. use practice experience to inform scientific inquiry; and
 - b. use research evidence to inform practice.
 7. Apply knowledge of human behavior and the social environment.
 - a. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
 - b. critique and apply knowledge to understand person and environment.
 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
 - a. analyze, formulate, and advocate for policies that advance social well-being; and
 - b. collaborate with colleagues and clients for effective policy action.
 9. Respond to contexts that shape practice.
 - a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
 - b. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
 10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
 - a. Engagement
 - i. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
 - ii. use empathy and other interpersonal skills; and

- iii. develop a mutually agreed-on focus of work and desired outcomes.
- b. Assessment
 - i. collect, organize, and interpret client data;
 - ii. assess client strengths and limitations;
 - iii. develop mutually agreed-on intervention goals and objectives; and
 - iv. select appropriate intervention strategies.
- c. Intervention
 - i. initiate actions to achieve organizational goals;
 - ii. implement prevention interventions that enhance client capacities;
 - iii. help clients resolve problems;
 - iv. negotiate, mediate, and advocate for clients; and
 - v. facilitate transitions and endings.
- d. Evaluation
 - i. critically analyze, monitor, and evaluate interventions.

Competencies and Practice 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 practice behaviors which build upon their foundation in generalist practice:

1. Identify as a professional social worker and conduct oneself accordingly.
 - a. attend to complex interpersonal dynamics; and
 - b. utilize supervision for ongoing professional development.
2. Apply social work ethical principles to guide professional practice.
 - a. recognize own biases, values, and frameworks as they apply to clients and minimize the impact of these as necessary; and
 - b. analyze ethical issues and apply ethical decision-making models across a range of complex practice contexts.
3. Apply critical thinking to inform and communicate professional judgments.
 - a. critique and apply multiple sources of knowledge, including research-based knowledge and practice wisdom, in work with individuals, groups, and families; and
 - b. communicate effectively and professionally, both orally and in writing, with a wide range of clients, colleagues, and organizations.
4. Engage diversity and difference in practice.
 - a. integrate cultural frameworks and respect for diversity in practice with individuals, groups, and families.
5. Advance human rights and social and economic justice.
 - a. advocate for equitable access to high quality services to enhance the well-being of individuals, groups, and families; and
 - b. promote human rights and social and economic justice for individuals, groups, and families.
6. Engage in research-informed practice and practice-informed research.
 - a. utilize the best available evidence in practice with individuals, groups, and families; and

- b. use practice experience to inform research or resource development.
- 7. Apply knowledge of human behavior and the social environment.
 - a. integrate relevant conceptual frameworks in practice with individuals, groups, and families.
- 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
 - a. advocate for community, policy, and social change with and in support of individuals, groups, and families.
- 9. Respond to contexts that shape practice.
 - a. integrate existing and emerging knowledge of policies, communities, and societies in working with individuals, groups, and families.
- 10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
 - a. Engagement
 - i. use empathic and effective interviewing skills to build collaborative working relationships with individuals, groups, and families.
 - b. Assessment
 - i. apply advanced theoretical perspectives and assessment models in practice with individuals, groups, and families; and
 - ii. assess clients using a strengths perspective.
 - c. Intervention
 - i. apply advanced theoretical perspectives in selection of interventions for individuals, groups, and families; and
 - ii. implement interventions that effectively address the needs of individual, groups, and families.
 - d. Evaluation
 - i. evaluate practice and modify interventions to maximize the well-being of individuals, groups, and families.

Competencies and Practice 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 practice behaviors which build upon their foundation in generalist practice:

1. Identify as a professional social worker and conduct oneself accordingly.
 - a. attend to complex interpersonal dynamics;
 - b. engage effectively with diverse stakeholders across settings; and
 - c. develop leadership skills, including skills necessary to supervise others in a human services setting.
2. Apply social work ethical principles to guide professional practice.

- a. recognize own biases, values, and frameworks as they apply to communities and organizations and minimize the impact of these as necessary; and
 - b. analyze ethical issues and apply ethical decision-making models across a range of complex organizational and community contexts.
3. Apply critical thinking to inform and communicate professional judgments.
 - a. critique and apply multiple sources of knowledge, including research-based knowledge and practice wisdom in work with communities and organizations; and
 - b. communicate effectively and professionally, both orally and in writing, with a wide range of clients, colleagues, and organizations.
4. Engage diversity and difference in practice.
 - a. integrate cultural frameworks and respect for diversity in practice with communities and organizations.
5. Advance human rights and social and economic justice.
 - a. advocate with and on behalf of communities and organizations to promote human rights and social and economic justice; and
 - b. develop leadership to promote human rights, and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
 - a. utilize the best available evidence in practice with organizations and communities; and
 - b. use practice experience to inform research or resource development.
7. Apply knowledge of human behavior and the social environment.
 - a. integrate relevant conceptual frameworks in practice with communities and organizations.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
 - a. apply policy practice skills with communities and organizations.
9. Respond to contexts that shape practice.
 - a. integrate existing and emerging knowledge of individuals, groups, and families in working with communities and organizations; and
 - b. develop leadership in engaging constituents to promote community, societal, and policy change.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
 - a. Engagement
 - i. use empathic and effective interviewing skills to build collaborative working relationships with communities and organizations.
 - b. Assessment
 - i. apply advanced theoretical perspectives and assessment models in practice with communities and organizations; and
 - ii. conduct strategic planning with communities and organizations.
 - c. Intervention
 - i. apply advanced theoretical perspectives in selection of interventions with communities and organizations;

- ii. develop or improve community and organizational structures, programs, and policies that are responsive to stakeholder needs; and
 - iii. implement interventions that effectively address the needs of communities and organizations.
- d. Evaluation
- i. evaluate practice and modify interventions to maximize the well-being of communities and organizations.

Development of the Learning Goals and Objectives Plan (LGOP)

The LGOP 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 practice behaviors that demonstrate the competencies for the foundation year of the MSW Program or for the concentration year of the MSW Program.

The LGOP 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 practice behaviors based on their chosen concentration of Individuals and Families or Communities and Organizational Practice.

The LGOP 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 LGOP.

Field Seminar

Graduate students in the Social Work Department are required to take SW 5040 Field Practicum and Seminar I (Fall Semester) and SW5240 Field Practicum 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) and 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 SW5860 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. 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. A commitment to human rights and social and economic justice are also emphasized.

Field Education Roles and Responsibilities

In order to facilitate understanding of the policies and procedures, it is useful to define key critical terms. Please refer to the definitions below.

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 at least one hour weekly, assists in developing the Learning Goals and Objectives Plan (LGOP), reviews process recordings, and completes the midyear and the final evaluation based on the LGOP. It is preferred that the Field Instructor has an MSW from an accredited program and at least one year of experience in the agency or the agency assigns a MSW supervisor within the agency. The Field Instructor should be the person that has the most direct knowledge of the students demonstration of competencies and practice behaviors.

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.

In some agencies, a student's Field Instructor may not hold a social work degree. Although the social work perspective is reinforced by the Seminar Instructor and field education seminar, and MSW curriculum, the Seminar Instructor who holds an MSW degree may determine that a student needs additional supervision. Upon recommendation from the Field Director, Seminar Instructor, agency, or by student request, the Seminar Instructor or other faculty member will meet with the student individually or in small groups.

Field Director - The Field Director is the full time faculty member who is responsible for oversight of all aspects of the Field Education Program.

Quality field instruction requires the close collaboration of the agency, Field Instructor, student, and Social Work Program. 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 MSW Field Director

The ASU Department of Social Work Field Education Program recognizes the critical role of field instruction in the educational experience of our majors. The 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 field placements require to effectively meet their obligations to students and professional social work education.

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:

- Developing policies and procedures according to the goals of the Department of Social Work and the educational policies and accreditation standards of CSWE;
 - Chairing the MSW Field Education Committee at Appalachian State University;
 - Developing and maintaining the *MSW Field Education Manual* which provides context and guidance for field instruction;
 - Selecting agencies appropriate for field placements and approving agency staff members as Field Instructors;
 - Assigning a Field Instructor for supervision of all students;
 - Assigning a Field Supervisor to students if needed;
 - Coordinating and finalizing assignment of students to field agencies;
 - Orienting Field Instructors and Field Supervisors to the design and objectives of field education and the overall social work curriculum;
 - Disseminating updated information related to changes in the social work program or accreditation standards to Field Instructors and Field Supervisors;
 - Providing consultation to agencies on the development of their field instruction programs;
 - Assuring that field education policies and procedures are correctly implemented and that the educational objectives of field instruction are not compromised;
 - Working with the Chair of the Department of Social Work to select faculty members to serve as Seminar Instructors and Field Liaisons to field agencies; and
 - Assessing and evaluating the quality of the field education program along with the MSW Director and the Field Education Committee.
- Serving on an administrative team comprised of the Chair the BSW Program Director and the MSW program Director.
 - Assigning a grade for the field placement course upon recommendation from the Seminar Instructor.
 - Being available as a consultant to faculty teaching field education seminar.
 - Serve on departmental committees to represent the impact of all other aspects of the program on field education.
 - Oversee child welfare collaborative program and subsequently scholar and waiver students.
 - Oversee graduate assistants.
 - Oversee the internship inventory.
 - Participate in university wide and state wide forums for internships

Responsibilities of the Field Education Committee

The Field Education Committee is composed of social work faculty members and is chaired by the Field Director. The purpose of the Field Education Committee is to assist in developing the curriculum and policies of the Field Program. The Field Education Committee also makes recommendations for field agencies and Field Instructors. Additional roles for this

committee are the review of students' employment-based application for the field, recommendation as to the readiness of all students to enter field, and administrative review when issues or concerns arise in the field. In addition, the field committee will review policy changes which will be incorporated into the MSW Field 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.

Responsibilities of the MSW Seminar Instructors

Seminar Instructors assume an important role in the quality of the field experience. The Seminar Instructor is responsible for:

- Making contact with the student and the Field Instructor once during each semester with at least one of these visits occurring face to face 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 and students regarding field related issues, when they are not being resolved between the Field Instructor and the student, and developing procedures for resolution;
- Reinforcing the social work perspective as applicable to each student's field site;
- Ensuring that the social work perspective is sufficiently emphasized for those students whose Field Instructor does not hold a social work degree;
- Consulting as needed with the Social Work Supervisor, if assigned;
- Evaluating the student's performance and assigning a grade for field placement and seminar;
- Providing evaluative information on the quality of agency field instruction to the Field Director and recommending revisions in the Field Education Program; and
- Providing additional supervision to students as needed.
- Communicating with the Field Director on any issues of concern about student interns and, agencies and field instructors.

Responsibilities of the Agency

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

- Structuring the work load 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, 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;
- Encouraging Field Instructors to attend orientations sponsored by the ASU Social Work Program;
- Honoring the Field Instruction Agreement which stipulates policies and procedures for field instruction and is reviewed and signed by an agency representative;
- 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.

Responsibilities of the Field Instructor

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 foundation students to obtain and demonstrate competencies for generalist practice and for concentration students to obtain and demonstrate competencies for advanced practice with individuals and families or communities and organizations;
- 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 objectives of the field instruction program to other agency personnel, and eliciting support for those objectives and acceptance of 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;
- Assessing student performance relative to beginning level generalist knowledge and skills or advanced level practice, and providing structured, constructive evaluative feedback to the student and Faculty Liaison, including completion of the Student Evaluation forms;
- Attending orientation sessions and field instruction seminars, institutes, and workshops sponsored by the ASU Social Work Program; and
- Providing information to the student regarding safety and agency policies regarding safety. If safety issues arise, providing the student with supervision and support.
- Reviewing and signing all necessary forms including but not limited to the Learning Goals and Objectives Plan (LGOP), mid-year and final evaluations, supervision log and time log, process recordings.

- Consulting with other staff or supervisors involved in student learning to complete the mid-year and final evaluation.

Responsibilities of the Student

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 Faculty Liaison in identifying learning needs and specifying learning objectives;
- 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, 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, and issues;
- 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 BSW/MSW Supervisor if applicable;
- Integrating field and classroom learning by applying theory and concepts to field assignments and thoughtfully participating in Seminar; and
- Continually assessing the quality of the field experience and field instruction, and keep the Field Instructor, social work Supervisor, and Faculty Liaison informed of concerns regarding the placement.

Policies and Procedures

Criteria for the Selection of Field Agencies and Instructors

The availability of quality field agencies and 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 knowledge and skills 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 and agency representatives explore the feasibility in detail. The Field Director will schedule a site visit prior to approval as a field placement agency. Based on the Program's commitment to the High Country and surrounding region, field agencies are located within approximately 150 miles of Boone, NC. 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 Goals and Objectives Plan of all 10 competencies and 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 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 a MSW degree or a degree in an allied 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 one year 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 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 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, which include process recordings, agency presentation, and self-assessment. The Field Director requests a resume and Field Instructor Information Sheet to be completed for each Field Instructor. Field Instructors are encouraged to attend the orientation and new Field Instructors are required to attend.

Diversity and Cultural Competence Factors for Placements

Appalachian State University's Department of Social Work promotes field placements in which students gain knowledge and understanding of diversity and practice cultural competence. Although many of the field placements are in the immediate region, which is predominately Caucasian, there is still a very diverse learning context. Students will frequently engage with diverse groups, including single parents, individuals with varying socio-economic status, people who are homeless, children and older adults, persons with mental and physical health concerns, individuals affected by substance abuse, people affiliated with different religions and spiritual traditions, and people identifying as gay, lesbian, bisexual, and transgender.

Additionally, field placements extend into other parts of the region, some of which are much more diverse than the High Country, where the University is located. For example, some placements are in Charlotte, North Carolina's largest city. Some of the agencies have very large numbers of African American, Latino, and Hmong clients and employees, including their social workers. Students also serve clients in urban areas such as Asheville, Greensboro, and Winston-Salem, for example, which are also quite diverse.

Students attend Field Seminars twice monthly and share their experiences as described in the curriculum sections. Therefore, those students in placements with minimal diversity benefit from the information provided by those who are in more diverse placements. The field

instruction program is a major factor in providing students with a learning context that enhances respect for all persons and an understanding of diversity and the need for cultural competence.

The Placement Process

Eligible students complete a Request for Placement form at least one semester prior to entering the field education course, providing background information and specifying areas of interests, placement preferences, human service experience, career goals, goals for the field experience, and confirmation of having completed all requirements. Using information from the data form and feedback from social work faculty, the Field Director holds a pre-placement conference with the student, where they explore field education opportunities which are appropriate to the student's needs and interests and which meet departmental requirements. Although the student has extensive input into this process and may provide information regarding potential agencies and Field Instructors, the Field Director has the responsibility for selecting agencies and Field Instructors and matching students with placement sites.

Upon approval from the Field Director, the student will be instructed to set up an interview with the prospective field placement agency and Field Instructor. Note that the student does not make an initial contact with the agency until they receive approval from the Field Director. Following the interview, the Field Director assesses the appropriateness of the potential placement with feedback from both the agency and student. If agreeable to the agency and student, the Field Director makes final arrangements for the placement. To provide continuity for the student and the agency and to allow for greater depth of experiences, the arranged placement is intended to remain constant over the duration of the field requirement. Students may be moved from one placement to another only in the case of extreme circumstances (i.e. the agency closes or there is no longer a social work component at the agency). Students in their concentration Field Placement are permitted more independent exploration of options due to the deadlines and competitive nature of the second placement. Students are required to work closely with the Field Director however for consultation, progress and confirmation of agency placement decision. Final approval of the field placement rests with the Field Director.

Employment Field Education 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. In those circumstances where it is decided that it is in the best interest of the student to do this, the following criteria will be met:

- The student must have an assignment in a unit or program of the agency that is different from his /her employment. This assignment should be in a unit where the student has never worked.
- The Field Instructor must be a MSW with at least two years' experience in the agency and in their current position where they will be supervising.
- The Field Instructor must not have supervised the student prior to the field placement.
- The student must have been employed for at least one year 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 rather than work.
- The specifics outlining differing responsibilities as an employee and assignments as a student will be written within the application which suffices as a partial learning contract complete with signatures of Supervisors and Agency Directors. Students will be expected to complete the required hours for the placement separate from hours related to employment.
- An agency that is providing a field placement for an employee must meet the same criteria as other field agencies.
- The Employment-Based Application will be submitted by the due date. The Field Director will schedule a meeting with the student, the student's work supervisor and proposed Field Instructor. After reviewing the application and the agency, the Field Director will make a recommendation to the field committee for approval.

Exceptions

If a student requests an exception to any of the above policies, the student is required to write a detailed letter to the Field Director and detail the rationale for the exception. The Field Director will then present the request to the Field Committee. Exceptions will not be granted if the learning experience of the student is in jeopardy.

Specialized Field Placements (School and DSS)

School Placements

The MSW student who desires to receive North Carolina school social work licensure as a school social worker should complete the school social work elective (SW 5270) and complete a field placement in a public school system. In addition, education courses may be recommended for completion and can be counted as your graduate electives in your Program of Study--ASU's College of Education is currently working to identify appropriate courses.

Following completion of these requirements, graduates may pursue licensure through the Regional Alternative Licensing Centers located throughout North Carolina, but they must first be employed with a North Carolina School System as a school social worker. The Department of Social Work is seeking to become a school social work licensing authorizing site along with ASU's College of Education so that students may pursue licensure through the Department in the future. For additional and current information, please contact Dr. Kellie Reed Ashcraft, the Assistant Department Chair, at ashcraftkb@appstate.edu.

Department of Social Services Child Welfare Placements (Child Protective Services or Foster Care)

The Social Work Department participates in the North Carolina Child Welfare Collaborative. Emphasizing public child welfare practice, the NC Child Welfare Collaborative provides educational opportunities to MSW students who are interested in careers in child welfare.

- ✓ **Prior to field**, MSW students wishing to complete a field placement in a County Department of Social Services Child Welfare unit **must** have completed:

A SW 5000 level course, *Competencies for Child Welfare*
(Note: This course will count for one of your graduate electives)

- ✓ For MSW students, the course will be offered every summer off campus at rotating sites. Students will need to complete the Distance Education form to gain permission to register for the off-campus course.
- ✓ **In addition** they must take SW 5730 Advanced Social Work Practice with Children and Adolescents **prior to or concurrent** with field placement during their concentration curriculum.

In addition to taking the required courses (SW 5000 level course, *Competencies for Child Welfare*, and SW 5370) interested students will complete an application for the Collaborative when directed by the Field Director or Child Welfare Coordinator, usually 1-2 semesters before entering the field placement. Students typically are notified of upcoming Collaborative and Field Application time frames through announcements in class and via student email lists. The windows for the Collaborative Applications are typically open once in the Spring and once in the Fall, for approximately 1-2 months.

Following submission of the field application for a DSS placement, students will be asked to meet with a member of the Field Faculty to review the application, discuss short and long term interests and specifics for the placement. **If approved to proceed in the Collaborative, the Field Faculty member will assist in locating the placement site. Students will need to complete all components of the Collaborative, including meeting all ASU requirements and Faculty approval to receive Pre-Certification.**

The term “Waiver” refers to the status of a student enrolled in the Collaborative, completing the expected courses and DSS placements. The term “Scholar” refers to the status of a student enrolled in the Collaborative who is receiving a stipend from the Collaborative. **The stipend is not currently available to students.** However, if monies become available by the state, students will receive notification via email they are able to apply to be a scholar/trainee, and they can update their application if they choose. In addition to completing the application, students wishing to receive a stipend will also be required to complete an interview. Not all students who interview receive a stipend. **Students receiving a stipend and are getting financial aid are required to contact the Office of Student Financial Aid as soon as they are notified they are receiving the stipend.**

All students completing the Collaborative program will be pre-certified to work in DSS, increasing their marketability and improving services to families and children. Scholars are required to work 18 months in a state DSS following graduation. Scholars who do not complete the 18 month work requirement in a state DSS following graduation are required to pay the stipend back to the state. Waiver students are not required work in a state DSS following graduation.

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 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 sent to the Field Instructor that also serves as an invitation to the field orientation. 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 2008 CSWE adoption of core competencies. All MSW students are required to attend planned orientation. New Field Instructors are required to attend. Continuing education credit is 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 socialize and 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 Goals and Objectives Plan (LGOP). In addition, the students 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 practice behaviors outlined in LGOP, 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 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 practices impact populations, students are expected to be in placement during regular agency business hours when professional social workers and administrators are most likely to be available for coordination, collaboration and supervision. Additionally, it is expected that all assignments and clock hours are completed at the practicum site (the defined practicum 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.

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. Students placed in the public school system, however, 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 and Foundation Year Extended Seminar hours as field hours. Foundation Year extended Seminar will occur in the first week of the semester with the Field Director, students and other field faculty. Instead of starting field placement with a full schedule, students will be required to attend a lengthier seminar which will allow students to learn basic social work concepts, interact with cohort members, allow time to focus on acclimating to graduate studies and have some limited field placement hours. In the second week of the semester, students will be required to begin the complete hours for field placement which is approximately 16 hours a week. Student will be contacted prior to the semester to be given the dates and times of the extended seminar meetings. 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. 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 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 Goal and Objectives 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, and Seminar Instructor. At this time, formal grades are not given but rather the student's progress is closely examined in relation to each of the practice behaviors. If any inadequacies are noted a remediation plan is developed to assist the student in meeting all the course objectives.

Final grades of Satisfactory or Unsatisfactory are assigned by the Seminar Instructor at the end of the semester. The Learning Goals and Objectives 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 practice behaviors which are associated with the competencies, using the following Likert scale: 1=Never demonstrates competency in practice behavior, 2=occasionally demonstrates competence in practice behavior, 3=sometimes demonstrates competence in practice behavior, 4=demonstrates competence in practice behavior most of the time, 5=demonstrates competence in practice behavior all of the time. Students receive scores for all practice behaviors and the average score for practice behaviors within each competence 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, and observations from the seminar class. The Seminar Instructor or Field Director can ask for input or obtain consultation from the field committee if necessary. In addition to the evaluation scores submitted by the Field Instructor, the final grade may take into account the Seminar Instructor's comments, the Field Instructor's comments and materials submitted by the student.

Students receive a combined grade for field instruction and seminar in the courses SW 5240 Field Practicum and Seminar I (Fall Semester) and SW5240 Field Practicum 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 Practicum and Seminar I (Fall Semester) and SW 5750 Individuals and Families Field Practicum and Seminar II (Spring Semester) or SW5830 Communities and Organizations Field Practicum and Seminar I(Fall Semester) and SW 5850 Communities and Organizational Practice Field Practicum and Seminar II (Spring Semester). The course grade is assigned by the Seminar Instructor.

You must demonstrate Satisfactory progress in mastering each of the competencies and subsequent practice 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.

Field placements are known as the “signature pedagogy” in social work education by the Council on Social Work Education. **A student who is unable to complete the field practicum and seminar due to concerns about unsatisfactory performance or who completes the field practicum and seminar unsatisfactorily will earn a U in this course.**

Because of the significance of the field component, note that earning a U in this course will 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 a generalist foundation and for advanced practice in the concentration curriculum. Care is taken to ensure that the student is ready for field education, that the field agency is a suitable environment for the educational experience, and that the Field Instructor is prepared to supervise a 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, issues of safety to 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 Goals and Objectives Plan (LGOP) 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 (LSU).

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 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 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 e-mail summaries of meetings and/or the Academic Standards Concern 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 BSW 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 e-mail summaries of meetings and/or the Academic Performance Form (BSW Manual).
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 Academic Performance Review (APR)
 - g. Suspend/dismiss the student without an APR

Issues 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 e-mail summaries of meetings and/or the Academic Standards Concern 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 e-mail summaries of meetings and/or the Academic Standards Concern Form.

4. 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 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 Academic Performance Review (APR) (see MSW Manual)
 - g. Suspend/dismiss the student without an APR

Additional Information

Confidentiality

A salient issue for social work students is respecting the confidentiality of clients, client records, and activities that occur in field and in the classroom. These can include interactions with agency staff, other students, professors, and the student's field instructor. It is expected that students adhere to the *Code of Ethics* regarding professional and ethical conduct. Students are to respect client and agency confidentiality in their course assignments by refraining from the use of client names or identifying information. While maintaining confidentiality is important, it is expected that students will be able to discuss issues and activities of concern regarding field and should seek the guidance of their seminar instructor and other professors in doing so appropriately.

Safety

Students are responsible for becoming familiar with the safety policies and procedures of their field placement agencies. In addition, each student should have a conversation with their supervisor related to these policies and the method to reach your supervisor, including a plan for coverage if the supervisor is not available.

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. 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 (cell: 828-964-0579).

Grievance Procedures

Students who are dissatisfied with decisions regarding course concerns, final course grades, termination from graduate assistantships or from the MSW Program, and academic performance reviews are expected to follow university-wide and departmental grievance procedures. Please also consult the MSW Student Manual for grievance procedures.

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 practicum. ASU requires coverage for all students enrolled in internship or practicum 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.

Student Responsibilities in Addition to the MSW Program's Academic Standards for Retention

For policies and guidelines related to Code of Ethics and Confidentiality, University Information on Student Responsibilities, Non-Discrimination, Harassment, and Equal Opportunity, Academic Integrity and Student Conduct and the University Policy on Alcohol and Drugs can be found in the MSW Student Handbook

Release of Student Information

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 the semester before they plan to enter the field. They have the opportunity to consent to the Field Director disclosing information contained in this Request for Placement, including the 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.

Appendix A. Website and Forms

The social work website can be found at socialwork.appstate.edu The MSW manual and the following forms can be found on the website under Graduate then Field Education.

- MSW Field Manual
- MSW Foundation Year Request for Field Placement
- MSW Concentration and Advanced Standing Request for Field Placement
- Employment Based Application
- Tips for Specialized Field Placements
- Confidentiality Form
- Field Instructor Info Sheet
- MSW Field Hours and Supervision Hours Verification Form
- MSW Foundation Learning Goals and Objectives Plan
- MSW Foundation Mid Semester Evaluation
- MSW Foundation Final Evaluation
- MSW Individuals and Families Concentration Learning Goals and Objectives Plan
- MSW Individuals and families Concentration Mid-Year Evaluation
- MSW Individuals and Families Concentration Final Evaluation
- MSW Communities and Organizational Practice Learning Goals and Objectives Plan
- MSW Communities and Organizational Practice Mid-Year Evaluation
- MSW Communities and Organizational Practice Final Evaluation
- Process Recording Instructions
- Process Recording Blank Sheets
- Process Recording Template
- Resource Guide