



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 1, 2018.**

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Welcome to Field Education

I want to welcome you to the social work program, 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.

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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

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.

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 campus sites: Boone and Hickory.

The Council on Social Work Education (CSWE) has set 2015 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 meet for field education seminar that meets twice a month the first semester and in the second semester as well. The field seminar will facilitate 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 *Social Work Field Practicum: Foundation of Social Work Practice, 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 field seminar related to the field placement. 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* 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, 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

Foundation MSW students complete a generalist field placement, which should include both 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 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 to observe social workers, practitioners, and then complete tasks more independently as the year progresses in order to demonstrate competencies.

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 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 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.

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 from a CSWE-accredited program. See the above lists for prior coursework information. Concentration students 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. 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 take the following courses: *Advanced Social Work Assessment, Advanced Social Work Practice with Families, Advanced Social Work Practice with Children and Adolescents, 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 take the following courses: *Advanced Community Social Work Practice, Leadership in Health and Human Service Organizations, Advanced Advocacy Practice, 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* 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, 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

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 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 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.

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, full-time Foundation MSW students meet for field seminar twice per month for the remainder of the first semester and in the second semester

as well. The field seminar will link together coursework with 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 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

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.

Please note: For other scheduling options please consult the MSW Program Director.

Distance Education (Hickory) Advanced Standing MSW Students

Prior Coursework

Students admitted to the advanced standing hybrid program will have successfully completed a BSW program. In the first semester summer session II students will attend an *Advanced Standing Transitional Seminar* that they must successfully pass in order to move forward in the program. In the Fall and Spring semesters they will take courses that range from 45-65% online. Electives on campus in the social work department or other departments may be delivered 100% face-to-face.

Concurrent Field and Coursework

In the second year of the two-year advanced standing program students will be taking courses and completing their required field placement. While in the field, MSW students have a twice-monthly 100% in-person evening 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

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* 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 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

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 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 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, 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 if fulltime in the concentration year joining with the second year

cohort 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. 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 2015, CSWE defined their *Educational Policy and Accreditation Standards* based on 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 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 Use self-reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- 1.3 Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.
- 1.4 Use technology ethically and appropriately to facilitate practice outcomes.
- 1.5 Use technology ethically and appropriately to facilitate practice outcomes.
- 1.6 Demonstrate initiative in seeking learning opportunities while managing workload to accomplish assigned tasks within expected time frames, including: documentation, attendance, dress, and other appropriate work habits.

2. Engage diversity and difference in practice

- 2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

2.2 Present themselves as learners and engage client and constituencies as experts of their own experience.

2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client and constituencies.

3. Advance human rights and social, economic, and environmental justice

3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels.

3.2 Engage in practices that advance social, economic, and environmental justice.

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

4.1 Use practice experience and theory to inform scientific inquiry and research.

4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.

5. Engage in policy practice

5.1 Identify social policy and the local, state, and federal level that impacts well being, service delivery, and access to social services.

5.2 Assess how social welfare and economic policies impact the delivery of and access to social services.

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

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

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

6.2 Use empathy, reflection, and interpersonal skills to engage diverse clients and constituencies.

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

7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

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

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

8.1 Critically choose and implement 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 methods of evaluation of outcomes.

9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary 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.

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 Identify ethical issues. Determine and implement the most appropriate response(s).

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

1.3 Establish and maintain clear professional boundaries.

2. Engage diversity and difference in practice

2.1 Employ key theoretical frameworks to explore diverse perspectives and life experiences.

2.2 Demonstrate reverence for cultural differences and humility in learning about identities different from their own.

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

3. Advance human rights and social, economic, and environmental justice

3.1 Actively seek information on issues of social, economic, and environmental justice to inform advanced practice.

3.2 Engage in advocacy practices to advance social, economic, and environmental justice at individual and systems levels.

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

4.1 Use practice experience to inform research.

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.

5. Engage in policy practice

5.1 Demonstrate understanding of how policy manifests itself in the lives of clients.

5.2 Integrate existing and emerging knowledge of relevant local, state, and federal

policies in working with individuals, families, and groups.

5.3 Advocate for community, policy, and social change with and in support of individuals, groups, and families.

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

6.1 Engage with diverse clients and others in a professional, respectful, and empathic manner, taking into account their level of development and cultural context.

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

6.3 Demonstrate the ability 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 and comprehensive assessment using appropriate assessment methods and assessment tools as a basis for effective intervention.

7.2 Understand diagnoses in the context of comprehensive bio-psycho-social-spiritual assessment and examine implications for clients.

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

8.1 Utilize comprehensive ongoing assessment as the basis for determining effective interventions.

8.2 Collaborate with the client to develop clear and reasonable goals.

8.3 Select, apply, and facilitate appropriate interventions across levels (individual, family, group, organizations, and communities) as needed, in a strategic and collaborative manner.

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

9.1 Evaluate practice and modify interventions to maximize the well being of individuals, families, and group.

9.2 Use results from practice evaluation to inform program 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 cultural humility 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. Engage diversity and difference in practice

- 2.1 Employ key theoretical frameworks to explore diverse perspectives and intersectionality within policies, organizations, and communities.
- 2.2 Take steps to ensure culturally inclusive policies, organizations, and communities.

3. Advance human rights and social, economic, and environmental justice

- 3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights in policy, community, and organizational practice arenas.
- 3.2 Engage in advocacy practices to advance social, economic, and environmental justice.

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

- 4.1 Use practice experience 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 social, economic, and environmental justice.
- 5.2 Analyze and advocate to create or improve 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.

7.2 Work collaboratively with communities and organizations to identify, collect, and analyze various sources of information for comprehensive assessment.

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

8.1 Identify culturally appropriate, evidence-informed and evidence-based interventions with organizations and communities.

8.2 Work with communities and organizations to implement interventions to achieve goals.

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

9.1 Identify and use knowledge of policy, evaluation methods, and practice experiences to work with stakeholders to evaluate interventions in communities and organizations.

9.2 Use evaluation findings to inform program and policy change.

Development of the *Learning Contract and Evaluation*

The Learning Contract and Evaluation 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 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 and Evaluation 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*.

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 *SW5750 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 Contract*, reviews process recordings, and completes the midyear and the final evaluation based on the *Learning Contract*. 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 who has the most direct knowledge of the student's 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.
- 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.
- Oversee graduate assistants assigned to the Field Director.
- Participate in the SBIRT collaboration to ensure students have the opportunity to obtain the SBIRT certificate of completion.
- Provide oversight and coordination of the school social work program licensure implementation.
- Oversee the Program Specialist, including her coordination of the Internship Inventory.
- Participate in university wide and statewide 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 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 feedback about the Field Director's recommendations for students' employment-based applications for the field, recommendations 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 offer feedback related to policy or guideline changes, which will be incorporated into 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.

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 following departmental 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, 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, gender, 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.

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 MSW foundation students to obtain and demonstrate competencies for generalist practice and for MSW concentration students to obtain and demonstrate competencies for advanced specialized 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 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 knowledge and skills or advanced specialization level practice, and providing clear, direct, constructive evaluative feedback to the student and Faculty Liaison, including completion of the *Learning Contract and Evaluation* forms;
- 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* within a timely manner.
- Attending orientation sessions and field instruction seminars, institutes, and workshops sponsored by the ASU Social Work Program; and
- Providing information and agency policies to the student regarding safety and. If safety issues arise, providing the student with supervision and support.
- Reviewing and signing all necessary forms including but not limited to the Learning Contract and Evaluation, supervision log, time log, and process recordings.
- Consulting with other staff or supervisors involved in student learning to complete the mid-year and final evaluation.

Responsibilities of the 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 theory and concepts to field assignments and thoughtfully participating in Seminar; and
- Arranging for and actively participating in meeting with seminar instructor, field instructor 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* 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 concerns regarding the placement.

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 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 Contract and Evaluation 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 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, 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 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.

Placement Process

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 upon admission, for incoming foundation and advanced standing students. Concentration students will submit an application for field by November 1, 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 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.

Foundation Field Placement

1. **For Full-time students:** Students will complete a foundation field placement application located on the social work website under Graduate > Field Education. Students will complete this as soon as they are accepted into the social work program if they are scheduled to enter field the following fall. There is a resource guide located on line as well, organized by county. Our students have been placed in the past at these agencies.

Students should not contact agencies until after they have met with the Field Director and have her approval to move forward.

2. For employment-based requests, students must complete the *Employment Based Application for Field Placement*. Students must review the requirements carefully to see if their employment could be considered for a placement site.
3. **For Part-time Students:** You are responsible for keeping in touch with the Field Director and completing a field placement application at least one semester prior to your 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. In obtaining the approximately 16+ hours a week students are encouraged to plan accordingly.
5. Students will email the application to the Field Director at thorpha@appstate.edu She will contact students to set up a meeting to discuss interests and your hopes for your second year placement and hopes for future professional practice.
6. After meeting with the Field Director she 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 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 us 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 course. We complete our part of the process, forward your record to the Dean's office staff, who subsequently forward your record to the registrar. Please note that if you are full time you will need to complete an overload request. The MSW Program Director is your advisor and will instruct you in this process.
11. The social work department does not require drug tests or background checks 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 background check and/or 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 tests.

Students may not start their field placements until the required drug tests or background checks are completed and results have been returned.

12. Students are permitted to count up to 16 hours prior to the start of the field placement for orientation or training.
13. The Field Director will email students about a field orientation and the start date for your field placement.

Concentration Field Placement

1. **For Full-Time two year MSW students** the Field Director will meet with students as a cohort in field seminar to review the process to apply for the concentration field placement. Students will be instructed to upload a concentration field placement application or an employment based field application to AsULearn. **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* or *Employment-Based Field Application* located on the social work website under graduate then field education. Complete this as soon as you are accepted into the social work program if you are scheduled to enter field the following fall. There is a resource guide located there as well organized by county. Our students have been placed in the past at these agencies. **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:** You are responsible for keeping in touch with the Field Director and completing a field placement application at least one semester prior to your proposed start for field placement.
4. The Field Director will meet you individually. If you are applying to be in the Child Welfare Collaborative with a placement at a Department of Social Services in Child Protective Services, you 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 what 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 in the 150-mile placement radius.
6. For employment-based requests, you must complete the *Employment Based Application for Field Placement*. Please review the requirements carefully to see if your employment could be considered for a placement site.
7. In planning for your 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. In

obtaining the approximately 16+ hours a week you 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 you 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 and we have received all of the contact information a contract will be emailed to you. You and your field instructor will need to sign the contract and return it to us 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. You will **not** register yourself for the field education course. We complete our part of the process; forward your record to the Dean's office, which subsequently forwards your record to the registrar. Please note that if you are full time you will need to complete an overload request. The MSW Program Director is your advisor and will instruct you in this process.
11. The social work department does not require drug tests or background checks although some agencies do require these. Most agencies that require these tests also absorb the cost of the test. However, some agencies will conduct the tests but require you to cover the cost. If your agency requires you to obtain the background check and/or 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 tests. **Students may not start their field placements until the required drug tests or background checks are completed and results have been returned.**
12. Students are permitted to count up to 16 hours prior to the start of the field placement for orientation or training.
13. The Field Director will email students about field orientation and the start date for your field placement.

Employment-Based 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. Students may request one employment based field placement to occur in either the foundation or the concentration field placement. In those circumstances where it is decided that it is in the best interest of the student to see an employment based field placement, 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.

Specialized Field Opportunities and Placements (SBIRT, Child Welfare 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, Nursing and Public Health Departments in the Beaver College of Health Sciences also participate, affording the student to be involved in interprofessional learning. Each student will receive substance use disorder content in the social work curriculum, which will include the first module of the three-module SBIRT program. 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 a day-long training. Module three consists of practicing SBIRT at your field placement site or other approved site, receiving feedback from your supervisor or other SBIRT-trained employee and completing assignments on AsULearn.

Department of Social Services Child Welfare Placements (Child Welfare Collaborative)

The NC Child Welfare 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 (DSSs).

Emphasizing public child welfare practice, the Collaborative provides educational opportunities and/or financial support to 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: one SW 5000 level course, SW 5535: *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 (one SW 5000 level course, SW 5535: *Competencies for Child Welfare*, and SW 5370: *Advanced Social Work Practice with Children and Adolescents*) interested students will complete an application for the Collaborative when directed by the Field Director. Students typically are notified of upcoming Collaborative and Field application periods 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 in Child Welfare, 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. **Please note:** 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. 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.

All students completing the Collaborative program will be pre-certified to work in DSS, increasing their marketability and improving services to families and children. Waiver students are not required work in a state DSS following graduation.

School Social Work 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, an education course will be required for completion and can be counted as your graduate electives in your *Program of Study*.

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 for the above specialized field opportunities and placements, please contact Heather Thorp, Field Director at thorpha@appstate.edu, office 828-262-6389 or cell, 828-406-9686.

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.

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 2015 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 Contract. 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 the Learning Contract, 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 be 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 and if tasks assigned will assist 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. 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*, 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 Contract and Evaluation* 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 committee if necessary.

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 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 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 specialized practice in the 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 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, 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* 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 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 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 email summaries of meetings and/or the *Academic Standards Concern 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 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 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 email summaries of meetings and/or the *Academic Standards Concern Form*.
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. 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

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 detail the rationale for the exception. The Field Director may consult with the Field 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>

The policy regarding Distance Education Emergency Preparedness Information can be found here:

<https://distancestudents.appstate.edu/sites/emergency-preparedness-information>

Safety in the Field

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

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).

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.

Students enrolled at distance education sites should consult the distance education website for official cancellation notifications. The policy regarding *Distance Education Inclement Weather Cancellations and Closures* can be found here:

<https://deacademics.appstate.edu/faculty/faculty-handbook/inclement-weather-cancellationsclosures>

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/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf. 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.

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/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf

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 Practicum 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 Title IX 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 24 hours. The sexual harassment, discrimination, or violence need not to have occurred on campus or within the university environment or have occurred recently. The *Title IX* Coordinator determines whether *Title IX* applies to the alleged offenses. 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://edc.appstate.edu/policies-procedures/harassment-and-discrimination/types-harassment>

<https://edc.appstate.edu/policies-procedures/harassment-and-discrimination/types-discrimination>

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://www2.ncdhhs.gov/dss/cps/about.htm>

For suspected elder abuse or neglect: <https://www.ncdhhs.gov/assistance/adult-services/adult-protective-services>

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* and *Field Education Manual*).

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.

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 Field Placement Application*
- *Tips for Specialized Field Placements*
- *Confidentiality Form*
- *Field Instructor Info Sheet*
- *MSW Field Hours and Supervision Hours Verification Form*
- *MSW Foundation Learning Contract*
- *MSW Individuals and Families Concentration Learning Contract*
- *MSW Communities and Organizational Practice Learning Contract*
- *Process Recording Instructions*
- *Process Recording Blank Sheets*
- *Process Recording Template*
- *Resource Guide*