

AURORA UNIVERSITY  
SCHOOL OF SOCIAL WORK

BSW PROGRAM  
MSW PROGRAM  
POST MSW/TYPE 73  
POST MSW/CADC

2010-2011

FIELD INSTRUCTION MANUAL

## TABLE OF CONTENTS

	Page
Preface	6
1. History of the School of Social Work	6
2. Mission	6
3. Program Objectives	7
4. Curriculum Perspective and Philosophy	7
5. General Curriculum Objectives/Outcomes	9
6. Overview of the Field Instruction Program	12
7. Field Work Objectives	13
8. Field Site Selection Process	14
a. Securing a Field Placement Site	
b. Final Approval and Confirmation of the Field Placement	
c. Delayed Field Selection Process	
d. Negotiating a Field Placement with an Unaffiliated Agency	
e. Private Practice or For Profit Agencies	
f. Field Practice with Diverse Populations	
9. Field Instruction Requirements	18
a. Field Placement Hours/Time Expectations	
b. Course Credits	
c. Learning Agreement	
d. Internship Plan	
e. Evaluations	
f. Grading	
10. Unsatisfactory Field Performance and Grades	23
a. Field/School Conferences	
b. Documenting Warnings	
c. Faculty Review	
11. Requesting a Change in Placement	24
12. Field Agency Records	25

13. Liability Insurance	26
14. Transporting Clients	26
15. Employment Sites Used as Field Placements	27
16. Students Remuneration of Field Instructor	28
17. Beginning Field Placements	28
a. Beginning Field Work Students	
b. Overview of the Beginning Field Placement	
c. Concurrent Academic Coursework	
d. Differences Between the BSW and MSW Field Work	
e. Performance Expectations of the Beginning Field Placement	
f. Competency Objectives	
g. Field Assignments	
h. BSW Policies	
18. Advanced Field Placement	34
a. Overview of the Advanced Field Placement	
b. Performance Expectations of the Advanced Placement	
19. Coordination of Academic Program	39
d. Field Assignments	
e. Advanced Placement Time Patterns: Concurrent and Extended	
f. Advanced Standing Students	
20. Curriculum Organization	42
21. Distribution of Responsibility and Accountability	43
a. Responsibility of the School of Social Work	
b. Responsibilities of the Field Agency Administration	
c. Responsibility of the Director of Field Instruction	
d. Responsibility of the Field Instructor	
e. Responsibility of the Faculty Field Liaison	
f. Responsibility of the Student	
22. Field Agency Affiliation	48
a. Field Agency Affiliation Process	
b. Agency Affiliation Criteria	
c. Field Instructor Selection Criteria	

d. Field Work Support and Development	
23. Evaluation of Field Instruction Agencies and Field Instructors	52
a. Spring Term Evaluations	
b. Field Agency Review	
c. Evaluation Resources	
Appendix	53

## **PREFACE**

**This Field Manual is intended to familiarize all field students, field instructors and field liaisons with the objectives, procedures and policies which govern the field work program of the School of Social Work at Aurora University. The policies and procedures in this Manual have been adopted by the faculty of the School and are currently in effect and binding until changed by action of the faculty. Updated periodically, this manual is intended to be used as a reference before and during the field work experience. Upon receipt of this manual please discard earlier editions.**

**Questions regarding the Field Instruction Program should be directed to the**

### **MAIN CAMPUS**

**Director of Field Instruction**

Aurora University  
School of Social Work  
347 S Gladstone  
Aurora, IL 605064892  
630844-5423 - Telephone  
630-844-4923 – Fax

### **LAKE GENEVA CAMPUS**

**Coordinator of Field Instruction**

George Williams College  
350 Constance Blvd.  
PO Box 210  
Williams Bay, WI 53191-0210  
262-245-8578 - Telephone  
262-245-8565 - Fax

## **I. HISTORY OF THE SCHOOL OF SOCIAL WORK**

The School of Social Work, formerly affiliated with George Williams College, was accredited in 1969. It emerged from a program in Group Work Administration to prepare people for human services in voluntary agencies such as the YMCA, Boys Clubs, and Settlement Houses, which can be traced back to 1890.

Originally offering only a Masters degree in Social Work, the school converted the Bachelor of Science in Applied Behavioral Science degree to a Bachelor of Social Work (BSW) degree following the Council on Social Work Education's "approval" of the concept of undergraduate social work education in 1974. The BSW program was subsequently accredited when the Council began accrediting undergraduate programs.

In 1986 the School of Social Work relocated to Aurora University when the main campus of George Williams College ceased to exist as an educational institution. Later, in 1992, George Williams College and Aurora University became affiliated as a single institution and the George Williams College, within Aurora University, was formed. In 2006, the School of Social Work, at the main campus in Aurora became a part of the College of Professional Studies, while the Social Work program at the Williams Bay, Wisconsin, campus remained the George Williams College (GWC), School of Social Work. The School of Social Work began offering the MSW program at the GWC campus in 2004, and the BSW program in 2010.

## **II. MISSION OF THE SCHOOL OF SOCIAL WORK**

The mission of the School of Social Work of Aurora University, GWC or Aurora campus, is to promote the development of resilient communities, organizations, social groups, families, and individuals through professional education of committed social work practitioners. We seek to improve human service delivery to diverse and vulnerable populations by emphasizing prevention, service integration, interdisciplinary cooperation and community-based programs that are focused on family and group affiliation, serving particularly the diverse regional populations of northern Illinois.

The Bachelor of Social Work program aims to provide quality educational preparation for entry into beginning level social work practice with communities, organizations, groups, families, and individuals.

The Master of Social Work program aims to provide quality educational preparation for entry into advanced social work practice with communities, organizations, groups, families, and individuals.

### **III. PROGRAM OBJECTIVES OF THE SCHOOL OF SOCIAL WORK**

The primary objective of the School of Social Work at Aurora University, GWC or Aurora campus, is to prepare students for entry into the profession of social work at both the MSW and BSW levels. The BSW level prepares students for beginning social work practice within the generalist framework, and the MSW level prepares students for advanced social work practice within the generalist framework.

### **IV. CURRICULUM PERSPECTIVE AND PHILOSOPHY**

#### **BSW**

As a social work program, we affirm these underlying social group work principles and their relevance today in empowering people to enhance their lives, communities, social service systems and society:

- A belief in the inherent strengths and coping resilience of people, realized in improved social support networks;
- focus on the positive and holistic development of people through natural communities, groups, and families, thereby supporting prevention and
- contributing to the development of collaborative social service systems;
- a belief in the capacity of people to empower themselves through mutual aid and to advocate for social change when encountering obstacles to individual and collective well being;
- a belief in the social work role to facilitate group and network affiliation particularly for isolated, vulnerable populations;
- use of an experiential learning model that values developing within a learning community.

#### **MSW**

As a social work program, we affirm these underlying social group work principles and their relevance today in empowering people to enhance their lives, communities, social service systems and society:

- A belief in the inherent strengths and coping resilience of people, realized in improved social support networks;

- a focus on the positive and holistic development of people through natural communities, groups, and families, thereby supporting prevention and contributing to the development of collaborative social service systems;
- to advocate for social change when a belief in the capacity of people to empower themselves through mutual aid and encountering obstacles to individual and collective well being;
- a belief in the social work role to facilitate group and network affiliation, particularly for isolated, vulnerable populations;
- use of an experiential learning model and value of developing a learning community.

The goals of the MSW program are to prepare students to:

- use a strengths oriented and developmentally based perspective on human behavior that under girds assessment and intervention in social work practice;
- use systemic thinking in social work practice;
- practice ethically within the context of the social work profession;
- appreciate and to work effectively with the diverse and vulnerable populations of the Northern Illinois region;
- carry out the mission of George Williams in the context of social work practice today.

## V. GENERAL CURRICULUM OBJECTIVES/OUTCOMES

Graduates are prepared to:

### **ETHICS**

Practice in an ethical manner and address complex moral dilemmas as social workers, within the NASW Code of Ethics.

### **DIVERSITY**

Be culturally competent in serving population groups distinguished by age, class, culture, ethnicity, gender, mental or physical ability, national origin, religion and sexual orientation.

### **SOCIAL AND ECONOMIC JUSTICE**

Understand the dynamics and consequences of all forms of human oppression and discrimination.

Promote individual and collective social and economic justice through strategies and skills of change.

### **POPULATIONS AT RISK**

Identify factors that place individuals and groups at risk, due to discrimination, economic deprivation and oppression; particularly people of color, women, sexual minority persons, children, youth, families and communities at risk.

### **HBSE**

Evaluate and apply bio-psycho-socio-cultural theories in understanding human behavior, social systems, and their interaction.

### **SOCIAL WELFARE**

Understand, analyze, evaluate and shape social welfare policies that under gird the mission of social work in the context of our past, present, and future.

### **SOCIAL WORK PRACTICE**

Engage in generalist social work practice with people of diverse backgrounds at all levels of practice.

Assess, intervene and evaluate practice, focusing on client strengths and problems in interactions between people and their environments.

Work to improve organizations and service delivery systems emphasizing prevention, service integration, interdisciplinary collaboration and accountability.

Empower people through strengthening communities, families, and groups.

**RESEARCH**

Think critically, use a scientific inquiry process, and evaluate practice.

**FIELD**

Apply classroom learning and develop experiential learning approaches to social work practice.

Form professional relationships; develop differential use of self under guidance of professional supervision, and advance the development of the students' professional identity and competence.

Develop and use communication skills differentially with a variety of client populations, colleagues, and members in the community.

**MSW OBJECTIVES/OUTCOMES**

Social work education equips graduates to perform the broad range of tasks that constitute professional social work today. The MSW program prepares students to enter advanced social work practice.

Graduates will be prepared to:

***Ethics***

Practice in an ethical manner addressing complex moral dilemmas, testing implicit values in theories, practice models and policies within the context of NASW Code of Ethics;

***Diversity***

Be culturally competent in serving population groups distinguished by age, class, culture, ethnicity, gender, mental or physical ability, national origin, religion, and sexual orientation. Understand that both social work practitioner and client identities are formed and embedded in multiple levels of experiences (group, individual, social, universal) and contexts (cultural, family, individual milieu). Comprehend how the totality and interrelationship of experiences and contexts impact culturally competent interventions;

***Social and Economic Justice***

Understand the dynamics and consequences of all forms of human oppression and discrimination with an emphasis on the importance of group consciousness rising as a step in achieving resolution of social and institutional inequalities.

Promote individual and collective social and economic justice through skilled use of change strategies. Help people to come together for mutual support and collective group activity to promote their own empowerment;

***Populations At Risk***

Understand the patterns, dynamics, and consequences of oppression, discrimination, and economic deprivation, with an emphasis on how these create and perpetuate risk for socially vulnerable persons and populations, which include but are not limited to people of color, sexual minorities, women, children, youth, families, and communities. Intervene on multiple system levels to ameliorate societal, inter-group, and interpersonal conditions and factors that place and maintain persons and populations at risk and to empower those affected;

***Human Behavior and the Social Environment***

Evaluate and apply bio-psycho-socio-cultural theories in understanding human behavior, social systems, and their interaction emphasizing social and group aspects of human development in the social environment. Included among these are the concepts of holistic development, the self-in-community, symbolic interactionism, contextual thought, affiliation and membership, diverse cultural value systems and empowerment;

***Social Welfare***

Understand, analyze, evaluate, and shape social welfare policies that support the mission of social work in the context of our past, present, and future. Promote change that will bring about more responsive and equitable delivery of human services through collective group membership and action;

***Social Work Practice***

Engage in social work practice with people of diverse backgrounds at all levels of practice;

Assess, intervene, facilitate, and evaluate practice, focusing upon concepts of strengths, resilience, affiliation, voice, context, and sense of self, when considering interactions between people and their environments;

Work to develop organizations and service delivery systems emphasizing prevention, service integration, partnership building, and accountability. Utilize an emphasis on action, activism and experiential learning as the means of developing learning communities, organization practice, and implementing change;

***Field***

Apply classroom learning and develop experiential learning approaches to social work practice.

Form professional relationships; develop differential use of self under guidance of professional supervision, and advance the development of students' professional identity and competence.

Develop and use communication skills differentially with a variety of client populations, colleagues, and members in the community.

***Research***

Understand research as an intrinsically ethical component of practice. Demonstrate effectiveness in critical thinking, scientific inquiry process, and evaluation of practice in the formulation of research questions, critique of existing research, and conducting research in ways that contribute to knowledge building.

***Aurora University Outcomes***

It is assumed that Aurora University graduates will:

- Be liberally educated professionals
- Have effective oral communication skills
- Have effective written communication skills
- Take responsibility for life long learning

## **VI. OVERVIEW OF THE FIELD INSTRUCTION PROGRAM**

Field instruction is an integral part of the School of Social Work. Faculty of the School, in close cooperation with the agency field instruction faculty and the student, select and organize the learning experience on an individual basis for each student. This is administered and organized by the Director of Field Instruction. A general pattern for field instruction is utilized, but adapted to individual student needs and the unique opportunities available in a given agency. Agency affiliation with the University includes a description of the agency and the learning opportunities offered by the agency for student inspection. Student interests and learning needs are also considered in the process of placement in an agency.

The purpose of field instruction is to provide students the opportunity to acquire the skills necessary to function in a practice setting while integrating and applying the theoretical classroom material to actual client contacts. This is incorporated in several field instruction objectives. Key among these objectives is the development of skills common to generalist practice and the development of a professional self concept with an appropriate degree of autonomy. The advanced placement builds on the beginning skills.

## **VII. FIELD WORK OBJECTIVES**

The field work program of the School of Social Work is based upon competency objectives which cover four broad areas: ethics and values, knowledge, professional self and skills.

### **Ethics and Values**

Students will be able to demonstrate an understanding and a commitment to social work values and ethics in their field practice with systems of all sizes that may be from differing class, cultural, racial, religious, social and spiritual backgrounds.

### **Knowledge**

Students will become oriented to the history, philosophy, organization, policies and procedures and the environment of their respective field agencies. They will demonstrate an integration of classroom learning through their critical thinking. They will differentially assess client systems utilizing the ecological paradigm.

Students will critically analyze the ability of the agency to meet client needs.

### **Professional Self and Relationship**

Students will demonstrate conscious and directive use of self including an awareness of their own personal attitudes, emotional reactions, and values, as well as understand how they will impact on practice with diverse populations.

Represent a professional social work role within the agency setting.

### **Skill Development**

Students will demonstrate the ability to define and assess client problems, select interventions and plan terminations based upon, client strengths, community resources and empirical knowledge.

Students will be able to advocate for the rights and entitlements of one's clients and to engage the advocacy services when needed.

Students will demonstrate an ongoing evaluation of their strengths and limitations as practitioners with communities, families, groups, individuals and organizations.

Students will demonstrate ability to integrate practice and research.

## VIII. FIELD SITE SELECTION PROCESS (CSWE AS 2.1.3)

When the potential field student begins to consider possible field agencies as field placement sites, they use many resources available within the School of Social Work. These resources include the student's advisor, the Director of Field Instruction, current students, the affiliated agency list, field agency personnel representing their agencies at the annual Field Fair, and the internet which lists most social service agencies in the area.

Most students begin by exploring field agencies which service a particular population with which they have an interest in working. The School recommends that they explore first field agencies which have already established an affiliation with the School of Social Work.

### A. Securing a Field Placement Site

All students follow the steps listed below in securing a field placement site:

1. Attend the Field Fair sponsored by the School of Social Work each January. Affiliated field agencies, which choose to participate, send agency personnel to talk about their agencies in an informal manner to students who will be eligible for field the next academic year. Incoming MSW students, who have not been accepted for admission into the social work program by this date, begin the field site selection process by contacting the Director or Field Instruction via phone or email.
2. Schedule a meeting with the Director of Field Instruction. The purpose of this meeting is to orient the student to the field work program, discuss the student's career interests and possible field placement site opportunities. For the beginning field work student, the type of placement pursued should represent a relevant preparatory experience for entry level practice (BSW students and first year MSW student). For the advanced field work student (second year MSW) the type of placement chosen should represent a relevant preparatory experience in the student's chosen area of practice. As a result of this meeting a plan will be formulated for securing a placement and three to five field agencies will be selected for exploration. If the incoming student is out of the area, this discussion can be done by phone or email.
3. Schedule interviews with the agencies selected for exploration. **Agency/School Field Instructors must have a Master of Social Work degree from a CSWE accredited social work school in order to qualify to serve as Field Instructor. If qualified field instructor is not available at agency/school, other arrangements for field supervision may be made with assistance from Director of Field Instruction in certain situations. (CSWE AS 2.1.4)**

Student will decide which agency best matches the learning goals and style of the student as discussed with the Director of Field Instruction. **Interview should include information about learning tasks for intern, hours when intern may work, supervision expectation of student and supervisor and how orientation to agency is facilitated.** When there is a mutual decision between the student and agency for a field placement, the student will inform the Director of Field Instruction and any other agencies where interviews have taken place. If none of the suggested agencies are accepted, the student will consult with the Director of Field Instruction for additional suggestions.

4. Student completes the Field Application form once the student accepts an offer from a field agency/school and returns it to the Director of Field Instruction as soon as possible.
5. Await final approval from the Director of Field Instruction. This final approval is in place once the Director of Field Instruction has confirmed the placement by sending a letter to the field instructor indicating that the placement may begin on the planned date. A copy of this letter is also sent to the field student. If the student has not received a copy of this letter a week prior to the date the placement is to begin, it is the responsibility of the student to contact the Director of Field Instruction to determine whether the confirmation has been mailed. See section B for more information.
6. **Students may not begin the field placement before receiving the copy of the letter of confirmation.**

#### **B. Final Approval and Confirmation of the Field Placement**

The approval of field placements for social work students is an educational decision made by the Director of Field Instruction with careful consideration of student preferences. Entering students typically do not have the time to search for field placements, especially when they may not be familiar with the geographical area. In addition, entering students often have a circumscribed experience of the social work field, limited social work foundation knowledge, and often unclear career objectives. Students who do come with these competencies as well as advanced field students are given additional latitude in selecting their placements.

Final approval of a particular field site for a student is made by the Director of Field Instruction using the following criteria:

1. The student's perceived learning needs and preferences;

2. The Director of Field Instruction's assessment of the student's learning needs which includes feedback from the social work faculty;
3. The student's previous education and work experience these should not be duplicated, but may be built upon if it is in the best interest of the student's career goals.
4. The general availability of placements.

In addition, the Director of Field Instruction uses discretion in considering the geographical preferences of the student. **The School does not guarantee the student a field placement site which satisfies the student's geographical preference.**

Students are notified of placement approval via confirmation letter from the Field Office.

**Under no circumstances is a student to begin a field placement until after the field placement site has been confirmed by letter. Unless this letter has been sent, the School does not consider the placement as confirmed. The unconfirmed field student may not be covered with liability insurance. Students who begin working in field agencies prior to confirmation may not be permitted to use those hours to complete their field work requirements.**

### C. Delayed Field Selection Process

Students are expected to pursue a field placement in a timely fashion. Students who delay beginning the process until the summer, or who begin but do not follow through with the selection process may find that their preferred field site is not available and may jeopardize their completion of the field course for the current school year. Any delay in securing a field placement may result in disruption the student's program completion.

- BSW students are required to secure their field placement before the end of their junior year.
- Concentration year placements (600 hour requirement) must be secured before the end of the previous academic year (May).
- Newly enrolled MSW, Advanced Standing MSW and Post MSW-Type 73 and Post MSW-CADC students are expected to contact the Field Office upon registration for Field courses in order to expedite the placement selection process.

#### **D. Negotiating a Field Placement with an Unaffiliated Agency**

Unaffiliated agencies will need to meet the School's criteria for affiliation before being considered a field site. Ordinarily, this option is only available to students completing advanced placements. Students enrolling in beginning placements must receive permission from the Director of Field Instruction to pursue unaffiliated agencies.

Students considering such unaffiliated agencies should familiarize themselves with the affiliation criteria listed in this manual and should discuss the agency with the Director of Field Instruction prior to interviewing with the agency. This needs to be completed the semester prior to the commencement of the field work itself. **All applications for affiliation must be submitted (by April 15th) prior to the fall semester placement.**

New students enrolled after April 15<sup>th</sup> have a deadline of Aug. 1<sup>st</sup> for submitting a final field application. Before an unaffiliated field site can be confirmed, the agency must be screened by the Director of Field Instruction to ensure that the agency meets the School's criteria as a field placement site. Affiliation forms are completed and submitted to the Director of Field Instruction. The affiliation must be approved prior to a confirmation letter being sent. **NOTE: Any agency/hospital/school that requires a signed contract will take at least an additional 60 days for completion of the process.**

#### **E. Private Practice or For Profit Agencies**

Private practice settings are not considered appropriate field placements sites by the School of Social Work and can not be used for any level of field instruction. The School prefers to place students in nonprofit agencies. Exceptions will be considered on a case by case basis. Students interested in a "For Profit Agency" field placement must apply at least one semester prior to the commencement of the internship. The Director of Field Instruction and Director of the School of Social Work must approve such a request and reserve the right to interview the field supervisor prior to approval or denial of request.

#### **F. Field Practice with Diverse Populations**

The School of Social Work supports the social work profession's historical mission of working with vulnerable populations. It is also committed to diverse and multi-cultural education and service within the field instruction program. In keeping with this commitment it is the policy of the School that the BSW and one of the two MSW field placement experiences offer the student the opportunity to work with at least one diverse population. To meet this qualification the field agency must provide students with an experience that serves populations at risk which include those distinguished by age, class, culture, ethnicity, gender, mental or physical ability, national origin, race, religion and sexual orientation.

## IX. FIELD INSTRUCTION REQUIREMENTS

### A. Field Placement Hours/Time Expectations (CSWE 2.1.1)

- **Beginning placement** students (BSW and first year MSW placement students) must complete a minimum of 450 clock hours within the field. (15 hours per week per semester, 225 hours each semester). Students are in one placement for the entire academic year.
- **CADC placement** students must complete a minimum of 500 field hours in a DASA approved substance abuse treatment agency/facility.
- **Advanced placement** students (second year MSW placement students) must complete a minimum of 600 clock hours in the field. (20 hours per week per semester, 300 hours each semester). Students are in one placement for the entire academic year.
- **Post MSW Type 73 Certification** students must complete a minimum of 600 clock hours in the field. One placement is required for certification.
- **Post MSW/Certified Alcohol and Other Drug Certification** students must meet with CADC Specialization Chair and register for a 350 hour internship.
- **Summer block placement** – Students may complete their internship(s) through a summer block placement. The Director of Field Instruction MUST enroll each student in this summer block placement. The student's academic advisor will ensure that the student meets all the necessary criteria before directing the student to contact the Director of Field Instruction. No student may complete a summer block placement without the **PRIOR** approval of the Director of Field Instruction.

Both beginning and advanced field students must complete their required field hours over two consecutive academic semesters (late August to early May). The weekly schedule of hours will depend on the needs of the student and agency.

**Students who have not completed all necessary minimum field hours are not permitted to graduate.**

The BSW students enrolled in field instruction must complete their field instruction program within one academic year. Part-time BSW field students take a reduced course load during their field internship.

Field practice time consists of time spent providing service to clients or engaging in agency activities which support direct service. Classroom assignments and/or research pertaining to field practice can be considered field practice time, with the approval of the field instructor.

Any variance from the above scheduling needs to be discussed with the Director of Field Instruction and will require written approval from the Director of the School of Social Work. One suggestion for part-time MSW students seeking to balance field requirement with course work and other obligations is:

- **Early Start- An advanced** Field placement may begin prior to the start of the academic year (summer) in order to assist students in completing required field hours in time for graduation in May. Students may only complete 200 field hours before the beginning of the academic year, and complete 200 hours for Fall and Spring semesters to total 600. Evaluations are completed at the completion of 300 hours and then again at 600 hours. No student may begin an early start placement without the **PRIOR** approval of the Director of Field Instruction. Student must have approval of plan by Field Instructor as well.

#### **Pager/Travel Time**

The School does not recognize time spent carrying an agency pager, an agency cell phone, being on call, or driving from location to location as field practice time. Only those hours which are spent on an actual call or consultative services over the phone as well as transportation time to and from the call can be credited toward internship hours.

#### **Compensatory Time**

Time spent in the field placement after regularly scheduled hours or at times other than the usual internship days may be counted toward the accumulation of field hours. Accumulating this “extra” time must be done only after having obtained the approval of the field instructor.

#### **Excused Absence from Field Placement**

Absences due to illness or emergencies must be made up. It is the student's responsibility to inform the field instructor of illnesses and/or any emergencies which will result in an absence from the field agency as soon as possible. Continuity of service to clients and the learning experience of the student should be considered in arranging for all absences from field placement. Students may be excused from field practice on University and agency holidays, relative to the continuity of service to agency clients. The overall schedule and hours should be determined as part of the learning agreement. Field students or instructors who have concerns regarding frequent and/or excessive absences should discuss these with the faculty field liaison.

## B. Course Credits

Students in the field must register for field instruction course credit each semester or for the two courses over the academic year or for summer block placement. Students who have not registered for course credit at the University will not be permitted to apply field hours toward their graduation requirement.

## C. Learning Agreement

Each field student and their field instructor must complete and submit a Student/Instructor Learning Agreement. This written, contractual agreement details the specific learning experiences that will be the focus of the internship for the student. The specific dates and times of the internship should also be agreed upon, including any time that is ordinarily a University holiday. In the early weeks of placement, the student and the field instructor, in consultation with each other, identify goals and expectations for the internship experience. These are individualized for the particular student. These goals and expectations then become the basis of the learning agreement which is used at the time of the end-of-semester evaluation to assess the student's progress and to reestablish learning goals and expectations for the following academic semester.

The original learning agreement is submitted to the Director of Field Instruction no later than the fifth week of the first term of placement or within the first two (2) weeks in summer block placement. A copy will be kept by the designated faculty liaison. Copies of the learning agreement are also retained by the student and the field instructor for future reference. Significant changes in the original learning agreement at any time during the internship requires that an amended version of the agreement be negotiated by the student and field instructor and a finished copy are submitted to the Director of Field Instruction. Minor changes can be incorporated into the end of term evaluation report which both the student and the field instructor sign. **The student's field file must include a Learning Agreement in order to award the student credit for the field course once the required hours are complete.**

## D. Internship Plan (FOR SCHOOL SOCIAL WORK ONLY MSW & POST MSW/ Type 73)

Each student doing their second year placement in a public school setting and wishing to be eligible for their Type 73 certification must have 2 versions of an Internship Plan on file at the School of Social Work. The first plan is to be completed within the first 30 days of your placement. It requires the field supervisor and student intern to agree on the experiences in which the intern will engage during the academic year. A copy of this plan must be turned in by the student. During the final evaluation (completed in the Spring term), the field instructor will review the "evaluation" sections on the plan and rate the student at the end of their internship. This completed Internship plan will be mailed to the University along with the regular evaluation forms. This is also the tool to be used by the faculty liaison when doing site visits.

This is a requirement of the State of Illinois. **In order to apply for your Type 73 certificate, you must have two completed Internship Plans in your folder.**

#### **E. Evaluations**

Each field instructor is responsible for completing and submitting to the School an evaluation on the student's progress at the end of each semester. The evaluation consists of two elements, a written narrative report and a numerically rated form which addresses the student's progress on each goal that has been specified in the learning agreement. The field instructor's evaluation is discussed with the student prior to its being submitted to the Director of Field Instruction. Deadlines for the submission of semester field evaluations can be found in the annual Calendar of Field Events which is sent to each field instructor each year. It is important that the field evaluations be submitted on time to ensure that the student will be given academic credit for field instruction.

Below are guidelines to be followed by the field student and instructor as they engage in the evaluation process:

1. Evaluations should take place each 225 hours of a beginning level Placement, 250 hours for a CADC placement (CADC placement requires additional evaluation form), each 300 hours of an advanced placement or Post MSW Type 73 Certification. Typically this occurs near the end of each academic semester.

Since the total number of hours spent in the field agency per academic semester must be reported in each evaluation, it is important that the field instructor monitor the student's use of time throughout the academic year. How time records are kept should be discussed and agreed upon by both instructor and student at the beginning of placement.

2. Toward the end of each evaluation period, the field instructor should remind the student to submit any required materials and plan an evaluation session where student and instructor review student's learning experience.
3. Field instructors are encouraged to confer with other agency personnel who are familiar with the field student's performance, especially if the field instructor is not the task supervisor. Based on this feedback, along with additional observation and assessment, the narrative evaluation summary should include both the student's progress over the current semester and their goals for the upcoming semester.

4. It is important that the student evaluate his/her own performance independently. A conference between the field instructor and the student to discuss the evaluation may result in a need to adjust or refine the learning agreement.
5. The evaluation submitted to the Director of Field Instruction represents the field instructor's rating of the student's accomplishments. Students desiring to do so may attach their own additional narrative evaluation to that of their field instructors'. Students are required to sign their field instructor's evaluation to indicate that they have read it. The student may be given a copy of the field instructor's evaluation report which should be identified "FOR EDUCATIONAL BUT NOT FOR REFERENCE PURPOSES."
6. The faculty field liaison or the Director of Field Instruction may want to discuss the student's evaluation with the field instructor. If there is an expressed need for a three way conference including the student, such a conference may be requested by the School, the field instructor, or the field liaison. Such a conference should follow the evaluation conference between the field instructor and the student.
7. The Field Performance Evaluation Form (rating sheet) is designed to assist field instructors in monitoring changing levels of accomplishment on agreed upon goals or objectives. The numerical evaluation is based on a five point scale with the criteria for each level described on the evaluation.
8. The field instructor must include a recommendation for a credit or no credit grade when submitting each semester's evaluation.
9. Completed evaluations are to be mailed to the Director of Field Instruction with a copy being kept on file at the agency. The student should retain a copy of each evaluation for his/her personal files.
10. **School social work field instructors and interns:** Before the end of the academic year, a copy of the Internship Plan must be re-submitted with checks made next to completed activities. This copy must also be dated and signed by the intern and field instructor.

#### **F. Grading**

The field instructor should indicate on each semester evaluation report submitted whether or not the student's field performance is satisfactory and warrants a grade of credit. The field instruction program employs a pass/fail system of grading for the field experience. Students either receive a recommendation of credit (pass) or no credit (fail) from their field instructor. Except in unusual circumstances, the field

instructor's recommended grade will generally be followed by the School. However, the final decision regarding grading remains the joint responsibility of the faculty field liaison and the Director of Field Instruction.

**Notes:**

1. **BSW students MUST receive 70% of their evaluation (on the evaluation rating sheet) in the 1-4 numeric range in order to pass each field course.**
2. **MSW/POST students MUST receive 80% of their evaluation (on the evaluation rating sheet) in the 1-4 numeric range in order to pass in order to pass each field course.**

Final grades are not submitted until receipt of the semester evaluation report from the field instructor. The student must have met the minimum field hour requirement in order to receive a grade. Failure to meet the minimum requirement for hours, without an "X" Grade Contract, **WILL** result in the student failing the class.

In the situation where the evaluation report has not been submitted prior to the time that final grades are due at the University, an "X" (deferred grade) will be submitted to the registrar's office, only if the student secures an "X" Grade Contract with the Director of Field Instruction.

**NOTE:** "X" grades are only permitted for students in the School Social Work specialization as well as students who have received written approval from the Director of Field Instruction and the Director of the School of Social Work. Students with an X grade on their transcript for Field Instruction may not begin the next Field Instruction course in the sequence until a Credit grade is recorded with the Registrar.

**If a student does not have an approved "X" Grade Contract, is not in the School Social Work specialization and does not submit the evaluation in time for the university's grade submission, a grade of No-Credit will be entered.**

## **X. UNSATISFACTORY FIELD PERFORMANCE AND GRADES**

### **A. Field/School Conferences**

When a field instructor assesses a student's performance as unsatisfactory (evaluation reflects "No-Credit" or has more than 30% (BSW) or 20% (MSW) of ratings of "5"), the field instructor or the field student should notify the faculty field liaison immediately. The liaison will confer with the instructor and the student regarding the situation. Depending on the situation, the academic advisor and the Director of Field Instruction may also be involved. The purpose is to fully explore the situation and develop a written follow up plan to address the unsatisfactory performance.

### **B. Documented Warnings**

Field instructors are advised to document all verbal warnings to a student which relate to unacceptable performance. If the student's performance is not improving sufficiently to warrant a "CREDIT" grade, the field instructor should notify the student and the faculty field liaison as soon as this is determined.

### **C. Faculty Review**

1. When a field student's performance at the end of the field instruction period remains below expectations (does not warrant the field instructor's recommending a passing grade and the faculty field liaison and the Director of Field Instruction concur), the student's field performance shall be reviewed by the appropriate faculty (e.g., Director of Field Instruction, program director, faculty advisor, field liaison, Coordinator of Field (GWC only)). The field instructor and the field student shall be invited to be present for this review. The reviewing body will make a recommendation regarding the student's continuation or discontinuation in the social work program. The student will not be permitted to repeat field work unless it is a part of the recommendation.
2. Students who have been given the opportunity to repeat an unsatisfactory field performance experience must receive a passing grade for their second field instruction experience. **Two consecutive no credit grades in field work result in an automatic dismissal from the respective degree program.**
3. Students who are repeating field instruction must also concurrently repeat the appropriate practice sequence even if they have received previously an acceptable grade in this sequence, if recommended at the faculty review.

## **XI. REQUESTING A CHANGE IN PLACEMENT**

Students are given opportunity to choose a placement that best fits their learning plan. It is the expectation of the School of Social Work that students act in a careful, deliberate manner when choosing a field placement.

The School of Social Work discourages any unnecessary reassignments of field placement. Changing a student's field placement is considered a last resort in solving a conflict with placement agency or instructor. In the event a conflict occurs, the student and/or agency should have a sound and valid reason for their decision to request an alternate placement. The following steps must be followed by the student who is seeking approval for changing their field site:

- A. After the field placement has begun, the student may initiate the process to request a change in field placement through the appropriate faculty liaison/advisor, **ONLY**.

Students seeking assistance from the Director of Field Instructor will be instructed to seek assistance from the Field Liaison.

- B. Students interested in changing placements will be expected to request a conference with their field instructor to explore in depth their reasons for change before any action is initiated by student or school. The faculty field liaison may or may not attend this first conference depending on the wishes of all three parties. However, no further action will be taken until the faculty liaison; student and field instructor meet jointly to evaluate the request for change. C. If after this joint conference the student believes that change of field placement is the only recourse, the student is advised to complete the Request for Changing Field Placement Form which is to be reviewed and signed by the faculty liaison whether the request is supported or not. This form will be circulated to the Director of Field Instruction for approval or denial. One copy will be filed in the student's record file, one will be forwarded to the student, and one copy is for the Field Liaison's records.
- C. Students are responsible for appropriate termination with clients and agency as recommended by the field instructor.
- E. It is expected that the student to continue completing hours and duties at the field placement unless otherwise directed by their field instructor to cease field activities. Such a directive must be given in writing by the field instructor. The student is required to make up any elapsed time missed from field instruction during these negotiations and/or placement change.

## **XII. FIELD AGENCY RECORDS**

Students are responsible to the field agency for maintaining a current record of their field activities. The form of that record must be consistent with agency requirements and approved by the field instructor.

Students are responsible for handling all agency records professionally and confidentially and must conform to agency practice. Class assignments requiring use of actual client case materials must protect client confidentiality by concealing the client's name and identifying data.

Students are responsible for the prompt and accurate preparation of statistical reports required by the agency. Student records must be kept up-to-date and available to the faculty field liaison and the Director of Field Instruction. The student is responsible for proofreading and for assuring that all of their agency records are stored in the proper agency files and are kept up to date.

### **XIII. LIABILITY INSURANCE**

All students are provided liability insurance by the University which covers their practicing as intern social workers at the field agency. Field agencies are notified of this liability coverage during the month of September, by the University business office. Please note that students are covered ONLY during the period for which they are registered for Field Instruction. Once a student receives a grade for Field Instruction (other than an extended or X grade) the student is no longer covered with liability insurance.

### **XIV. TRANSPORTING CLIENTS**

The School of Social Work endorses the social work tradition of assisting clients with a variety of approaches and working with clients in ways that include, on occasion, transporting them. We also acknowledge the litigious climate in which we work. We wish to protect our students in this climate and still allow them flexibility in internship experiences. To accommodate these sometimes conflicting goals, we ask field instruction agencies to follow the transporting policy if they ask students to drive clients.

Agencies asking students to drive clients as part of an internship experience need to:

- Notify any student applying for an internship of the possibility that transporting clients may be part of their responsibilities. Students must agree to this possibility before starting the internship.
- Request proof of auto insurance from the student showing acceptable levels of liability coverage.
- Consider reimbursing the student for any or all of the following: increase in premium to cover the liability, any deductibles involved should an accident occur, and mileage for driving done as part of the internship.
- Honor the request of a student to refrain from transporting a particular client if the student feels there is a safety issue involved (i.e., the student feels unsafe with a particular client or situation).

There may be agencies where transporting clients is prohibited. Students will be required to adhere to the agencies' policies (i.e the Chicago Public School System).

## **XV. EMPLOYMENT SITES USED AS FIELD PLACEMENTS (CSWE AS 2.1.6)**

The School of Social Work strongly discourages students from using current or recent human service employment sites as field placements. When approval for such an arrangement is granted the employment site must meet all field agency criteria and must follow all field policies and procedures as is done in traditional field placements. Students desiring to use their employment sites as field placements must meet with the Director of Field Instruction at least one full academic semester prior to registering for field instruction. Failure to act in a timely fashion will result in either a delay of one semester or a denial of approval.

MSW students are allowed to use an employment site for only one of their required field placements. Students who used their employment site for their BSW field placement will not be allowed to exercise this option in the MSW program as an advanced standing student.

Students using employment sites for field placement may be requested to submit reports each semester of their duties and hours. This report is signed by the student and the field instructor. Copies of this report are to be submitted to the Director of Field Instruction and to the employment supervisor.

Students contemplating using their employment sites as field placements must do the following:

- School of Social Work, the student can proceed to the next step in the process below. Consult with the field agency files to determine if the employment site is an affiliated field agency. If the employment site is already affiliated with the employment site is not an affiliated field agency the student should review the criteria for affiliation listed in this manual.
- If the employment site appears to meet the School's minimum requirements, the student should arrange a meeting with the Director of Field Instruction.

**Complete the "Application to Use Employment as Field Placement" form and return it to the Director of Field Instruction.** The deadline date for this application to be submitted is April 15th prior to the fall semester placement. The student is expected to take full responsibility for the completion of all forms and submit them to the Director of Field Instruction. Final approval will be granted if the agency:

- Meets the School's requirements for a field placement site.
- Can provide the student with a different and well supervised field work plan of learning experiences. Field work is designed to offer student new learning experiences and social work knowledge/skills.
- Can provide a field instructor who is not also serving as the student's employment supervisor.
- Clearly separates work role and student role.
- Does not identify placement as a paid field placement, but rather as a special circumstance situation. In this arrangement, the agency and the student form an agreement to identify part of the student/employee's time on the job as release time, so as to constitute a valid and approvable social work field placement.

## **XVI. STUDENT REMUNERATION OF FIELD INSTRUCTOR**

No student will be placed in and/or will be permitted to make separate monetary payment for supervision in relation to their field placement. In situations where a field placement site does not have a staff member available who qualifies as a field instructor with the School of Social Work, the field agency may contract with a qualified MSW outside of the agency to provide the necessary field instruction.

## **XVII. BEGINNING FIELD PLACEMENTS**

### **A. Beginning Field Work Students**

Beginning field work students are students either in the senior year of the baccalaureate social work program or graduate students completing their first placement. All beginning field placements are selected by a process in which the student works closely with the Director of Field Instruction.

### **B. Overview of the Beginning Field Placement**

The beginning field work program covers two consecutive semesters and begins in the fall along with the social work classes. Beginning students are not permitted to start their field practice during the summer months. It is required that students in field work be enrolled concurrently in the generalist practice classes and field instruction, or have completed the generalist practice classes prior to beginning the field placement.

Every beginning field student is required to devote a minimum of 450 clock hours in the field in addition to the time spent in the generalist practice class. These hours should be distributed evenly over the two semesters. Generally, a student spends fifteen hours a week in the field agency during the beginning placement. During the placement interview and the subsequent negotiation of the learning agreement, students may realign their hours provided they do not infringe on the times classes meet. The beginning field student maintains continuous contact with the agency until early May of the following year with the exception of Aurora University holidays. Students may need to work through holidays to maintain client contact. This should be discussed as part of the learning agreement. Any exception in terminating with an agency prior to May must be approved by the field instructor in advance, and shared with the faculty field liaison. The dates of all Aurora University holidays, breaks and/or vacations are listed each academic year on the Field Calendar which is distributed to all participating field agencies and the students. The student is expected to make arrangements with the agency and clientele well in advance of any planned absences.

**C. Concurrent Academic Course Work (CSWE AS 2.1.2)**

The course work required of the beginning field work student constitutes what the School refers to as the social work foundation course work. This foundation is organized around five areas: Social Welfare Policy, Human Behavior in the Social Environment, Practice Methods, Research, and Field Instruction.

**BSW beginning field work students** all begin field work in the fall semester of their senior year after having completed one full academic year of foundation course work. When in field they are required to be concurrently enrolled in the Generalist Practice course sequence. This methods course work integrates the field experience and the academic learning.

**Full time MSW beginning field work students** typically have not had foundation course work. These students begin taking the foundation course work as they begin field instruction in the fall of their first year. They are required to be concurrently enrolled in the first year Social Work Practice course series, Social Work Practice I and II. Or in the case of a block field placement, students must have completed Social Work Practice I and II (SWK 6370, 6381, 6382) prior to beginning the field placement.

**Part time MSW beginning field work students** have completed foundation course work during the previous academic year. They begin field work in the fall of their second year and also are required to be enrolled in the first year Social Work Practice course series, Social Work Practice I and II. Or in the case of a block field placement, students must have completed Social Work Practice I and II (SWK 6370, 6381, 6382) prior to beginning the field placement.

**All beginning field work students** must maintain a "B" average, or cumulative grade point average (CGPA) of 3.0, in the social work foundation course work including the practice classes. In addition, BSW field students must receive a grade of "B" or better in the two generalist practice courses.

Field work students who do not maintain the required academic CGPA may not be permitted to continue in the social work program.

#### **D. Differences between the BSW and MSW Beginning Field Work Placements**

The essential objectives and assignments of the senior year BSW and the MSW beginning placements are the same. All BSW students have had one year of social work course work prior to being eligible for field instruction, and thus these students have a common educational base. The full-time MSW student is just beginning their social work course work which is taken concurrently with field instruction. The part-time MSW student has been enrolled in social work classes for at least one academic year before beginning field work. The beginning BSW placement is designed to provide the generalist practice base for entry-level practice and also provides the same generalist base for those students who plan to continue in the MSW program. The MSW beginning placement is designed to provide the generalist base as well as to prepare students for the second year of the MSW program. There may be variability in the levels of knowledge, maturity and skill among MSW beginning students than the BSW student.

#### **E. Performance Expectations of the Beginning Field Placement**

The organization of field experiences, in the overall academic program is based on the recognition that students face a hierarchy of learning tasks to be mastered. During the beginning placement students are encouraged to obtain vital preparatory experiences for their anticipated area of professional practice. Whatever the particular context the beginning field placement aims to provide the student with opportunities to:

1. Master generic assessment and intervention skills appropriate to the agency population and client makeup.
2. Develop a beginning professional identity through field experiences with assigned cases including communities, families, and individuals. Whenever possible, students should become involved in agency projects related to community issues.
3. Gain experience in working with persons from diverse cultural, ethnic and racial backgrounds.

4. Acquire knowledge of the NASW Code of Ethics as well as an ongoing clarification and re-evaluation of the student's value positions concerning basic social welfare issues.

#### **F. Competency Objectives**

Any of the programs' competency objectives may be addressed during the beginning placement. Most beginning placements will, however, focus on those concerned with observation, data collection and analysis, relationship development, communication, assessment, intervention, planning, and implementation of a problem-solving nature, and in addition, use of community resources. By the end of the beginning placement students should consistently demonstrate knowledge of and practice skills in the objectives listed above.

#### **G. Field Assignments**

The field instructor is asked to design a learning experience for the student which incorporates a number of key principles. While the learning experiences are to be responsive to the students' expressed interests, they must also be selected so as to maximize the likelihood that the student will develop the sought-after competencies. Sufficient opportunity for repetition will help assure this end. Each assignment is planned so as to permit the student to observe, assess, and plan an intervention, and evaluate and reflect on it afterwards with the field instructor.

The mix of assignments should approximately reflect the activities of a beginning professional full-time social worker with allowances for the individual student's level of experience and maturity. In any case, time spent in direct service, e.g., telephone time with clients, appointments, and home visits, should be a lesser proportion of the total time available for a student than a direct service worker so as to provide sufficient opportunity for intensive instruction, case write-ups, consultation, and related learning opportunities. **For instance, direct service time for a student in a 15 hour a week placement should be no more than ten hours, no less than four hours, and optimally around seven hours.**

##### **1. Student Orientation**

In the initial phase of the placement, the primary activities involve the orientation of the student. Besides conferences with the field instructor, the student is asked to attend relevant meetings, take advantage of any agency-based training sessions, read vital agency manuals and other pertinent literature. During this time, the student is often asked to observe interview sessions conducted by staff.

##### **2. Independent Case Assignments**

At the end of the orientation phase – anywhere from two to four weeks into the placement, depending on the student – the first independent cases will

typically be assigned. Often during this period the student is moved from observation to participation and toward conducting sessions with clients. Field instructors may consider helping students make this transition with first, using direct or live supervision. More experienced or mature students may move directly into taking responsibility for cases. In any case, it is the responsibility of the field instructor to clearly delineate the nature of the case responsibility which is being assigned to the student.

### **3. Macro Level Assignments**

It is often advisable to begin students with assignments involving larger systems, such as communities or organizations, and then assign smaller client systems (group and family) with individual client systems being assigned last so as to reinforce the ability of students to assess and intervene on a systemic level, and to practice micro level work only where and when necessary. However, sometimes field instructors will find it necessary to utilize alternative strategies for assignments considering the student's level of anxiety, maturity, and pertinent agency factors.

Beginning case assignments should take into account the learning style and experience of the student and should involve non-complex situations in which there is at least some conscious client motivation for help, no appreciable risk of bodily harm, and where the central focus of work is to involve a time-limited problem solving approach with issues of a well-defined inter-personal, behavioral, or concrete nature. While students need to learn to address inter-personal or intra psychic problems in this context, such problems are not the central focus of work in the initial placement.

Examples of macro assignments in a clinical setting include: intake interviews, psycho social assessments, case management discharge planning, home visits, and short-term counseling.

Macro assignments in a Leadership and Community Practice placement should include: involvement in funding applications or grant writing, staff or volunteer development, program design and facilitation, lobbying for legislation or policy change, research or program evaluation.

### **4. Supplemental Assignments**

Supplemental assignments may include participation in administrative or community oriented committees or projects, at least on an observational basis. Research projects such as the development of a community resource directory may also be assigned. The student should be encouraged to consult with a variety of professionals inside and outside the agency and to participate and present cases in various meetings, such as staff meetings. An effort should be

made not only to provide the student with an appropriate variety of assignments, but also a diversity of clients, including the aged, children, gay and lesbians, people of color and the physically and mentally challenged, so as to enable the student to be comfortable and effective in working with a range of persons. Whatever supplemental assignments are given to the student, it is vital for the field instructor to review the experience with the student afterwards, helping to identify key lessons.

**The student is also required to receive at least one hour of scheduled individual instruction/ supervision each week, or for each fifteen hours of the placement.** Students may be asked by their field instructor to keep a log, do process or other types of recording, or be observed by the field instructor. If such assignments (or other work related to field internship responsibilities) are given, the field instructor should leave sufficient time during the placement so that the student may complete these assignments within the allotted hours.

#### **5. Intervention Related Assignments**

As the placement progresses, the focus of the student's work typically shifts from assignments involving observation, data collection, relationship development, to the implementation of the intervention plans.

#### **6. Termination and Referral Assignments**

During the final phase of the field work experience assignments revolve around the various activities involving referral and termination with clients and with the field agency itself.

#### **7. Criteria for Beginning Field Placement Sites**

The School views a field site as best meeting the needs of the beginning field work student if it:

- a. Can educate students in generic, ecologically based social work practice, which includes elements of both interpersonal and social development of a non-specialized nature;
- b. Is located in a commonly recognized social work setting in order to provide an adequate introduction to the field as it currently exists;
- c. Provides experienced field instructors willing to collaborate with University faculty and who are allowed the time to do so.
- d. Can offer students the opportunity of working with clients from diverse populations.

## **H. BSW Policies**

The following policies apply to BSW students only:

1. **Prior Non Social Work Specific Internship Field Placement Sites:**  
Students are not permitted to duplicate, earlier internship experiences associated with other academic or certification programs (e.g. the student, who has completed a substance abuse internship as part of their CADC academic program, would not be placed in another substance abuse program, or at the same agency).
2. **Employment Field Placement Sites:**  
Students are not permitted to use as a field site, agencies in which they are currently employed or have been employed within the last five years. This applies to all BSW students regardless of the position they hold or have held within the agency.
3. **BSW School Social Work Field Placement Sites:**  
BSW school-based field instruction sites are discouraged. Such placements are approved only if the placement is arranged through the University with a clear, prearranged job description for the student, or takes place in a community-based program.

## **XVIII. ADVANCED FIELD PLACEMENTS**

Advanced students are second-year MSW students or advanced standing students (BSW degressed). Beginning early in the spring semester, PRIOR to starting their advanced placements, students begin the exploration of a possible field placement. Advanced standing students do not begin this process until after they have been accepted into the graduate school as an advanced standing student.

### **A. Overview of the Advanced Field Placement**

Advanced level students eligible for a second placement are required to devote a minimum of 600 clock hours in field instruction involving a two semester academic year placement. Students arrange their field schedules to meet the 600 clock hours required for the year. The minimum 600 clock hours must be evenly distributed between the two semesters, minimum 300 hours each semester. The actual pattern varies with each student depending on how elective courses are arranged, and to what extent the student is able and willing to negotiate for evenings and weekend hours where this kind of scheduling is appropriate to a given field agency. Holiday and

break periods between academic periods are the same as those for students in beginning placements. Students are required to arrange for such absences at the commencement of their placements with their field instructors.

The advanced field work student is given the opportunity to pursue particular interests through electives. Advanced students are encouraged to select and explore an area of specialization by selecting a related field placement experience. The advanced and beginning field placements must be at different agencies, unless there is an extreme and overriding reason, in which case, the approval of the Director of Field Instruction is required.

1. **Clinical Placements (Advanced)**- Clinical Field Placements for the advanced year may take place in a variety of social work settings (family counseling agencies, domestic violence shelters, nursing homes, addiction intervention agencies, hospice or end of life care facilities, corrections facilities, etc.). It is recommended that advanced clinical placements include the following social work tasks: assessments, advanced therapeutic intervention skill building, group facilitation, case presentations, and community resource linkage for clients.
  
2. **School Social Work**- Students wanting to qualify for the Type 73 Certificate for school social work must meet University requirements as well as additional requirements imposed by the Illinois State Board of Education. Students must pass the Illinois State Board of Education's Basic Skills test. Evidence of passing the Basic Skills test must be presented to the School Social Work. Further, the student must pass the Survey of the Exceptional Child course (SWK 5610) and the SWK 6430 School Social Work Certification course. Other requirements include the submission of the following:
  - a. "Notification of School Service Personnel Intern Eligibility Status," ISBE Form 73-44, if they will receive a stipend. This form must have the Aurora University seal and Aurora University School Social Work Coordinator's signature. This can be done at the start of the school year or during Spring or Summer term prior to Fall semester.
  - b. "Request for Approval of Other Special Education Personnel," ISBE Form 73-42.
  - c. Please check with internship site as to who will send the ISBE 73-42 and/or ISBE 73-44 forms to the Illinois State Board of Education.
  - d. "Internship Plan" (completed mutually within the first 30 days of the internship) must be signed and dated by the intern and the field instructor. Students should consult the Illinois State Board of Education Manual for

Social Work Internships when considering a school social work field placement.

Students must also pass the ISBE (Illinois State Board of Education) School Social Work Type 73 content test. This test can be taken at any time. It can be taken before, during, or after the student has completed the other ISBE requirements and AU requirements. Evidence of passing the ISBE content test must be presented to the Aurora University School of Social Work.

- 3. Leadership and Community Practice (Advanced)**- Students learning within the Leadership and Community Practice concentration are required to complete one or both field placements within a recognized Leadership and Community Practice (non-clinical) field placement. Learning experiences such as grant writing, lobbying for change in legislation or policy, completing needs assessment for specific community or population, research or program evaluation, staff or volunteer program development are recommended for this type of placement.

**B. Performance Expectations of the Advanced Placement**

The MSW Advanced student is expected to build on the competencies gained in the first placement and to apply these competencies with clients in situations of greater complexity or difficulty. In addition, they are expected to do this in consideration of the specific field of service and locality in which they are interning and expecting to practice after graduation. Additional objectives for the advanced field student includes demonstrated competency in the following areas:

1. Integration of the awareness, experience and knowledge gained in the first field placement;
2. Ability to effectively respond to and manage assignments and tasks in decision-making and intervention skills;
3. Conscientious use of literature and research in social work practice;
4. Articulation of professional behavior to be utilized in carrying out assignments regarding specific case situations;
5. Increased ability to use the field instructor-student relationship as a learning tool and for personal and professional growth;
6. Development of practice models which the student can articulate and use for problem-solving;

7. Identification of social policy issues, social work administration, and social systems implications regarding specific problems presented by clients;
8. Capacity to carry out with consistent productivity a variety of assignments;
9. Awareness of and ability to define their limits and capacities for professional practice.

### **C. Advanced Placement Time Patterns: Concurrent and Extended**

The advanced MSW field student has two options for completing the required field instruction component of the program. These options include either the concurrent plan or the extended plan.

#### **1. Concurrent Plan**

This placement begins at the start of the fall semester and is completed at the end of the spring semester. A minimum of 600 field hours are required. These are distributed over 30 weeks of the academic year, at 20 hours or two and a half days to three days a week, depending on the field agency's work day. The student accumulates a minimum of 300 hours per semester, while registered for field instruction courses (SWK 6750 and SWK6760).

#### **2. Extended Plan**

This placement option is available only to advanced field work students and to students who need to begin placement early to fulfill the field work hour requirement. This method of field instruction allows the student to begin accumulating hours during the summer following the beginning or first field placement; and, extends into the following academic year. **In this option the student may complete up to 200 hours during the summer academic period, while registered for the SWK 6750 and 6760 course series.** Although students start accumulating field hours during the summer, it is expected that students will complete the internship until the end of the Spring semester. Students considering this option must have prior approval by the Director of Field Instruction.

Under both of these time plans it is essential that both field instructor and student agree on a specific plan for the completion of hours at the start of the placement. This information is requested in the "Student-Field Instructor Learning Agreement." At the start of the placement, there should be a clear plan for scheduled vacations and holidays. Students who work in their field agencies over University term breaks or holidays may be allowed to subtract the additional time from the end of the placement. Likewise, if the agency has a particularly long or short work day, adjustments may be made to

compensate for this. **In no case should students be asked to work “graveyard” shifts, or at any time when there are no field instructors or other agency staff easily accessible.**

When students miss field time due to a reason acceptable to the field instructor, e.g. sickness, they are to be given an opportunity to make up this time. Any unacceptable absences for which the student is unable to account need to be discussed with the assigned faculty field liaison. The field instructor, during each student evaluation, is asked to report the number of hours of placement, the number of cases assigned, and total client-contact time, and should, therefore, be sure to establish a viable method of recording field hours at the onset of the placement.

**Please note for MSW students: Any student requiring an “X” (deferred or extended) grade MUST receive prior written approval from the Director of Field Instruction and the Director of the School of Social Work.**

#### **D. Advanced Standing Students**

The advanced standing (BSW degreed) student is recognized as an MSW advanced student and follows the policies, requirements, and procedures regarding advanced field placements. Below are listed policies, requirements and procedures which apply only to the advanced standing student.

##### **1. Beginning Placement Field Hour Deficiencies**

BSW degreed students from an undergraduate program that did not complete 450 field hours during their undergraduate placements are beginning level placement. This is to enable the student to be comfortable and effective in working with a range of persons.

##### **2. Securing Advanced Field Placement**

Once a student has been accepted for advanced standing, they must complete and submit the “Application for Advanced Placement”, to the Director of Field Instruction. After submitting this application, the student is responsible for setting up an appointment with the Director of Field Instruction. Policies, procedures and resources are discussed in this interview along with the student’s field preferences. Students are directed to explore the School’s files on agency field sites for further agency settings to consider.

##### **3. Extended Placement**

Advanced standing students are not eligible for the extended placement option beginning in the summer. Students are usually not accepted in time to make this option feasible and have not yet been oriented to the expectations of the MSW program. Exceptions may be made for those advanced standing

students who are attending part-time and who have completed one year in the MSW curriculum.

**XIX. COORDINATION OF ACADEMIC PROGRAM (BSW, Beginning MSW, Advanced MSW, Post MSW-Type 73)**

Primary responsibility for coordinating teaching and learning from the student's field instruction and classroom experiences is held by the student. The faculty of the School of Social Work believes in and emphasizes the direct articulation of field to classroom, classroom to field learning so as to assist the student in actualizing the fullest integration of newly acquired knowledge and field activities. To this end, students are expected to:

1. Keep their field instructors informed about their ongoing academic learning particularly as it pertains to their field practice.
2. Bring into class discussion and to their class assignments their developing understanding as it is affected by their current learning experiences in the field.
3. Obtain extra copies of classroom syllabi for instructors upon request.

In order to further the student's integration efforts, the School may provide the following supports:

**A. Seminars for Field Instructors (CSWE AS 2.1.5)**

Seminars offered by the School yearly are designed to assist the field instructor in understanding the School's academic program and the policies and procedures related to the field instruction program including the evaluation of student performance. Topics may also include new developments which impact social work practice.

**B. Course work in Supervision**

Field instructors are expected to have taken a course in supervision, or to have earned Continuing Education Units in supervision. Those who have not had such a course in their graduate or post graduate work are expected to enroll in, or audit the course offered through a social work program, workshop or seminar.

**C. Field Assignments**

While field learning experiences should reflect the student's expressed interests, they should also be consistent with the field instructor's assessment of the student's learning needs in terms of both professional and personal growth. Assignments should be selected so as to maximize the likelihood the student will acquire sought after competencies in line with their assessed needs and should include sufficient opportunity for repetition to assure this end. Each assignment is planned to permit the student to observe, assess, plan and execute an intervention, and evaluate and reflect upon on it afterwards in supervision with the field instructor.

Time spent in direct service, i.e., telephone contact time with clients, appointments, and home visits, should be a lesser proportion of the total time available for a student than a direct service worker to provide sufficient opportunity for intensive supervision, case write-ups, consultation, and related learning opportunities. For instance, direct service time for a student in a 20 hour a week placement should be no more than fifteen hours, no less than ten hours, and optimally around twelve hours a week. The student is also expected to receive at least one hour of scheduled individual supervision per week, or for each twenty hours of the placement. Students may be asked by the field instructor to keep a log, do process or other types of recordings, or be observed by the field instructor. If such assignments are given, the field instructor should leave sufficient time during the placement so that the student can complete them during the allotted hours.

### **1. Student Orientation**

In the initial phase of the placement the primary activities will involve the orientation of the student. Besides conferences with the field instructor, the student will be asked to attend relevant meetings, take advantage of any agency-based training sessions, read vital agency manuals and other pertinent literature. During this time the student will often be asked to observe various client interviews by staff. At the end of the orientation phase – anywhere from two to four weeks into the placement, depending on the student – the first independent cases will typically be assigned. One means which field instructors may consider in helping students make this transition is direct or live supervision. More experienced and mature students may move directly into taking responsibility for cases. It is the responsibility of the field instructor to clearly delineate the nature of the case responsibility which is being assigned to the student.

### **2. Independent Case Assignments**

Typically, cases assigned to the advanced placement student should be those which promote the student's ability to function autonomously and responsibly. Overall, it is expected that "advanced" placement field students are to more fully utilize self knowledge and the conscious application of theory and learning to practice situations than "beginning" level field students.

The student should be encouraged to consult with a variety of professionals inside and outside the agency and to participate and present cases in various meetings such as staffings. It is required that students work with a diverse population as defined under "Field Practice with Diverse Populations." This diversity requirement should be met within the beginning level placement. This is to enable the student to be comfortable and effective in working with a range of persons. Likewise, if the agency has a particularly long or short work

day, adjustments may be made to compensate for this. In no case should students be asked to work “graveyard” shifts, or at any time when there are no field instructors or other agency staff easily accessible.

### **3. Macro Level Assignments for Clinical Placements**

Students in Advanced Clinical field placements are best served if given opportunities in macro level learning, along with clinical experience. Students may be assigned learning tasks in macro level to better understand the system or agency in which they are working. Tasks such as reviewing organizational chart, budgets or grant funding applications, attending program planning meetings or staff development meetings are appropriate for the advanced clinical placement.

### **4. Supplemental Assignments**

Supplemental assignments may include participation in administrative or community oriented committees or projects, at least on an observational basis. Research projects such as the development of a community resource directory may also be assigned. The student should be encouraged to consult with a variety of professionals inside and outside the agency and to participate and present cases in various meetings such as staffings. An effort should be made not only to provide the student with an appropriate variety of assignments, but also a diversity of clients, including the aged, children, gay and lesbians, people of color and the physically and mentally challenged, so as to enable the student to be comfortable and effective in working with a range of persons. Whatever supplemental assignments are given to the student, it is vital for the field instructor to review the experience with the student afterwards, helping to identify key lessons.

When students miss field time due to a reason acceptable to the field instructor, e.g. sickness, they are to be given an opportunity to make up this time. Any unacceptable absences for which the student is unable to account need to be discussed with the assigned faculty field liaison. The field instructor, during each student evaluation, is asked to report the number of hours of placement, the number of cases assigned, and total client-contact time, and should, therefore, be sure to establish a viable method of recording field hours at the onset of the placement.

Please check with the students regarding their class schedule. Days in class must be kept open for students to meet their academic commitments.

## **XX. CURRICULUM ORGANIZATION**

Please consult the Academic Handbook to see how the curriculum is organized for the BSW and the MSW Programs. Students may also check with their faculty advisors.

## **XXI. DISTRIBUTION OF RESPONSIBILITY AND ACCOUNTABILITY**

### **A. Responsibilities of the School of Social Work**

1. Maintain a field instruction program which meets the accrediting requirements of the Council on Social Work Education.
2. Provide each student with field experience in an agency with professional practices based upon the NASW Code of Ethics.
3. Evaluate the ability of field agencies to meet the educational needs of the students and to add or remove agencies and students based on the evaluation.
4. Ensure an integration of the student's field learning with their academic learning.
5. Provide adequate school personnel to oversee the field experience for each student.
6. Ensure field placements provide student opportunities to work with diverse populations.
7. Provide field instruction training to field supervisors.
8. Provide field agency personnel the opportunities to participate in the development of field and curriculum policies and to participate in the accreditation reviews of the School of Social Work.

### **B. Responsibilities of the Field Agency Administration**

1. Maintain communication with the School throughout the placement experience for each student.
2. Create a climate conducive to learning.
3. Follow nondiscriminatory practices with field student and agency clients in terms of their race, class, age, gender, religion, and sexual orientation.

4. Relate to field students with collegial respect.
5. Complete and submit affiliation forms to the School of Social Work.
6. Provide a qualified field instructor for each student.
7. Provide students with adequate and private physical facilities (office space, furniture, telephone) for client contacts.
8. Provide sufficient clerical services to support the student's field work responsibilities.
9. Provide and encourage ongoing evaluation feedback from appropriate agency personnel to enhance the learning experiences.
10. Inform the faculty field liaison of any problems which arise with the student or the field learning situation.

**C. Responsibilities of Director of Field Instruction**

To work with students to assess, plan and implement their individual learning needs for the field instruction process and in support of that to:

1. Administer the field work program for all students enrolled in the School of Social Work.
2. Secure field instruction sites for all social work students including negotiating and maintaining field affiliation agreements.
3. Administer the field selection and placement process for all students.
4. Interpret the School of Social Work's educational standards and policies to both field agencies and students.
5. Maintain current information on affiliated field agencies.
6. Negotiate with students and field agencies conflicts which are not resolved at the student/faculty liaison level.
7. Assign a faculty field liaison for each student in the field.
8. Orient field agencies regarding the field instruction component of the curriculum and its relationship to the overall academic program. Facilitate orientations and trainings for field instructors. (CSWE AS 2.1.5)

9. Coordinate the student field evaluation process by distributing evaluations and assisting faculty liaisons in gathering and maintaining files of all student evaluations.
10. Monitor and evaluate agencies and field instructors in respect to their capacity to facilitate student learning.

#### **D. Responsibilities of the Field Instructor**

1. Field Instructor must be able to demonstrate qualification to act as field instructor- earned a Master of Social Work degree from a CSWE accredited program with a minimum of 2 years experience working in the field.  
(CSWE AS 2.1.4)
2. Participate in the pre-placement interviews of students and inform the School of their decision regarding acceptance.
3. Communicate the agency's mission, procedures and policies to the student and oversee the student's performance of administrative tasks.
4. Provide student with the opportunity to work with client systems of various sizes (individuals, families, groups, and communities).
5. Plan a diversified learning experience for the student with specific attention to providing learning opportunities with diverse populations.
6. Negotiate early in field placement with the student an individualized learning agreement.
7. Ensure the student has an adequate number of weekly client contacts to meet their learning needs.
8. Maintain a record of the student's field hours and assigned duties, in conjunction with the student.
9. Teach content in all areas of the curriculum as practiced in the field agency and assists the student in integrating classroom theory with social work practice.
10. Assist students in managing the demands and stresses of the agency's organizational life.

11. Conduct regularly scheduled individual conferences, or group conferences to review student's performance with a minimum of one hour of scheduled MSW supervision weekly. The MSW will have overall authority over the students' educational experience.
12. Hold the student accountable for providing services to agency clients which meets the agency's standards and is compatible with its mission.
13. Provide ongoing feedback to students on their performance and, in addition, prepare and discuss fully with the student the formal term evaluation as requested by the School at the end of each term.
14. Consult with the assigned faculty field liaison regarding the student's learning plan, assignment, progress and any problems arising with the student or the field learning situation once a semester.
15. Attend and participate in school meetings and seminars offered for field instructors to enhance their competence as instructors and to keep abreast of curricular developments. (CSWE AS 2.1.5)

**E. Responsibilities of the Adjunct Faculty Field Liaison**

Each student and field instructor is assigned an adjunct faculty member from the School of Social Work, who serves as a faculty field liaison. Faculty field liaison assignments are made jointly by the Director of Field Instruction and the Director of the School of Social Work.

Faculty field liaison responsibilities include:

1. Interpret and explain the School's objectives, policies, and curriculum to field instructors and other appropriate agency staff.
2. At the beginning of the placement, make an introductory visit with the field instructor and the student. Maintain close communication with the field instructor on the progress of the field student with a minimum of at least one telephone contact each semester and one student meeting each semester.
3. Consult with the field instructor to maximize the learning experience for the student.
4. Confer with the student regarding their progress and/or any problems in relation to field instruction.

5. Evaluate the student's progress and performances as reflected in the student's recordings.
6. Evaluate the student's ability to work within the framework of the agency.
7. Review all formal term evaluations submitted by the field instructor to the School.
8. Keep the student's academic advisor informed of any problems which arise in the field experience.
9. Keep the Director of Field Instruction apprised of student's progress and the quality of field instruction.
10. Nominates outstanding field student for annual award presented at Field Luncheon. Liaisons are encouraged to support nomination with collateral information from Field Instructor.

#### **F. Responsibilities of the Student**

1. Assertively and energetically become responsible for creating the highest possible quality of learning experience. This is done through frequently communicating feedback to the field instructor, faculty field liaison, and the Director of Field Instruction. Student should not passively wait for his/her learning needs to be met, he/she should express them and work towards achieving conditions for growth.
2. Meet with or contact the Director of Field Instruction to discuss the general type of field placement they wish to pursue and possible field sites.
3. Complete all required forms pertaining to the field placement process and assure that they have been confirmed in their placement and registered for the appropriate Field Seminar course, in a timely fashion.
4. Schedule and attend one or more pre-placement interviews.
5. Make themselves available for weekly conferences with their field instructor.
6. Become cognizant of and follow all pertinent agency policies and procedures and expectations.
7. Maintain a record of his/her field hours and assigned duties, in conjunction with the field instructor.

8. Carry out all tasks assigned (by their field instructor).
9. Act in a professional manner when representing the field agency with clients, community contacts, and agency personnel.
10. Promptly notify the field instructor in cases of unavoidable absences from field. Students falling ill with contagious disease or virus are asked to follow physician's recommendations and take time off from the internship site and make up the hours at a later date.
11. Participate in discussions with their field instructor regarding term evaluations of their progress and performance.
12. Discuss their learning experiences and any problems or concerns first with their field instructor.
13. Complete and submit to the School an evaluation of the field placement experience.
14. Students are accountable as representatives of the field agency, the school, and the social work profession. Students are expected to abide by the NASW Code of Ethics, to uphold the rules and procedures of their placement agencies, and to dress appropriately. The School of Social Work requires internship students to demonstrate professional demeanor, appropriate relationships, and ethical behavior.

**Falsifying any records, such as hours completed at the placement or hours of supervision, is considered to be a violation of ethical standards. Failure to meet these ethical standards will result in a grade of "No Credit" in the field and/or further disciplinary action, up to and including expulsion from the program.**

15. **Students placed within hospitals or other settings where vaccinations, background checks or other preliminary screenings are required, may be responsible for securing these screenings if the hospital or agency does not furnish them. Aurora University does not provide background checks or medical vaccinations for students.**

## **XXII. FIELD AGENCY AFFILIATION**

In order to provide students with a range of diverse and quality field placement settings, the School of Social Work has established general policies and guidelines for selection and affiliation of field placement agencies.

Agencies may become affiliated as field placement sites either by initiating the affiliation process themselves by contacting the Director of Field Instruction or by being recommended to the School by a potential field student. Students who desire to recommend a field agency to the School should familiarize themselves with the School's field agency and field instructor criteria as described in this manual.

### **A. Field Agency Affiliation Process**

Agencies being considered as field sites are sent a set of agency affiliation forms that are to be completed and returned to the Director of Field Instruction. These forms gather information on the agency itself, the potential field instructor, and the range of learning experiences that are available to the student in the agency. The Director of Field Instruction reviews this information. If the Director of Field Instruction approves the agency, a letter is sent confirming the agency as an affiliated field instruction placement site.

Once the agency becomes an active affiliate to the School's field instruction program, information on the agency is placed on file for both student and faculty to review. Students access this information during the field site selection process to determine which agencies may be of interest to them as possible field placement sites.

### **B. Agency Affiliation Criteria**

Agencies which are affiliated with the School of Social Work's field instruction program need to be committed to a professional social work education which meets the standards of the Council on Social Work Education. It is essential that the agency recognizes field instruction as an essential complement to the academic instruction which occurs in the classroom, and that the agency views field instruction as an equally strengthening relationship for the School, the agency, and the social work profession. In addition, field agencies must meet the following criteria to become affiliated with the School:

1. Be recognized in its particular field of practice and qualify for membership in its appropriate standard setting body.
2. Employ qualified agency personnel to adequately staff its basic programs without reliance upon field students.

3. Operate out of a clearly delineated organizational structure which allows the agency to pursue its mission.
4. Engage in agency practice which incorporates the ethical standards of the social work profession as enumerated in the NASW Code of Ethics.
5. Have the staff resources to provide a qualified field instructor who has the time to meet weekly with the student.
6. Have a service program large and varied enough to insure a continued supply of learning experiences appropriate to the educational needs of the student.
7. Be able to provide a planned learning experience for students with a diverse practice population.
8. Be able to develop an appropriate plan for the selection of service tasks to be assigned to the student.
9. Follows non-discriminatory practices with field students and agency clients in terms of race, class, age, gender, disability, religion, and sexual orientation.
10. Demonstrates its commitment at all administrative and policy setting levels to the educational focus of the field instruction program.
11. Have adequate clerical support services and travel expenses for the student.
12. Have suitable physical space, equipment and supplies for the student.

### **C. Field Instructor Selection Criteria**

In order to qualify as a field instructor, agency personnel must meet the criteria established by the School of Social Work. Agencies that do not have a field instructor available who has the necessary qualifications may contract with a qualified MSW outside of the agency to provide the necessary field instruction.

#### **1. Agency Field Instructors**

Agency personnel qualify to serve as field instructors if they meet the criteria listed below.

- a. Possess a masters degree in social work from CSWE accredited social work program (CSWE 2.1.4) and two years of post graduate professional experience in a field of practice related to the mission of the agency.

- b. Demonstrates a willingness and ability to fulfill the following field instructor responsibilities:
- (1) meet weekly with the field student for a minimum of one hour for instruction;
  - (2) review student recordings of their client contacts;
  - (3) attend field instructor meetings at Aurora University;
  - (4) complete the necessary paperwork associated with the field instruction program.
- c. In the case of school social work, field instructors must hold a current Illinois Type 73 Certificate.

## **2. Contract Field Instructors**

Field agencies that do not have a staff member that meets the School's above eligibility requirements for a field instructor may elect to hire on contract an MSW to serve as a field instructor. Contract field instructors must meet the same qualifications as listed above with the exception that contract supervisors may meet for conferences one hour every other week with the field student. Field agencies that hire a contract field instructor are also required to provide an agency staff member to serve as an adjunct field instructor for the field student. This adjunct field instructor must be available to meet weekly with the student for one hour.

Contract field instructors must, in addition, demonstrate their willingness to coordinate the efforts of the agency personnel and in particular the field instruction efforts of the adjunct field instructor.

Agencies must provide substantial orientation for the contract field supervisor to the agency's philosophy, programs, policies, and procedures. As with agency field instructors, the approval of the contract field instructor for the School's field instruction program lies with the Director of Field Instruction.

## **D. Field Work Support and Development (CSWE 2.1.5)**

Field instructor meetings are organized each year by the Director of Field Instruction. These meetings offer an opportunity for field instructors to communicate to the School their concerns and for the School to orient and update field instructors on the curriculum. The regularly scheduled meetings include:

## **1. Field Instructor Meetings**

### **▪ New Field Instructors' Meeting/Orientation**

This fall meeting for new field instructors is designed to orient the field instructor to the School of Social Work and gives the field instructor an opportunity to meet the teaching faculty.

### **▪ Fall and Spring Semester Field Instructor Seminars**

These seminars provide Continuing Education Credits to field instructors and field liaisons participating in the Field Program. Supervision is most often the area of learning covered during these events.

### **▪ Field Instructor's Recognition Luncheon**

Each spring the School of Social Work honors its field instructors with a luncheon to show its appreciation for their efforts on behalf of their field students. Awards for outstanding field placement agency/school, field instructor and field students are distributed at this event.

## **2. Field Student Meetings**

In addition to the above regularly scheduled field instructor meetings, the Director of Field Instruction also organizes and conducts field orientation sessions for each incoming group of BSW and MSW field students prior to their beginning the field instruction program.

## **3. Student coordination of class and field learning**

The coordination of classroom and field instruction requires both systematic and reciprocal efforts on the part of everyone in the field instruction program. While the School attempts this coordination through the work of its faculty field liaisons and its regularly scheduled field instruction meetings, the field student is responsible for many coordinating efforts as well. Students are expected to keep their field instructors informed about their ongoing classroom learning including obtaining classroom syllabi for field instructors who may request them.

Students are also expected to draw upon their developing understanding of social work practice as it is being shaped in the field agency as material for classroom discussions and assignments.

### **XXIII. EVALUATION OF FIELD INSTRUCTION AGENCIES AND FIELD INSTRUCTORS**

#### **A. Spring Semester Evaluations**

Each field agency and its field instructors are routinely evaluated at the end of the spring semester. The Director of Field Instruction is responsible for soliciting feedback from all students on their field experience at each agency. This feedback is used to help the School make a determination regarding continued affiliation between the School and each field agency.

#### **B. Field Agency Reviews**

A field agency review may be initiated by the Director of Field Instruction whenever he/she determines there is sufficient concern to do so. The Director of Field Instruction is responsible for arranging a fact finding and exploratory meeting when such a meeting is requested by the faculty field liaison, the field student, or the field instructor. Students and appropriate faculty members who teach in the BSW or MSW programs will be asked to be present at such a meeting. Among the issues that may be considered in such a review are supervisory problems, the adequacy of the learning experience, and ethical practice. After this fact gathering meeting the School will make a determination whether or not any action needs to be taken and will inform the field agency of such in writing within two weeks. If substantial evidence of unethical practice or ineffective supervision is present, the field agency or field instructor may be removed from the affiliated agency/instructor database and further field placements will be denied for that agency/instructor. If evidence of practice which violates the NASW Code of Ethics is present, NASW will be notified. The field instructor or an agency representative may appeal the decision of the field instruction program faculty in writing to the Director of Field Instruction and the Director of the School of Social Work.

#### **C. Evaluation Resources**

In addition to the feedback the School receives from students, the School of Social Work uses other sources of information in both routine and non-routine field agency and field instructor evaluations and reviews. These sources of information include feedback and reports of the assigned faculty field liaison, and information reported on the agency's current affiliation forms. Other documented reports and articles pertinent to the evaluation process may also be used.

## APPENDIX

### Aurora Campus Only

---

#### **Prerequisites for Summer Block Agency Placements**

##### **Beginning Field Placement:**

**For the first field placement, students must have completed all foundation year courses:**

SWK 6140: Social Welfare Policy & Institutions  
SWK 6150: HBSE I  
SWK 6160: HBSE II  
SWK 6370: Social Work Practice I  
SWK 6390: Social Work Practice with Diverse & Vulnerable Populations  
SWK 6250: Research I: Methodology  
SWK 6381/82: Social Work Practice II  
SWK 6500: Social Work Perspectives on Psychopathology

##### **Advanced Field Placement:**

**For the advanced field placement, students must have completed:**

SWK 6730: Field Instruction I  
SWK 6740: Field Instruction II  
SWK 6511/12: SW Practice III: Clinical (or Leadership & Community Practice)  
SWK 6521/22: SW Practice IV: Clinical (or Leadership & Community Practice)  
SWK 6283: Practice & Program Evaluation  
SWK 6533: Advanced Macro Practice