



BSW PROGRAM
FIELD EDUCATION MANUAL

2020-2021

FOREWORD

This manual is dedicated to the numerous field setting personnel and field instructors who collaborate with us each year to develop quality field education placements for our social work students. These individuals have graciously and generously given of their time, expertise, and wisdom.

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Introduction

This *BSW Program Field Education Manual* has been prepared to assist Bachelors of Social Work (BSW) students, program faculty, field instructors, and field placement setting personnel in understanding the objectives and requirements for the field education component of the BSW program at Southern Adventist University (Southern). It summarizes the current educational policies and procedures for the BSW program and provides guidelines and instructions for field placement assignments.

Nondiscrimination Policy

The social work program makes specific and continuous efforts to provide a learning environment in which respect for all persons and understanding of diversity are practiced. Social work education builds upon professional purposes, values, and ethics; therefore, the program commits to offering a learning environment that is nondiscriminatory and that reflects the profession's fundamental tenets.

It is the policy of the School of Social Work (SOSW) at Southern Adventist University (Southern) that all aspects of the BSW program will be conducted without discrimination on the basis of age, gender, race, color, ethnicity, national origin, religion, disability, or sexual orientation. The School of Social Work and its faculty fully adhere to the *NASW Code of Ethics*. We welcome students of different backgrounds seeking to enrich our program through diversity.

Program Location & Contact Information

The School of Social Work is located in Daniells Hall, 4891 Jones Drive, on the campus of Southern Adventist University. Parking is available in an adjacent parking lot. Both the parking lot and Daniells Hall are handicapped accessible.

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| Phone Number | (423) 236-2629 |
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**SOUTHERN ADVENTIST UNIVERSITY
SCHOOL OF SOCIAL WORK
BSW PROGRAM
MISSION STATEMENT**

The mission of Southern Adventist University's Bachelor of Social Work program is to prepare students within a Christian learning environment for service and excellence in generalist, evidence-based social work practice.

Roles and Responsibilities in Field Education

The effectiveness of the SAU School of Social Work's BSW field education program depends on the important roles and responsibilities carried out by:

- the School of Social Work program administration
- the director of field education
- the faculty field liaisons
- the field education placement setting personnel
- the field instructors
- the task supervisors
- the BSW students in the field practicum.

This section of the SAU School of Social Work *BSW Field Education Manual* is intended to describe these roles and responsibilities in order to facilitate understanding and effective interaction that supports a meaningful and successful field education experience for BSW students preparing to join the social work profession. The responsibilities outlined in this section are also included in the BSW Field Placement Setting Contract:

School of Social Work

The BSW program administration in the School of Social Work develops and oversees the BSW field education program. In order to maintain a meaningful field education experience for BSW students, the School of Social Work program agrees to the following responsibilities:

1. To appoint a director of field education from the School of Social Work to be the primary liaison between the university and the placement setting.
2. To consult on the assignment of students to the field education setting to ensure appropriate learning opportunities for students that also fit the setting's service functions.
3. To provide the field instructor with information about the student, the curriculum, and school policies, assisting the field instructor and task supervisor through consultation and conferences when needed.
4. To designate a member of the faculty to serve as liaison to the field education setting.
5. To coordinate meetings of field instructors and faculty to integrate field instruction with the total curriculum.
6. To provide field education training to field liaisons, field instructors, and task supervisors.
7. To provide liability insurance for students completing their field education.

Note: Although the University provides liability coverage for the student while in field, the liability insurance does not provide any coverage for the student's automobile even if using for

field related activities. Nor does the liability insurance provide any health/medical coverage if student should be become ill or sustain an injury in the field.

Director of Field Education

The director of field education is a faculty member in the School of Social Work who reports to the program's dean and who is responsible for the overall coordination of field education instruction within the framework of the curriculum developed by the program. The director of field education for the student's placement agrees to the following responsibilities:

1. To make initial contact with perspective agency, conduct preplacement assessment, and to direct students regarding agency interview.
2. To assist the field instructor in the understanding and development of the instructor's role in relation to the program's goals and competencies.
3. To assist the field instructor and student with the creation of experiential learning activities and with the ways and means of meeting the goals of the student learning plan.
4. To schedule and document conferences with the student for supervising, instructing, supporting, and reviewing progress toward meeting program goals and competencies.
5. To consult with the field instructor regarding the student's progress.
6. To submit the student's final grade for the social work practicum course.

Field Liaison

Within the BSW program the field liaison role falls under the director of field education. When the director of field education is unable to act as the liaison, the MSW program may assign field liaisons to students in the field education practicum. The School of Social Work assigns a full-time or adjunct faculty member as a field liaison for each student in the field education program. The faculty field liaison agrees to the following responsibilities:

1. To complete field liaison training.
2. To maintain contact with the field instructor and carry out at least one site visit during the first and second semesters of practicum.
3. To maintain telephone and email contact as needed.
4. To interpret the connection between classroom curriculum and practicum for the field instructor.
5. To provide, as necessary, supervisory support for field instructors.
6. To ensure that the educational focus of the field placement is maintained.
7. To ensure that learning activities are appropriate, and where they are not appropriate, to assist the field instructor in developing additional assignments.

8. To provide feedback on the student's progress toward proficiency in the program competencies.
9. To respond to problems raised by student or field instructor and to bring to the attention of the director of field education any student who is experiencing difficulties in practicum.

Field Education Placement Setting

If a setting partners with the School of Social Work program by providing placement opportunities for students to fulfill their field education requirements, the field education setting representative agrees to the following responsibilities:

1. To consider for acceptance student(s) of the university who are eligible for the social work field practicum and have expressed interest in this setting, without discrimination on the basis of age, gender, race, color, ethnicity, national origin, religion, disability, or sexual orientation. The field education experience consists of a 400 clock hour practicum.
2. To participate with the director of field education and student(s) in pre-placement conferences for the review of field setting learning opportunities, and arrangement of student hours and instruction schedules.
3. To appoint a qualified professional staff member to serve as field instructor or task supervisor and provide adequate time and resources for her/him to perform the responsibilities of the field instructor as described below.
4. To provide opportunities for student(s) to engage in the full range of social work service provision on the micro, mezzo, and macro levels of practice.
5. To provide needed physical space and resources for the student(s) during the field practicum.
6. To provide coverage for the student(s) under the setting's automobile and/or liability insurance policy as appropriate for volunteers within the setting. The student(s) will be covered under the university's student liability insurance policy, but some settings may choose to include the student(s) under their volunteer liability policy as well.
7. To sign and submit any agency-specific agreements necessary to initiate partnership with the Southern's School of Social Work.

Field Instructor

The emphasis of field instruction is on the development of a sound educational practicum experience. In working toward this, the field instructor serves as an administrator, educator, and model. The field instructor agrees to the following responsibilities:

1. To supply the program with a current CV or résumé each academic year that a student is in placement at the request of the Office of Field Education.
2. To assume on-site responsibility for the student's field education experience (including the responsibilities of the task supervisor, listed below, when there is no task supervisor utilized in the placement).
3. To collaboratively assess the learning needs of the student within the context of the program's competencies and to establish appropriate learning activities.
4. To assign tasks that are suitable in terms of the student's capacity to carry out functions in the field education setting, recognizing the student as a developing professional.
5. To prepare and conduct individual weekly *one-hour* scheduled supervision conferences with the student.
6. To help the student integrate theoretical knowledge and knowledge from previous experiences with the student's present practice, challenging the student to expand professional skills, knowledge, and values.
7. To confer frequently with the task supervisor and director of field education regarding the student's progress.
8. To advocate for student access to learning experiences within the field setting and the professional community.
9. To meet program requirements by attending meetings for field instructors including the mandatory annual field instructor training, writing evaluations on student performance, and signing and submitting field-related papers.
10. To contact the faculty liaison/director of field education where there are concerns.

Task Supervisor

In cases where a qualified field instructor is not available within the field setting, the SAU School of Social Work provides the opportunity for students to utilize a task supervisor as the person they are immediately responsible to in the field setting. However, all students must have an approved field instructor who meets with them weekly for supervision in order to reinforce the social work perspective. The School of Social Work will assign a qualified field instructor in those situations where a task supervisor is used. The task supervisor agrees to the following responsibilities:

1. To complete field instructor training(s) provided by the School of Social Work.
2. To orient the student to the field placement setting, familiarizing the student with the setting's structure, policy, objectives, accountability mechanisms, and relationship to the community.
3. To review safety procedures with the student, especially those that may be unique to the setting and its clientele.

4. To work closely with student in the delivery of services by scheduling the student's work assignments, integrating the student's work with the work of the setting's personnel, and assisting the student in meeting professional standards in the workplace.
5. To collaborate frequently with the field instructor and student regarding the student's progress.

Student

The School of Social Work regards the student as an adult learner, capable of identifying his/her learning needs and shaping the educational process. The field education experience is a bridge from the student role to the professional role, which is exemplified by the student's growing responsibilities. The student agrees to the following responsibilities regarding field education:

1. To assume professional responsibility and appropriate accountability for assigned client services and other field activities.
2. To prepare a field education learning plan with the field instructor's input, revising it as necessary.
3. To initiate and participate in weekly supervisory conferences with the field instructor, prepare and submit a weekly journal to document field work, share reactions to and questions about the field education experience, and advise the field instructor of new learning needs.
4. To schedule an interview with perspective agency AFTER receiving directive from the Office of Field Education.
5. To submit the following required field documents with signatures on Sonia:
 - a. Field Placement Setting Contract
 - b. Field Education Confidentiality Statement
6. To participate in selected field setting activities (e.g., staff meetings, conferences, in-service training, and committee work), when these are not in conflict with campus-based courses, seminars, or other commitments.
7. To obtain field setting approval for the use of any case material or records outside of the setting while maintaining accepted standards of confidentiality.
8. To inform the field instructor of classroom assignments which relate to field instruction, and share material when relevant.
9. To confer periodically with the director of field education about learning experiences and any problems or concerns related to the field education assignment.
10. To secure transportation to and from the field education placement setting.
11. To prepare a field education learning plan with the field instructor's input, revising it as necessary.
12. To initiate and participate in weekly supervisory conferences with the field instructor, prepare and submit a weekly journal to document field work, share reactions to and

questions about the field education experience, and advise the field instructor of new learning needs.

13. To inform the field instructor of classroom assignments that relate to field instruction and share material when relevant.
14. To connect with their field liaison for a site visit during the 400 or 500 practicum.
15. To confer periodically with the director of field education about learning experiences and any problems or concerns related to the field education assignment.
16. To provide payment or screening fees and mileage costs that the field setting does not cover.

Field Education Policies, Criteria, and Procedures

This section of the SAU School of Social Work's *BSW Program Field Education Manual* specifies policies, criteria, and procedures for selecting field education settings and field instructors, placing and monitoring students, maintaining field liaison contacts with field settings, and evaluating student learning and field setting effectiveness. This information also describes how these field education elements are congruent with the program competencies.

Selecting Field Education Settings and Field Instructors

Selecting field education settings and field instructors is a central and ongoing activity of the director of field education. The director of field education initiates and maintains contact with community agencies and service providers in order to facilitate the development of collaborative educational agreements. After identifying a potential field setting, the director of field education proceeds to the next step in the selection process by meeting with personnel and determining the eligibility of a setting social worker to become a field instructor. When a field setting meets the program's criteria for setting selection and a qualified field instructor agrees to accept students, the director of field education and the setting's personnel complete the BSW Field Placement Setting Contract. Once the director of field education has secured a setting contract, the field instructor undergoes mandatory training (face-to-face/online).

Field Setting Criteria

In order to be eligible as a program field setting, the setting must offer adequate field education opportunities for students as evidenced by the following criteria:

1. The setting employs a qualified BSW or MSW social worker who can serve as a field instructor, or is willing to make provision for qualified supervision to complement agency services (see field instructor qualifications below).
2. The setting provides services that will expose students to the experiences required in the program's field learning plan and meet the program's competencies for field instruction.
3. The setting can offer opportunities for students to engage in social work services, assuming a workload under the supervision of a field instructor.
4. The setting can offer opportunities for students to engage in the full range of social work service provision on the micro, mezzo, and macro levels of practice.
5. The setting will accommodate for one hour of weekly field instruction per student.
6. The setting is able to supply adequate workspace and resources for students to learn and perform their duties in a professional manner.
7. The setting is able to supply adequate workspace, equipment and access to needed resources for students to learn and perform their duties in a professional manner.

Note: The BSW Program recommends placements based on having screened settings and students and making the best matches available. Students and agency field instructors accept the placement after an on-site interview of the student.

Field Instructor Criteria

Field education settings, when possible, shall supply a qualified field instructor as defined by the following criteria:

1. The field instructor must hold a BSW or MSW degree from a Council of Social Work Education (CSWE)-accredited social work program.
2. The field instructor must have at least three months (for those holding a MSW) or at least two years (for those holding a BSW) of experience in the field setting post degree completion.
3. The field instructor may not have any documented NASW sanction in force on record.
4. The field instructor must have adequate time available to supervise and engage with the student and agree to provide one hour of direct field education supervision weekly.

In cases where a qualified field instructor is not available within the field setting, Southern's social work program provides the opportunity for students to utilize a task supervisor as the person they are immediately responsible to in the field setting. Task supervisors must have at least one year of social work experience; however, in order to reinforce the social work perspective, all students must have a fully-credentialed field instructor who meets with them for a minimum of *one hour* per week for field supervision. The School of Social Work will identify a qualified field instructor in those situations where a task supervisor is used.

Note: In the event that a field instructor does not hold an accredited BSW or MSW degree, the School of Social Work will assume responsibility to reinforce a social work perspective. This will be accomplished through oversight by the Field Education Office.

Dual Relationship Policy

When assigning field instructors to students, the School of Social Work adheres to pertinent standards in the *NASW Code of Ethics* concerning dual relationships and conflicts of interest. In the context of field education, dual relationships occur when a field instructor maintains a relationship with a student in more than one domain, whether professional or personal. Dual or multiple relationships can occur simultaneously or consecutively. In the event that a dual relationship does exist, the student must petition for approval from the Field Education Office prior to field placement. The student will not begin to accrue hours until the field instructor has been approved.

Placing students

The BSW program ensures that students are properly prepared to enter the field education experience. Courses in the program curriculum reinforce specific areas of field readiness, including knowledge regarding the program's competency practice behaviors and the *NASW Code of Ethics*.

BSW Field Readiness Criteria

The BSW program ensures that students are properly prepared to enter the field education experience. Courses in the program curriculum reinforce specific areas of field readiness, including knowledge regarding the program's competency practice behaviors and the *NASW Code of Ethics*. During the students' winter semester of the junior year, the application process for the field education experience begins. Through the SOCW 391 Junior Practicum course students will complete a field practicum experience for a total of 40 clock hours to meet the field readiness requirements.

The BSW student must meet the criteria listed below to be eligible to begin the 400-hour Senior Social Work Practicum (SOCW 428, 429). The student may not begin to accrue hours in the field until the director of field education has confirmed the placement.

1. The student must have completed or be currently completing the fieldwork prerequisite courses for the major (see below).
2. The student must have an overall GPA of 2.5 or higher and a GPA of 2.5 or higher in all classes designated SOCW to be considered academically eligible.
3. The students must participate in the School of Social Work field placement selection process.
4. The student must complete all of the required field readiness assessments.
5. The student must submit a completed BSW Field Placement Application and all required attachments to the director of field education.

| Fieldwork Prerequisite Courses |
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| <p><i>Prerequisites:</i></p> <ul style="list-style-type: none">SOCW 211 – Introduction to Social WorkSOCW 212 – Social Welfare as an InstitutionSOCW 213 – Interviewing SkillsSOCW 311 – HBSE I (Human Behavior and the Social Environment I)SOCW 312 – HBSE II (Human Behavior and the Social Environment II)SOCW 309 – Social Work Practice with IndividualsSOCW 321 – Social Work Practice with Families and GroupsSOCW 391 – Junior Field PracticumSOCW 413 – Networking and Career Development |

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| <p>Acceptance into the Social Work Program Acceptance with Field Program</p> |
| <p>Required Cognates: BIOL 103 – Principles of Biology MATH 215 Statistics (IN-4) PSYC 122 or 128 – General Psychology/Developmental Psychology SOCI 125 – Introduction to Sociology BUAD 128 – Personal Finance OR ECON 213 – Survey of Economics OR ECON/ PLSC 224 Principles of Macroeconomics</p> |
| <p>Concurrent Co-requisites: SOCW 421 – Senior Portfolio Seminar SOCW 434 – Social Welfare Issues and Policies SOCW 441 – Integrative Seminar I SOCW 442 – Integrative Seminar II SOCW 455 – SW Practice with Organizations and Communities SOCW 497 – Research Methods</p> |

Other Readiness Considerations

In addition to the competency-related readiness factors presented and assessed by the BSW program, information regarding confidentiality, use of social media and technology, safety practices in the field, and awareness about harassment are covered in the Junior Practicum and Integrative Seminar courses, prior to or concurrent with, students entering their field practicum.

Confidentiality

Students are required to sign a Field Education Confidentiality Agreement form before starting their field practicum. The form is located in Sonia.

Use of Social Media and Technology

While at field practicum, students must refrain from checking their personal phones and devices for emails, phone calls, and text messages that are personal in nature and from conducting personal internet browsing from agency computers. Use of social media including text messaging, tweets, Instagram, and Facebook-type postings should never reference information or events related to field placement. **Work-related electronic documents that may be confidential in nature should not be downloaded or saved onto personal or home laptops, computers, or devices.** Other precautions should be taken to protect the boundaries between personal and professional and to protect the safety and privacy of the client and agency as well as the privacy of the social work student.

Safety

In addition to the material on safety covered in the courses, the practicum setting is also strongly encouraged to review safety procedures with students, especially those who may be unique to the agency and its clientele. Specific questions about safety should be discussed with the agency, field instructor or director of field education. State and local laws will be followed.

Harassment

The School of Social Work will not tolerate any form of harassment including:

1. Sexual/physical harassment.
2. Emotional/verbal harassment.
3. Racial/ethnic harassment.
4. Cyber harassment.
5. Any conduct that intimidates, threatens, or endangers the health and safety of any person.

Students are encouraged to examine policy within the practicum setting regarding harassment and should notify the faculty field liaison and the director of field education immediately in the event there is any incident which appears to involve harassment.

Specific Time Requirements

The BSW Social Work practicum is held during the senior year, beginning the first week of September and lasting through the third week in April. Students are to be present and engaged in the work of the field agency for 16 hours a week throughout the school year. Regular attendance in placement is expected for the entire scheduled field instruction period. A total of 400 field hours are required. There are no early placement opportunities available to students.

Students are to notify the field instructor when they must be absent because of illness or other reasons; if the absence is expected to last more than one week, they also must notify the faculty field liaison and director of field education.

All absences, except for official university holidays and required meetings arranged for by the School of Social Work, are to be made up in a manner mutually agreed to by the student, the field instructor, and the faculty field liaison.

Field/Class Conflicts

Students must not miss class to participate in fieldwork activities. The course instructor must approve any exceptions. In addition, regular or supplementary field experiences are not to be scheduled in conflict with students' class participation.

Early Termination of Placement

Early termination is only considered under extenuating circumstances. It is very difficult to develop an adequate learning experience for a student in a new placement in mid-semester or

mid-year, thus requests for changes of placement must involve the director of field education. If the student or field instructor initiates a change in practicum, she/he must first contact the director of field education and participate in a formal problem-solving process meeting. If the problem-solving process results in the decision to terminate, the student and field instructor must complete a Termination of Practicum Petition form. A student may not search for a new practicum until she/he has approval from the director of field education. The student is expected to complete an Appeal Plan prior to starting in a new practicum. Students should expect the entire change process to take at least four to six weeks.

Employment-Based Field Placement

The Council on Social Work Education's (CSWE) standards address the need to maintain the educational focus of the field experience, to differentiate between job and field activities throughout the BSW program. In addition, CSWE standards stress that such agencies commit the necessary resources to facilitate the student's progress in the educational program even though the student may also be an employee. CSWE standards also require that coverage of educational objectives for field be the foundation for decisions around a student's field experience.

Students who desire to have a field practicum in the setting where they are also employed must have worked a minimum of three (3) months, submit a completed Employment-Based Field Application in Sonia, and be approved by the Field Education Office. To ensure the role of student as learner, it is incumbent upon the student to clearly differentiate between employment responsibilities and field education learning experiences. The contract states that the student will use field education time to fulfill the assignments and educational experiences outlined in the student's learning plan. A job description and a clearly defined field education learning plan are required before the placement can be confirmed. The student's employer must agree in writing to allow the student to fulfill field education requirements in the employment setting.

Once the student has received approval from the Field Education Office, the field instructor, in partnership with the director of field education and field liaison, assure that the student's field placement is designed to provide them with opportunities to demonstrate developing competence in specific practice behaviors. In situations where an employment setting does not provide sufficient opportunity for the student to demonstrate the competency practice behaviors, it will be necessary to make arrangements with additional social service settings where completion of the learning plan requirements can be accomplished.

Field Hours on Hold

A student's hours will be placed on hold if submission deadlines for documentation are not met. When a student's hours are placed on hold, he/she is still required to go to his/her practicum, but hours will not be counted. Hours begin accruing again once documents have been submitted. However, hours while on hold are not retroactive. After one occurrence of hours being placed on

hold, the Office of Field Education may restrict a student from going to practicum until documentation is submitted. If hours are restricted, a reinstatement meeting must occur.

If you miss practicum due to illness or vacation etc., this must be indicated in the journal and a zero placed in the number of hours accrued section. In addition, if your hours are on hold, you still need to write a journal complete with information of what you did at practicum even though the hours total is zero, as hours are not accrued during this time.

Finishing Hours Each Semester

Once you have reached completion of your 200 hours, you are finished accruing hours for the semester and are not required to continuing going to your agency. However, please make sure that your final fall learning plan has been scored and signed by your field instructor so that you can receive the points assigned to this. Make sure to discuss your end of the semester/transition to next semester with your agency and field instructor so that they are aware of your return date. If you are still behind on hours, please contact the director of field education so that she can assist you in locating and participating in additional opportunities to earn field hours or discuss with you options over the holiday break or at the end of winter semester.

Bonus Hours

Students may receive one hour maximum each week for Sonia documentation (journaling – if written prior to weekly supervision) and one hour maximum for self-care. These hours should be included in the total hours for the week and should be documented in the weekly journal. Students can only access bonus hours if they attend practicum that week. Bonus hours are not counted when students do not attend practicum.

Student Leave from Practicum

It is understood that occasional illness or other emergency may necessitate absence from the practicum. Students are expected to work out these arrangements with the field instructor.

If the absence is more than two weeks, the director of field education should be notified by the student or field instructor.

In-Progress (IP) in Field

IPs are given until all field-related requirements have been met. Scores of 4 or higher are required by the end of the practicum year to receive a passing grade. Journal scores of 16 or high are also required to pass.

Evaluation Grades in Field

Scores of 3 or higher are required on the final fall learning plan evaluation. Scores of 4 or higher are required by the end of the practicum year (400 hours) to receive a passing grade. Journal scores of 16 or high are also required to pass.

Monitoring Students and Maintaining Field Liaison Contact

Students are closely monitored in their field education experience and field placements are evaluated to ensure they are providing a quality learning experience for students, which facilitates the achievement of program competency practice behaviors. Monitoring the quality of field instruction is accomplished through face-to-face, e-mail, electronic meetings (Zoom, Skype, etc.), and phone contacts among student, field instructor, director of field education, and field liaison.

Monitoring Students in the Field Setting

Oversight of students in field education takes place through the Integrative Seminar courses. The faculty who teach these courses monitor students' field placement experiences through specific class discussions and assignments.

While in the field setting, the student is assigned to a qualified and trained field instructor. It is a program requirement for the student and field instructor to meet for a minimum of *one hour per week* for direct supervision. The ongoing evaluation of a student's performance is an integral part of the field instructor's responsibilities. During weekly supervision, the field instructor and student discuss the documentation in the journal for that week. This may include performance strengths and weaknesses, progress towards achieving competence in the practice behaviors, and professional responsibility. It is advised that the field instructor submit comments in that week's journal during the supervision meeting in order to approve their time for the week.

The monthly document (Monthly Field Journal August, Monthly Field Journal September, etc.) is due to the director of field education by the first Monday of each month by 11:59 p.m. for review, feedback and grading. PLEASE NOTE: *Blank journal forms for subsequent months will not appear in Sonia until the field instructor has made the submission to the director of field education.*

Maintaining Field Liaison Contacts with the Field Setting

If the School of Social Work assigns a faculty field liaison to each student registered for practicum, the field liaison must be either a full-time social work faculty member or an adjunct faculty member contracted as a field liaison. Field liaisons undergo training to prepare them to serve in their role as a primary contact person between the BSW program and the field setting.

Field liaisons will make field setting site visits during the course of the practicum cycle to assess the student's learning and to provide guidance and support to the field instructor. The field liaison is expected to visit the field setting at least one time during the practicum cycle. In addition to the face-to-face visit(s), email correspondence or phone conferences may also be scheduled at the student's, task supervisor's, or field instructor's request, in order to address concerns in the field placement.

Evaluating Student Learning

Evaluation is an important part of the educational process and should be ongoing throughout the year. The BSW Field Education Learning Plans (one learning plan for the Fall Semester and another for the Winter Semester) are the primary tools for evaluating students' progress and are done twice within the school year, shortly before the end of each semester. These formal evaluations enable the school and the student to see how well the student is applying social work knowledge, values, and principles to practice. In addition to formal assessment methods, ongoing evaluation of students' learning is achieved through weekly *one-hour* supervision meetings with the field instructor, as well as through liaison site visits. The director of field education, in consultation with the field instructor and the field liaison, assigns the student a final practicum grade.

Learning Plan Time Regulations for Field Practicum Students

The learning plan is the foundation upon which the student's practicum experience is built. This document is primarily developed by the student and the field instructor. However, the director of field education or field liaison, may offer additional information with suggestions.

As the key document of the practicum experience, the student and field instructor will complete an Individualized Field Education Plan to support the student in the development of the learning plan. This form must be submitted to the director of field education within two (2) weeks of the student's practicum in Sonia. Students may begin accruing hours the day after their first Integrative Seminar class.

If the student fails to submit the learning plan by the end of the fourth week of the practicum experience, the student will cease to accrue field hours and the field instructor, task supervisor, and field liaison will be notified. *The student will be required to continue in the practicum placement, but will not accrue practicum hours until the learning plan has been submitted to the director of field education and has been approved.*

Midterm/Final Evaluations

Student learning evaluation is guided using the BSW Field Education Learning Plans as an instrument. The learning plan is developed by the student and the field instructor in consultation with the task supervisor. The learning plans (initial, mid-term and final for each semester) make explicit what the student's learning activities will be for the school year. The field instructor can use the learning plan to direct the student to the educational opportunities (cases, projects, meetings, etc.) that are most appropriate for the student's current skills and which are related to program competencies and practice behaviors. The learning plan may be modified as mastery is achieved, new needs emerge, or additional field education experiences become available. The student completes and submits the learning plan electronically via Sonia. Students should complete 100 hours of accrued field hours by the fall mid-term evaluation. Students should have

a total of 200 hours by the fall final evaluation. In the winter semester, hours continue to accrue at the same placement. At the winter mid-term evaluation should students should have accrued 300 hours of field. Students must have completed the 400 hours required for BSW practicum by the winter final field evaluation.

The field learning plan includes a built-in evaluation section that is to be used for both mid-term and final evaluations for the fall and winter semesters. The field instructor completes the assessment section of the learning plan and reviews the results with the student during both the mid-term and final evaluation periods. The field instructor will include qualitative responses in the feedback section for areas receiving a score of 3 and below. These areas will require ongoing development. See section on Evaluation Grades in Field.

The learning plan evaluation scale is as follows:

1. Unsafe Performance
2. Beginner Performance
3. Standard Performance
4. Professional Performance
5. Exceptional Performance

By the end of the field practicum experience each student is required to achieve a level of 4 or higher on each program competency in the learning plan evaluation to successfully complete the field education requirement. It is the student's responsibility to complete the learning plan for the field instructor to review and sign in Sonia.

Field Instructor Evaluation of Student

Ongoing evaluation of a student's performance occurs both informally and during structured weekly supervision appointments. Evaluation of the student's learning is accomplished during weekly face-to-face supervision through: (1) identifying performance strengths and weaknesses, (2) evaluating progress towards achieving mastery of the practice behaviors as identified on their Learning Plan, and (3) verifying the weekly journal and time (form in Sonia). The student writes journals each week to discuss with his/her field instructor. At the end of the month the journal form is submitted for the director of field education to review and give feedback.

Field Liaison Evaluation of Student

The School of Social Work assigns a faculty field liaison, the field liaisons maintain contact with the student and field instructor and schedule visits to observe the student in the practicum setting. The site visit is an opportunity to assess student learning, student/field instructor interaction, and the field setting in general. Feedback is solicited from both field instructor and the student about their perceptions concerning the student's field experience. The field liaison records observations and data gathered from the setting visit on the Field Liaison Contact Form. This feedback is shared with the director of field education.

Evaluating Field Setting Effectiveness

The BSW program continually evaluates field placement settings to ensure they are providing a quality learning experience for students. Field settings effectiveness is monitored through both formative and summative means. These evaluation measures address how well the setting provides learning experiences that enable students to develop and demonstrate all of the program's competencies.

Formative evaluation of field settings occurs weekly through the information students share in the Integrative Seminar class or in their weekly field journal. If students experience significant negative interactions or circumstances, they report those experiences to the seminar professor (generally the director of field education). In the event that the faculty member teaching the seminar course is not the director of field education, the professor immediately informs the director of field education. The director of field education has the responsibility to determine whether or not the problem the student is experiencing is performance related. Some examples of non-performance situations that can result in negative field experiences are the following:

1. Inadequate setting resources or learning opportunities to support field education requirements
2. Unanticipated "mismatch" of student and field education setting needs
3. Agency reorganization
4. Personality or ideological clash between field instructor and student

All reported negative experiences are followed up. The director of field education may set up an appointment with the student to discuss the situation in a more in-depth way than is done in the class setting or, if the situation falls outside the expected professional standards of the profession or seems to indicate that the setting is not meeting program criteria, the director of field education will then contact the field setting to explore the situation from the perspective of the setting personnel. If the issue is not resolved at this level, the director of field education will set up a meeting with the student and setting personnel to determine a course of action. On rare occasions where an appropriate and equitable solution is not found, the director of field education may elect to change the student's placement.

Summative evaluations of field placements occur several times throughout the field experience. The field liaison visits provide opportunities for field setting evaluation and documentation. Students also give direct feedback about field settings at the end of their practicum through the Practicum Setting Evaluation form, which is completed as part of their Integrative Seminar class.

In the event that a field setting is thoroughly evaluated and the director of field education concludes that it does not meet the program's criteria as an effective setting for field education placements, the setting is removed from the program's roster. The setting may be reinstated after it is evident that the inadequacies have been appropriately addressed.

Unsatisfactory Performance in Field Setting

The field instructor plays a pivotal role in identifying unsatisfactory performance early in the practicum experience and should discuss areas of concern with the student and notify the liaison immediately. If the student does not demonstrate measureable growth in the identified areas within a reasonable period of time, the director of field education should be notified. A joint meeting with the student, field instructor, task supervisor, field liaison and director of field education should be convened to develop strategies for remediation.

Student Problems in the Field Placement

The School of Social Work requests that the field instructor document and notify the director of field education promptly regarding any concerns about the student's performance in the agency. This includes, but is not limited to, any incident of professional misconduct that has been committed during field practicum. All incidents will be documented by the student's field instructor and sent to the director of field education. If needed, a meeting with the student, field instructor, field liaison/director of field education and at times a member of the BSW Leadership Team, will be held to assess and consider a plan for remediation. Students should be aware that they are to uphold the policies of the practicum placement, the NASW Code of Ethics, the policies of the School of Social Work and the policies established by Southern Adventist University for student conduct. Behavioral deviance to any of these entities may result in formal disciplinary action.

Termination of Field Placement

If attempts to resolve the problem fail, a student may be asked to leave the placement or repeat their practicum. In the case of this occurrence, at the discretion of the director of field education and the BSW Leadership Team, there are several possible outcomes:

1. The student will be placed in a different agency and may be asked to repeat their practicum.
2. The student may be required to complete an additional number of field hours in their field placement.
3. The student may receive an "F" and/or be dismissed from the BSW program.

Field Education Non-Academic Dismissal Policy

This policy addresses the issue of non-academic dismissal from field education and is separate from policies regarding academic standing. A student may be dismissed for failure to comply with non-academic standards, even though the student is in good academic standing.

The School of Social Work uses the *NASW Code of Ethics* as the standard for professional social work conduct. Prior to beginning field placements, students are required to sign a commitment to support and uphold the Code of Ethics. Consistent failure to demonstrate compliance with social work values, ethics, or professional behavior may warrant non-academic dismissal from field placement. Non-academic dismissal from the field may also result in dismissal from the MSW program.

Reasons for non-academic dismissal from field placement include, but are not limited to:

1. Insensitivity for human needs, inflexibility, inappropriate attitudes toward diversity, or lack of social consciousness.
2. Lack of professionalism.
 - a. Inability to establish and maintain positive and constructive interpersonal relationship with client and field instructor,
 - b. Inability to perform professional duties due to personal problems, refusal to accept and follow instructions through on field placement assignments,
 - c. Attendance problems or failure to communicate with field instructor about schedule difficulties,
 - d. Consistent lateness,
 - e. Inability to meet deadlines or complete work.
3. Inability to demonstrate appropriate control of emotional involvement.
4. Inability to demonstrate professional assertiveness.
5. Inability to work as part of a collegial network.
6. Inability to recognize and resolve ethical conflicts and dilemmas within the social work practice.
7. Inability to prioritize duties or responsibilities.
8. Inability to establish and maintain appropriate boundaries.

A student's right to appeal a non-academic field education dismissal will be granted through the standard procedure outlined in the School of Social Work *BSW Student Handbook*.