



WAYNE STATE
School of Social Work

Challenging Minds, Leading Change, Transforming Lives

FIELD EDUCATION MANUAL

2019

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I. INTRODUCTION

A. MISSION STATEMENT

As a school within an urban research university, the mission of the Wayne State University School of Social Work is to transmit, develop, critically examine, and apply knowledge to advance social work practice and social welfare policy in order to promote social, cultural, and economic justice for the betterment of poor, vulnerable, and oppressed individuals, families, groups, communities, organizations, and society, by:

- preparing ethical and competent social work generalists, advanced practitioners, and scholars at the BSW, MSW, and PhD levels, respectively, with learning that primarily emphasizes urban settings;
- conducting research, primarily relevant to urban populations; and
- providing innovative leadership and service to the urban community and the profession.

B. NON-DISCRIMINATION AND EQUALITY-OF-OPPORTUNITY POLICY

Wayne State University is an equal opportunity/affirmative action institution, committed to a policy of non-discrimination and equality in all of its operations, employment opportunities, educational programs, and related activities.

This policy embraces all persons regardless of race, color, gender, national origin, religion, age, disability, marital status, or political or sexual orientation, and it expressly forbids sexual harassment and discrimination in hiring, terms of employment, tenure, promotion, placement and discharge of employees, admission, training, and treatment of students.

Wayne State University complies with the Titles VI and VII of the Civil Rights Act of 1964, Executive Order 11246 as Amended, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Age Discrimination act of 1975, the Vietnam Era Veterans Readjustment Assistance Act of 1974, and Michigan Public Act 453.

II. OVERVIEW OF FIELD EDUCATION

A. OBJECTIVES OF FIELD EDUCATION

The Council on Social Work Education, (CSWE) in its Educational Policy and Accreditation Standards, (EPAS) stipulates:

Field Education is the signature pedagogy of the social work curriculum. Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

In addition, the Field Education program is committed to:

1. preparing competent practitioners to address the needs of vulnerable populations and persons for whom the quality of life is threatened;
2. preparing practitioners to provide social work services at the entry level (BSW) to address the needs of clients and populations in their transactions with the environment; and
3. preparing practitioners who practice at the advanced level (MSW) and integrate their analytic and practice skills with areas of social concern.

Achieving these objectives requires that students be placed in agencies and settings where they will have well-structured assignments and consistent field instruction. The BSW and the MSW field education curricula state the objectives and describe the content to be learned at the field placement.

1. IMPORTANCE OF FIELD EDUCATION

Field education is an integral part of the social work degree curriculum, and is required of all students in the BSW and MSW programs. Field placements allow students to create, practice, and strengthen skills needed to become effective workers through immersion in a professional social work environment. CSWE requires colleges and universities offering accredited social work degrees to provide students educational instruction and opportunities in five areas: human behavior, policy, practice methods, research, and field education/work.

B. FIELD EDUCATION AND THE URBAN MISSION

Through its urban mission, the school aims to prepare practitioners to serve those who are affected adversely by the conditions and problems endemic to urban societies and those oppressed by virtue of their race; ethnicity; sexual orientation; mental, emotional, and/or physical challenges; religious beliefs; place of national origin; gender; or socio-economic status.

Therefore, it is the policy of the school to require that all students have at least one field placement in the City of Detroit, the Detroit metropolitan area, or in another urban setting capable of providing field education serving those who are oppressed, vulnerable, and/or disenfranchised.

C. ORGANIZATION AND COORDINATION OF FIELD EDUCATION

The school develops objectives, curricula, policies, standards, and procedures for field education. The Director of Field Education is primarily responsible for administering and managing the program and for directing Office of Field Education (OFE) staff members who organize and coordinate field education experiences. The Field Education Advisory Committee, (FEAC) composed of faculty, agency representatives, and students, is a consultative body to the director, who chairs the committee.

D. OFFICE OF FIELD EDUCATION (OFE)

The OFE oversees the placement of BSW, MSW and PhD students at community agencies where they perform field placement; field education is one of the five educational areas required by CSWE for accreditation. The OFE employs staff to organize and arrange field placement opportunities for students in both the BSW and MSW programs. The Director of Field Education supervises the day-to-day functions of the OFE, and staff within the OFE includes an assistant to the director, three part-time placement assistants, a full-time secretary, and a student assistant.

Field placement is the component of social work education that helps students integrate classroom learning and reinforces course content. The OFE strives to ensure that students are placed at sites that provide meaningful opportunities to grow and learn. In addition, the OFE is responsible for assigning Faculty Field Liaisons and educating field instructors.

E. PROFESSIONAL STANDARDS

The social work profession demands of its practitioners a commitment to professional responsibility and the demonstration of appropriate interpersonal and ethical behavior. Therefore, the academic curriculum of the Wayne State University School of Social Work requires that all social work students maintain professional behavior in accordance with the *National Association of Social Workers Code of Ethics* and the following Professional Standards. Failure to comply with these standards constitutes academic misbehavior under the Wayne State University Student Code of Conduct and could result in a student's dismissal from the academic program.

Integrity: Students must behave in an honest and trustworthy manner with respect to all duties performed in connection with their field placements. This includes representations made in the initial application for placement, work conducted at the field placement, and all other representations made in field related assignments or at field related meetings.

Communication: Students must exercise professional judgment in all communications with other students, faculty, staff, clients, and other professionals.

Dress: Students must dress professionally and in a manner appropriate for their field placements. If students have questions about the dress requirements of their field placements, they should contact their assigned field instructor.

Confidentiality: Students must comply with all applicable ethical and legal standards for privacy and confidentiality as they relate to any and all communications made in connection with their field placements.

Attendance: Students must meet the attendance requirements of their field placements. This includes arriving at their field placements on time and working at the placements the whole time they are scheduled to work. This also includes prompt and reliable attendance at all other field related meetings and ancillary obligations.

Performance in Field: Students must actively engage in their field placements. This means that they must adequately prepare for the placement, consult with and follow the directions of their field instructors, and complete responsibilities consistent with their curricular year in accord with the specific requirements of their placements. If students have questions regarding their responsibilities, they must consult with their assigned field instructor and/or their faculty field liaison.

Self-awareness: Students must demonstrate the appropriate use of self-disclosure and exhibit knowledge of how personal experiences and values affect practice.

Self-regulation: Students must demonstrate emotional and behavioral regulation as well as unimpaired judgment in decision- making.

F. Technical Standards

The academic curriculum of the Wayne State University School of Social Work requires that social work students meet the following technical (minimal procedural) standards with or without reasonable accommodations.

- I. Communication Skills: Students must have the ability to communicate effectively orally and in writing when working with students, faculty, staff, clients, and other professionals.
- II. Intellectual Capacity: Students must have the ability to discuss and process information in a matter that is satisfactory based on the particular demands of their field placements. In addition, students must be able to think critically, analyze and interpret objective and subjective data, and apply effective problem solving skills while working in their field placements. Students must demonstrate the cognitive ability to effectively use and apply the program's competencies.
- III. Physical Capacity: Students must be able to meet the physical demands of their field placements, including demands relating to the use of sensory and motor skills.
- IV. Technological Skills: Students must be able to use the technology required to work at their field placements and complete all related assignments. This technology could include, but is not limited to, the use of computers, telephones, and agency databases.

Students who would like to request reasonable accommodations to assist them in meeting these technical standards should contact Student Disability Services:

5155 Gullen Mall
1600 Undergraduate Library
Detroit, Michigan 48202
Phone (313) 577-1851 or studentdisability@wayne.edu

G. FIELD EDUCATION HEALTH CLEARANCE POLICY

The School may require students in field placement to obtain assessments of their physical or mental health from health or mental health professionals approved by the School. The School of Social Work reserves the right to refuse to place or direct a student in field education if the physical or mental health status of the student indicates such action is warranted in order to safeguard clients, agencies, the student, other students, or the School.

H. FREQUENTLY ASKED QUESTIONS

1. What is the process for obtaining a field placement? What does the OFE do with my questionnaire and other requested placement materials?

BSW, MSW and PhD students receive an email containing login information for the Intern Placement Tracking System, IPT, via the Wayne State University email system beginning no later than one semester prior to the start of field placement. Students complete the Student Detail Page and upload a current resume following the instructions and guidelines given. The Student Detail page helps students to identify interest areas and preferred agency settings. Please note, no field site is guaranteed to any student. The OFE placement staff considers each student's interests, goals, and background to determine which agencies match a particular student's preferences. However, placement matches are ultimately based upon student curricular year and availability of an agency. MSW Advanced year students are also matched to agencies based on their concentration, so students planning to change concentrations or interest areas must do so before being assigned to a field placement. Students are urged to refer to the Concentration/Curriculum booklet for information on concentrations and are also encouraged to meet with the assigned academic advisor to review individualized plans of work.

Please note students are NOT to contact potential field placement sites regarding field placement opportunities. If a specific field placement site is of interest a student must notify the Office of field

Education and appropriate contact will be made as the School must ensure specific criteria are met.

2. Can I ensure that I get my first placement choice?

The OFE tries to place students in their preferred or similar agencies, but cannot make guarantees. The OFE considers many factors in placing students, and often compromises must be made.

3. What if I don't have a car?

Lack of access to a car may severely limit field placement options because many agencies are community based and may require students to perform field assignments that involve outreach, home visits, and community work. Students without cars may have to compromise their interests to be accommodated where public transportation is available. During inclement weather, all students should allow extra time for travel to and from field agencies.

4. Can I have a placement in the town where I live?

Depending upon the availability of appropriate placement opportunities, the OFE tries to place students near their homes. Students will always attend classes on Wayne State University

campuses. The school requires that all students have at least one field placement in the City of Detroit, in the Detroit metropolitan area, or in another urban setting that provides an opportunity for field placement which serves those who are vulnerable, oppressed, and/or disenfranchised.

5. Can I do my field placement at my current place of employment?

Possibly. This is called a *Place of Employment or work-site placement*, and some students are eligible for this arrangement. Students interested in doing their field placement with their current employer must submit an application to the Office of Field Education describing the agency, its programs, the position held and duties, the work schedule, and the name and title of the appropriate supervisor(s). The application and policy for work site placement are available from the OFE. All applications are considered on an individual basis and the final decision rests with the OFE.

6. Can I arrange my own field placement?

No. While the OFE is always interested in new field placement sites and encourages suggestions for field placements from students, all field placements must be arranged by the OFE. Students are asked **NOT** to contact agencies to arrange field placements. Agencies must have a new agency field placement application on file and have an individual available to provide supervision in accordance with School standards. All application material for field placement sites is available from the OFE.

7. Can I be placed at an agency that is not currently approved by the school?

Yes. If the agency meets the school's criteria for an approved field placement site, as determined by the OFE, and has an approved application on file, then the site can be used for field placement.

8. How much time should I reserve for field placement each term?

The chart below explains the clock hour requirements for students in field placement.

Year	Hours per week	Weeks per semester	Semesters	TOTAL clock hours	Total Credits
BSW Seniors	16	14.5	2	460	10
BSW WOW Seniors	16	14.5	2	460	10
MSW Foundation Year	16	14.5	2	450	8
MSW Advanced Year	16 or 24*	14.5	2	450 or 676*	8 or 12*

*Only Advanced Year MSW students (traditional or advanced standing) may opt to do Field placement for 24 hours each week instead of the traditional 16. This is often called a "three-day placement" and is an option for students in place of some elective credits.

Students are expected to have regularly scheduled field days when their supervisor is on site, and field days should be 8-hour days. MSW Advanced Year students should consult their academic advisor prior to selection of additional credits in field. Because it is difficult for students to work

full-time, take classes, and do field placement, students are encouraged to reduce their employment to no more than 20 hours per week. If they are not able to do this, they should consider the school's part-time option. Students should discuss all scheduling arrangements at the field placement interview prior to beginning field placement. For BSW students, the ratio of credit hours to clock hours is 1:46. For MSW students, the ratio is 1:56.25

Please note: part-time students have the same field placement requirements as full-time students. The course work is simply extended over a longer period of time.

9. Can my placement be arranged for evening and/or weekend hours?

Most likely not, as students need to be in field during normal agency business hours for a minimum of 2 days, 16 clock hours, per week at times when their field instructor/task supervisor is also on duty and available for supervision.

Students in both the full-time and part-time BSW and MSW programs are expected to meet the same field placement requirements within the specified time allotted.

10. What are the main differences between the Foundation MSW program and the MSW program with Advanced Standing status?

Students in the **Foundation Year MSW program** are able to complete the MSW degree in 2 years for full-time students or 4 years for part-time students. These students do not hold a Bachelor of Social Work degree from a CSWE-accredited school and must complete two field placements.

Students in the **MSW program with Advanced Standing** hold a Bachelor of Social Work degree from a CSWE-accredited school and are able to complete the MSW degree in 10 months for full-time students or 2 years for part-time students. These students complete one field placement as part of their advanced curriculum.

11. Can I enroll in more or fewer credits of field placement than the number required?

No. Students must register for only the identified number of credit hours for the program in which they are enrolled. All students must have a plan of work which identifies the number of credit hours for all courses, including field placement. Students in the advanced year of the MSW program have the option of either a two-day (4 credits per semester) or three-day (6 credits per semester) field placement. Once this choice is made, it CANNOT be changed.

12. What is the difference between an academic advisor, a Faculty Field Liaison, and a field instructor?

An **academic advisor** is a member of the school's academic staff who advises students on academic matters, typically including course planning and registration.

A **Faculty Field Liaison** is assigned by the OFE to the agency in which a student is placed. The Faculty Field Liaison is either a full-time or a part-time faculty member who monitors and grades the student's field placement performance. The Faculty Field Liaison also provides assistance and feedback to the student at the agency and mediates placement-related issues, including any that might occur between the student and the field instructor.

A **field instructor** is a Masters-level Social Worker (LMSW) with 2 years post-MSW experience and is eligible for licensure in the State of Michigan or another qualified individual identified by the WSUSSW. The Field Instructor is an agency staff member, or affiliate, who supervises students at the field placement agency. The field instructor also evaluates students and provides feedback to the Faculty Field Liaison for grading.

13. How do I find out who my Faculty Field Liaison is and how do I contact him/her?

At the start of the term, Faculty Field Liaisons are assigned to work with agencies based on their scholarly interests and other preferences. Although we try to maintain continuity, Faculty Field Liaison assignments may change because of sabbaticals, other leaves, or other academic commitments. At the start of the semester, students will be able to access the assigned Faculty Field Liaison via their Student Detail Page on the Intern Placement Tracking System, IPT. This information will include contact information- email and phone number. If you have any questions about your Faculty Field Liaison assignment, check with the OFE.

14. What if my agency is not what I expected or is not meeting my learning goals?

Our policy is that traditional BSW and MSW students in field placement must be at the same agency for a minimum of two consecutive terms. Once you have started field placement, you should discuss any placement-related issues with your Faculty Field Liaison. Any decisions about whether a student should be re-assigned to another agency must be made by the Faculty Field Liaison, the field instructor, and the student, in consultation with the Director of Field Education. Students sometimes request a change of placement for one term only. Generally, agencies cannot accommodate students for only one term nor are one-term placements sufficiently beneficial to a student's education experience. Agencies cannot provide substantial assignments nor invest in training a student who will leave the agency after one term.

Also, brief field placements for MSW advance year interpersonal practice students make it difficult to establish client rapport and develop working relationships.

15. Can students interview at multiple sites before deciding on a field placement?

While the OFE works hard to offer students choices in agency selection, allowing multiple interviews for over 600 students enrolled in the BSW and MSW degree programs would make it less likely for students to be placed at their preferred sites. Competition for sites among our students and those of other neighboring schools is high, and agencies tend to select students with the most work experience. Our policy protects students with less work experience, and allows the OFE to offer more individual attention to students. It also ensures that all students are placed as quickly as possible. If the student or field instructor believes that the match is not suitable, the student will have the opportunity to interview at another agency, a process that continues until the student is successfully placed, unless it is determined that the student is not ready for field placement at that time.

16. Do agencies offer stipends to students?

We strongly encourage agencies to provide stipends; however, policies vary and the decision is entirely up to the agency. Stipends are usually quite small. Sometimes agencies offer stipends to encourage a larger time commitment or to make the placement more attractive. Sometimes agencies fund modest stipends through grants.

17. Do agencies hire students when they graduate? If so, which agencies?

Yes. Students are occasionally hired by their field placement sites following graduation, but there is no dependable pattern of which agencies do this. However, the Office of Admissions and Student Services is happy to offer employment assistance

18. What are the procedures for making up missed field placement days?

All absences from field placement **MUST** be made up. Students who miss field placement days, or who start field placement late, should have a plan to make up the hours missed in their field placement learning plan, which must be developed with the field instructor and approved by the Faculty Field Liaison. The learning plan may also include strategies for fulfilling field placement clock hours such as working evenings, weekends, or during school breaks.

19. Should I disclose my intern status at my field placement agency?

Yes. Unless the agency has a policy dictating otherwise, students should disclose intern status in an appropriate manner at their field placements.

20. Why is there a fee for field?

The university and the school require liability insurance coverage before a student begins field placement to cover any incidents that occur at the field site for which the student may be implicated. Social

Work students will be covered under a universal policy purchased by the School of Social Work. Your field fee will go towards this purchase.

21. What happens if I do not disclose information related to ANY history or current legal interactions?

Students are being asked to provide honest responses of prior or current legal interactions. Examples of these may include, but are not limited to: a misdemeanor, felony, excessive citations, arrests, revocation/suspension of license, child or adult protective services clearance involvement, and any other information that may appear on a background check. Failure to comply may result in a referral to the Professional Review Committee for review and sanctions.

III. ROLES AND RESPONSIBILITIES OF INVOLVED PARTIES

A. OVERVIEW

	Main Purpose:	Relationship With Student:	Relationship With School:	Example of When Contact Would Be Appropriate:
Field Placement Site	To serve as the physical field placement location	To offer a facility in which the student can practice and develop skills	To offer a facility in which the school can place the student to practice and develop skills	Student is at the field placement site 2 days per week for 8 hours per day
Director of Field Education	To provide direction, organization and meaningful purpose to field-education experiences	To guide all parties and oversee placement sites to ensure proper experience is gained	To coordinate and supervise the OFE	Student speaks with the Faculty Field Liaison about a concern and is referred to the Director of Field Education
Placement Assistant	To review student interest, contact agencies, and arrange field placements	To work with the student to arrange field placements	To find and maintain appropriate field placement opportunities	Student receives IPT notice directing him/her to contact an agency, but is confused as to the next steps
Faculty Field Liaison	To serve the student as a liaison between the school and field placement site	To offer instruction, guidance, and to assign a grade for field placement	To offer feedback regarding student performance and field placement sites	Student is at field placement and does not like the experience; the student wants another placement
Field Instructor	To provide the student with on-site supervision and guidance	To offer instruction, clarification, and supervision while at the field placement site	To provide the student with a qualified instructor able to guide and explain the field-learning process	Student is at the field placement and has a concern
Task Supervisor	To provide day-to-day supervision of tasks, as approved by the Field Instructor	To offer instruction and clarification of tasks in the Field Instructor's absence	To offer feedback regarding student performance in the Field Instructor's absence	Student is at the field placement site and has a question about a client in group when the Field Instructor is absent
Student	To practice the skills needed in order to be an effective, professional worker	--	To expect a quality field experience while actively participating in the placement process	Placement assistant is informed of an agency opening and calls the student inquiring if interested

B. PROFESSIONAL CONDUCT

Students come in contact with numerous field education professionals on a consistent basis; therefore, all parties involved are expected to present themselves and act in a professional manner. The OFE creates and maintains relationships with field placement agencies in order to offer students the best field placement experiences possible. Any inappropriate behavior must be reported immediately to the Director of Field Education or the Associate Dean of the school.

The following are professional conduct expectations related to field placement:

- Field Placement Site: will provide students a quality learning experience consisting of professional guidance, appropriate working conditions, and tasks related to learning objectives.
- Director of Field Education: will provide students with appropriate feedback and consultation in the arrangement of field placements and the delegation or resolution of concerns.
- Placement Assistant: will interview and work with the student to review the Student Detail Page and offer the most appropriate and meaningful field placement opportunity available.
- Faculty Field Liaison: will work with the student and field instructor to ensure the goals outlined in the learning plan and the field placement course objectives are being met.
- Field Instructor: will provide the student with a meaningful field placement experience that offers social-work opportunities and includes weekly supervision, in accordance with outlined learning objectives.
- Task Supervisor: will supervise the student's day-to-day tasks in accordance with outlined learning objectives, excluding weekly supervision, when the field instructor is not available.
- Student: will work cooperatively with all involved parties to obtain and maintain a successful field placement experience, using professional etiquette and appropriate work place ethics/demeanor. In all courses, including field placement, students shall maintain professional conduct in accordance with the WSU *Student Code of Conduct* and the school's professional and academic standards, i.e., the NASW Code of Ethics, professional social work values, and laws regulating social work practice.

C. FIELD PLACEMENT SITE

The staff at the field placement site works in concert with the school to provide students avenues for meaningful practice experiences. By committing itself to an educational function and supporting the role of the field instructor, the field placement site creates opportunities to develop an educational program meeting both agency and school expectations. The school expects that staff at the site will exhibit a supportive attitude to foster an educational relationship between the students and the field instructors, rather than a staff-oriented relationship in which production is the major goal.

The designation of an agency location as a field placement site is guided by these criteria:

- The agency philosophy of social service should be compatible with the educational objectives of the social work profession;
- The field site's mission shall be compatible with that of the school's;
- The administration and staff should be qualified, respect professional education, understand its goals, and be willing to undertake, individually and collectively, the various responsibilities that a field program entails;
- The staff should be large enough to maintain programs without depending on students;
- The social work service department or unit operating in a non-social-work program, such as a hospital, court, or school, should be integrated into the structural organization of the total program;
- A qualified field instructor must be available to instruct students;

- The agency must provide a desk, appropriate interviewing space, telephones, clerical services, and other technical and personal supports necessary for students to carry out their practice and learning assignments;
- Students must be afforded the opportunity to carry out practice assignments which are within the specific mission and goals of the agency, fulfill the educational program of the school, and are geared to the particular educational needs and interests of the students; and
- The agency must provide qualified field instructors who are allocated sufficient time within the agency to carry out their roles and responsibilities.

D. DIRECTOR OF FIELD EDUCATION

The Director of Field Education works with placement assistants and Faculty Field Liaisons to offer collaborative and meaningful field placement experiences. The Director of Field Education also creates and implements policies and procedures pertaining to field education, delegating as necessary. The Director of Field Education develops and monitors placements, supervises the gathering of information related to them, coordinates assignments, assembles curricula, selects instructors, plans staff-development programs, and represents the school in relationships with agencies.

E. PLACEMENT ASSISTANT

A placement assistant is a school staff member who works with agencies and students to coordinate field placements, but does not act as an academic advisor. More specifically, a placement assistant reviews the Student Detail Page on the Intern Placement Tracking System, IPT, conducts interviews with students regarding field placements, contacts agencies to arrange field placements, and informs students of field placement assignments.

F. FACULTY FIELD LIAISON

The Faculty Field Liaison is a member of the school staff or faculty who serves as a liaison between the student, the field instructor, and the staff of the field placement site. Each student is assigned a Faculty Field Liaison upon starting a field placement. The Faculty Field Liaison meets with the field instructor and student to specify and clarify assignments and concerns, assess student process recordings, make recommendations to the OFE, review student evaluations, and grade the student in field placement. The Faculty Field Liaison can also discuss career plans with students and suggest courses that will enhance employment options.

Faculty Field Liaisons:

- Develop plans with the agency and deal with field placement issues related to the school;
- Serve as a conduit between the school and agency;
- Interpret the school's various programs for field instructors and agencies;
- Help students plan their educational experience in field;
- Discuss student concerns about field instruction, and agency experiences;
- Work with the field instructors to ensure that student field assignments reflect the field placement curriculum and student needs;
- Ensure that the school's standards for field placement instruction are upheld;

- Review student progress with field instructors;
- Act as educational consultants to field instructors to enhance their field-education skills;
- Grade students, after consulting with field instructors;
- Discuss any problems related to student education in field placement with the Director of Field Education; and
- Provide feedback to agencies.

1. FACULTY FIELD LIAISON VISITS

Each student registered for field education will be assigned a Faculty Field Liaison. The Faculty Field Liaison will make a minimum of two field visits per academic year for all students in the BSW and MSW programs. The first visit should be scheduled no later than the end of the first month of field placement. The Faculty Field Liaison will schedule a subsequent field visit at the beginning of the second semester. Additional visits will be scheduled as needed.

Example visit schedule:

Curriculum Year	Total Visits	1st Visit Scheduled	2nd Visit Scheduled
BSW- WOW	2	End of September	End of January
BSW- Senior*	2	End of September (End of January)	End of January (End of May)
MSW- Foundation	2	End of September	End of January
MSW- Advanced	2	End of September	End of January

** Items in () represent part-time program status for the designated curricular year*

G. FIELD INSTRUCTOR

Field instructors supervise students at their field placement site, with their primary role being educational. Field instructors are required to have two years of post-degree experience and be eligible for licensure in the State of Michigan or another qualified individual identified by the WSUSSW.

A field instructor:

- Assures that the student placement experience is educational;
- Explains the educational purposes to appropriate agency staff;
- Establishes suitable working conditions for student learning, including adequate space and other necessary supports for carrying out responsibilities;
- Helps students to plan their educational experience in field;
- Discusses work satisfactions and concerns about practice, field instruction, agency experience, and class work with students;
- Learns the field and class curricula;

- Selects suitable assignments in consultation with the faculty field liaison;
- Develops and maintains a system of student record writing;
- Holds weekly supervision with the students to review tasks and responsibilities; including reviewing student assignments;
- Evaluates student performance at midterm and at the end of each term;
- Meets with the assigned faculty field liaison(s) to discuss assignments, review work, and recommend marks;
- Informs the assigned faculty field liaison(s) of any concerns about progress, activities, and any other issues;
- Works with the assigned faculty field liaison(s) to evaluate the agency's relation to school and curricula as they relate to student learning experiences;
- Attends classes, meetings, and participates in workshops and institutes that may enhance field instruction skills; and
- Informs the agency and the school promptly of any changes affecting student education.

1. FIELD INSTRUCTOR SEMINARS

New field instructors are encouraged to attend two-hour Field Instructor Seminars, offered six times throughout the fall and winter semesters. Each session focuses on a different aspect of supervision and provides participants with Continuing Education Contact Hours, as approved by the Michigan Social Work Continuing Education Collaborative. Topics such as evaluation, learning objectives and styles, and providing proper guidance are discussed in an open, roundtable format. We will also offer some topics in an online format. Field instructors who attend four or more seminar sessions are awarded a certificate of recognition.

Field instructors who have served in such a capacity before but would like additional information regarding field instruction are welcome to attend Field Instructor Seminars, also.

In addition, if a group of field instructors in a certain geographic location and/or specific agency setting is interested in having a Field Instructor Seminar session conducted at a site other than WSU's main campus, the field instructors should contact the OFE to make arrangements.

2. FIELD INSTRUCTOR MEETINGS WITH STUDENT

Field instructors are required to meet with students weekly for at least one hour to provide supervision. Field instructors may meet individually or as a group, depending on the nature of work performed. This meeting should be used to discuss and reflect on student concerns regarding client, agency, and field placement issues. The field instructor should ensure that the student is fulfilling the needed core competencies, including review completed assignments via the IPT system and verification of required clock hours.

H. TASK SUPERVISOR

If the field instructor is not able to provide daily supervision to the student then a task supervisor must be assigned. A task supervisor is responsible for the day-to-day supervision of tasks performed by the student while in field, excluding weekly supervision. Individuals holding this position are not required to have two years of post-MSW experience or be an LMSW. However the task supervisor must be employed at the field placement site in a similar area as the student doing field placement and be responsible for performing social-service-type tasks. A task supervisor should meet all objectives listed for a field instructor except weekly supervision, and is encouraged to attend New Field Instructor Seminars. The student must still be provided the minimum number of weekly supervision hours from an assigned field instructor.

I. STUDENT

Students enrolled in degree programs are expected to develop the practical skills needed to become professionals. During field placement, students are expected to apply learned skills by performing professional staff functions, having been granted appropriate authority and responsibility. The school and the agency recognize that the field instructor oversees student activities as both educator and guardian of students' and clients' best interests.

1. GENERAL RESPONSIBILITIES

The student, under the supervision of the field instructor and, in consultation with the faculty

- Implement the school's policies and procedures within the field placement;
- Implement the agency's policies and procedures within the field placement;
- Perform in the agency within the framework of the field curriculum;
- Develop capacity and acquire knowledge to carry out practice assignments;
- Prepare written educational and agency recordings and reports and to enhance student's ability to make oral reports of their work;
- Meet regularly with the field instructor to develop student's professional skills;
- Participate with the field instructor in evaluating student performance;
- Raise concerns relative to learning or other matters with appropriate persons;
- Meet with the Faculty Field Liaison to discuss placement performance; and
- Work with the field instructor to determine appropriateness of using agency and client material for class presentations and assignments.

2. RESPONSIBILITIES PRIOR TO BEGINNING FIELD PLACEMENT

The student, with guidance from OFE staff, is responsible to do the following prior to the beginning of field placement:

- Complete the Student Detail Page and upload a current resume via the Intern Placement Tracking System, IPT, (i.e. questionnaire, resume);
- Schedule an interview with a placement assistant to discuss field placement;
- Contact the field placement site once information is received via email to schedule a formal interview;
- Notify the OFE regarding any concerns prior to beginning field placement; and
- Check email regularly, as the majority of OFE correspondence is sent that way.

3. RESPONSIBILITIES WHEN DOING FIELD PLACEMENT

The student, under the instruction of the field instructor, and, in consultation with the work:

- A learning plan at the beginning of the first semester of field placement;
- A revision of, or addendum to, the original learning plan, at the beginning of the second semester of field placement;
- A specified number of process recordings or PRACSYS, depending on the degree program and curricular status. These assignments will include a time log to track field placement hours.
- A midterm evaluation to assess progress towards competencies
- A field instructor assessment of student competencies to determine a grade for field placement at the end of each semester; and
- **The National Association of Social Workers (NASW) Code of Ethics**
The NASW has an established code of ethics which all social workers are expected to follow. The NASW code of ethics strives to ensure that social workers exceed public expectations and uphold a uniform set of principles. The primary focus of the profession is to improve the quality of life for people in need or requiring assistance. Special attention should be paid to oppressed, vulnerable, and poverty-stricken populations. The NASW Code of Ethics can be viewed on the NASW web site, www.naswdc.org.

IV. FIELD EDUCATION FOR UNDERGRADUATE STUDENTS: BACHELOR OF SOCIAL WORK (BSW)

A. GOAL OF THE BSW PROGRAM

The goals of the BSW program are to:

1. prepare BSW students for ethical, competent entry-level, generalist professional social work practice, particularly in urban settings with diverse, poor, vulnerable and oppressed individuals, families, groups, organizations, and communities; and
2. foster a commitment to continuing education, maintaining competence in practice, and enhancing and increasing opportunities for BSW graduates for renewal and advancement within the profession.

The BSW degree program prepares practitioners at the generalist level with practice skills, integrated with areas of social concern.

B. OBJECTIVES OF THE BSW PROGRAM

SENIOR YEAR OBJECTIVES

The objectives for field education in the senior year are for students to:

1. learn a variety of interventive methods and techniques for use with individuals, families, small groups, and for service delivery and change in organizations, neighborhoods, and communities; and
2. articulate a framework or frameworks for the differential use of these intervention methods and techniques with at least two social-system levels (individual, family, small groups, organization, neighborhood, and community).

C. FIELD EDUCATION REQUIREMENTS FOR THE BSW DEGREE

All BSW students are required to successfully complete 460 clock hours in field placements, in addition to the required practice courses and field seminars, to earn a BSW degree. Students are required to complete 10 credit hours of field placement. The table below details the requirements for BSW students in field placement.

Year	Hours per week	Weeks per semester	Hours per semester	Semesters	TOTAL clock hours	Total Credits
BSW Seniors	16	14.5	230	2	460	10
BSW WOW Seniors	16	14.5	230	2	460	10

The designation of actual days assigned to field placement at the placement site for students in the BSW program is set in consultation with the student, the field instructor, and the Faculty Field Liaison. The following requirements should be met when arranging the student's field placement schedule:

- **Students must attend field placement a minimum of two days a week.**
- **Each "agency day" is approximately 8.0 clock hours.** Students with an evening/weekend placement must attend field with no less than 4.0 hour blocks of time.
- **Students must remain in their field placements until the last day of class:** Even if the student has attained the minimum clock hours required, a student must stay in field until the end of the semester. The Office of Field Education establishes the first day of field and the last day of field each semester.
- **BSW students** must take the concurrent coursework while in field. Students that fail to do so jeopardize their standing in the program.
- **All BSW students** are required to complete the appropriate Field Placement seminar each semester they are in Field Placement.

D. SENIOR YEAR STUDENT REQUIREMENTS AND ASSIGNMENTS

To aid in the successful completion of the field placement learning experience, all students in the senior year are required to:

- **register for field education**, which is course SW 4998, for the appropriate credit hours per term.
- **declare interest in a *place of employment or work-site placement* to the OFE**, if it pertains. A student entering the senior year may be considered for a *place of employment or work-site placement* if the student has not previously been placed there. There is a formal application and approval process that must be adhered to.
- **complete a learning plan at the beginning of the first semester of field placement** outlining the goals, objectives, and tasks for the field placement. The forms will be made available via the Intern Placement Tracking, IPT, system, and must be submitted using the IPT system. The learning plan is considered a "living document", meaning it should be revisited and amended as necessary throughout the internship and at the start of each term. An example learning plan can be found on the schools website:
<http://socialwork.wayne.edu/field/forms.php>
- **complete process recordings or PRACSIS as assigned each field placement semester.** Full and part-time students will complete 5 process recordings or PRACSIS per term. The documents are to be reviewed with the field instructor and then submitted to the Faculty Field Liaison. These assignments will include a time log to track field placement hours. The forms will be made available via the Intern Placement Tracking, IPT, system, and must be submitted using the IPT system *Process recordings do not preclude other forms of recordings which may be assigned or required by the field instructor or Faculty Field Liaison.* An example process recording and PRACSIS plan can be found on the schools website:
<http://socialwork.wayne.edu/field/forms.php>
- **complete an electronic copy of the Midterm Evaluation to assess progress in field during the term.** The Midterm Evaluation should be completed by the student, field instructor, and task supervisor if applicable, and submitted to the Faculty Field Liaison. The forms will be made available via the Intern Placement Tracking, IPT, system, and must be submitted using the IPT system. A copy of the Midterm Evaluation is included in the appendices, for reference only.

- **complete an electronic copy of the senior year Field Instructor Assessment of Student Competencies at the end of the term.** The FIASC should be completed by the student, field instructor, and task supervisor if applicable, and submitted to the Faculty Field Liaison. The senior year Field Instructor Assessment of Student Competencies is required in order to determine a grade for field. The forms will be made available via the Intern Placement Tracking, IPT, system, and must be submitted using the IPT system. A copy of the BSW FIASC is included in the appendices, for reference only.

Before starting field placement, all BSW senior-year students should review the syllabus for SW 4998. Major assignments related to field placement will be completed in practice method courses. The SW 4998 field education syllabus is included below.

E. PART-TIME STUDY

BSW students in the part-time degree program must complete requirements within three years after acceptance. The senior-year field placement spans two semesters (fall and winter) in the third year of the program. The aggregate field placement requirements are the same for both the part-time and full-time programs.

No placement is less than two days per week. For part-time students, scheduling days/hours for field placement is set in consultation among the student, the field instructor, and the Faculty Field Liaison. The schedule shall allow for continuity of service to clients, and the ability to meet curriculum expectations for field education, as specified in this manual. Students in the part-time program may complete the 16 clock hours per week requirement in major blocks of time, no less than 4 hours, unless approved by the school and the agency.

Student field placement should be scheduled during normal business hours, which, for some agencies includes evening and weekend hours. However, **evening and weekend only placements should not be expected.**

Students in the part-time degree program must meet the same admission and academic requirements as full-time students. Information about part-time BSW study may be obtained from the School of Social Work, Office of Admissions and Student Services (OASS).

F. BLOCK PLACEMENT

BSW students are not permitted to have a block placement for field placements.

G. THREE-DAY-PER-WEEK PLACEMENT

BSW students are not permitted to have three-day-per-week field placements.

H. PLACE of EMPLOYMENT or WORK SITE PLACEMENT

BSW students may be considered for a *place of employment or work-site placement*. To be considered, a student must be in good academic standing and demonstrate a strong academic record. Tasks to be performed as a student must be different from those performed as a staff member.

An interested student must request a *place of employment or work-site placement* application from the Office of Field Education. Students who are approved for a work site placement will still be expected to complete all requirements and tasks pertinent to field placement. A copy of the BSW work site placement policy can be found in Appendix A.

I. DUAL RELATIONSHIPS WITH AGENCY

“Dual relationships” describes any situation where multiple roles exist between a student and a field instructor, the student and clients within the agency, and/or the student and other employees or associates of the agency. This includes any pre-existing personal and/or professional relationships with the agency that have the potential for either conflict of interest or negative impact upon field education objectives. Students shall not be placed at an agency with any person with whom he/she has a familial or quasi-familial relationship, even if that person is not assigned as a field instructor.

As a result of this policy, it is prohibited for students to return for field placement to an agency where they have completed a previous field placement or employment. Agencies in which the student has completed volunteer work may be considered, but must be approved by the Office of Field Education.

V. BSW SENIOR YEAR SW 4998 SYLLABUS



MASTER SYLLABUS

FIELD PRACTICE IN SOCIAL WORK – SENIOR YEAR

SOCIAL WORK 4998

SW 4998 (5 credit hours per term for 2 terms)

WSU MISSION STATEMENT

Wayne State's mission is to create and advance knowledge, prepare a diverse student body to thrive, and positively impact local and global communities.

SCHOOL OF SOCIAL WORK MISSION STATEMENT

As a school within an urban research university, the mission of the Wayne State University School of Social Work is to transmit, develop, critically examine, and apply knowledge to advance social work practice and social welfare policy in order to promote social, cultural and economic justice for the betterment of poor, vulnerable, and oppressed individuals, families, groups, communities, organizations, and society, by:

- preparing ethical and competent social work generalists, advanced practitioners and scholars at the B.S.W., M.S.W., and Ph.D. levels, respectively, with learning that primarily emphasizes urban settings;
- conducting research, primarily relevant to urban populations; and
- providing innovative leadership and service to the urban community and the profession

COURSE DESCRIPTION

Field practicum for senior-level students in the BSW program. Coreq: one course per term in social work practice methods; and one course per term in field seminar. Minimum of ten credits must be taken over not less than two semesters; open only to senior BSW students. Offered for S, M, and U grades only. The ratio of clock hours to credits is 46 to 1. Field placements are assigned by staff within the Office of Field Education overseen by the Director of Field Education.

Co-requisite: course in social work practice methods and field seminar. Open only to senior BSW students. Five (5) credits required for each of two semesters for 10 total credits. Each credit hour equals 46 clock hours. A minimum of 230 clock hours is required in each of the two terms in the senior year for 460 total clock hours.

COURSE COMPETENCIES AND BEHAVIORS FOR THIS COURSE

COMPETENCIES

- I. Demonstrate Ethical and Professional Behavior
 - a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
 - b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
 - c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
 - d. Use technology ethically and appropriately to facilitate practice outcomes
 - e. Use supervision and consultation to guide professional judgment and behavior

- II. Engage Diversity and Difference in Practice
 - a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
 - b. Present themselves as learners and engage clients and constituencies as experts of their own experiences
 - c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

- III. Advance Human Rights and Social, Economic, and Environmental Justice
 - a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
 - b. Engage in practices that advance social, economic, and environmental justice.

- IV. Engage in Practice-informed Research and Research-informed Practice
 - a. Use practice experience and theory to inform scientific inquiry and research
 - b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
 - c. Use and translate research evidence to inform and improve practice, policy, and service delivery.

- V. Engage in Policy Practice
 - a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
 - b. Assess how social welfare and economic policies impact the delivery of and access to social services
 - c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

- VI. Engage with Individuals, Families, Groups, Organizations, and Communities
 - a. Apply knowledge of human behavior and the social environment, person-in-

environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

- b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
- VII. Assess Individuals, Families, Groups, Organizations, and Communities
- a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
 - b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
 - c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
 - d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
- VIII. Intervene with Individuals, Families, Groups, Organizations, and Communities
- a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
 - b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
 - c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
 - d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
 - e. Facilitate effective transitions and endings that advance mutually agreed-on goals
- IX. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- a. Select and use appropriate methods for evaluation of outcomes;
 - b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
 - c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes
 - d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
- X. Analyze the impact of the urban context on a range of client systems, including practice implications
- a. Examine the distinct characteristics of the urban context and apply the analysis to social work practice

TEXTS AND REQUIRED MATERIAL

Required (download from <http://www.socialwork.wayne.edu>)

The Field Education Manual. Wayne State University, School of Social Work.

PERFORMANCE CRITERIA:

The outcomes for field education in the senior year are:

1. to learn a variety of interventive methods and techniques for use with individuals, families, small groups and for service delivery and change in organizations, neighborhoods and communities, and
2. to articulate a framework or frameworks for the differential use of these interventive methods and techniques with at least two social systems levels (individual, family, small groups, organization, neighborhood, community).

Students are introduced to a knowledge, values and conceptual framework in order to increase their ability and ease in working with and on behalf of clients. Students focus on:

- analysis, planning
- differential use of interventive strategies and techniques
- skill development
- problem-solving
- competency in social work practice

These performance outcomes are directly supported by the content in the junior and senior year courses in social work practice methods and field seminars, and the content and sequencing of courses in human behavior and the social environment, social welfare policy and services and in research for social workers.

The optimal senior year assignment combines opportunities to work with individuals, families, small groups, and organizations and communities, with projects planning, designing or coordinating a service, visiting other agencies and observing and participating in agency staff meetings and board meetings.

GRADING AND ASSIGNMENTS

Faculty Field Liaisons will provide a detailed syllabus addendum for assignments and requirements, including but not limited to Due Dates for Learning Plan, Process Recordings, Mid-Term evaluation and the FIASC.

Grading Policy:

Grades for SW 4998, Field Practice in Social Work II, are assigned by the Faculty Field Liaison. The marks for this course may be one of the following:

S = Satisfactory M = Marginal Pass U = Unsatisfactory.

A mark of “U” results in termination from the program. Two marks of “M” result in termination. A mark of “M” and one grade of “D” in a classroom course in the professional component results in termination. See policy on “Academic Termination and Reinstatement” for additional information.

<http://www.bulletins.wayne.edu/ubk-output/index.html>)

ORGANIZATION OF THE COURSE

Field placement days are approved combination of days and hours, no less than 4 hour blocks, totaling 16 hours per week for each semester. A semester is 15 weeks. Student must remain in the field placement for the entire semester even if the minimum clock hours are attained before the end of the semester. Agency hours vary; students are to observe the number of hours considered as an “agency day” at the field placement site.

Most practicum experiences will consist of:

- an orientation
- observation
- assignment to practice tasks
- mid-term review of performance
- continuation and refinement of assignment, may include additional tasks
- evaluation and recommendations for next term
- opportunities for professional development through agency designated workshops, meetings, observations throughout the term

ROLE OF THE STUDENT AND INSTRUCTOR

See University Statement of Obligation of Students and Faculty Members of the teaching and learning processes.

<http://www.bulletins.wayne.edu/fib/fib2d.html>

POLICIES FOR THIS COURSE

Students must consult the Field Education Manual, Field Instructor, Faculty Field Liaison, or Office of Field Education for details for items that may be listed under this section, including:

Attendance policy

Electronic communication policy

Late or missing assignments

Incomplete grade policy (include link here for policy from School website)

Inclement weather

WSU STUDENT RESOURCES

Students with disabilities

<http://studentdisability.wayne.edu>

Academic integrity and student code of conduct

<http://www.doso.wayne.edu/assets/codeofconduct.pdf>

Counseling and Psychological Services (CAPS) at Wayne State:

<http://www.caps.wayne.edu/>

University policy on acceptable use of information technology

<https://wayne.edu/policies/acceptable-use/>

COURSE LEARNING UNITS

The Learning Plan will be prepared with the field instructor and will identify the outcomes that students will achieve each semester. A copy of the Learning Plan is to be submitted to the Faculty Field Liaison by the student. The student prepares the Learning Plan at the beginning of the field placement and modifies it with the help of the field instructor as the student grows in

knowledge and skill and as areas are identified that will contribute especially to the students professional growth.

COURSE ASSIGNMENTS

Assignments are those made by the field instructor. The student prepares the Learning Plan at the beginning of the field placement and modifies it with the help of the field instructor as the student grows in knowledge and skill and as areas are identified that will contribute especially to the students professional growth.

In addition to the Learning Plan, students also complete a time log, process recordings, midterm evaluations and end of semester evaluations as well as any other assignments identified by the assigned field instructors.

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VI. FIELD EDUCATION FOR GRADUATE STUDENTS: MASTER OF SOCIAL WORK (MSW)

A. GOAL OF THE MSW PROGRAM

The goals of the MSW program are to:

1. prepare MSW students for ethical, competent, advanced-level professional social work practice, with a focus on Interpersonal Practice (IP) or Innovation in Community, Policy and Leadership (I-CPL), particularly in urban settings with diverse, poor, vulnerable and oppressed individuals, families, groups, organizations, and communities; and
2. foster a commitment to continuing education to maintain competence in practice and to enhance and increase opportunities for MSW graduates to renew their skills and advance within the profession.

The MSW degree program prepares practitioners at the advanced level with analytic and practice skills, integrated with areas of social concern. The curriculum for the two-year MSW program includes a Foundation curriculum for the first year and an advanced curriculum in the second year, during which students complete four semester of field placements, two terms per curricular year. Students in the four-year, part-time program fulfill these requirements in their second and third years. Students admitted with advanced standing need only complete the advanced-year field requirements.

B. DESCRIPTIONS AND OBJECTIVES OF THE MSW PROGRAM

Foundation Year Description and Objectives

The field education courses in the Foundation curriculum integrate the classroom content taught in social work practice, human behavior, social welfare policy, practice, and research. Students are provided opportunities to address concerns of vulnerable populations affected by poverty, racism, sexism, unemployment, and other factors which affect their social functioning or lead to deterioration of their quality of life. Students learn how to assess and intervene at various levels of society: individual, family, small groups, organization, neighborhood, and community.

The objectives for field education in the Foundation year are:

1. learning the characteristics of the population served and applying this knowledge to practice;
2. engaging with clients (the term client meaning any system level: individual, family, group, organization, or community) to identify concerns and appropriate mutual activity which will lead to the alleviation of the identified problem(s);
3. identifying the role of research in knowledge-building, as well as practice and program evaluation in field placement, and participating in the research practices of the field;
4. using foundational skills in research to reflect on, evaluate, and improve practice;
5. identifying the conceptual frameworks applied and professional demeanor and conduct demonstrated at the field placement;
6. identifying research relevant to practice and field setting and describing its implications for advancing practice;

7. describing the application of research designs to the investigation of practice;
8. using basic statistical measures to describe practice, including client system characteristics, service, and the needs of the client system served; and
9. applying knowledge from the total social work curriculum in the field placement.

Advanced Year Description and Objectives

A concentration is a group of courses spanning all five of the social work curricular areas: field placement, human behavior, policy, practice, and research. The advanced year curriculum allows students to choose between two concentrations which reflect the school's mission: Interpersonal Practice (IP) or Innovation in Community, Policy, and Leadership (I-CPL). The concentrations organize the curriculum, becoming a framework upon which students can build their advanced year.

The I-CPL concentration focuses on the person in the environment through social action that leads to social work. I-CPL students are required to choose one of three platforms: Leadership, Community Building/Development, and Policy. The IP concentration focuses on the person in the environment through therapeutic rapport and intervention. IP students are required to choose one of three theory tracks: cognitive-behavioral, family systems, or psychodynamic.

Students who elect the I-CPL concentration will deepen their understanding of settings where this practice can take place through field placements that relate to urban social planning, community development, policy analysis and advocacy, program development, and system coordination. Students who elect the IP concentration are allowed to request a field experience pertaining to: gerontology, child welfare, families at risk, schools, or mental health treatment (inpatient or outpatient).

The objectives for field education in the advanced year are:

1. identifying the needs and issues of the people or systems served;
2. identifying the societal, community, and agency conditions that influence practice;
3. engaging clients (clients may be individuals, families, groups, organizations, or communities) in purposeful, mutually determined, goal-directed professional activities based upon identifiable social work practice conceptual frameworks;
4. using consciously cognitive, emotive, and action skills which can be applied in a variety of settings in the service of the client and the agency function;
5. identifying conceptual frameworks applied and demonstrating the purposeful use of professional self;
6. designing and carrying out evaluative research appropriate to the setting and the student's level of practice;
7. specifying an intervention hypothesis that is measurable within the student's practice and the field setting;
8. using empirical data and monitoring to assess progress of service to a client system; and
9. integrating evaluation into practice to improve the ways social work services and programs are provided.

C. FIELD EDUCATION REQUIREMENTS FOR THE MSW DEGREE

All full-time and part-time MSW students are required to successfully complete two field placements, each consisting of two consecutive semesters of field placement, in addition to the required practice courses and field seminars. Students are required to complete 16 credit hours per week of field placement, which equals a minimum of 900 clock hours, to earn a MSW degree (225 clock hours and four credit hours each semester for four semesters); each credit hour equals 56.25 clock hours. Full-time students in the two-year program are expected to be in field a minimum of 450 clock hours during the first and second semesters of both years. Part-time students in the four-year program are expected to be in field a minimum of 450 clock hours during the first and second semesters of the second and third years.

All full-time and part-time MSW students admitted to the advanced standing program are required to successfully complete one field placement consisting of two consecutive semesters of field placement. Students are required to complete eight credit hours of field placement, which equals a minimum of 450 clock hours, to earn a MSW degree (225 clock hours and four credit hours each semester for two semesters); each credit hour equals 56.25 clock hours. Students in both the full-time, ten-month program, and the part-time, two-year program, are expected to be in field a minimum of 450 clock hours during the first and second semesters of the first year.

For students in a full-time program, the actual days assigned for field placement are set by the program curriculum; part-time students should consult with their field instructor and Faculty Field Liaison.

- **Minimum requirements per semester:** 225 clock hours (four credit hours); a minimum of two days per week, each comprising an "agency day" of approximately 7.5 clock hours. Students in a part-time program may complete the 16 clock hours per week requirement in a condensed time frame as approved by the school and the agency.
- **Field days:** Field placement days for MSW students are generally Monday, Tuesday, and Friday. Field placement days for some students are based on consultation among the student, the field instructor, and the Faculty Field Liaison, particularly in evening/weekend placements. Students are required to be in field placement at least two days per week.
- **A semester is 15 weeks:** Students are placed at an agency for two semesters.
- **Students must remain in their field placements until the last day of class:** Even if the student has attained the minimum clock hours required, a student must stay in field until the end of the semester.
- **Certain agencies may require a three-day-per-week plan:** To maintain the integrity of the learning assignments, agencies may require an advanced year student be in field three days per week. In the advanced year, a student may request a three-day-per-week field placement work plan for six credit hours per semester, which consists of a minimum of 338 clock hours per semester.
 - A student **MAY NOT** switch from a three-day-per-week to a two-day-per-week field placement work plan or vice versa. Not even during the inter-semester break.
 - Field placement days for students in a three-day-per-week field placement are Monday, Tuesday, and Friday.

- **Block placement:** Students approved for a block placement complete placement requirements as arranged. Students who opt for a 15-week field placement will do field placement four days per week, and students who opt for a 12-week placement will do field placement five days per week. Block placements are generally reserved for part-time students in the MSW program.

Students in the MSW full-time and part-time programs are required to have two field placement experiences. Students in the MSW full-time and part-time programs admitted to advance standing are required to have one field placement experience. All field experiences are concurrent with course work. Below is a chart outlining the MSW field placement experience requirements:

Year	Hours per week	Weeks per semester	Semesters	TOTAL clock hours	Total Credits
MSW Foundation Year	16	14.5	2	450	8
MSW Advanced Year	16 or 24*	14.5	2	450 or 676*	8 or 12*

*Advanced Year MSW students (traditional or advanced standing) may opt to do Field placement for 24 hours each week instead of the traditional 16. This is often called a "three-day placement" and is an option for students in place of some elective credits.

D. FOUNDATION YEAR STUDENT REQUIREMENTS AND ASSIGNMENTS

In the Foundation year, all MSW students must complete a minimum of 450 clock hours (225 clock hours and four credit hours each semester) of field placement in a two-semester field placement, in addition to the required practice course and field seminar. To aid in the successful completion of the field placement learning experience, all students in the Foundation year are required to:

To aid in the successful completion of the field placement learning experience, all students in the senior year are required to:

- **register for field education**, which is course SW 7998.
- **declare interest in a *place of employment or work-site placement* to the OFE**, if it pertains. A student entering the senior year may be considered for a *place of employment or work-site placement* if the student has not previously been placed there. There is a formal application and approval process that must be adhered to.
- **declare interest in a block placement to the OFE** at the time of submitting field placement material, if it pertains. A block placement is the completion of 450 clock hours of field placement over a 12-15 week period. Block placements are generally reserved for part-time students in the MSW program. *Block placements are not available in school settings and are contingent upon the availability of interested agencies.*
- **complete a learning plan at the beginning of the first semester of field placement** outlining the goals, objectives, and tasks for the field placement. The forms will be made available via the Intern Placement Tracking, IPT, system, and must be submitted using the IPT system. The learning plan is considered a “living document”, meaning it should be revisited and amended as necessary throughout the internship and at the start of each term. An example learning plan can be found on the schools website: <http://socialwork.wayne.edu/field/forms.php>
- **complete process recordings or PRACSIS as assigned each field placement semester.** Full and part-time students will complete 5 process recordings or PRACSIS per term. The documents are to be reviewed with the field instructor and then submitted to the Faculty Field

Liaison. These assignments will include a time log to track field placement hours. The forms will be made available via the Intern Placement Tracking, IPT, system, and must be submitted using the IPT system *Process recordings do not preclude other forms of recordings which may be assigned or required by the field instructor or Faculty Field Liaison.* An example process recording and PRACSIS can be found on the schools website: <http://socialwork.wayne.edu/field/forms.php>

- **complete an electronic copy of the Midterm Evaluation to assess progress in field during the term.** The Midterm Evaluation should be completed by the student, field instructor, and task supervisor if applicable, and submitted to the Faculty Field Liaison. The forms will be made available via the Intern Placement Tracking, IPT, system, and must be submitted using the IPT system. A copy of the Midterm Evaluation is included in the appendices, for reference only.
- **complete an electronic copy of the Foundation-year Field Instructor Assessment of Student Competencies at the end of the term.** The FIASC should be completed by the student, field instructor, and task supervisor if applicable, and submitted to the Faculty Field Liaison. The Foundation-year Field Instructor Assessment of Student Competencies is required in order to determine a grade for field. The forms will be made available via the Intern Placement Tracking, IPT, system, and must be submitted using the IPT system. A copy of the MSW FIASC is included in the appendices, for reference only.

Before starting field placement, all MSW Foundation-year students should review the syllabus for SW 7998. Major assignments related to field placement will be completed in practice-method courses. The SW 7998 field education syllabus is included in below.

E. ADVANCED YEAR STUDENT REQUIREMENTS AND ASSIGNMENTS

In the advanced year, all MSW students must complete a minimum of 450, or 676 *, clock hours (225, or 338*, clock hours and four, or six*, credit hours each semester) of field placement in a two-semester field placement, in addition to the required practice course and field seminar. Advanced year students are required to select a concentration, either Innovation in Community, Policy and Leadership (I-CPL) or Interpersonal Practice (IP), when they submit field placement placement material.

** MSW advanced year students may be required to take on (depending on program options), or may opt for, a three-day-per-week field placement, as determined by agency need and student preference. Such a field placement will require the completion of a minimum of 676 clock hours (338 clock hours per semester), which equals 12 credit hours (six credit hours per semester), of field placement over a two-semester field placement.*

1. INNOVATION IN COMMUNITY, POLICY AND LEADERSHIP (I-CPL)

Innovation in Community, Policy and Leadership (I-CPL) contextualizes student learning into three platforms of practice including developing and sustaining effective communities, developing and sustaining effective policies, and developing and sustaining effective organizations through leadership. A full range of electives is offered to supplement the required sequence of courses, thus permitting students an opportunity to deepen and enrich their knowledge of particular areas of Innovation in Community, Policy and Leadership.

2. INTERPERSONAL PRACTICE (IP)

Students who elect the Interpersonal Practice (IP) concentration focus on the person in the environment through therapeutic rapport and intervention (“micro”). IP students are required to choose a theory track from the following options: cognitive-behavioral, family systems, or psychodynamic.

To aid in the successful completion of the field placement learning experience, all students in the advanced year are required to:

- **register for field education**, which is course SW 8998.
- **declare interest in a *place of employment or work-site placement* to the OFE**, if it pertains. A student entering the senior year may be considered for a *place of employment or work-site placement* if the student has not previously been placed there. There is a formal application and approval process that must be adhered to.
- **declare interest in a block placement to the OFE** at the time of submitting field-work placement material, if it pertains. A block placement is the completion of 450 clock hours of field placement over a 12-15 week period. Block placements are generally reserved for part-time students in the MSW program. *Block placements are not available in school settings and are contingent on the availability of interested agencies.*
- **declare interest in a three-day-per-week field placement to the OFE** at the time of submitting field placement material, if it pertains. Certain field-placement sites will require that an advanced year student agree to a three-day-per week placement as determined by agency need. This field placement will earn six credit hours for a minimum of 338 clock hours per semester. *An advanced year student may not switch from a three-day-per-week field placement to a two-day-per-week field placement or vice versa.*
- **complete a learning plan at the beginning of the first semester of field placement** outlining the goals, objectives, and tasks for the field placement. The forms will be made available via the Intern Placement Tracking, IPT, system, and must be submitted using the IPT system. The learning plan is considered a “living document”, meaning it should be revisited and amended as necessary throughout the internship and at the start of each term. An example learning plan can be found on the schools website: <http://socialwork.wayne.edu/field/forms.php>
- **complete process recordings or PRACSIS as assigned each field placement semester.** Full and part-time students will complete 5 process recordings or PRACSIS per term. The documents are to be reviewed with the field instructor and then submitted to the Faculty Field Liaison. These assignments will include a time log to track field placement hours. The forms will be made available via the Intern Placement Tracking, IPT, system, and must be submitted using the IPT system *Process recordings do not preclude other forms of recordings which may be assigned or required by the field instructor or Faculty Field Liaison.* An example process recording and PRACSIS can be found on the schools website: <http://socialwork.wayne.edu/field/forms.php>
 - **IP concentration students complete process recordings.** Process recordings incorporate clinical and therapeutic rapport elements. They are composed of session objectives, plans, content, and evaluation of student/worker behavior and client/system behavior.
 - **I-CPL concentration students complete PRACSIS.** PRACSIS is a variation of a process recording; a PRACSIS incorporates more policy, planning, and advocacy elements, and deletes most clinical and therapeutic rapport components.
- **complete an electronic copy of the Midterm Evaluation to assess progress in field during the term.** The Midterm Evaluation should be completed by the student, field instructor, and task supervisor if applicable, and submitted to the Faculty Field Liaison. The forms will be made available via the Intern Placement Tracking, IPT, system, and must be submitted using

the IPT system. A copy of the Midterm Evaluation is included in the appendices, for reference only.

- **complete an electronic copy of the Foundation-year Field Instructor Assessment of Student Competencies at the end of the term.** The FIASC should be completed by the student, field instructor, and task supervisor if applicable, and submitted to the Faculty Field Liaison. The Foundation-year Field Instructor Assessment of Student Competencies is required in order to determine a grade for field. The forms will be made available via the Intern Placement Tracking, IPT, system, and must be submitted using the IPT system. A copy of the MSW FIASC is included in the appendices, for reference only.

Before starting field placement, all MSW students in the advanced year should review the field education syllabus for SW 8998. Major assignments related to field placement will be completed in practice-method courses. A copy of the SW 8998 field education syllabus is below.

F. ADVANCED STANDING STATUS

Students admitted to the advance-standing program are required to hold a BSW degree from an accredited college or university in addition to meeting other admission criteria. All MSW students, whether full-time or part-time, are required to complete advanced-year course work. MSW students with Advanced Standing must complete, in addition to the advanced-year MSW course work, eight credit hours of bridge or additional course work in the summer prior to field placement.

All advance-standing MSW students are expected to complete one field placement which consists of two consecutive semesters of field placement. Students are expected to complete a minimum of 450, or 676*, clock hours (225, or 338*, clock hours each semester), which equals 8 or 12* credit hours (4 or 6* credit hours each semester), of field placement over the two semester field placement. In addition, advanced year students are required, at the time of submitting field placement material, to select a concentration, either Innovation in Community, Policy and Leadership (I-CPL) or Interpersonal Practice (IP),.

All advance standing MSW students are expected to complete field placement during the first and second semesters of the first year of the degree program. Students in the full-time program are expected to complete MSW degree requirements in one year; students in the part-time program are expected to complete MSW degree requirements in two years.

** MSW advanced year students may be required to, or may opt for, a three-day-per-week field placement as determined by agency need and student preference. Such a field placement will require the completion of a minimum of 676 clock hours (338 clock hours per semester), which equals 12 credit hours (six credit hours per semester) of field placement over a two-semester field placement.*

G. PART-TIME STUDY

Part-time MSW students complete degree requirements in four years, including two field placement experiences. The first field placement covers two semesters (fall and winter) in the second year of the program. The second covers two semesters (fall and winter) in the third year of the program. The field placement requirements are the same for the part-time program as for the full-time program.

MSW students in the part-time, advanced-standing program complete degree requirements in two years, including one field placement experience, which consists of two semesters (fall and winter) in the first year of the program. The field placement requirements are the same for both the part-time, and full-time advanced-standing programs.

No placement is less than two days per week. For part-time students, scheduling days/hours for field placement is set in consultation among the student, the field instructor, and the Faculty Field Liaison. The schedule shall allow for continuity of service to clients, and the ability to meet curriculum expectations for field education, as specified in this manual. Students in the part-time program may complete the 16 clock hours per week requirement in major blocks of time, no less than 4 hours, unless approved by the school and the agency.

Student field placement should be scheduled during normal business hours, which, for some agencies includes evening and weekend hours. **However, evening and weekend only placements should not be expected.**

The goals and standards of the part-time and full-time programs are the same, as are the admission and academic requirements. Information about part-time MSW study may be obtained from the School of Social Work, Office of Admissions and Student Services (OASS).

H. BLOCK PLACEMENT

Block placements are field placements that last 12-15 weeks; a minimum of 450 clock hours (eight credit hours) is required. Students who opt for the 12-week block placement must be at the field site five days per week. Students who opt for the 15-week block placement must be at the field site four days per week. Block placements are generally approved for Foundation and advanced year part-time students in the MSW degree program; however, consideration will be given to any MSW student who declares their interest in writing to the OFE Director's attention.

To be considered for a block placement, a student must be in good academic standing, (no M or U grades in field placement) demonstrate a strong academic record, and must declare interest in a block placement by obtaining a block placement request form from the OFE and returning it with all other field placement material by the specified due date. Students who are approved for a block placement are still expected to complete all requirements and tasks of field placement. *Block placements are not available in school settings and are contingent on the availability of interested agencies.*

I. THREE- DAY-PER-WEEK PLACEMENT

MSW advanced year students may be required to agree to, or may opt for, a three-day-per-week field placement as determined by agency need and student preference. MSW Foundation year students are not eligible. Some agencies may require students to make a three-day-per-week commitment to maintain integrity of teaming assignments and continuity of client care. A minimum of 676 clock hours (338 clock hours per semester) for a total of 12 credit hours (six credit hours per semester) are required; this is a two semester field placement.

Three-day-per-week placements cover Monday, Tuesday, and Friday. A student **MAY NOT** switch from a three-day-per-week field placement plan to a two-day-per-week field placement plan or vice versa.

J. PLACE OF EMPLOYMENT or WORK SITE PLACEMENT

A MSW student entering the Foundation or advanced year may be considered for a place of employment or work-site placement if he or she has not previously been placed there, including undergraduate field placements, if applicable. A student must be in good academic standing (no M or U grades in field placement) and demonstrate a strong academic record. Tasks to be performed as a student must be different from those the student performed as a staff member.

To be considered, a student must declare interest in a place of employment or work site placement to the OFE before submitting field placement material. Work site placement request forms are available at the OFE, and should be returned with all other field placement material. Students who are approved for a work site placement will still be expected to complete all requirements and tasks pertinent to field placement. A copy of the MSW work site placement policy can be found in Appendix A.

K. DUAL RELATIONSHIPS WITH AGENCY

Dual relationships refers to any situation where multiple roles exist between a student and a field instructor, the student and clients within the agency, the student and other employees or associates of the agency. Dual relationships are any pre-existing personal and/or professional relationships with the agency that have the potential for either conflict of interest or negative impact upon field education objectives. Students shall not be placed at an agency with any person with whom he/she has a familial or quasi-familial relationship, even if that person is not assigned as a field instructor.

As a result of this policy, it is prohibited for students to return for field placement to an agency where they have completed a previous field placement or employment. Agencies in which the student has completed volunteer work may be considered, but must be approved by the Office of Field Education.

VII. MSW SYLLABI

MSW Foundation Year: SW 7998



WAYNE STATE
School of Social Work

MASTER SYLLABUS

FIELD WORK FOR SOCIAL WORKERS I – FOUNDATION YEAR
SOCIAL WORK 7998
SW 7998 (4 credit hours)

WSU MISSION STATEMENT

Wayne State's mission is to create and advance knowledge, prepare a diverse student body to thrive, and positively impact local and global communities.

SCHOOL OF SOCIAL WORK MISSION STATEMENT

As a school within an urban research university, the mission of the Wayne State University School of Social Work is to transmit, develop, critically examine, and apply knowledge to advance social work practice and social welfare policy in order to promote social, cultural and economic justice for the betterment of poor, vulnerable, and oppressed individuals, families, groups, communities, organizations, and society, by:

- preparing ethical and competent social work generalists, advanced practitioners and scholars at the B.S.W., M.S.W., and Ph.D. levels, respectively, with learning that primarily emphasizes urban settings;
- conducting research, primarily relevant to urban populations; and
- providing innovative leadership and service to the urban community and the profession

COURSE DESCRIPTION

Practicum of MSW program integrated with courses in social work method, human behavior and the social environment, social welfare organization and policy, and research. Coreq: one course in a social work method. Offered for S, M, and U marks only. Open only to MSW students. The ratio of clock hours to credits is 56.25 to 1. Field placements are assigned by staff within the Office of Field Education overseen by the Director of Field Education.

A minimum of 4 (four) credits are required for each of two semesters. Each credit hour equals 56.25 clock hours. A minimum number of 225 clock hours per semester is required for a total of 450 clock hours. Co-requisites: course in social work methods and field seminar are required according to the level of the student.

COURSE COMPETENCIES AND BEHAVIORS FOR THIS COURSE

COMPETENCIES

- I. Demonstrate Ethical and Professional Behavior
 - a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
 - b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
 - c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
 - d. Use technology ethically and appropriately to facilitate practice outcomes
 - e. Use supervision and consultation to guide professional judgment and behavior

- II. Engage Diversity and Difference in Practice
 - a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
 - b. Present themselves as learners and engage clients and constituencies as experts of their own experiences
 - c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

- III. Advance Human Rights and Social, Economic, and Environmental Justice
 - a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
 - b. Engage in practices that advance social, economic, and environmental justice.

- IV. Engage in Practice-informed Research and Research-informed Practice
 - a. Use practice experience and theory to inform scientific inquiry and research
 - b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
 - c. Use and translate research evidence to inform and improve practice, policy, and service delivery.

- V. Engage in Policy Practice
 - a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
 - b. Assess how social welfare and economic policies impact the delivery of and access to social services
 - c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

- VI. Engage with Individuals, Families, Groups, Organizations, and Communities
 - a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
 - b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

- VII. Assess Individuals, Families, Groups, Organizations, and Communities
 - a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
 - b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
 - c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
 - d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

- VIII. Intervene with Individuals, Families, Groups, Organizations, and Communities
 - a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
 - b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
 - c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
 - d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
 - e. Facilitate effective transitions and endings that advance mutually agreed-on goals

- IX. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
 - a. Select and use appropriate methods for evaluation of outcomes;
 - b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
 - c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes
 - d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

- X. Analyze the impact of the urban context on a range of client systems, including practice implications
 - a. Examine the distinct characteristics of the urban context and apply the analysis to social work practice

TEXTS AND REQUIRED MATERIAL

Required (download from <http://www.socialwork.wayne.edu>)

The Field Education Manual. Wayne State University, School of Social Work.

The field instructor may assign readings as part of orientation and on-going instruction.

Classroom assignments often draw material from the field placement. Students will need to clear with the field instructor the use of such material used in a written assignment. All such material must be disguised to maintain confidentiality. Students often find it helpful to bring other classroom

materials to the field placement where the field instructor can help the student with connections and integration of content and practice.

PERFORMANCE CRITERIA:

Through written assignments (learning plan, process recordings and other), supervision sessions and participation in agency meetings/programs, students will be expected to achieve the learning outcomes identified in the Learning Plan. Student performance is rated each semester using evaluations (mid-term and Field Instructor Assessment of Student Competency (FIASC) at end of semester) For each competency, Behaviors are listed with corresponding performance outcomes. The student's performance achievement is rated for each criterion by the field instructor on a scale that ranges from "Does Not Meet Minimum Competency" to "Exceeds Minimum Competency".

The field instructor prepares a written description of the student's assignments and other field education experience, the nature of the population serviced and the learning activities used to evaluate the student's performance achievement.

The "Field Instructor Assessment of Student Competency, Master of Social Work – Core Year" is an integral part of the syllabus.

GRADING AND ASSIGNMENTS

Faculty advisors will provide detailed syllabus for assignments and requirements, including but not limited to Due Dates for Learning Plan, Process Recordings, Mid-Term evaluation and the FIASC.

GRADING POLICY:

Grades for SW 7998 Field Work for Social Workers I are assigned by the faculty advisor. The marks for this course may be one of the following:

S=Satisfactory, M=Marginal, U=Unsatisfactory.

A mark of "U" results in termination from the program. Two marks of "M" result in termination. A mark of "M" and two grades of "B-" in classroom courses results in termination. Refer to the School's policy "Academic Termination and Reinstatement" for additional information. (See graduate Bulletin, Wayne State University for more information on grade requirements <http://www.bulletins.wayne.edu/gbk-output/index.html>)

ORGANIZATION OF THE COURSE

Field work days for Core Year students are Monday and Tuesday, for a total of approximately 16 clock hours per week. The minimum number required to meet the clock hours required for a semester is 225. A semester is 15 weeks. Students must remain in placement for the entire semester even if the minimum number of clock hours is attained before the end of the semester. Students are to observe the number of hours considered as an "agency day" at the field placement site.

Most Core Year field placement experience will consist of

- An orientation
- Observation
- Assignment to practice tasks
- Field instruction conferences
- Mid-term review of performance
- Continuation and refinement of assignment including additional tasks

Evaluation and recommendations for next term
Opportunities for professional development via agency designated workshops, meetings and observations throughout the term

ROLE OF THE STUDENT AND INSTRUCTOR

See University Statement of Obligation of Students and Faculty Members of the teaching - learning process

<http://www.bulletins.wayne.edu/fib/fib2d.html>

POLICIES FOR THIS COURSE

Students must consult the Field Education Manual, Field Instructor, Faculty Field Liaison, or Office of Field Education for details for items that may be listed under this section, including:

Attendance policy

Electronic communication policy

Late or missing assignments

Incomplete grade policy (include link here for policy from School website)

Inclement weather

WSU STUDENT RESOURCES

Students with disabilities

<http://studentdisability.wayne.edu>

Academic integrity and student code of conduct

<http://www.doso.wayne.edu/assets/codeofconduct.pdf>

Counseling and Psychological Services (CAPS) at Wayne State:

<http://www.caps.wayne.edu/>

University policy on acceptable use of information technology

<https://wayne.edu/policies/acceptable-use/>

COURSE LEARNING UNITS

The Learning Plan will be prepared with the field instructor and will identify the outcomes that students will achieve each semester. A copy of the Learning Plan is to be submitted to the faculty advisor by the student. The student prepares the Learning Plan at the beginning of the field placement and modifies it with the help of the field instructor as the student grows in knowledge and skill and as areas are identified that will contribute especially to the students professional growth.

COURSE ASSIGNMENTS

Assignments are those made by the field instructor. [See “Field Instructor Assessment of Student Competency, Master of Social Work - Foundation Year”].

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Updated September 4, 2019

MSW Advanced Year: S W 8998



MASTER SYLLABUS

FIELD WORK FOR SOCIAL WORKERS II – ADVANCED YEAR
SOCIAL WORK 8998 (IP AND ICPL)
SW 8998 (4-6 credit hours)

WSU MISSION STATEMENT

Wayne State’s mission is to create and advance knowledge, prepare a diverse student body to thrive, and positively impact local and global communities.

SCHOOL OF SOCIAL WORK MISSION STATEMENT

As a school within an urban research university, the mission of the Wayne State University School of Social Work is to transmit, develop, critically examine, and apply knowledge to advance social work practice and social welfare policy in order to promote social, cultural and economic justice for the betterment of poor, vulnerable, and oppressed individuals, families, groups, communities, organizations, and society, by:

- preparing ethical and competent social work generalists, advanced practitioners and scholars at the B.S.W., M.S.W., and Ph.D. levels, respectively, with learning that primarily emphasizes urban settings;
- conducting research, primarily relevant to urban populations; and
- providing innovative leadership and service to the urban community and the profession

COURSE DESCRIPTION

Practicum of MSW program integrated with courses in social work method, human behavior and the social environment, social welfare organization and policy, and research. Coreq: one course in a social work method. Offered for S, M, and U marks only. Open only to MSW students. The ratio of clock hours to credits is 56.25 to 1. Field placements are assigned by staff within the Office of Field Education overseen by the Director of Field Education.

A minimum of 4 (four) credits are required for each of two semesters of the advanced year. Each credit hour equals 56.25 clock hours. A minimum of 225 clock hours per semester is required for a total of 450 clock hours. Students who elect 6 (six) credits for each semester of the advanced year must complete 338 clock hours per semester for a total of 678 clock hours. Co-requisite: course in social work methods and field seminar are required by the level of the student.

COURSE COMPETENCIES AND BEHAVIORS FOR THIS COURSE

COMPETENCIES

- I. Demonstrate Ethical and Professional Behavior
 - a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
 - b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
 - c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
 - d. Use technology ethically and appropriately to facilitate practice outcomes
 - e. Use supervision and consultation to guide professional judgment and behavior

- II. Engage Diversity and Difference in Practice
 - a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
 - b. Present themselves as learners and engage clients and constituencies as experts of their own experiences
 - c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

- III. Advance Human Rights and Social, Economic, and Environmental Justice
 - a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
 - b. Engage in practices that advance social, economic, and environmental justice.

- IV. Engage in Practice-informed Research and Research-informed Practice
 - a. Use practice experience and theory to inform scientific inquiry and research
 - b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
 - c. Use and translate research evidence to inform and improve practice, policy, and service delivery.

- V. Engage in Policy Practice
 - a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
 - b. Assess how social welfare and economic policies impact the delivery of and access to social services
 - c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

- VI. Engage with Individuals, Families, Groups, Organizations, and Communities
 - a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
 - b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

- VII. Assess Individuals, Families, Groups, Organizations, and Communities
 - a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
 - b. Apply knowledge of human behavior and the social environment, person-in-environment,

and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

- c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

VIII. Intervene with Individuals, Families, Groups, Organizations, and Communities

- a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- e. Facilitate effective transitions and endings that advance mutually agreed-on goals

IX. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- a. Select and use appropriate methods for evaluation of outcomes;
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes
- d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

X. Analyze the impact of the urban context on a range of client systems, including practice implications

- a. Examine the distinct characteristics of the urban context and apply the analysis to social work practice

TEXTS AND REQUIRED MATERIAL

Required (download from <http://www.socialwork.wayne.edu>)

The Field Education Manual. Wayne State University, School of Social Work.

The field instructor may assign readings as part of orientation and on-going instruction.

Classroom assignments often draw material from the field placement. Students will need to clear with the field instructor the use of such material used in a written assignment. All such material must be disguised to maintain confidentiality. Students often find it helpful to bring other classroom materials to the field placement where the field instructor can help the student with connections and integration of content and practice.

PERFORMANCE CRITERIA

Through written assignments (learning plan, process recordings and other), supervision sessions and participation in agency meetings/programs, students will be expected to achieve the learning outcomes identified in the Learning Plan. Student performance is rated each semester using evaluations (mid-term and Field Instructor Assessment of Student Competency (FIASC) at end of semester) For each competency, Behaviors are listed with corresponding performance outcomes. The student's performance

achievement is rated for each criterion by the field instructor on a scale that ranges from “Does Not Meet Minimum Competency” to “Exceeds Minimum Competency”.

The field instructor prepares a written description of the student’s assignments and other field education experience, the nature of the population serviced and the learning activities used to evaluate the student’s performance achievement.

The “Field Instructor Assessment of Student Competency, Master of Social Work – Advanced Year” is an integral part of the syllabus.

GRADING AND ASSIGNMENTS

Faculty advisors will provide detailed syllabus for assignments and requirements, including but not limited to Due Dates for Learning Plan, Process Recordings, Mid-Term evaluation and the FIASC.

GRADING POLICY:

Grades for SW 8998 Field Work for Social Workers II are assigned by the faculty advisor. The marks for this course may be one of the following:

S=Satisfactory, M=Marginal, U=Unsatisfactory.

A mark of “U” results in termination from the program. Two marks of “M” result in termination. A mark of “M” and two grades of “B-“ in classroom courses results in termination. Refer to the School’s policy “Academic Termination and Reinstatement” for additional information. (See graduate Bulletin, Wayne State University for more information on grade requirements <http://www.bulletins.wayne.edu/gbk-output/index.html>)

ORGANIZATION OF THE COURSE

Field work days for Advanced Year students are Tuesday and Friday for a total of approximately 16 clock hours per week. The minimum number required to meet the clock hours required for a semester is 225. A semester is 15 weeks. Students must remain in placement for the entire semester even if the minimum number of clock hours is attained before the end of the semester. Agency hours vary; students are to observe the number of hours considered as an “agency day” at the field placement site.

Field Instructors meet with students in regularly scheduled field instruction conferences of one to one-and-a-half hours per week and at other appropriate times.

Most Advanced Year field placement experiences will consist of

- An orientation to the setting, population, practice tasks and social work methods, persons employed there and the style and expectations for written communication and recording of the student’s work
- Assignment to practice tasks
- Field instruction conferences
- Mid-term review of performance
- Continuation and refinement of assignment including additional tasks
- Evaluation and recommendations for next phase
- Opportunities for professional development via agency designated workshops, meetings and observations throughout the term

Throughout the term opportunities for professional development through workshops and meetings may be identified by the field instructor as appropriate for the student’s development

ROLE OF THE STUDENT AND INSTRUCTOR

See University Statement of Obligation of Students and Faculty Members of the teaching - learning process

<http://www.bulletins.wayne.edu/fib/fib2d.html>

POLICIES FOR THIS COURSE

Students must consult the Field Education Manual, Field Instructor, Faculty Field Liaison, or Office of Field Education for details for items that may be listed under this section, including:

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COURSE LEARNING UNITS

The Learning Plan will be prepared with the field instructor and will identify the outcomes that students will achieve each semester. A copy of the Learning Plan is to be submitted to the faculty advisor by the student.

COURSE ASSIGNMENTS

Assignments are those made by the field instructor. See “Field Instructor Assessment of Student Competencies, Master of Social Work – Advanced Year” for illustrations of assignments.

BIBLIOGRAPHY

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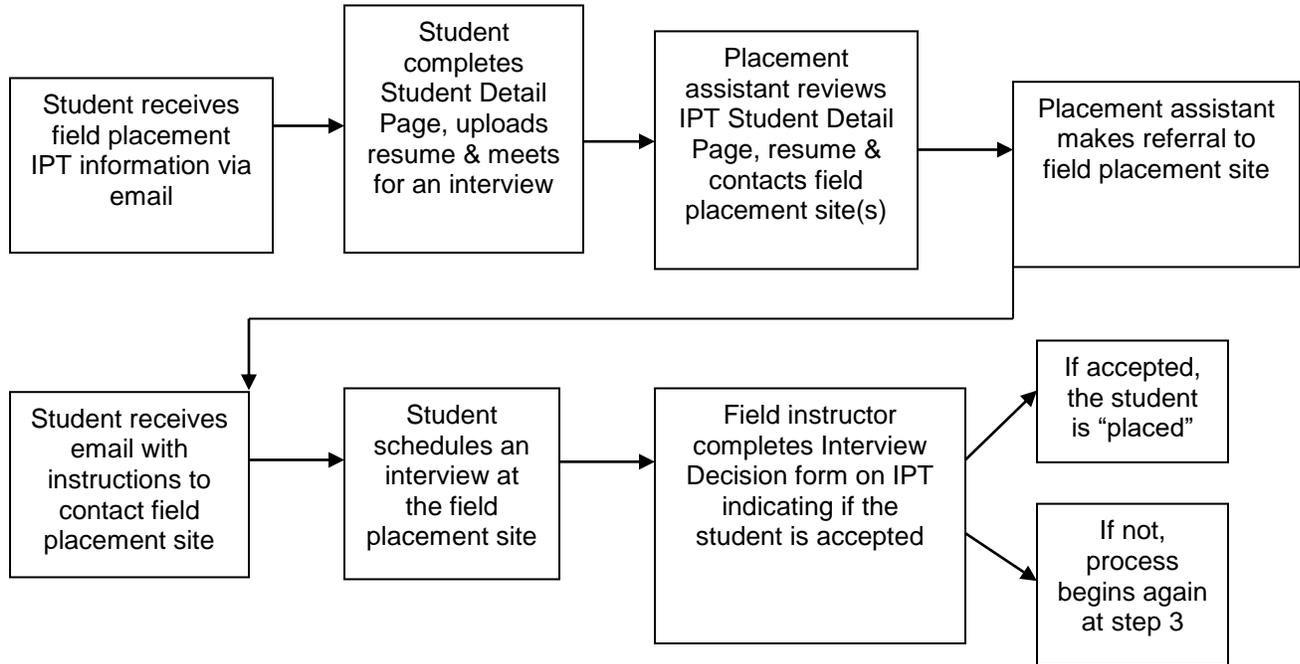
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VIII. FIELD EDUCATION PLACEMENT POLICIES, PROCEDURES, AND PROCESSES

A. FIELD PLACEMENT PROCESS

The school is required to arrange all field placements in accordance with CSWE specifications. **Students are not to arrange their own field placement**, though we encourage students to suggest agencies they would like to intern with. Unless otherwise instructed, the process for student field placements is as follows:



1. FIELD EDUCATION STUDENT DETAIL PAGE

Months before field placements begin, all students in degree programs are sent an email regarding an IPT Student Detail Page. Near that same time, students will be notified of field placement interviews being held with specific placement assistants. Students are required to call the OFE to schedule a 15-30 minute interview to meet and discuss concerns and questions regarding field placement. Prior to the interview, students are expected to complete the IPT Student Detail Page and upload a current resume. After the completion of the IPT Student Detail Page and interview, a placement assistant reviews all material and contacts field placement sites to secure a field placement.

The IPT Student Detail Page allows students to express preferences and concerns while providing needed personal contact information. When assigning a field placement, the placement assistant takes all preferences and concerns into consideration. However, placement at a specific agency or in a certain geographic location **cannot** be guaranteed.

2. FIELD PLACEMENT INTERVIEW

After the field placement assistant has reviewed the IPT Student Detail Page and contacted an appropriate field-placement site, a formal referral to the agency is made. The student detail

page, and all content, will be linked to the agency contact for review, and the student is sent an email asking that they contact the field placement site to arrange an interview. Contact information regarding the agency will be found on IPT. If the field-placement site and the student agree the field placement is an appropriate match, then the student is placed. Otherwise, a second interview at another site will be arranged. The OFE is notified of interview results via IPT.

If a student is not accepted at two field agencies for performance or behavior concerns or does not accept placements at two field agencies, the student is then required to meet with the Director of Field Education. Failure to secure a placement after a third interview will be interpreted as the lack of readiness for field at this time. These students will be referred to their assigned Academic Advisor for revision of the academic plan of work.

Students are expected to attend all scheduled interviews and present themselves in a professional manner. The OFE values its relationships with field placement sites and field instructors and expects all participating students to act accordingly.

- A. Research the Agency
 - Check their website. Understand the mission, programs, history, clientele, location, etc.
- B. Practice Interviewing
 - Create a good first impression. Introduce yourself and establish rapport with the interviewer.
 - Prepare concrete examples of your strengths and experiences to showcase your skills.
- C. After the interview, write a thank you note or send an email to your interviewer and all others involved in the process.

3. SUGGESTED QUESTIONS FOR FIELD PLACEMENT INTERVIEWS

During field placement interviews students are encouraged to ask questions and raise issues to ensure the agency provides an appropriate fit. The field placement site interviewer will have a list of questions to ask the student, and students are encouraged to be similarly prepared.

The following is a list of question that may be asked of the student:

- Tell me about yourself.
- Why are you interested in this placement, and what educational opportunities would you like to see?
- What previous experience do you have that makes you a competitive candidate here?
- What is your understanding of our work and our mission? How does that fit with your interests?
- What are your strengths? What are your areas needing improvement?
- What are your long-term career goals?

The following is a list of questions a student might choose to ask:

- What days and hours will I be expected to do my field placement?
- What population will I be working with?

- What tasks will I be expected to perform? What experiences can I expect to have?
- Will I be expected to travel off-site? If so, what type of travel? Will I need to use my own car?
- Am I expected to work during school-scheduled holidays and breaks?
- If I miss a scheduled field day, how will I make up the hours? If so, when?
- Who will be my immediate supervisor? Will this person also approve my clock hours?
- Provide personal restrictions and/or constraints that might impact the field placement.
- Is parking available? Is there a fee?
- What are the dress code expectations for interns?
- Will your agency request a background check? Are fingerprints, a drug screen, a TB test, or any other health tests required? Will I be responsible for obtaining these and covering the costs?
- Will I be expected to travel offsite? How often? Will I need to use my own vehicle?
- Are there opportunities for association, consultation, or networking with professionals or other agencies in the field?
- Be sure to mention or ask about any personal restrictions and/or constraints you might have that could impact the work to be performed.

4. NATURE OF FIELD PLACEMENT

The OFE cannot guarantee students a field placement at a specific site. The OFE does note student preferences and takes all information into consideration; however, some field placement sites may not be able to accommodate a student's schedule and/or needs. Numerous factors dictate whether or not a field placement site is able to facilitate student placements, including the availability and willingness of a field instructor to supervise students and the programming opportunities and space available at an agency.

Some field placement sites specify a limited number of students for whom they are able to provide a field placement opportunity and others specify certain curricular levels of students they are willing to supervise. School and hospital field placements are commonly reserved for advanced-year MSW students pursuing school social worker approval or the area of health care, respectively; however, this policy may vary depending on the site and tasks to be performed.

The OFE reminds students that the more flexibility you extend, as to availability and/or willingness to explore other interest areas, the more numerous the available opportunities. Student field placement should be scheduled during normal business hours, which, for some agencies, includes evening and weekend hours. **However, evening- and weekend-only placements should not be expected.**

B. SELECTION OF FIELD PLACEMENT SITE

The field placement site works in concert with the school to provide students with meaningful experience and work within the confines of a social work setting.

By committing itself to an educational function and supporting the role of the field instructor, the field-placement site develops an educational program that meets the expectations of the agency, the school and the student. A field placement site must commit to: compatible philosophy with school objectives, the provision of qualified field instructors, and the opportunity for students to carry out practice assignments, while actively participating within the agency setting.

1. NEW SITE

Agencies interested in serving as field-placement sites for students should contact the OFE. The OFE will respond with a packet of forms to be completed and returned. Completed packets will be reviewed and processed; upon acceptance, the agency will be added to the OFE database.

For an agency to serve as a field placement site, specific criteria must be met, including, but not limited to, providing proper supervision by an individual with 2 years' post-MSW experience and who holds a LMSW, or another qualified individual identified by the WSUSSW to serve as a field instructor, adequate working space, and assigning tasks that meet designated learning objectives.

2. RENEWAL SITE

Each winter the OFE sends all agencies which have served as field placement sites for students over the past few years a renewal email to ascertain which agencies are interested in renewing their commitments for the upcoming academic year. In order to assist the OFE in organizing BSW and MSW field placement opportunities, agencies are asked to update agency information in the Intern Placement Tracking System as soon as possible. This process allows agencies to update information and specify how many students from each curricular level of the degree programs they may be able to accommodate for the upcoming academic year.

For an agency to serve as a field placement site, specific criteria must be met, including, but not limited to, providing proper supervision by an individual with 2 years' post-MSW experience and who holds a LMSW, or another qualified individual identified by the WSUSSW to serve as a field instructor, adequate working space, and assigning tasks that meet designated learning objectives

3. STUDENT INTERN JOB DESCRIPTION

While student job descriptions are not required, they are recommended because they can help the agency, student, and school ensure that specific criteria are met. Student-intern job descriptions can also help reduce confusion by outlining expectations. An example of a student-intern job description is located on the school website at http://socialwork.wayne.edu/field/pdf/supervision_agenda_draft.pdf

C. CHANGE OF FIELD PLACEMENT

Once a student and field placement site have been matched, the student is expected to make every effort to remain at the field placement site. If a situation arises where this may not be possible, the student should contact the Faculty Field Liaison immediately.

Students with a two-semester field placement are expected to complete required field placement clock hours at the assigned field placement site. Students who want a change of field placement between semesters OR during a semester must contact the assigned Faculty Field Liaison to discuss the situation. **The Faculty Field Liaison will do everything possible to retain the student at the field placement site.** If the Faculty Field Liaison feels that a change of field placement is necessary, then he/she will

contact the OFE, where the situation will be reviewed to determine if a change is necessary. No student may change field placement without school consent.

D. SELECTION OF FIELD INSTRUCTOR

The field instructor is the person on site who gives direction to the students' practicum while keeping with the mission, goals, and field education curriculum of the school. The field instructor is selected by the agency and appointed by the school. Selection is based on professional competence and teaching ability. No agency should agree to be a field education site, nor should staff members volunteer for a field education assignment, unless they are able to commit to completing the placement.

1. FIELD INSTRUCTOR REQUIREMENTS

A field instructor must be a social worker with a MSW degree with at least 2 years post-MSW experience, and eligible for licensure in the State of Michigan, or another qualified individual identified by the WSUSSW. A field instructor also must be affiliated with an approved field placement site, provide direction which meets the school's learning objectives, and be available to the student during the field placement. Attributes of an effective field instructor include:

1. effective practice skills;
2. commitment to social work values as specified by the Code of Ethics;
3. ability to conceptualize the practice of social work;
4. ability to communicate ideas and concepts to others;
5. a commitment to social work education and a willingness to expend the necessary time
6. willingness to work with students, the faculty liaison, and the school in accordance with
7. willingness to develop and refine skills in field instruction by attending classes, workshops, and institutes.

All field instructors must:

1. complete and submit an Application for Field Education;
2. be designated as a field instructor by the school; and
3. participate in new field instructor seminar sessions.

a. State of Michigan Social Worker Licensure

The preference of the OFE is that individuals serving as field instructors hold a MSW degree and be a LMSW. For information regarding State of Michigan licensure requirements, consult the Michigan Department of Community Health website at www.michigan.gov/mdch or call the office at (517) 335-0918.

2. NEW FIELD INSTRUCTOR

To serve as a field instructor, an individual must have a minimum of 2 years post-MSW experience, be a LMSW, or another qualified individual approved by the WSUSSW to serve as a field instructor. This individual must be affiliated with an approved field placement site, be available to provide students with a minimum of 1 hour per week of supervision, and show an interest in providing students with tasks and instruction to meet designated learning objectives.

Individuals meeting the criteria should notify the OFE of their interest or have the appropriate contact person from their agency inform the OFE and provide relevant information such as direct phone number and state licensure details. Updates and/or corrections to any of this information can be made by contacting the OFE or by submitting the appropriate changes with the annual renewal.

3. CHANGE OF FIELD INSTRUCTOR

A field instructor who contemplates a change in employment is asked to notify the OFE before notifying the student. The agency and the OFE will then develop an alternative plan to support the student's education. In the case of a short absence, the field instructor should notify the OFE well in advance so alternate plans can be made.

E. FIELD PLACEMENT POLICIES AND PROCEDURES

The OFE is dedicated to serving students efficiently and considerately. Procedures related to field placement are continually reviewed and revised to ensure accuracy, appropriateness, and consistency. Questions or concerns about field placement procedures should be directed to the OFE.

1. NO ACADEMIC CREDIT FOR LIFE AND/OR WORK EXPERIENCE

The BSW and MSW degree programs do not award academic credit for life and/or work experience, in whole or in part, as a substitute for field placement. This policy is consistent with the education policy and accreditation standards of the CSWE.

2. ACADEMIC CALENDAR

All students will begin field placement each term on the date designated by the school unless special arrangements have been made. Students shall remain in field until the official last day of field, set by the OFE.

Although students must complete a minimum number of clock hours per registered credit hour each semester, they are expected to continue in field each term on the days assigned even after the minimum has been met. It is normal for students to accumulate a few more clock hours than the required minimum in their effort to provide quality services. However, students are expected to perform their field placement duties within their assigned agency hours.

Holidays: Students in field are expected to follow the university's calendar for holidays and recesses. Students will have recesses at Thanksgiving, between the fall and winter semesters, and during the winter semester. Exceptions are as follows:

Insufficient clock hours: When a student has lost field placement time because of illness or other emergencies, the time must be made up during holiday and/or student recesses so that required clock hours are completed by the end of the semester.

Disruptive absence: When an absence during a recess (such as a holiday or the inter-semester break) might seriously interfere with the service being rendered to an individual client or group by the student, the student must make arrangements to provide service during the recess.

Continuity of Care for clients: Students and field instructors need to consider scheduling the students' time at their placement during holidays and recesses, if necessary, so appropriate contact with clients and groups can be maintained in order to provide good professional experiences for the student. If a student engages in field activities during the December-January holiday break, the field placement clock hours accrued will generally be counted for the next semester (Winter) unless the student lacks the required number of field placement clock hours for the previous semester.

The following should be noted:

- Students will conform to agency policy when agencies observe special holidays. Students may not count hours for field placement credit on days when their agencies are closed to observe religious or other special holidays.
- Even if the minimum number of required clock hours is completed, **students may not terminate field placement before the date designated by the school.** Students must attend until the last day of Field Placement (noted on our website).
- The university and the school observe these legal holidays: Memorial Day, Independence Day, and Labor Day.
- If students wish to attend professional conferences which conflict with class and field responsibilities other than those designated by the school, they should consult their Faculty Field Liaison.

1. ATTENDANCE AT FIELD PLACEMENT

Students are expected to meet their attendance requirements at the field placement site each field placement day. If students must be absent due to illness or emergency, they must notify the agency at the beginning of the work day. If students have lost considerable field placement time during a semester because of illness or for other emergencies, they must make up the field placement clock hours during holiday or student recesses. Students will not receive credit for field placement in any term until the required number of clock hours has been completed.

If students are absent from field placement for an extended period, and if their learning and/or service to clients suffer as a result, they must consult with the assigned Faculty Field Liaison, field instructor and OFE staff to make appropriate plans to deal with the situation.

2. CRIMINAL HISTORY ADVISEMENT

Please be advised that many agencies conduct criminal background checks and/or fingerprinting on interns. Students may be required to submit to electronic fingerprinting and pay any required fees. In many agencies, i.e., agencies that provide services to families and children or older adults, this is a legal requirement. A criminal record may prevent you from being accepted by any of the affiliated agencies. Because field placement is an absolute requirement, and if you are unable to establish an internship due to a criminal record, you will be terminated from the program. If you have a criminal record, you are required to inform the Director of Field. Failure to inform the field director of this history may result in termination from the program. There may also be potential consequences for individuals with criminal records who intend to seek the LBSW or LMSW. For further information regarding licensure eligibility, please call the Michigan Board of Social Work at (517) 335-0918.

3. DRUG SCREENING ADVISEMENT

Agencies may require random drug screening(s) at any time during the year. Students must be willing to participate in these additional screens/evaluations and give permission for the results to be provided to the School when requested. If a student fails these screens, she/he will not be accepted at the specified agency, can become ineligible for field placement, and therefore not be placed for an entire academic year. If during the year a student fails a screening, she/he will be removed from the agency and not placed in another agency for the remainder of the academic year. The Field Director will review cases to determine whether a student is eligible to continue in field and thus the social work degree program.

4. FIELD PLACEMENTS OUTSIDE THE REGION ADVISEMENT

The Wayne State University School of Social Work has responsibility to arrange field placements for students enrolled in the BSW and MSW programs. Students are expected to arrange reliable transportation to and from the field placement site. The Office of Field Education does consider the location in which a student lives, but cannot guarantee a field placement near that area.

5. FIELD PLACEMENT AT AGENCY WITH FAMILY MEMBER(S) OR CLIENT STATUS

A student shall not be placed for field instruction with any family member or person with whom he/she has a quasi-familial relationship, defined as “a close personal or conjugal relationship.” Nor will a student be placed for field instruction in any organization in which the student or his/her family members have been clients.

To avoid breaches of confidentiality and conflicts of interest, the school discourages placement of students in organizations where family members or quasi-family members are employed, especially in small organizations, where breaches of confidentiality and conflicts of interest are more likely to occur. If an organization refuses to accept a student for these reasons, the school shall comply.

6. OFFER OF EMPLOYMENT BY INTERNSHIP AGENCY

The School of Social Work understands that the goal of most students is to secure employment as a licensed social worker upon graduation, and that the goal of most placement agencies is to hire employees who are educated, and well trained. Thus, there are times when internship agencies will offer paid employment positions to student interns who have not yet completed their internship. While the activities of the professional and student are not incompatible, there is a difference between the goals of educational development and those of employment. To ensure continuing educational development, the School of Social Work has adopted policies and procedures for when students are offered employment at their internship agency prior to completion of their internship. The policy can be found in Appendix B.

7. STUDENT PARTICIPATION ON SCHOOL COMMITTEES

Student participation and involvement are relevant to the student’s preparation for the profession, as is the development of responsible leaders. In addition, the school recognizes the need to have students involved in formulating policies related to the degree programs. Consequently, students in key positions in the Student Organization and those serving on student-faculty committees are sometimes allowed to adjust their field-work schedules to accommodate organizational needs.

This policy in no way affects clock-hour requirements for the number of credits for which the student is registered per term. It does allow the Faculty Field Liaison to arrange with agency personnel for students to work in the agency fewer hours on certain days while still fulfilling the minimum clock hour requirement.

8. ADVOCACY

In keeping with the social work value of belief in the dignity and worth of the human being, the school has adopted an advocacy policy, which maintains that the professional social worker has a responsibility to act on behalf of others in those circumstances which are beyond the other person's capacities to achieve by their own efforts. This policy applies to all members of the school community as well as clients.

9. LETTERS OF REFERENCE FOR GRADUATING STUDENTS

The faculty has adopted these policies and procedures regarding letters of reference:

- students are free to ask any faculty member or field instructor for references;
- faculty members and field instructors are free to honor such requests and no one is prohibited from doing so; and
- faculty members and field instructors are free to refuse to write a reference and no one is prohibited from declining a request.

10. EXTENSION OF FIELD PLACEMENT

Students who find they are unable to complete the required clock hours within the designated semester must contact the assigned Faculty Field Liaison immediately; the Faculty Field Liaison will discuss the situation with the student and the field instructor. If it is determined by the Faculty Field Liaison and field instructor that the student should receive an extension of field placement, the Faculty Field Liaison will contact the director of field education, who will review the situation and determine if the recommendation is compatible with the outlined learning objectives.

11. OFFICIAL STRIKES AT FIELD PLACEMENT

In the event of an official strike¹ at a field placement site, the Wayne State University School of Social Work allows involved students to decide whether to continue field placement at the placement or to substitute an alternative educational experience² as outlined below. The student must notify the Faculty Field Liaison and the field instructor of the decision. If, in the independent opinion of the field placement site or the school, the strike seriously disrupts the field placement education of the student, the school will initiate a substitute educational plan. If a student decides to remain in the placement, his/her workload will continue to be assigned on the basis of their educational needs.³

Students who choose to observe the strike will undertake a substitute educational experience which meets their educational requirements and acknowledges the reality of the situation. The nature of the substitute experience will be determined by the Faculty Field Liaison, in consultation with the BSW and MSW coordinators, the director of field education, the field instructor, and the student. The substitute experience shall require an educational investment reasonably equivalent to the interrupted field placement experience.⁴

The Dean's Office will assign responsibility for coordination of alternative educational programs for those students whose regular field placement program has been disrupted. Plans to staff alternative programs should take into consideration the effect of the strike on faculty workloads.

When the strike has ended, the Faculty Field Liaison, in consultation with the student and other key people involved, will determine the nature of the student's continuing field placement experience. The criterion for this decision shall be the educational needs of the student.⁵

During the strike, students will be required to observe full professional responsibility in responding to emergencies affecting their clients. After the strike is over, regardless of the continuing educational plan, the student will be expected to handle his/her former and existing workload responsibilities in full accordance with professional standards of practice.⁶

It will be the responsibility of the field advisor to maintain communication with all field placement sites involved in a regular or alternate educational experience for students.

¹This policy relates only to official strikes. It does not apply to other work stoppages, picket lines, etc., which may be dealt with individually.

²Students may choose whom to consult in making this decision. Students should notify their faculty field liaison, and field instructor of their decision so there is no bias in "contracting in" or "contracting out".

³This is to ensure that the student is not put in the position of strikebreaking and to maintain educational standards in workload size.

⁴Because of the many possible variables, it is impossible to detail in advance the nature of the substitute field placement experience. For example, if there appears to be a reasonable probability of a very brief work stoppage, the substitute experience might take the form of observational visits, seminars, library assignments, etc. If many field placement sites are affected by the strike, it may be difficult to arrange substitute field placement in the direct service area. Wherever possible, students should have a substitute experience involving direct experience with clients if the strike appears likely to be lengthy.

⁵This again depends on many variables. For example, if the strike were protracted and the student became heavily involved in a substitute experience, it would make sense for field placement to be completed in the substitute situation.

⁶This means the student may have a temporarily excessive field workload because of the need to fulfill dual responsibilities. The tutorial advisor is expected to assist the student in dealing with this temporary problem.

12. STUDENT USE OF PRIVATE VEHICLE

Students are encouraged to use an agency vehicle when transporting clients, consumers, or agency personnel on behalf of the agency. If a student elects to use a privately-owned vehicle, as part of his/her field placement responsibilities, s/he is responsible for obtaining adequate insurance to cover his/her legal responsibility. The University does not carry physical damage insurance or liability coverage on a privately-owned vehicle.

If an agency permits students to transport clients in an agency-owned vehicle, to ensure any possible liability and physical damage coverage, the student should review both the agency policy regarding client transportation and student insurance protection that the agency provides for student interns.

13. STUDENT PROFESSIONAL LIABILITY INSURANCE

In keeping with professional practice, the faculty of the school decided that all students enrolled in field placement courses must carry professional liability insurance as a condition of field placement. The university and the school require liability insurance coverage before a student begins field placement to cover any incidents that occur at the field site for which the student may

be implicated. Social Work students will be covered under a universal policy purchased by the School of Social Work. Your field fee will go towards this purchase.

14. RESOLUTION OF PROBLEMS REGARDING FIELD PLACEMENT

When field placement questions or concerns arise, students and field instructors are urged to contact the assigned Faculty Field Liaison immediately, as there is a set procedure for problem resolution in field education. **STEP ONE:** The student should discuss the situation or concern(s) with the field instructor. If the field instructor is experiencing a situation or concern, she/he should approach the student. **STEP TWO:** If the problem remains unresolved after discussion, the student or field instructor should contact the assigned Faculty Field Liaison, who may arrange a meeting with the field instructor and student to discuss the situation or concern(s) and implement a corrective action plan. **STEP THREE:** If the problem is still unresolved, or if further attention is deemed appropriate, the next step is to contact the director of field education, and then the associate dean.

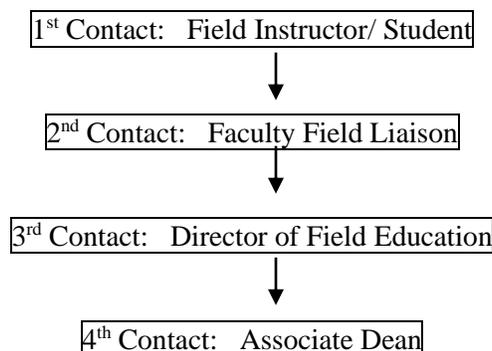
1. CORRECTIVE ACTION PLAN

There may be occasions when students have concerns about aspects of their placement (e.g. amount of supervision, agency policies or number of cases). Alternately, agencies at times may identify concerns about a student's functioning or performance in the agency. When problems arise, it is always important for the student and/or field instructor to contact the Faculty Field Liaison early on. The Faculty Field Liaison is available to consult about the problem, helping to identify the issues and suggesting steps towards a resolution. If problems persist despite the efforts of the field instructor, student and advisor to resolve them, a more formal step may be taken.

Plans to improve the situation are always the first step and the advisor will remain involved to monitor progress towards changes that are being initiated. If for example supervision time has not been adequate the School would work with the agency to address this problem. If needed, a meeting of Faculty Field Liaison, student, field instructor and at times the agency director of training or director of field education, will be held to assess and locate areas of difficulty. Generally plans are made to alleviate or resolve problems by carefully designed and monitored strategies. The outcome of a meeting will include a Corrective Action Plan, written by the field instructor and student, with copy distributed to the Faculty Field Liaison. Goals set forth will be reviewed periodically.

After the Corrective Action Plan is completed and signed by Student, Field Instructor and Faculty Field Liaison, a copy must be placed in student file. The Faculty Field Liaison will maintain records of contacts regarding follow up and outcome – these will also be placed in student file.

FIELD PLACEMENT PROBLEM RESOLUTION PROCEDURE



15. WAYNE STATE UNIVERSITY POLICY ON STUDENT INJURIES

Enrolled students experiencing an injury or non-personal illness (excludes personal illnesses such as, but not limited to, flu, cold/sinus, etc.) on campus or while attending class or participating in University-sponsored activities shall receive initial treatment at an University-authorized medical facility as noted below:

Emergency issues:

- Detroit Receiving Hospital – ER
- Henry Ford Hospital-Detroit ER

Non-emergency issues:

- University Health Center (UHC)-4K
- Henry Ford Medical Center - Harbortown

Only the initial treatment/visit necessary for an injury or a non-personal illness requiring immediate medical attention will be covered by this policy. The student is responsible for any subsequent treatment.

Procedure:

RESPONSIBILITY	ACTION
Student	<p>Notify Instructor/Administrator and/or WSU Police Department of injury or illness immediately.</p> <p>Report to the appropriate University-authorized medical facility for initial treatment, as noted above.</p> <p>Complete top portion of the Report of Injury form (http://idrm.wayne.edu/risk/student-forms.php), and sign bottom portion.</p> <p>If the student receives an invoice for initial service, student shall forward the invoice to the Office of Risk Management for payment review. For services/treatment beyond the initial visit, student shall either self-pay directly to the provider or forward the invoice to the personal health insurance carrier.</p>
Instructor/Administrator	Contact WSU Police Department (313-577-2222) to obtain assistance and transportation to the appropriate University-authorized medical facility.

16. STUDENT SAFETY

Students in field must pay attention to their own personal safety and be aware of their environment. It is difficult to predict when dangerous situations or threatening behaviors might occur. Such incidents may be direct or indirect, as determined by factors such as fear, anger, stress, paranoia, or chemical imbalance. One must determine if the situation or behavior being displayed is a result of personality style or the current situation and/or environment. However, dealing with the situation intuitively increases the probability of a safe and calm response, and is therefore often the best approach.

a. Risk Reduction Guidelines

Before a student begins field placement, the field instructor should familiarize the student with conditions at the site. Discussion should focus on risk management, safety procedures, and methods for assessing and attending to potentially dangerous situations. If the field instructor does not do this, students should request it.

Risk reduction strategies should:

1. protect all parties involved (i.e. the client(s), staff, yourself);
2. help the client(s) gain some control, with the least amount of shame or guilt;
3. help the client(s) understand the reasons for their behavior; and
4. help the client(s) express feelings, thoughts, and emotions in an appropriate manner.

General risk reduction guidelines:

1. walk with a sense of purpose and confidence;
2. be alert and aware of people around you – keep a safe distance and keep moving;
3. avoid the side of the street where people are loitering;
4. be aware of safe places that could be used for refuge in case of an emergency (i.e. a store, a library, a school, or a workout facility);
5. conceal purse or bag or secure it to shoulder;
6. wear sensible, appropriate, and comfortable clothing with minimal or no jewelry; and
7. assess multi-story buildings for safety. Be aware of suspicious individuals in stairwells; notice how far apart exits are on the stairwell and pull a fire alarm or emergency lever if needed. Be aware of suspicious individuals on elevators and exit the elevator if possible; if accosted while in the elevator, push all buttons.

General risk reduction guidelines while at field placement:

1. respect realistic limitations and boundaries. Listen to your gut instinct and know when to stay and when to leave;
2. keep your work area neat. If working with a potentially aggressive client, be sure to keep items that could potentially be used as weapons out of sight (i.e. scissors, hot liquids, disinfectant spray);
3. alert staff members if you anticipate that you might need assistance before entering a crisis, or potentially dangerous situation;
4. stay calm. Talk in a normal tone and avoid emotional or aggressive responses, threats, or commands. Allow the client(s) appropriate choices or practical rationale;
5. take a non-threatening, but protected stance/posture; stand slightly sideways to the individual beyond arm's reach with your arms held near the upper body; break eye contact occasionally;
6. don't walk away from an escalating client. Acknowledge his/her feelings and attempt to calmly discuss the situation. Involve the staff member with the most therapeutic rapport to work one-on-one with the client;
7. avoid sudden movements or commands; and
8. contact emergency services if needed.

What to do if attacked or seriously threatened while at field placement:

1. follow agency procedure to handle the immediate situation; debrief with field instructor/task supervisor;
2. get medical attention if needed;
3. notify the School of Social Work's Office of Field Education; and
4. realize that a physical attack or threatening behavior is frightening and seek assistance if needed.

b. Safety Workshop

All BSW and MSW students are expected to attend a safety workshop prior to starting the first field placement. The workshop is designed to increase awareness of behaviors which promote safety and help avoid unsafe situations. It is designed especially for social-work students and is presented by police officers from the university's Department of Public Safety. Sessions are scheduled throughout the fall semester. Some of the topics discussed are home visits, handling agitated clients, and agency safety techniques, as well as campus safety protocol. Students will be notified by the school's Office of Admissions and Student Services of planned safety workshops coinciding with orientation events.

c. Safety Checklist

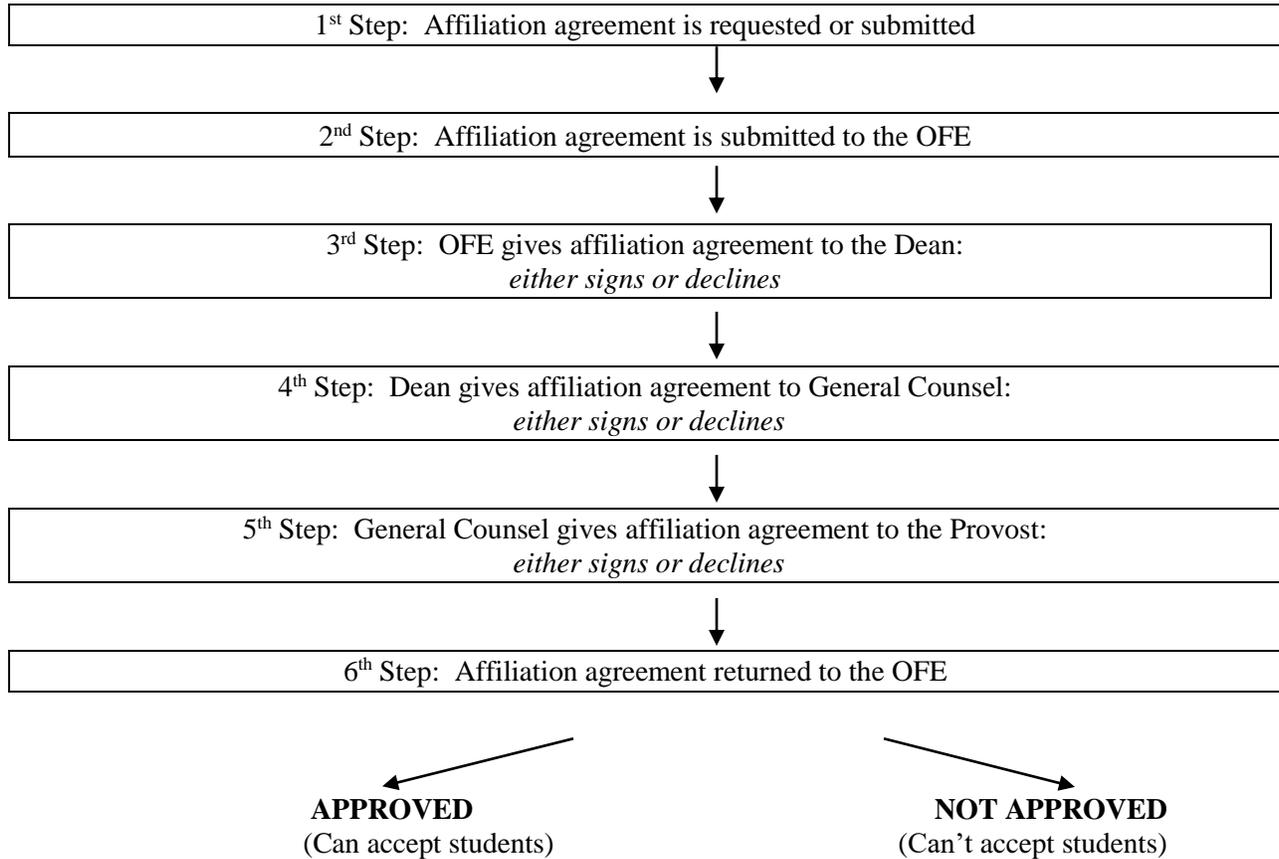
The safety checklist includes numerous topics pertaining to agency procedures, operations, guidelines, and policies relating to safety and precautionary measures. To ensure important material is discussed before starting field placement, students may want to give a copy to their field instructor. Field instructors should discuss the material included on the safety checklist as part of orientation for new students. If the field instructor does not provide such an orientation, students should ask to review the safety checklist with the field instructor. A sample safety checklist is included in the appendices.

17. AFFILIATION AGREEMENT

An affiliation agreement documents the formal relationship between the school and field placement agency and includes the terms and conditions of the field placement. It also includes the responsibilities of the school and the agency. Some field placement agencies require an affiliation agreement, and others do not. If an affiliation agreement is required, the agency can either request a school version or submit an agency version to the school.

If an affiliation agreement is approved, students can be placed at the agency. If an affiliation agreement is declined, students cannot be placed at the agency and the OFE will contact the agency for further discussion. The following diagram outlines the approval process for an affiliation agreement:

AFFILIATION AGREEMENT PROCEDURE



18. FIELD PLACEMENT CLOCK HOURS

Hours spent in field placement are referred to as “clock hours.” The required number of field placement clock hours is determined by and the number of credit hours for which the student has registered and by the student’s curricular status. Field placement clock hours must be earned while performing field placement tasks on the agreed-upon field placement days.

a. Verification

Students are strongly advised to keep a time log of all field placement clock hours accrued while performing field work at the field placement site. Students will be able to track hours on assigned Process Recordings or PRACSIS. The time log will help to resolve discrepancies regarding accumulated clock hours. If the field placement site has a time-tracking system already in place, students are advised to use it as well.

b. Requirements for Degree Programs

Students in the specified degree programs must complete these field placement requirements:

Year	Hours per week	Weeks per semester	Semesters	TOTAL clock hours	Total Credits
BSW Seniors	16	14.5	2	460	10
BSW WOW Seniors	16	14.5	2	460	10
MSW Foundation Year	16	14.5	2	450	8
MSW Advanced Year	16 or 24*	14.5	2	450 or 676*	8 or 12*

*Only Advanced Year MSW students (traditional or advanced standing) may opt to do Field placement for 24 hours each week instead of the traditional 16. This is often called a "three-day placement" and is an option for students in place of some elective credits.

c. Acceptable Activities for Earning Clock Hours

Field placement clock hours accrued throughout a semester must be earned by completing and participating in designated field placement tasks. Some students will be required to attend trainings, meetings, orientations, or perform other activities not necessarily located on agency grounds or that do not require active participation in field placement. Such required activities are accepted as earned field placement clock hours because they allow the student to become acclimated to the setting and/or tasks to be performed. Tasks that have no bearing on the field work to be performed are not counted towards the accrual of field placement clock hours.

Questions about acceptable activities should be resolved with the field instructor. If the field instructor cannot provide an answer or if the field instructor's answer contradicts the student's perception, the student should contact the assigned Faculty Field Liaison. The chart below outlines some possible scenarios:

Field Placement Activity	Acceptable for Clock Hours	Unacceptable for Clock Hours
Student attends a new hire orientation	X	
Time it takes a student to travel from home to the field placement site		X
Student attends a school- related event during scheduled field placement day		X
Time it takes a student to travel from the field placement site to a client home	X	

d. Clock Hours and Credit Hours

Clock hours are the number of hours a student earns at the field placement site by performing tasks (1 clock hour = 60 minutes). Students in the BSW program are expected to complete 230 clock hours each semester of field placement. Students in the MSW program are expected to complete 225 clock hours each semester of field placement.

Credit hours are the number of credits assigned to a course from a degree program. Credit hours are determined by numerous factors, including difficulty and frequency of required course assignments, content covered, and hours of attendance per week.

19. CLASSROOM ASSIGNMENTS

If students are asked to present situations from their current field placement as written assignments for courses, they should preserve client privacy by disguising identifiable facts and labels. The field instructor should be informed of these assignments.

20. JURY DUTY

Students requested to participate in jury duty are excused from their field placement site until the jury obligation is completed. However, all clock hours missed must be made up in order to accumulate the specified number of field placement clock hours for the curricular year to meet degree requirements.

IX. LINKS AND APPENDICES

A PLACE of EMPLOYMENT or WORK SITE PLACEMENT

Policy, Process, Criteria, and Application For Field Placement at Place of Employment (Work Site Placement)

POLICY

The School determines the content and scope of its curricula. Field education is one of the five required curricular areas of the Social Work degree programs, the course work for which is fulfilled in agency settings. In the joint venture with agencies, the School, through the Office of the Director of Field Education, makes student placements based on policies established within the framework of educational objectives and standards. A process is employed in arranging for the field education course and information is given to students as to the steps in the process. Placements are made within reasonable geographic limits, and consistent with School resources. Agency selection and assignments for individual students are carried out by the Director. Students' interests, objectives and goals, geography, and other factors are taken into consideration. However, ultimate decisions regarding where students are placed are those of the Director of Field Education.

The policy for field placement at the work site for Social Work students, full-time or part-time, is as follows:

- Field work in the place of employment may be requested. Students will **not** be considered for a work site placement at an agency where they had a prior field placement.
- Field work may be located in the student's place of employment if the student has been employed by the agency for at least one year and suitable assignments can be arranged.
- Suitability of assignments for work site is determined by the Director of Field Education. The Director will use the advice of the Placement Committee in determining suitability.
- Once the work site is approved as the student's field placement, the faculty field liaison is responsible for oversight of the student's educational experience, as well as for all other responsibilities detailed in the *Field Education Manual*.
- A student shall not be placed for field instruction with any family member or person with whom he/she has a quasi-familial relationship, defined as "a close personal or conjugal relationship." Nor will a student be placed for field instruction in any organization in which the student or his/her family members have been clients. To avoid breaches of confidentiality and conflicts of interest, the school discourages placement of students in organizations where family members or quasi-family members are employed, especially in small organizations, where breaches of confidentiality and conflicts of interest are

more likely to occur. If an organization refuses to accept a student for these reasons, the school shall comply.

- At any time, the School may discontinue a work site placement if the School's criteria are not being met. Generally, discontinuation of the work site placement may be initiated by the faculty field liaison in consultation with the Director of Field Education. The Director, in consultation with the faculty field liaison and, when appropriate, the MSW Coordinator, makes the final determination regarding the termination of the work site placement.
- At any time, the agency may discontinue a work site placement if there are circumstances that prohibit the student from achieving his or her educational goals, or if the student's employment is terminated.

In addition to the above stated policy, all policies extant in the *Field Education Manual* and in the *Wayne State University Graduate or Undergraduate Bulletin* shall apply to field placements in the place of employment.

PROCESS

The process involved in the student initiation of a request for a work site placement and the School's determination of the eligibility of work site as a placement are as follows:

1. When a student declares interest in a work site placement, the Office of Field Education (OFE) will send the student the form "Application for Field Placement at Place of Employment" and the document "Policy, Process, and Criteria Relative to Field Education in the Place of Employment" and other related field placement material.
2. The Office of Field Education will begin the process of determining the feasibility of the work site placement when the student returns the completed placement material. The application for work site placement must be made within the time lines established by the School which includes submission of all required materials by the student and agency in keeping with field placement deadlines.
3. If the work site is approved for placement of the student, the OFE will develop an agreement with the work site, which will include clarifying details about the field instructor and specific learning assignments.
4. A student may not apply for a work site placement after she or he has been assigned a field placement, or has participated in a field placement assignment for all or part of a term or an academic year.
5. The School has the right and responsibility to determine the eligibility of the work site as a field placement. This decision is final and not subject to appeal.

CRITERIA

Proposals for placements in a student's place of employment will be considered when unique professional training circumstances exist. It is expected that the student will discuss the proposal with the employing agency administrator responsible for staffing decisions, but it is understood that all formal arrangements related to the proposed assignment are made by the Office of Field Education and the agency.

1. The work site must meet School criteria for agency participation to be a field site. If an Application for Agency Participation is not on file one must be completed and approved prior to an application for Place of Employment internship being considered.
2. The agency must be large enough, with multiple programs in different geographic locations in order to provide the student with a field work experience which is in a unit or program and location which is different from the student's employment assignment. The field work experience must be educationally focused to meet the School's learning competencies, and must be a different set of tasks from those the student performs as a staff member, with different clients from those related to the student's role as an employee.
3. A field instructor who is a member of the agency staff must be assigned. The field instructor must meet the approval of the Director of Field Education. The field instructor must have a BSW (supervision of BSW students only) or MSW degree, be licensed in the State of Michigan, have two years of postMSW experience and been employed by the agency for at least one year.
4. The field instructor must have expertise in the areas involved in the field experience. However, the field instructor must be different from the work supervisor and may not have supervised the student in the past.
5. The field instructor should be one who does not present a conflict of interest or the appearance of a conflict of interest such as being a friend or a colleague of the student. An instance where the student is the executive director of the agency or is in a supervisory relationship with staff presents a conflict of interest.
6. Proposed internship assignments must differ significantly from present or previous employment experiences in the agency. There must be a differentiation between field work time and job time: time spent in the field experience must be done in documented blocks of time that are differentiated from the job time.
7. The field experience must match the goals and objectives for the curricular year field experience as well as the student's concentration (Advanced year students).
8. Appropriate agency personnel must sign the student form, "Application for Field Placement at Place of Employment."

9. Appropriate personnel must complete and return with required signatures all agency material related to “Field Placement at Place of Employment.”

Policies and procedures approved by the Faculty on November 9, 1999.
Policies and procedures modified by the Faculty on November 9, 2004.
Policies and procedures modified by the Faculty on March 7, 2016.

APPLICATION for FIELD PLACEMENT at PLACE OF EMPLOYMENT
(Work Site Placement)

1. SW 4998: SENIOR YEAR
 - a. Agency Contact and/or Proposed Field Instructor:
<https://forms.wayne.edu/58aca77621ff4/>
 - b. Student and Employment Supervisor: <https://forms.wayne.edu/58ac851b3ba99/>
2. SW 7998: FOUNDATION YEAR (FIRST YEAR)
 - a. Agency Contact and/or Proposed Field Instructor:
<https://forms.wayne.edu/58aca77621ff4/>
 - b. Student and Employment Supervisor: <https://forms.wayne.edu/58aca2560a31a/>
3. SW 8998: ADVANCED YEAR (SECOND YEAR & PRE-CANDIDATE)
 - a. Agency Contact and/or Proposed Field Instructor:
<https://forms.wayne.edu/58aca77621ff4/>
 - b. Student and Employment Supervisor: <https://forms.wayne.edu/58aca2560a31a/>

B. OFFER OF EMPLOYMENT BY INTERNSHIP AGENCY

The School of Social Work understands that the goal of most students is to secure employment as a licensed social worker upon graduation, and that the goal of most placement agencies is to hire employees who are educated, and well trained. Thus, there are times when internship agencies will offer paid employment positions to student interns who have not yet completed their internship. While the activities of the professional and student are not incompatible, there is a difference between the goals of educational development and those of employment.

To ensure continuing educational development, the School of Social Work has adopted these policies and procedures for when students are offered employment at their internship agency prior to completion of their internship. *Note that this policy must only be followed if the employment will start during the internship.* **If a student has an opportunity to become employed at their field placement agency after the placement begins, they may only accept the offer of employment upon approval of the Director of Field Education and when the following guidelines are met:**

Requirements

- The student submits a proposal which outlines the job responsibilities, internship tasks, and the way in which they will be delineated if the student accepts the offer of employment (see Request for Employment at Internship form).
- A letter from the agency executive or designee must provide commitment to and written approval of the proposal.
- The student's employment must be in a different program or department than the program/department in which they are interning.
- The agency must agree that the student can complete the requirements of the internship (minimum hours, concentration competencies, etc.), even though she or he has become an employee of the agency. This may necessitate lighter caseloads, a longer probationary or orientation period, planned and varied assignments for educational purposes, and additional hours above the normal workweek to achieve the internship requirements.
- There must be a qualified MSW from an accredited school of social work, with two years of post-graduate experience, to serve as the field instructor. This must be someone other than the person who will supervise the student's work as a paid employee to ensure, in part, that the field instructor is free to focus on the educational aspects of the internship rather than on workload issue. The field instructor must provide individual field instruction for the equivalent of 1 hour per week.
- The student's proposed field instructor and employment supervisor must be different people.
- The student must have completed at least one semester of the internship at the agency; received a minimum level of *Satisfactory* on all field education goals and outcomes; and the field instructor must have documented this performance prior to the acceptance of paid employment.
- The student's assigned Faculty Field Liaison agrees that this plan is an appropriate course of action.

Procedures

Upon receipt of an offer of employment, it is expected that the student will take the initiative to submit the proposal to the Director of Field Education and coordinate the approval of the appropriate agency

personnel. These steps are to be followed:

1. The student must contact Office of Field Education to ask for a Request for Employment at Internship form.
2. The student must sign and submit the “Request for Employment at Internship” form along with the Agency Letter of Approval and Proposal to the Director of Field Education (or designee).
Submission of a proposal does not guarantee approval of the request.
The Director of Field Education will review the request and may require a meeting with the student to discuss the proposal and any modifications that may be necessary.
3. The Director or Field Education will notify the student within two weeks as to whether or not the proposal has been approved.
 - a. If the request is approved, the student will be permitted to coordinate their employment schedule with their supervisor.
 - b. If the application is denied, the director of field education will provide reasons for denial to the student. The student will have two weeks from the date of denial to address the areas of concern and resubmit the proposal to the director of field education.
4. It will be the responsibility of the faculty field liaison to determine that the internship remains consistent with the School of Social Work’s educational objectives and the proposal by the student.

Student Responsibilities

1. Failure of the student to adhere to these procedures may result in termination of the student’s internship and scheduling of a Performance Review.
2. If the student begins paid employment prior to the approval of the form, the student may not claim any field hours during the period where the internship and employment overlapped.



WAYNE STATE

School of Social Work

REQUEST FOR EMPLOYMENT IN INTERNSHIP AGENCY PRIOR TO COMPLETION OF INTERNSHIP

Students interested in accepting an offer of employment in their internship agency, prior to the completion of the internship, must submit this form and required attachments to the Director of Field Education. *Submitting this form does not guarantee approval of the request.*

This form requires collaboration between the student, the agency, the employment supervisor and the field instructor.

Student Information:		
Student Name _____		
BSW <input type="checkbox"/>	MSW Foundation <input type="checkbox"/>	MSW Advanced <input type="checkbox"/>
Student ID # _____	Email _____	
Faculty Field Liaison _____		
Date internship began: _____	Date employment will begin: _____	
Internship hours completed to date: _____		

Agency Information:		
Agency Name: _____		
Current Field Instructor: _____		
Name		
_____		_____
Email		Phone #
Agency Division/School where student will work: _____		
Job Title for position student is being offered: _____		
Prospective Employment Supervisor:		

Name		
Email		Phone #
Prospective Field Instructor: (If different)	Name	
	Email	Phone #
Agency contact for this proposal:		
Name	Title	
Email	Phone #	

Requirements (Please attach)

1. Student's present internship description.
2. Job description for the employment offered to the student.
3. Provide a plan for establishing a separation between employment tasks and internship tasks including a distinction between employment supervision and internship supervision.

The following questions require the initials of the student, the prospective employment supervisor and/or the field instructor, as indicated. If the field instructor will change as a result of the student's employment, please have both the current and prospective field instructors initial in the designated places below to indicate agreement with the proposed change.

A. Student and employment supervisor have discussed salary arrangements for the period of time that the student will be completing his/her internship.

Student _____ Employment Supervisor _____

B. Student will be employed _____ hours per week. Number of these paid hours that student will be allowed to participate in internship (vs. employment) activities _____. If no employment hours will be devoted to internship activities, please attach a description of the agreed-upon work/internship schedule.

Student _____ Employment Supervisor _____ Field Instructor _____

C. MIDTERM EVALUATION

Midterm Evaluation for all students:

http://socialwork.wayne.edu/field/midterm_evaluation.pdf

D. FIELD INSTRUCTOR ASSESSMENT OF STUDENT COMPETENCIES

4. SW 4998: SENIOR YEAR
http://socialwork.wayne.edu/field/bsw_senior_msw_foundation_fiasc.pdf
5. SW 7998: FOUNDATION YEAR (FIRST YEAR)
http://socialwork.wayne.edu/field/bsw_senior_msw_foundation_fiasc.pdf
6. SW 8998: ADVANCED YEAR (SECOND YEAR & PRE-CANDIDATE)
http://socialwork.wayne.edu/field/adv_vr_fiasc.pdf

E. SAFETY CHECKLIST

Safety Checklist

The Safety Checklist includes agency procedures, guidelines, and policies related to safety and precautionary measures. Students should consider giving a copy to their field instructor to ensure that all important material has been discussed.

I. Environmental Safety

DISCUSSED

- Fire Procedures _____
- Disaster Procedures _____
- Severe Weather Procedures _____
- Universal Precautions _____

II. Agency and Surrounding Area

- Parking _____
- After-hour Procedures _____
- Agency Security _____
 - Office Set-up/ Exits
 - Panic Buttons
 - Personal Belongings
 - Sign-in & Sign-out Logs
- First Aid Procedures _____
- Neighborhood Issues _____
 - Isolated/ Vulnerable Areas
- Equipment Issued _____
 - Cell Phone/ Pager
 - Computer
- Trainings Required _____
- Vaccinations Required _____

III. Agency Client Population and Services Provided

- Common Client Issues _____
- Common Psychiatric & Substance Abuse Issues _____
- Boundary Issues _____
- Client Incident Procedures _____
 - Physical Restraint
- Staff Incident Procedures _____

IV. Transportation

- Vehicle Procedures _____
 - Personal Vehicle
 - Agency Vehicle
- Vehicle Safety Protocols _____
- Unscheduled Stops _____

V. Emergency Protocol

- Definition of an Agency Emergency _____
- Chain-of-Command Procedures _____
- Documentation Required _____

F. EVALUATION FORMS

1. Student Evaluation of Field Experience

The Student Evaluation of Field Experience is sent electronically to BSW and MSW students at the end of the field placement experience. This instrument affords students an opportunity to give feedback to the school about their impressions of the agency, the field instructor, the Faculty Field Liaison as well as the Office of Field Education. The evaluation is emailed to all students registered for field. The student is responsible for completing this evaluation form at the conclusion of the field experience.

2. Field Instructor Evaluation of Field Experience

The Field Instructor Evaluation of Field Experience is emailed to all field instructors who worked with BSW and MSW students during the academic year. This instrument affords field instructors an opportunity to give feedback to the school about their impressions of the Faculty Field Liaison and the school as a whole. The evaluation is emailed to field instructors annually at the end of the field experience. The field instructor will be responsible for completing this evaluation and returning it to the OFE.