



**GRAND VALLEY
STATE UNIVERSITY**

SCHOOL OF SOCIAL WORK

**Bachelor of Social Work
Field Education Manual**

Policies and Procedures

August 2014

Acknowledgments

The School of Social Work faculty deeply appreciates the commitment and dedication of Field Instructors who work so closely with our students. These professional Social Workers devote their time, energy, and skills to perform a critical assessment of both the curriculum and our students, and thus contribute to strengthening the overall Grand Valley State University Social Work program.

A key element of the Social Work education process is the partnership between Field Instructors and the School of Social Work. Some of our Field Instructors have been a part of this endeavor for many years while others are more recent contributors. Each Field Instructor and the human service agencies in which they work provide a crucial component in the education and training of future Social Workers.

Disclaimer

The Field Education Manual of the Bachelor of Social Work program at Grand Valley State University is not an irrevocable contract between the student and University. The University reserves the right to make changes to curriculum, policy, and/or other portions of the program at any time during the student's attendance.

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FOR STUDENTS – How to Use This Manual

Dear Students:

This manual contains all of the information you will need to help you during your field education experience, from preparing your application, to operating effectively and ethically within your practice setting, to completing the necessary paperwork to document your progress. This manual and the documents referred to in this document can be accessed through the website address listed on the right side of this page.



Terms Used in This Manual

MSW and BSW Field Education Coordinators – have overall administrative responsibility for planning, organizing, implementing, coordinating, and evaluating the field instruction component of the School of Social Work. This includes site development, student placement, and the administration of field related training for students, Field Instructors, and Faculty Liaisons.

Academic Advisor – BSW students are assigned to an Academic Advisor through the College of Community and Public Service Advising Center to assist students with course scheduling.

Social Work Faculty Mentor – BSW students are assigned to a Faculty Mentor within the School of Social Work who is available to students for career guidance and support.

Faculty Field Liaison/Faculty Liaison – serves as a consultant to both field instructors and students as the Grand Valley State University faculty member who represents the School of Social Work and the University, facilitates the relationship between the student and Field Instructor, teaches field seminar, monitors student progress and completion of learning objectives, and assigns course grade.

Field Instructor (also referred to as Field Supervisor) – directly observes and assigns learning activities of the student intern and provides guidance, instruction, mentoring, evaluation, and supervision.

Task Coordinator – an individual who may not necessarily hold a degree in social work but provides day to day oversight of the field placement. The Task Coordinator works in collaboration with the Field Instructor for the supervision and assignment of learning opportunities for the student.

Field Education (also referred to as Field Practice, Field, Internship, Practicum) – the eight credit hour required phase of the Bachelor's program which provides students with an opportunity to integrate foundation, theory, and practice course material into experiential

learning under the instruction of a trained and experienced professional in the field of Social Work.

Field Education Site (also Practice Site, Field Setting, Placement Setting) – the social/human service agency, school, or other GVSU School of Social Work approved location to which students are assigned to complete their internship.

Field Education Seminar (also Field Seminar, Practice Seminar) – required one credit hour (15 clock hours per semester) mandatory seminar held regularly throughout each semester of a student’s field placement. Faculty Field Liaisons convene the field seminars which are inextricably connected with field practice. Both must be successfully completed simultaneously for students to receive credit.

Field Education Practice Committee – comprised of faculty and adjunct liaisons. Co-chaired and convened monthly by the Field Education Coordinators. The Field Education Coordinators are responsible for the agenda and membership. The purpose of the Field Practice Committee includes, but it not limited to, assistance with development of field curriculum, field policy development and evaluation and field policy implementation.

Field Education Advisory Committee – comprised of Social Work faculty members and Field Instructors. Co-chaired and convened by the Field Education Coordinators on an annual basis. The Field Education Advisory Committee is an avenue for the social work community to provide input and advisement to the field education program in addition to addressing the needs of the community and the needs of the GVSU Social Work program.

Practicum Review Committee – this committee is convened by the Field Education Coordinator upon disruption of a student’s field education placement or serious concerns regarding a student’s performance or conduct in the field placement. The committee consists of the Field Education Coordinator, the student’s Academic Advisor, and the student’s Faculty Field Liaison. An additional social work faculty member may be selected by the student.

Learning Contract – is based on the ten core competencies identified by the Council on Social Work Education (CSWE) as the standards for social work education. Each competency has specific practice behaviors. The Learning Contract guides the Field Instructor and student in establishing tasks/activities that align with the practice behaviors and competencies. At the completion of each semester the Learning Contract is used to evaluate student performance. A new Learning Contract is required for each semester of Field Education.

BSW Student Field Education Checklist

a. Preparing for Field Education

- Receive Field Education Orientation
- Read the Field Education Manual
- Decide the fields of practice in which you are interested:
 - Field: _____
 - Field: _____
 - Field: _____

b. Applying for Field Education

- Access the field application from the School of Social Work website: www.gvsu.edu/ssw
- Complete application
 - Application must be typed (not hand-written)
 - Sign your application
 - Use a paper clip or binder clip to attach documents (do not staple)
- In addition to the application, you must include:
 - Updated resume
 - Current photo or copy of a photo (will not be returned)
 - Three fields of interest essays (approx. 1 page in length each)
- Check with the Field Education Office for application due date
- See timeline on page 11 for details on the placement process

c. Interviewing for a Placement Setting

- Receive notification of interview via email from the BSW Field Education Coordinator which will contain contact information for potential placement site
- Schedule an interview with potential field placement site
- Research potential placement setting through agency websites, information in the Field Office, brochures, etc.
- Attend interview prepared with a copy of your application packet and questions for the placement setting. Bring the Certification of Field Placement form to your interview
- Send thank you note to the potential site after your interview
- Receive email from BSW Field Education Coordinator confirming your placement
- Arrange first day of Field Education in the placement setting with Field Instructor

d. Registering for Field Education Courses

- Receive Field Education and Seminar section notification and information about the first seminar session time and place from the BSW Field Education Coordinator
- Register for SW 490: Field Education I and SW 491: Field Education Seminar I (register for the field education and the seminar section identified by the Field Office on the notification letter)

e. Documenting Your Field Education Experience

- Develop student Learning Contract each semester
- Complete monthly time sheet, have Field Instructor sign, and turn in to Faculty Field Liaison on a monthly basis
- Attend scheduled site visits with Faculty Field Liaison and Field Instructor
- Attend all Field Seminar classes each semester

f. Completing Your Field Education Experience

- Complete the Field Education Exit Survey

PLEASE NOTE: Students enrolled in School of Social Work curriculum must be cognizant of the fact that past or future criminal conduct may limit or prevent placement in a field practice agency. Because Field Education is a BSW curriculum imperative, the social work degree is awarded only after successful completion of all requirements. Furthermore, past or present criminal conduct may render an individual ineligible to secure a state license and the privilege to practice social work.

I. Information Regarding the GVSU School of Social Work

Field Education as Signature Pedagogy: EPAS 2008

The Educational and Policy Accreditation Standards (EPAS) from the Council on Social Work Education clearly identify field education as central to the learning experience and practice development of social work students. The Competencies in academic learning are intertwined in the creation and implementation of the skill development and practice evaluation within field education.

Educational Policy 2.3—Signature Pedagogy: Field Education 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.

A. Mission and Focus of the Bachelor of Social Work Program

The School of Social Work derives its mission from Grand Valley State University's mission of liberally educating students to shape their lives, their professions, and their societies. Toward that end, the School prepares its students to attain social work practice and professional leadership; advance the field's knowledge of effective professional practice and education through research and evaluation; enhance and sustain the welfare and well-being of the citizens, organizations and communities of West Michigan, the state, the nation, and the world; and further the goals of the University and of the social work profession in this region and beyond.

All of the School's programs are grounded in the profession's body of knowledge, values and skills that support and enhance the opportunities, resources, and capacities of people to achieve their full potential; prevent and alleviate personal, interpersonal, organizational and societal problems; and improve the conditions that limit human development and adversely impact the quality of human life. The School celebrates and affirms the importance of diversity in all of its forms, and it supports the expansion of human rights, cultural competence, empowerment, social and political justice, civic participation and equality in West Michigan and around the world.

The School's legacy emphases on social justice and on meeting the significant professional workforce needs of an expansive West Michigan Social Services sector remain strong. A third distinctive feature of the School is its integration and promotion of domestic and international service learning opportunities that prepare students for 21st century practice in increasingly global economic and social contexts.

Building on a liberal arts foundation, the BSW curriculum is organized in accordance with the principles of the Generalist perspective and the CSWE Competencies, which affirms that human problems derive from a complex interplay of psychological, social, cultural, economic, political, biological, and physical forces. Through a careful blending of coursework and field experience, students grow both personally and professionally as they acquire skills in the following areas: relationship building, assessment, problem solving, intervention, cultural competency, communication, collaboration, community building, program evaluation, organizational management, policy analysis, and research. Thus, graduates of the program are able to draw on a range of theories and methods to practice at multi-systemic levels and are also prepared to engage in grassroots and political organizing as well as electoral politics.

Grand Valley State University is accredited by the North Central Association of Colleges and Schools. The School of Social Work is accredited by the Council on Social Work Education (CSWE).

Bachelor of Social Work Degree

Social Work Major

Fall 2012 catalog

Courses can be taken either semester each year; except SW Core*** which is sequenced in the 3rd and 4th year

Year One			
WRT 150 (Gen Ed Writing)	4	SOC 201 (Gen Ed S&BS & SW Pre-requisite)	3
SW 150 (Gen Ed S&BS & SW Core)	3	PSY 101 (Gen Ed S&BS & SW Pre-requisite)	3
MTH 110 (pre-requisite for Gen Ed MTH SCI)	4	Gen Ed Course (Choose from ART, P&L, or HST)	3
BIO 104 (Gen Ed LS/Lab & SW Pre-requisite)	4	Gen Ed Course (Choose from ART, P&L, or HST)	3
Total: 15		Total: 15	
Year Two			
Gen Ed Course (Choose from ART, P&L, or HST)	3	PSY 303 (SW Pre-requisite)	3
SOC 205 or SOC 384 (SW Pre-requisite)	3	SOC 382 or SW 300 (SW Pre-requisite)	3
ECO 210 or ECO 211 or SOC 385 (SW Pre-requisite)	3	STA 215 (Gen Ed MTH SCI and SW Major)	3
PSY360 or SOC 360 (SW Pre-requisite)	3	Gen Ed Course (Choose a U.S. Diversity if needed)	3
PLS 102 (Gen Ed S&BS & SW Pre-requisite)	3	Open Elective of Choice	3
Total: 15		Total: 15	
Year Three			
SW 317 Generalist Practice I (SW Core)***	3	Gen Ed Course (Choose a World Perspective)	3
SW 319 Social Welfare Policy & Services (SW Core)***	3	SW 316 Interviewing in SW (SW Core)***	3
SW 340 Human Behav & Social Environ I (SW Core)***	3	SW 318 Generalist Practice II (SW Core)***	3
SW 348 Prof Development in SW (SW Core)***	3	SW 341 Human Behav & Social Environ II (SW Core)***	3
International Relations Program (See List Below)	3	Gen Ed Theme or Issue Course	3
Total: 15		Total: 15	
Year Four			
SW 430 SW Research (SW Core)	4	SW 491 SW Field Education II (SW Core)	3
SW 490 SW Field Education I (SW Core)	3	SW 493 SW Field Seminar II (SW Core)	1
SW 492 SW Field Seminar I (SW Core)	1	SW 495 SW Capstone (SW Core - SWS)	3
SW Elective (See List Below)	3	SW Elective (See List Below)	3
Open Elective of Choice	3	Gen Ed Theme or Issue Course	3
Open Elective of Choice	1	Open Elective of Choice	2
Total: 15		Total: 15	
Degree Total**			120
Notes:			
*This is a GENERAL curriculum guide for a BSW degree in Social Work, it may not be applicable for every student and is not a replacement for meeting with an advisor. Students are encouraged to meet with their advisor regularly to create and review a personalized academic plan.			
** 120 credits are required for a degree from GVSU. It is often possible to count courses in more than one area. If this is done, any free space that is created must be filled with open elective credit to reach the minimum of 120 credits for degree. In addition students must earn 58 credits at a 4-year institution and the final 30 credits must be earned at GVSU.			
***The Social Work program is a secondary admit program. The student must meet specific criteria in order to register for SW courses (typically in the spring prior to the third year) and formally apply for candidacy in the program. You should review the catalog and meet with an advisor in the CCPS Undergraduate Advising Center to discuss these criteria. See the back of this sheet for more information regarding admission criteria.			
International Relations Program (Choose 3 credits): GPY235; HST210, 331, 337, 338, 386; LAS374; PLS211, 313, 327; SOC350; SW354			
SW Elective (Choose 6 credits): SW300, 320, 322, 354, 380, 439, 461, 499			
Remember to complete 2 SWS courses with a grade of "C" or better. One in the general education or an elective and the second will be SW495.			
For Academic Advising Contact:			
College of Community & Public Service Undergraduate Advising Center			
Phone: 616-331-6890 or email: ccpsadvisor@gvsu.edu or View our website at www.gvsu.edu/ccpsadvising			

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II. Information Regarding GVSU's BSW Field Practice

A. Field Education: The Signature Pedagogy

Field education is the signature pedagogy of social work education and offers students opportunities to fully integrate and practice the skills necessary to demonstrate achievement with the School of Social Work's competencies and practice behaviors. Field education provides practical application of values, skills and knowledge introduced to students in foundation coursework. Using carefully selected community partnerships and at the direction of qualified field instructor's students become participating members of the social work community while learning to apply the ethics and values needed for effective service delivery with populations at risk. Participation in the guided seminar class assists the student to assimilate course content with community based learning.

B. CSWE Core Competencies and Practice Behaviors

2.1.1 Core Competency: Identify with social work profession

Practice Behaviors:

- a. Advocate for client access to the services of social work;
- b. Practice personal reflection and self-correction to assure continual professional development;
- c. Attend to professional roles and boundaries;
- d. Demonstrate professional demeanor in behavior, appearance, and communication;
- e. Engage in career-long learning;
- f. Use supervision and consultation.

2.1.2 Core Competency: Apply ethical principles in practice.

Practice Behaviors:

- a. Recognize and manage personal values in a way that allows professional values to guide practice;
- b. Make ethical decisions by applying standards of the National Association of Social Workers *Code of Ethics* and, as applicable, of the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- c. Tolerate ambiguity in resolving ethical conflicts;
- d. Apply strategies of ethical reasoning to arrive at principled decisions.

2.1.3. Core Competency: Apply critical thinking in practice.

Practice Behaviors:

- a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom;
- b. Analyze models of assessment, prevention, intervention, and evaluation;
- c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

2.1.4. Core Competency: Incorporate diversity into practice.

Practice Behaviors:

- a. Recognize the extent to which a culture's structure and values may oppress, marginalize, alienate, create, or enhance privilege and power;
- b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- c. Recognize and communicate their understanding of importance of difference in shaping life experiences;
- d. View themselves as learners and engage those with whom they work as informants.

2.1.5 Core Competency: Advocate for human rights and social justice.

Practice Behaviors:

- a. Understand the forms and mechanisms of oppression and discrimination;
- b. Advocate for human rights and social and economic justice;
- c. Engage in practices that advance social and economic justice.

2.1.6 Core Competency: Engage in informed research.

Practice Behaviors:

- a. Use practice experience to inform scientific inquiry;
- b. Use research evidence to inform practice.

2.1.7 Core Competency: Apply knowledge of human behavior in the social environment.

Practice Behaviors:

- a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;
- b. Critique and apply knowledge to understand person and environment.

2.1.8 Core Competency: Engage in policy practice to advance social and economic well-being.

Practice Behaviors:

- a. Analyze, formulate, and advocate for policies that advance social well-being;
- b. Collaborate with colleagues and clients for effective policy action.
- c.

2.1.9 Core Competency: Respond to contexts that shape practice.

Practice Behaviors:

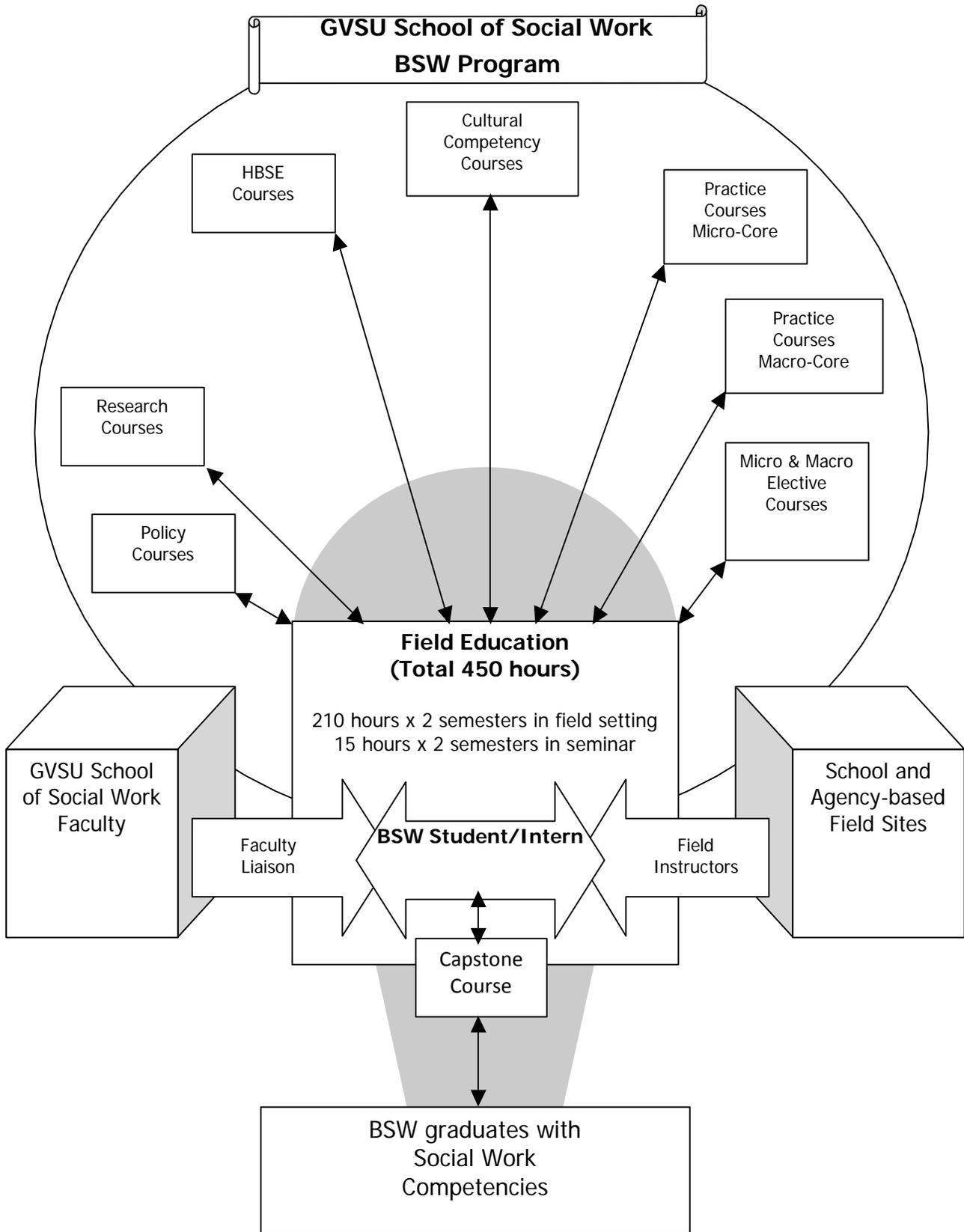
- a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;
- b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

2.1.10. Core Competency: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Practice Behaviors:

- a. Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities;
- b. Use empathy and other interpersonal skills;
- c. Develop a mutually agreed-on focus of work and desired outcomes.
- d. Collect, organize, and interpret client data;
- e. Assess client strengths and limitations;
- f. Develop mutually agreed-on intervention goals and objectives;
- g. Select appropriate intervention strategies;
- h. Initiate actions to achieve organizational goals;
- i. Implement interventions that enhance client capacities;
- j. Help clients resolve problems;
- k. Negotiate, mediate, and advocate for clients;
- l. Facilitate transitions and endings;
- m. Critically analyze, monitor, and evaluate interventions.

C. Diagram of Course Integration with Field Education



D. Field Education Course Objectives

The Field Education course has the following objectives:

Students will:

- a. Demonstrate an integration of knowledge, skills and values from other foundation areas of the curriculum, such as Human Behavior and the Social Environment, Social Work Practice, Social Welfare Policy and Services, and Social Research;
- b. Demonstrate a sensitivity and commitment to working with culturally diverse client systems/populations;
- c. Utilize multiple theoretical perspectives and problem solving strategies at different levels of intervention, i.e. individual, family, group, community, organization, and society;
- d. Understand the organizational and community context of Social Work practice;
- e. Be socialized into the Social Work profession and develop strong identification with and commitment to its values and ethics;
- f. Make use of supervision, consultation, life-long learning and critical self-evaluation;
- g. Incorporate the Generalist perspective into Social Work practice;
- h. Demonstrate a commitment to advocate for social justice, equality, and non-discrimination and to improve the human condition; and,
- i. Exhibit a facility for a competence in the performance of multiple Social Work practitioner roles.

E. Relationship to Other Courses: Philosophy of Field Education

In keeping with the most recent practice standards, as outlined by the Council on Social Work Education, the Grand Valley State University School of Social Work recognizes the centrality of field education curriculum in addressing both foundation and advanced practice competencies at the BSW and MSW level respectively.

Field education is an integral part of the BSW program curriculum as it provides students with an opportunity to put classroom knowledge to use in developing practice skills. The emphasis on utilizing full-time faculty as Faculty Field Liaisons and soliciting feedback from the Field Education Practice Committee ensures the integration of field education into the total curriculum. All BSW students enroll in SW 348, a course designed to provide practice experiences within a classroom setting to help prepare them for their field placement. In addition to skill development, students are presented with opportunities for self-reflection examining their values, biases, and belief systems.

Field education curriculum provides students with an experiential and imitative learning opportunity to explore and use social work ideas, concepts and behaviors first encountered in the classroom. These learning opportunities are designed to further develop professional social work identity, self-reflection and self-awareness, and practice competence in each student. In each semester of field placement students develop concrete and measurable activities that address specific practice behaviors using the Learning Contract and assessment tool. The development and monitoring of these activities requires the collaboration of the student, the agency based Field Instructor and the university based Faculty Field Liaison. This model of collaborative competency based field education is implemented at both the BSW and MSW level.

Field education is inextricably related to and congruent with the overall goals and objectives of the School of Social Work. Field practice is designed to facilitate the attainment of the program's objectives by providing the student with the opportunities to engage in "experiential," "observational," and "imitative" learning opportunities. Further, students learn to become participating agency members who possess the knowledge, skills, and values necessary to provide effective service delivery.

Additional emphasis on the integration of coursework into the practice is provided by the guided seminar coursework, providing students with the opportunity to actively reflect on the connection between classroom theory and agency application. Furthering the centrality and integrative nature of the field experience is the use of tenure and tenure track faculty actively engaged in teaching. These faculty members further ensure the reciprocal nature of the field practice on courses and the field experience.

At the core of the BSW program is recognition that students must be prepared to be culturally competent practitioners in an increasingly complex, global society. In GVSU's BSW program, students focus on the diversity among groups in society, particularly the examination of their commonalities and differences and the implications for practice. Students in field education critically examine and explore the ways in which ethnic, racial, spiritual, sexual, social class and other cultural factors impact the need for and the use of social services and the skills required for cross-cultural social work practice. This ensures that the knowledge of individuals, families, groups, organizations, and communities – both here and abroad – gained in the classroom is translated into real-world experiences.

The School of Social Work is responsible for developing supervised student practice opportunities that allow for this integration of competencies and coursework in our communities. The field office is responsible for monitoring and reporting on aggregate student progress in practice so as to affect the development of curriculum that more fully prepares students for the realities of competent day to day practice. Field Education Coordinators work closely with the Directors of the BSW and MSW programs to review student preparation in courses and provide ongoing feedback regarding student and Field Instructor progress in attainment of competency in assigned professional practice behaviors.

F. Field Education Structure

The School of Social Work does not grant credit for past or current work or life experience. (CSWE Standard 3.2.5)

The Field Education component of the curriculum consists of five courses:

SW 348 – Professional Development in Social Work (3 credits)

SW 490 – Field Education I (3 credits)

SW 492 – Field Education Seminar I (1 credit)

SW 491 – Field Education II (3 credits)

SW 493 – Field Education Seminar II (1 credit)

These five courses are required of all degree-seeking students in the BSW program.

SW 348 is designed to be taken during the student's junior year and serves to prepare students for the field education experience. The course provides practice experiences within a classroom setting, promotes professional development as well as opportunities for self-reflection examining their values, biases, and belief systems.

The other four field courses are designed to be taken in order with four credits taken per semester on a credit/no credit grading system. Field education and field seminar are inextricably related and must both be successfully completed simultaneously in order to receive credit. The pattern of these field education offerings is based upon the concurrent model: these courses are designed to be taken simultaneously with supporting classroom-based courses.

Field education consists of a minimum of 450 hours spread over two consecutive semesters. Each of the two semesters requires students to undergo an educationally-guided field experience for approximately 14 hours per week over a fifteen week period, totaling 210 hours. In addition, fifteen hours will be completed in the field education seminar for a grand total of 225 hours per semester.

As a general rule, students remain in the same field placement setting throughout their field education experience, spending both semesters in one agency or organization under the supervision of an experienced agency-based Field Instructor.

G. Timeline of Activities

For All BSW Students:	
<u>Activity</u>	<u>Due Date</u>
Complete Field Orientation in SW 348	Fall Semester
Submit Field Education Application	Mid-October
Field Education Office and Faculty review applications	November - December
Field Education Office contacts Field Instructors regarding potential field placements	November - April
Students receive pre-placement interview email from the Field Education Coordinator	January - April
Students schedule interview with potential placement site	January - April
Field Instructors inform Field Education Coordinator of acceptance or rejection of student within 5 (five) working days of interview	January - April
Students receive email confirmation of their placement	January - April
Students receive email with their assigned field seminar section and time/date of the first field seminar meeting	March/April
Students enroll in the assigned section for SW 490 and SW 492 (fall semester) and SW 491 and SW 493 (winter semester)	March
Students begin placement	1st week of fall semester
Students meet with Faculty Field Liaison and seminar class	1st-2nd week of semester
Students complete written student Learning Contract	Within 5 weeks of beginning placement

H. Field Practice Roles

1. BSW and MSW Field Education Coordinators

Within the School of Social Work there are two Field Education Coordinators, one for BSW Field Education and one for MSW Field Education. The two coordinators work in tandem to ensure the consistency and application of policies and procedures of field education. The Field Education Coordinators report to the Director of the School of Social Work.

The BSW Field Education Coordinator has overall administrative responsibility for planning, organizing, implementing, coordinating, and evaluating the BSW field instruction component of the School of Social Work. This includes site development, student placement, and the administration of field related training for students, Field Instructors, and Faculty Field Liaisons.

The BSW Field Education Coordinator has an understanding of CSWE, University, College, and School of Social Work requirements related to field and applies those requirements in a manner sensitive to students' educational needs and the needs of community field education organizations. Implicit with the substantial responsibility is the Coordinator's appropriate accountability for and authority to carry out the following functions:

- a. Coordination and placement of all BSW students entering field education including orientation, evaluating student interest and educational needs, and making placement decisions;
- b. Provide consultation and mediation, as necessary, to students, field instructors and faculty field liaisons;
- c. If/when informal methods to address concerns in the field education are unsuccessful, will implement policies related to disrupted placements through the practicum review process;
- d. Develop, maintain, assist, monitor, and evaluate field placement sites;
- e. Recruit, screen, and develop quality new and expanded field placement locations, including those for specialized and underserved populations. Negotiate Affiliation Agreements, and as it applies, ensure health compliance standards are met;
- f. Evaluate student learning experiences, progress and outcomes;
- g. Develop, evaluate, update, and implement policies and procedures for field education; including reviewing and revising the field education manual;
- h. Regular collaboration and communication with department directors, faculty, staff, students, and the community;
- i. Collaboration with other university departments that intersect with field education (Padnos International Center, Health Compliance, Legal, Clinical Placement Council, etc.);
- j. Maintain relationships with community partners and existing field education sites;
- k. Conduct an annual evaluation of field education; identifying, planning, and addressing trends in field education;
- l. Collect and/or analyze field outcome data;
- m. Select, orient, and develop work of the Faculty Field Liaisons;
- n. Coordinate and assign students to Faculty Field Liaisons and seminar groups;
- o. Convene Practicum Review Committee, Field Advisory Board, Faculty Field Liaison meetings, and Field Education Practice Committee;

- p. Plan, organize and conduct field education training for faculty, students, and agency based Field Instructors related to field education; and
- q. Collaborate with field education coordinators at other colleges and universities on the enhancement of field education.

2. Faculty Field Liaison

The Faculty Field Liaison is a member of the GVSU Social Work Faculty who, through education and professional experience, is prepared to fulfill the duties serving as a consultant and advocate for both students and Field Instructors. Faculty Field Liaisons represent the School of Social Work in interactions with internship host agencies, and serve as a primary link between the agency, field instructors, and students. Faculty Field Liaisons conduct field education learning experiences, facilitate field education seminar, and support and encourage students.

Accordingly, the Faculty Field Liaison is responsible to:

- a. Provide direction for field education students assigned to them;
- b. Certify that students have met the requirement of 210 hours of agency-based field education each semester;
- c. Conduct the field education seminar for 15 hours each semester;
- d. Assist with the integration of coursework and internship experiences;
- e. Assure that the curriculum objectives for each field education course are met during the semester;
- f. Assure that each student develops and is working toward reaching the goals and objectives of an individualized Learning Contract, which specifies educational objectives and learning experiences for the semester;
- g. Visit each field education placement agency. During the first semester of a student's internship, two liaison visits are required. During the second semester of the internship one liaison visit is required. More than the minimum number of required agency visits may be indicated on an as needed basis should a student intern need additional support;
- h. Maintain open communication with the Field Instructor during the field placement, and aid the Field Instructor and agency in planning and implementing field instruction structure as needed;
- i. Become familiar with the policies, procedures, programs and services of agencies in which students are placed and assure that these policies, procedures, and services comply with the Generalist orientation of practice;
- j. Assess with the student and the agency-based Field Instructor continued appropriateness of the practice site;
- k. Monitor the level of supervision/instruction provided to students and the appropriateness of assignments and tasks;
- l. Conduct an evaluation of each student's performance in the placement and assign a credit/no credit grade for each placement course;
- m. Problem-solve and/or mediate conflicts that may occur during a student's practice experience, document pertinent information and submit/forward documentation to

- the Coordinator of Field Education;
- n. Serve on the School of Social Work's Field Education Practice Committee;
- o. Assist the Field Education Office in the identification, development and evaluation of practice sites;
- p. Participate in Field Instructor meetings and conferences;
- q. Bring to the Field Education Practice Committee issues/concerns that need to be clarified, addressed and/or resolved;
- r. Following consultation with the Field Instructor and agency administrator, describe the educational opportunities within the agency;
- s. Provide a written liaison report and/or significant contact once per semester; and,
- t. Abide by the NASW *Code of Ethics*.

3. Field Instructor

The Field Instructor is an experienced professional, usually a Licensed Master or Bachelor Social Worker in good standing in the community and her/his profession. The Field Instructor has primary responsibility for the student's learning in the field placement to reinforce the student's identification with the purposes, values, and ethics of the profession of social work; to foster the integration of empirical and practice-based knowledge; and to promote the development of professional competence (Council on Social Work Education). The Field Instructor will:

- a. Attend the Field Instructor Orientation and training opportunities;
- b. Abide by the ethical responsibilities pertaining to education and training in practice settings, as outlined in section 3.02 of the NASW *Code of Ethics*;
- c. Orient students about the agency's service delivery system, target populations served, and the agency's philosophy and mission;
- d. Develop learning opportunities in relation to the curriculum and make specific assignments in consultation with the student and, in some cases, the Faculty Field Liaison;
- e. Collaborate with the student in creating Learning Contract objectives at the beginning of each semester;
- f. Discuss any problems in meeting Learning Contract objectives with the student first and then the Faculty Field Liaison, if necessary;
- g. Document any plans to assist students in bringing their performance to an acceptable standard;
- h. Meet/Confer with the Faculty Field Liaison at least two times during each semester in field;
- i. Confer/Collaborate with the Task Coordinator regarding student's performance, if applicable;
- j. Provide at least one hour of weekly supervision and give clear feedback to the student on an ongoing basis regarding her/his performance;
- k. Evaluate the student's performance at the end of each semester;
- l. Monitor the student's time sheets; and,
- m. Advocate for students within the host agency to ensure that students gain access to learning experiences and an educational climate that challenges the student to expand professional skills, values, knowledge and competencies.

4. Task Coordinator

The Task Coordinator may be designated to assume specific responsibilities for a student's learning on a particular assigned task, project or experience. The Task Coordinator does not replace the Field Instructor, and must work in collaboration with the Field Instructor to ensure that the student's learning goals are being met and regular feedback is provided. While a bachelor's degree in Social Work is not required for Task Coordinators, (s)he must work in a related discipline and have an understanding of the social work perspective. The Task Coordinator will:

- a. Be responsible for the day-to-day, on-site guidance for assigned student tasks or projects;
- b. Collaborate with the Field Instructor in integrating assignments provided into the student's overall learning experience;
- c. Provide constructive feedback to student on an ongoing basis;
- d. Keep the Field Instructor informed of the student's progress on tasks or projects undertaken with the Task Coordinator;
- e. Provide input to the semester evaluation of the student in collaboration with the Field Instructor; and,
- f. Meet with Field Instructor, Faculty Field Liaison and student as needed.

5. The Social Work Student/Intern

It is expected that students accepting a field education placement take seriously their commitment to their clients, their Field Instructor, the agency, and the Grand Valley State University School of Social Work program. It is expected that students will conduct themselves in a professional and ethical manner in their interactions with staff, faculty, and clients. All students are expected to develop professional discipline, identification with the role of the social worker, and competence in assuming this role. Students should refer to the NASW *Code of Ethics* for clarification and guidance taking special note of the Preamble of the *Code of Ethics* which states that "the code is relevant to all Social Workers and Social Work students, regardless of their professional functions, the settings in which they work, or the populations they serve."

Accordingly, the student should:

- a. Prepare in advance to meet requirements for field education including sufficient time and energy to devote to 14 hours per week;
- b. Turn in all application materials in a timely manner meeting deadlines;
- c. Meet with the Field Instructor on a regular basis (at least weekly);
- d. Prepare for all meetings with the Field Instructor, including suggesting agenda items to be discussed;
- e. Meet/Confer with the Field Instructor and the Faculty Field Liaison together at least two times during each semester in field education;
- f. Attend field site on days and at times agreed upon with the Field Instructor or notify the Field Instructor following agency protocol for absences/lateness;
- g. Conduct oneself in a professional manner, including taking responsibility as an

- adult learner to understand and carry out assigned duties, meet all deadlines, and seek direction as needed;
- h. Prepare a Learning Contract with specific learning objectives and activities that are acceptable to the Field Instructor and Faculty Field Liaison;
 - i. Complete and submit all field education written documentation and reports required by the agency and school (e.g., time sheets, evaluation of student performance, student evaluation of field education experience);
 - j. Respect the privacy of clients and hold in confidence all information obtained in the course of professional service;
 - k. Discuss with Field Instructor, Faculty Field Liaison, or Coordinator of Field Education any areas of significant disagreement, dissatisfaction, or confusion related to the field education experience;
 - l. Discuss any difficulties that arise in the placement with the Field Instructor first. If the situation is not resolved, inform the Faculty Field Liaison. If the problem persists, contact the Coordinator of Field Education;
 - m. Attend all field education seminars, complete all assignments and maintain confidentiality of fellow students in regards to discussions held during these seminars; and,
 - n. Complete the number of hours required for field education while gaining the practice behaviors/competencies required by the social work profession.

6. Practicum Review Committee

The Practicum Review Committee (PRC) is composed of the Coordinator of Field Education, the student's Academic Advisor, and the student's Faculty Field Liaison. An additional social work faculty member, if selected by the student, may also be part of the Committee. The PRC is convened when a student's placement is disrupted or there are significant concerns regarding the student's performance, professionalism, conduct, or if there is a NASW *Code of Ethics* violation at the field education placement.

I. Selection of Field Practice Sites

Agencies selected for affiliation with the School of Social Work as field education sites must meet a number of specific criteria. Field sites must demonstrate respect of diversity and the absence of discrimination based on race, culture, gender, religion, sexual identity or differently-abled individuals. Evaluation of potential sites requires an in-person interview, review of site documentation, and assessment of potential learning opportunities. The scope and activities of the potential site should be sufficiently diverse to provide students with a range of learning experiences commensurate with the expectations of the Generalist curriculum. In addition to these criteria, the potential site must:

- a. Have a clear mission with specifically defined programs and methods to achieve its purpose or mission;
- b. Be interested in the education and training of new social workers and demonstrate an awareness of and respect for the educational focus of field

- education;
- c. Be willing to assume the responsibilities associated with participating in an educationally-focused experience, including the provision of supports which enable Field Instructors to maintain an educational focus while teaching and training social work students;
 - d. Be adequately staffed so that its mission can be achieved without relying upon the contributions of students;
 - e. Demonstrate a commitment to provide learning experiences consistent with the needs of both beginning and advanced social work students;
 - f. Make available suitable technology, space, equipment, furniture, supplies and support services to ensure that the student can achieve the goals and objectives of the field education experience;
 - g. Be willing to uphold and support Field Instructors as they assist students toward the completion of their field education experience. Common Field Instructor tasks include attending Field Instructor Orientation sessions; observation of student activities; weekly formal supervision meetings; site visit meetings and student evaluation activities;
 - h. Be willing to demonstrate the capacity to provide supervision and observation of a student's field education experience that is systematically designed and coordinated in a manner that supports student's achievement of program competencies (EPAS 2.3), and meets approval of the Field Education Practice Committee;
 - i. Agree to reimburse student interns for travel/mileage required for the internship or inform the student prior to accepting the field placement that mileage is not reimbursed; identifying alternatives. (Students are responsible for their own transportation to and from an internship site);
 - j. Be supportive of the Generalist perspective as it applies to the provision of Social Work services and educational experiences for students enrolled in field education; and,
 - k. Agree to abide by the School of Social Work policies and procedures related to placement, maintenance, or termination of students in placement settings.

J. Selection of Agency-Based Field Instructors

The criteria for selecting agency-based Field Instructors consists of the following requirements. The agency-based Field Instructor is expected to:

1. Possess a Bachelor or Master of Social Work degree earned from a CSWE-accredited graduate program. In unusual circumstances where the Faculty Field Liaison assumes responsibility for the regular, ongoing supervision of the student's field experiences, an agency staff person who does not possess the BSW or MSW degree may serve as the agency's Task Coordinator.
2. Have at least two years of successful Social Work practice following the completion of their BSW or MSW degree, with a preference for full social work licensure before serving as a Field Instructor.

3. Have, at minimum:
 - a. An interest in teaching;
 - b. Sufficient time and ability to assist students in developing learning objectives and structuring learning experiences to meet such objectives; and,
 - c. The skills to help students integrate the knowledge, skills, and values of foundation and advanced coursework with the demands of practice.
4. Be knowledgeable about the community in which the agency is located, the client system(s) which the agency serves, and the resources within the community most appropriate to meet the needs of client system(s).
5. Demonstrate an ability to participate in the creation and maintenance of a positive working relationship with the Grand Valley State University School of Social Work. This relationship typically involves an understanding of the School's role, mission and goals, including acceptance of the Generalist's perspective, and structuring and evaluating student accomplishments in field education.
6. Serve as a professional role model for Social Work students.
7. Follow and abide by the NASW *Code of Ethics*.

K. International/Distance Placement Opportunities

A student may approach the Field Education Coordinator with alternative ways of structuring placements based on location of potential field sites or specific learning needs. Requests received by the Field Education Office will be reviewed by the Field Education Practice Committee to determine merit and feasibility.

Factors considered by the Field Education Practice Committee include, but are not limited to:

1. The existence of a previous relationship with the site or potential Field Instructor;
2. The site's ability to provide a learning experience commensurate with the School of Social Work's requirements for field placements;
3. The feasibility of the Field Education Office developing the site;
4. The student's demonstration of successful performance in Grand Valley State University BSW program;
5. The presence/availability of resources needed to facilitate and support the student's experience; and,
6. Collaborate/coordinate with Padnos International Center, and meet/fulfill all criteria designated by Padnos International Center and University procedure.

Initiation of an international/distance proposal begins with discussion and exploration of

possibilities and feasibility with the Field Education Coordinator and the student's Academic Advisor. Students are advised to begin this process as early as possible in their GVSU career. To facilitate these experiences, students need to convey to the Field Education Practice Committee the type and scope of experience they seek. Completion of the Proposal Outline (described below) will provide the Committee with information needed to recommend support or denial of the experience.

Proposals (submitted to the Coordinator of Field Education) will be accepted for review no later than the date required for all field applications. The Field Education Practice Committee will review the proposal and decide whether to support or deny the proposal. Within ten business days of the decision, the Coordinator of Field Education will notify the student of the Committee's decision. The Field Education Office will define parameters regarding placement hours, supervision, and other issues with consultation from the BSW Program Director and the Director of the School of Social Work.

If a student's proposal is accepted, the Field Education Office will make contact with the potential site either in person, by phone, by e-mail, and/or interactive video. The Field Education Office will determine the site's capacity to provide the student(s) with the requisite supervision and explore the types of duties, tasks, and responsibilities required at the site. In addition, the School's Generalist perspective and requirements for supervised direct practice will be discussed. Once the feasibility of the site is ascertained, an Affiliation Agreement between the GVSU School of Social Work and the potential site will be signed.

A memorandum of agreement will be developed and signed by the Field Education Coordinator and the student. Involvement in an international/distance field placement is considered equivalent to a local, traditional placement. Students are expected to define learning objectives and methodologies in their student Learning Contract. Oversight of these goals, objectives, and methodologies and of the overall experience will be the responsibility of the designated Field Instructor and Faculty Field Liaison. While some of the mechanics of the placement may vary due to distance, the expectation is that the structure and substance will be equivalent to any domestic placement. All policies delineated in the Field Education Manual will apply to international/distance placements. All required documentation will be provided to the Padnos International Center.

1. Requested Proposal Outline Format

Please include a cover letter and:

- A. Personal statement relative to interest in International/Distance Social Work
- B. Previous travel experience
- C. International/Distance proposed placement
- D. Why this specific destination?

E. How will this proposed experience further your Social Work education?

F. Proposed time frame for this experience (eight weeks, one semester)

G. Resources required for this experience (school, personal, or financial)

H. Plan for continuing course work by semester

2. Faculty Field Liaison Responsibility Related to International Placements

School responsibilities relative to distance placements include ensuring the same level of involvement and supervision as with placements in close proximity to the Grand Valley State University School of Social Work.

Students will be assigned to a Faculty Field Liaison who will be responsible for ensuring the integration of content and activity. While face to face conferences may be precluded, alternative forms of communication will be utilized. These forms of communication may include, but are not limited to:

- Students may be required to complete journal entries and may share those entries with their Faculty Field Liaison via Chalk and Wire or email, or other available technology.
- Faculty Field Liaisons will be expected to review the journals and engage in discussion with the student via the appropriate agreed upon technology.
- Faculty Field Liaisons will be expected to assign students to projects such as: papers on the scope of the agency, case presentation from a specified treatment modality, etc., as is currently expected of students enrolled in the traditional seminar.
- Faculty Field Liaisons will also be expected to arrange a minimum of three official conference calls per semester with the Field Instructor and the student to review the student Learning Contract and discuss the student's progress.

3. Peer Interaction

Peer interaction concerning the field learning experience can be facilitated in a number of ways:

- Field Education Seminars may be convened prior to the beginning of the international/distance learning experience to cover issues of anticipation of the placement.
- When the student returns from a distance placement, s/he will continue participation in Field Education Seminar as well.
- During the international/distance learning experience, the Faculty Field Liaison will facilitate peer communication through the use of course discussion boards, email, and/or other available communication methods.

- Students will be encouraged to share their experiences with the broader GVSU and School of Social Work community both during and following their experience.

Please direct questions regarding the International/Distance Field Education Placement process to the BSW Coordinator of Field Education.

L. Child Welfare Certificate Program

The GVSU School of Social Work has been endorsed by the Michigan Department of Human Services to offer its undergraduate students the option of receiving a Child Welfare Certificate (CWC) upon graduation. The purpose of the CWC program is to prepare social work students to provide effective child welfare services as degreed case workers in the field. As a recipient of the CWC, social work students will be given preference of potential employment with DHS. CWC recipients will have received a foundation of experience and knowledge that will enable them to enter training at a later phase than new hires that do not possess a CWC. The CWC is good for one year from the social work student's graduation date.

In order to be eligible for the CWC, social work students must achieve a 3.0 GPA average for the last 60 credits of their studies and complete:

- SW 341 Human Behavior and the Social Environment II
- SW 320 Children and Child Welfare Services
- SW 439 The Family and Social Work Practice

Additionally, social work students must complete a supervised, structured 400-hour Field Education Placement with the Michigan Department of Human Services, a private agency contracted with DHS or a tribal child welfare program. During the internship, the student will be expected to complete online and classroom trainings pertinent to child welfare as well as complete learning activities that meet the practice behaviors and objectives that DHS has established. These learning activities will be infused with the School of Social Work's Learning Contract. Students will be evaluated on their performance at the conclusion of each semester.

Interested students must complete the School of Social Work's CWC Application and submit it with their Field Education Application by the specified due date. Students are not guaranteed admission for the CWC program as there is a limited number of spots. The number of students admitted is based on the number of eligible field education placements available as well as the student's demonstration of commitment and personal and professional readiness to complete a child welfare field placement. The BSW Field Education Coordinator will notify students via email of their acceptance or denial to this program.

An orientation for Field Instructors supervising social work students in the CWC program will be held prior to the start of the student's Field Placement.

III. Student Responsibilities Regarding Field Practice

A. Student Requirements Before and During Field Practice

1. Academic Requirements

Undergraduate students who wish to declare Social Work as their major are admitted to Grand Valley State University through normal college admissions procedures. At the beginning of the junior year all social work majors formally apply for admission to the School of Social Work by completing the Application for Candidacy and submitting it to the BSW Program Director.

Once a student has been formally accepted into the School via the candidacy process they must also apply to the Field Education Office to initiate the field placement process. Students must maintain their candidacy status through their junior and senior year by satisfactorily completing all required social work coursework with the requisite grade point average. Review of the student's status is completed by the Director of the BSW program on a semester to semester basis and by the Field Education Coordinator during the semesters the student is scheduled to be in a field placement. Students who do not meet the candidacy requirements during a semester they are scheduled for field placement are notified by the Director of the BSW program.

2. The Application Process

- a. All students who have met the prerequisite coursework and other requirements should complete the field application and supporting documentation. Instructions for completing the application are provided during the orientation, on the School of Social Work BSW Field Education website, and in this Manual.
- b. All applications must be typed.
- c. The completed application forms are to be submitted to the Coordinator of Field Education within the prescribed timeline.
- d. Faculty observations, concerns, suggestions or recommendations regarding each applicant are solicited by the Field Education Office. The eligibility of each field candidate is determined and referred to the Field Education Office for placement.
- e. The Field Education Office integrates the information from the student applications and faculty and takes into consideration students' educational growth needs, past experience(s), strengths, areas for growth, interests, etc., in order to match students with the appropriate practice setting.

- f. Field Instructors are advised of potential candidates for field education by the Field Education Office and given the option to interview the student.
- g. Potential candidates will be informed via email by the Field Education Coordinator to schedule a pre-placement interview with a Field Instructor. Interviews should be arranged promptly. If a prompt interview cannot be scheduled, the Field Education Office should be contacted immediately.
- h. Field Instructors inform the Field Education Office of the acceptance or rejection of a student within five working days following the pre-placement interview. The Field Education Office is notified of a student's acceptance through the completion of the Certification of Field Placement form.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA):

The Field Education Office may share all relevant information with appropriate persons who may include the Faculty Field Liaison, the agency Field Instructor, the student's Academic Advisor, the Director of Admissions of the School of Social Work, the Director of the School of Social Work, or the Dean's office. Relevant information is defined as information that may involve the field placement selection, clients, agency field instructors, staff, the student learning experience, or school policy. Such information will be shared to enable informed choice by Field Instructors, protect clients, protect students, and facilitate the learning process. Agency Field Instructors are also expected to share relevant information with the Field Education Office. The student will be required to sign a release of information form as part of their field application. This release includes academic record, all contents of the field application, and previous evaluations from previous field education experiences. This release gives the field office permission to release the above information to agencies with whom the student may interview and/or be placed.

3. Developing and Matching Field Education Placements

- a. Students may **not** develop field placements on their own and are **not** to initiate or to negotiate with agency personnel for purposes of arranging a placement.
- b. Students who are not offered a field placement after two agency interviews for reasons related to their appropriateness or readiness for field education may be referred to the Practicum Review Committee for evaluation and problem-solving.
- c. Every effort will be made to refer students to one of the three fields of practice indicated on their field education application. Students are not expected to decline a field placement if it is a field of practice they have selected unless there are exceptional circumstances.

- d. Students are expected to remain in the field education placement for the full duration of the semester, commencing on the first day of classes and ending on the final day of classes.
- e. Many students have full or part-time employment while enrolled in the BSW program, and request field work schedules to accommodate employment. These requests generally cannot be honored by the School of Social Work. Students need to accommodate the schedules of field placement sites in order to participate as fully as possible in the life and learning experiences offered by the field education placement agency.

4. Student Requirements for Continuation in Field Practice

- a. Maintenance of a minimum G.P.A. of 3.0 in all Social Work classes throughout the Field Education experience.
- b. Maintenance of a minimum G.P.A. of 2.5 overall throughout the Field Education experience.
- c. Ability to integrate and conceptualize course content as evidenced by the Field Instructor's evaluations and feedback to the Faculty Field Liaison.
- d. Satisfactory completion of required sequential BSW curriculum.
- e. Performance in the field, including adherence to the *NASW Code of Ethics*.
- f. Accumulation of no more than one grade of Incomplete.
- g. May repeat field education/seminar only once. Two disrupted field education placements may result in termination from the BSW program.

5. Student Responsibilities During Field Practice

Student responsibility is a vital part of the learning process. Being in field education requires students to be an active participant in their learning experience and that each student:

- a. Abide by the rules and conditions of placement established by the Faculty Field Liaison and the Field Instructor.
- b. Plan with the Faculty Field Liaison and Field Instructor how to achieve the CSWE competencies and practice behaviors with the corresponding measurable learning tasks. The plan must be codified in the form provided by the student Learning Contract within four weeks after placement begins or the date established by the Faculty Field Liaison.

- c. Submit all written reports as required by the Faculty Field Liaison and Field Instructor.
- d. Participate with the Faculty Field Liaison and Field Instructor in meetings and conferences designed to evaluate the student's progress and performance.
- e. Attend and participate in all Field Seminar sessions (15 hours per semester).
- f. Be responsible for becoming familiar with the agency milieu and abide by the informal and formal norms for conduct in the agency.
- g. Uphold the *NASW Code of Ethics*.
- h. Recognize student performance must be judged satisfactory by the Faculty Field Liaison in order to receive field education credit. Faculty Field Liaison judgment is based on the student's performance in relation to the CSWE competencies, practice behaviors and learning tasks arranged for the individual student, and the evaluation by the Field Instructor.
- i. Demonstrate professional behaviors at the field education site and in seminar related to communication, attendance, time management, and appearance.
- j. Be an active learner in the educational process. This implies taking initiative to develop relationships with the field site staff, Faculty Field Liaison and peers in seminar.
- k. Secure availability for field hours during regular business hours, e.g. Monday – Friday, 8:00 a.m. – 5:00 p.m.
- l. Be responsible for arranging transportation to and from the assigned field placement agency and meeting any costs involved. Be prepared to travel up to 50 miles one way to a field practice site. Time and travel to and from the placement agency does not count toward field hours.
- m. Be prepared to comply with background check reports if required by the field site. This may involve a cost for the student.
- n. Some agencies require students to attend orientation trainings and obtain background checks and health screenings prior to beginning the placement. Costs for health screenings and background checks MAY be covered by the agency; where this is not the case, the student is responsible for these screenings if she/he wishes to accept an internship at the agency. Students are expected to complete any required trainings or

screenings prior to the first day of classes. Some placements require students to comply with Health Compliance requirements (i.e. immunizations, drug screen, physical, fingerprinting, TB test) as defined by the Affiliation Agreement between the agency and the University at the cost to the student. If a student is delayed in beginning her/his field internship because she/he failed to attend to these requirements it may mean the student cannot continue in that particular field placement.

- o. Students who experience personal, academic, psychological, legal, medical or other conditions that impact their ability to participate in field education as described in this Manual are responsible for **immediately** informing the Field Education Coordinator. The Field Education Coordinator will assist the student in determining the appropriate course of action in relation to the field placement and in accordance with University and department policy. Students who do not adhere to this policy may be administratively dropped from the field sequence and possibly from the social work program because of unprofessional conduct and possible harm to clients.

6. Evaluation of Student Performance in Field Education

- a. **The student Learning Contract** – Evaluation of a student’s performance in field education is accomplished by the use of an individualized student Learning Contract. Every student in field education develops a student Learning Contract for each semester of field education.

The student Learning Contract is created as a cooperative effort between the student, the agency based Field Instructor, and the Faculty Field Liaison. This Learning Contract operationalizes the educational competencies and practice behaviors of the student, relative to their semester of placement. It also specifies learning activities appropriate to the unique opportunities within each agency or organizational setting. The student Learning Contract for the final semester of field education reflects greater complexity as students progress in their studies. This is exemplified by the utilization of multiple intervention strategies, the assumption of appropriate practitioner roles within the agency, and the implementation of practice based evaluation and ethical problem-solving.

In each semester of field education, methodology and evidence of the attainment of student Learning Contract competencies and practice behaviors are subject to regular assessment by the student, the agency based Field Instructor, and the Faculty Field Liaison. Field education is a developmental process of moving from observation and gaining

knowledge about the organization and its mission/population served to moving towards independent practice and skill development.

Students are expected to successfully complete all sections of the student Learning Contract. Deficiencies may result in a range of actions from compulsory remediation and/or repeat of the course, to dismissal from the Bachelor of Social Work program.

- b. Semester Field Evaluation** – Student performance is formally evaluated by the Field Instructor at the end of each semester using the student Learning Contract and the tasks mutually agreed upon at the beginning of the semester. Students are expected to complete a self-evaluation as part of the evaluation process. This evaluation is documented in writing and conveyed both to the student and to the Faculty Field Liaison. The Faculty Field Liaison determines the student’s grade in field education for the semester based upon this evaluation as well as the student’s performance in the field education seminar.

If a student receives a score of “unacceptable progress” or “insufficient progress” on a practice behavior within the Learning Contract, a written remedial plan is required to assist the student in defining the specific concerns and action steps to bring their performance to an acceptable standard.

Preparation for the semester field evaluation is the responsibility of the agency-based Field Instructor. The evaluation must be signed by the Field Instructor, the student, and the Faculty Field Liaison each semester. Students must be given an opportunity to read the evaluation report before it is submitted to the Faculty Field Liaison. The evaluation must be signed by the student to indicate she/he has read the contents. Students may comment in writing to the Field Instructor regarding concerns of differing perspectives of their evaluation. If not satisfactorily resolved the student may include the Faculty Field Liaison or Field Education Coordinator in an attempt to create an agreement on the evaluation.

- c. Semester Grading** – The credit/no credit grading system is used by the Grand Valley State University School of Social Work in evaluating student performance in field education courses (both seminar and field education). If a recommended grade of “no credit” is anticipated, it is the responsibility of the Field Instructor to call this to the attention of the Faculty Field Liaison or vice versa at the earliest possible date. It is the School’s policy that a student may repeat field education only once. In the event the student does not achieve the objectives within

the repeated field education, no credit is given and the student is not permitted to continue in the BSW program.

- d. Unsatisfactory Performance in the Field Placement** – The School of Social Work has the responsibility for evaluating and screening students for the social work profession. Although a student's classroom performance may be satisfactory it may become necessary to recommend that a student reconsider her/his preference for the social work profession if the performance in the field placement is not satisfactory.

If performance has been unsatisfactory, the student will be referred to the Practicum Review Committee, which could result in dismissal from the social work program. All reasonable and appropriate efforts will be expended to ensure that the field placement experiences are an appropriate measure of the student's abilities. Broken placements, failing field grades due to poor performance or professional incompetence, and violations of the *NASW Code of Ethics* could trigger a Practicum Review Committee meeting. These are explained below.

- e. Broken Placements: Interruption, Dismissal, or Request for Removal** – A student whose placement is broken may receive the grade of either incomplete or no credit for the semester/session in which they are enrolled depending on the outcome of the Practicum Review Committee's decision. If a placement is broken, the student will be referred to a Practicum Review Committee meeting for evaluation and review and could be dismissed from the social work program. The Field Instructor and the Faculty Field Liaison will be requested to put the concerns in writing. If a student is re-placed into a new agency, the placement will be monitored closely by the Faculty Field Liaison to ensure that prior difficulties are not a continued issue. The Practicum Review Committee will recommend the number of hours a student must complete in the new field placement.

At any point in the field placement, the Field Instructor can request immediate removal of the student from the field placement if the student's behavior or performance seriously places at risk the quality of services delivered to clients and/or the reputation of the agency. The Faculty Field Liaison and Coordinator of Field Education need to be contacted immediately whenever there is serious cause for concern. The Field Instructor will be requested to put the concerns in writing.

In the event of a School of Social Work initiated relationship break with a field placement agency, the Field Education Coordinator and Director of the School of Social Work will inform the College of

Community and Public Service Dean's office. The decision arrived upon regarding the formal termination of the University/Agency affiliation will come from the Dean's Office.

It is the practice of the School of Social Work to avoid the switching of placements. However, reassignment of a student from one field site to another during an academic year may occur for educationally sound reasons. Students experiencing performance problems solely as a result of skill deficits will not be reassigned to a different agency. Reassignment is generally approved only when issues involving the Field Instructor or the agency pose obstacles to student learning, or when there is doubt as to the cause of problems; and when an appropriate agency is available to take a student mid-year. When there is doubt as to the cause of problems, the student may be given the benefit of the doubt and reassigned to another placement.

The decision to reassign will be a joint one between the Faculty Field Liaison, student, and Field Education Coordinator. (Termination of an internship by the student without prior notification of the Field Instructor/agency, Faculty Field Liaison, and Field Education Coordinator, and failure to adhere to due process procedures constitutes abandonment. Abandonment is tantamount to dropping a field education course. Just as with all dropped courses, students may re-enroll in the course when it is next offered with permission from the Field Education Coordinator. The student's status in the social work program will be reviewed by the Practicum Review Committee. Consequences may range from No Credit in field education, up to dismissal from the program.)

B. Field Practice Assignment in Places of Employment (FPAPE) Guidelines

Students seeking a field education experience in their place of employment must receive approval by the School of Social Work Field Education Office. While this is not always the ideal situation, there are times when a field practice assignment in places of employment (FPAPE) can be beneficial for the student and employer. To this end, a field education assignment in places of employment must be educationally focused, and structured appropriately to achieve the goals and objectives of the field education course. A student's job/employment may not be used to meet the requirements of a BSW-level field placement.

All field practice assignments in places of employment (FPAPE) must meet the following criteria:

- a. The student/employee has been at the agency for a minimum of one year prior to applying for a FPAPE, or has an employment history that demonstrates an ability to be successful as a student intern within the context of the employment setting;

- b. The field placement must be in a different program within the agency and clearly distinct from responsibilities of paid employment. In order to provide new learning opportunities, the field experience must be a different practice and learning experience than the one in which the student is currently employed, has been employed or has had a previous field experience;
- c. The agency will provide a Field Instructor who has a BSW or MSW or a Task Coordinator with at least two years post-master's degree experience;
- d. The Field Instructor/Task Coordinator must have been employed at the agency for at least one year;
- e. The Field Instructor/Task Coordinator must be a different person than the student's current employment supervisor;
- f. The agency must be willing to establish an Affiliation Agreement with the School of Social Work, if one does not already exist;
- g. The agency must be willing to allow the student/employee to attend classes and have an educationally focused field experience;
- h. The agency must be willing to allow the Field Instructor/Task Coordinator to attend field education training and seminars and to have sufficient time to provide the minimum of at least one hour/week supervision for the student;
- i. The agency must be able to provide a Generalist placement experience; and,
- j. The FPAPE application must be received by the deadline specified on the form. The application can be found on the School of Social Work website under BSW Field Education. Once the application is returned to the Field Education Office, it will be reviewed and a response will be given as soon as possible to indicate whether or not the placement has been approved. A site visit will be required as part of the application review process prior to determining approval.

If there are any questions about a field practice assignment in places of employment, please contact the Field Education Office at 616-331-6550.

IV. Policies and Procedures Regarding Field Education

This section provides general guidelines for Field Education. Other policies, practices and procedures are identified throughout the School of Social Work Student Handbook, available on the School of Social Work website at www.gvsu.edu/ssw

A. General Policies and Practices

1. While in Field Education students generally follow the GVSU academic calendar. Scheduled breaks within the academic calendar are to be discussed and negotiated between the student and Field Instructor. Students placed in school social work settings may be asked to follow the calendar of the school/field education placement site to which they have been assigned.
2. Students are expected to accept responsibility for their own successes and shortcomings, be aware of all University, School of Social Work, and Field Practice Agency policies, practices and procedures, as well as BSW degree requirements.
3. Students are expected to follow standards of professional and academic conduct specified in the University *Student Code of Conduct*, School of Social Work *Student Handbook*, *Field Education Manual*, the *NASW Code of Ethics*, and Field Practice Agency guidelines.
4. The student is expected to do her/his own work and to honor ethics related to academic honesty. Violations of the *Student Code of Conduct*, including those about plagiarism and the integrity of scholarship and grades, may result in the award of the “F” grade in a course, no credit in field education, and/or referral for disciplinary action or dismissal from the School or University.
5. Students enrolled in the BSW program are expected to manifest emotional maturity, stable mental and physical health, and conformity with the *NASW Code of Ethics* in classroom demeanor, in oral and written assignments, and in field practice settings.
6. Social Work courses are designed for the student’s involvement in her/his own learning experiences. Lectures, guest speakers, audio visuals, discussions, and presentations may be instructional modes in classes. Additionally, faculty guide discussions, respond to questions, and are available for office hours.
7. Students do not report to their field placement or go near the assigned site in the event of a strike or work stoppage. The student contacts her/his Faculty Field Liaison should there be any question(s) about their protection and/or safety.

8. Students are responsible to understand the technology and social media policies, practices, or expectations of the organization in which they are placed and adhere to the *NASW Code of Ethics* as it applies to social media.

B. Policies Governing School of Social Work/Agency Relationships

1. The agency where students are to be placed enters into an Affiliation Agreement with the School of Social Work and Grand Valley State University for the specific learning experiences to be provided.
2. The student shall provide her/his own transportation to and from the agency. Students may need to travel up to 50 miles to a field placement agency. Expenses of travel assigned to the student by the agency regarding agency business other than a student's travel for internship placement to and from the agency shall be covered by the agency.
3. Attendance at approved conferences may be included as field hours if mutually agreed upon by the Field Instructor and the student with the support of the Faculty Field Liaison. Attendance at such conferences is assumed to be limited to a few days per academic year.
4. Students should not be expected to or allowed to spend more field hours each week than stated in the school agency agreement except in urgent situations. Compensatory time should be arranged following such an occurrence. It is the Field Instructor's responsibility to note extra hours and plan with the student for compensatory release time.
5. The GVSU School of Social Work will provide the agency with appropriate information about the student (as per the student's written permission for such disclosure) including academic preparation, previous social work job experiences, and the student's career goals.
6. The agency will consider for field placement only those students referred by the GVSU School of Social Work Field Education Coordinator, and only for the specified period.
7. After the agency interview with the student, the agency will inform the Field Education Coordinator of the acceptance/denial of the student for a field placement in their agency. The agency's decision is final and therefore, is not be re-negotiated by any GVSU School of Social Work student.
8. GVSU School of Social Work will provide a Faculty Field Liaison throughout the placement period. A minimum of two agency contacts (pre-arranged for mutual convenience) per semester will be conducted.

C. Field Education Grading Policies

Grades are based on adherence to requirements explicated in the syllabus and discussed in class. Students may be awarded the “I” grade only under specific conditions fully discussed with and approved by the Faculty Liaison, as defined in the GVSU catalog. Neither the “W” nor “I” grade is awarded in lieu of the “No Credit” grade.

1. Students register for Field Education concurrently with a Field Education Seminar. These two courses are registered separately but are inextricably related. Field Education and the Field Education Seminar are graded “credit” or “no credit”. In order to receive credit the student must earn the “credit” grade in both Field Education and Field Education Seminar. Grading is the responsibility of the Faculty Field Liaison.
2. Students are required to fulfill 210 hours per semester in the field education practice setting and 15 hours per semester in Field Education Seminar. Fulfilling the hours is one part of the grading. Equally important is the demonstration through the Learning Contract evaluation that the student is progressing adequately towards developing the 10 Core Social Work Competencies.
3. The Faculty Field Liaison is responsible for monitoring each student’s progress in field, leading seminar, enforcing attendance standards, grading seminar assignments and awarding the final grade. The evaluation by the Field Instructor of the student’s performance on her/his Learning Contract is a recommendation to the Faculty Field Liaison for the grade. Optimally, the Field Instructor, the student, and the Faculty Field Liaison will communicate any performance concerns as they arise and opportunities for remedial plans implemented. Thus, should the student fail to satisfy requirements in either field and/or seminar, the Faculty Field Liaison will refer the student to the Coordinator of Field Education.
4. The Coordinator of Field Education assesses circumstances involved and may require the student to appear before the Practicum Review Committee to provide reasons for her/his failure to satisfy the requirement(s).
5. If the student wishes to appeal her/his grade in the field education courses, the appeal is submitted to the BSW Program Director. Throughout the appeal process, all student appeal requests must be in written form.
6. It is the student’s responsibility to inform the Faculty Field Liaison of any extenuating circumstances which may interfere with her/his fulfillment of course requirements.
7. School of Social Work faculty members perform a “gatekeeping” role for the profession. Hence, faculty members are responsible to engage a student in problem-solving when academic, ethical and/or other professional practice issues arise.

8. Students who violate the *GVSU Student Code of Conduct*, School of Social Work policies, *NASW Code of Ethics*, and/or Field Practice Agency procedures are subject to disciplinary action. Students' right to due process and appeal are respected.
9. School of Social Work actions for below standard academic work and/or ethical violations may range from reprimand and additional course work to probationary status to termination of enrollment in the BSW program.
10. In those instances when the policies and practices employed by the School or University have not been successful in resolving a student's academic, personal and/or professional issue(s) the student may be terminated from the BSW program.
11. Faculty actions may not be arbitrary or unfairly directed at a student or student group. Students' rights are respected in all matters pertaining to the School's educational mission and objectives for social work education.
12. All disciplinary decisions rendered by faculty committees and/or the Director of the School of Social Work are communicated to the student via mail "Certified-Return Receipt Requested".
13. No academic credit for life experience and/or previous work experience is given, in whole or in part, in lieu of the field practice or courses in the GVSU BSW program in accordance with CSWE standards.

D. Policies and Procedures Concerning Conflict Resolution/Termination

It is understood that problems can arise in field education between students and field instructors, or other agency personnel. It is expected that any and all problems will be addressed explicitly, proactively, professionally, and in a timely manner.

If a student is experiencing major difficulties in the School and/or placement setting, every effort is made to use informal problem-solving methods to reach solutions. The formal grievance procedures are applied should informal techniques fall short. The placement setting, School of Social Work, or the student may initiate termination, keeping the Field Education Coordinator informed of each step. This is an administrative procedure that must be followed in order for students to be afforded due process. It must be noted that students who do not adhere to the specific responsibilities or who do not follow the procedures identified below may be dismissed from the Social Work program. Initial efforts to reach a resolution include:

1. Student and Field Instructor discuss the problem constructively and in an issue oriented fashion in an effort to achieve a mutually agreeable resolution. If the problem is not resolved to the student's and/or Field Instructor's satisfaction, the student should proceed to the next step. Written guidelines addressing the

issues are developed in these discussions and provided to all parties (student, Field Instructor and Faculty Field Liaison).

***Note:** In rare circumstances, it may not be appropriate for problem solving to begin between the student and Field Instructor, i.e. student is being sexually harassed by the Field Instructor. In such circumstances, the student will begin step 2 of the problem-solving process.

2. Student immediately advises the Faculty Field Liaison of the problem. Individual and joint meetings between the Faculty Field Liaison, the student, and the Field Instructor are arranged by the Faculty Field Liaison to facilitate problem resolution. Again, written guidelines are to be provided to all parties (student, Field Instructor, and Faculty Field Liaison). If the solution is not amenable to the student, she/he should proceed to step number 3 and/or 4.
3. The Faculty Field Liaison communicates/collaborates with the Field Education Coordinator. The Coordinator may be brought into these meetings at the request of the Faculty Field Liaison.
4. If the problem is still not resolved, the student may request a meeting with the Field Education Coordinator. The Field Education Coordinator will attempt to facilitate problem resolution – inclusive of calling a meeting between the student, Field Instructor, Faculty Field Liaison and the agency director, if appropriate, to discuss and resolve the problem.
5. In lieu of resolution, written notification of the intent and/or decision to terminate is to be sent from the initiator to the Coordinator of Field Education and the other parties in the contract. Reasons for termination are to be clearly specified by the initiator.
6. Upon receipt of the written request for termination, the Faculty Field Liaison will meet with both parties to arrange for the student's termination from the agency placement.
7. A student may be terminated from field for reasons including, but not limited to:
 - a. The student's level of performance or professional conduct is far below the standards expected of a BSW student. Examples of this include lack of reasonable progress in meeting one or more of the core competencies. It is expected that student responsibilities at the practice agency increase as the student becomes more experienced with agency policies and activities.
 - b. The student exhibits behaviors that are inconsistent or at odds with the *NASW Code of Ethics*. If there is an allegation of student professional misconduct, the Faculty Field Liaison will contact the Field Education

Coordinator. A Practicum Review Committee meeting will be convened.

- c. The student has unexcused and prolonged absences or tardiness from the practice setting.
 - d. The student experiences unexpected life events that impair their ability to make successful progress towards meeting the practice learning objectives.
 - e. The student's continued participation in the practice is judged by the Field Instructor, Faculty Field Liaison, Field Education Coordinator and/or the placement agency to adversely affect the agency, the clients or the University.
8. Within ten (10) working days of the receipt of the letter requesting termination, the Faculty Field Liaison prepares a report for review by the Practicum Review Committee, convened by the Coordinator of Field Education, for a decision. The student is invited to attend the Practicum Review Committee meeting for the expressed purpose of presenting her/his material. The Practicum Review Committee renders a wide range of decisions, not limited to the following:
- a. Award credit for Field Education;
 - b. Grant permission to withdraw without penalty;
 - c. Award Incomplete or no-credit for Field Education;
 - d. Require the student to repeat the field experience and the seminar;
 - e. Determine the number of field education hours granted, if any, for the semester that the student completed during the semester of termination. The number of hours granted will be determined from the competencies gained and not just the hours accrued.
 - f. Provide a recommendation for the time frame to re-place the student in another field education placement. This could range from immediate re-placement to waiting until the next cycle of placements;
 - g. As applicable, provide a recommendation for additional activities/remedial assignments prior to being re-placed;
 - h. Termination from field education and termination from the BSW program.
9. Within ten (10) working days of the Field Practicum Committee's decision, the Coordinator of Field Education sends notification to the student of the Committee's decision and it becomes a part of the student's record.
- *Note:** Students are not penalized when a change of placement is necessary because their field practice agency is unable to or fails to meet conditions of the Affiliation Agreement.
10. If after a Practicum Review Committee meeting, the Practicum Review Committee deems the student unsuited to the social work profession, the student's dismissal from the social work program will be recommended. The student will not be reinstated until she/he presents evidence of having changed

the behavior(s) at issue, and can show that the new behavior(s) can be maintained.

11. In the event a student's academic performance or professional conduct falls outside of the acceptable range, the School of Social Work exercises its right to terminate the student's field education placement and enrollment in the School.
12. The School of Social Work exercises its right to terminate a student's field placement and/or enrollment in the BSW program for disregarding professional ethics/NASW *Code of Ethics* and academic norms, and/or displaying inappropriate conduct. Academic dishonesty or other violations of the *Student Code* are some of the grounds for automatic dismissal from the BSW program.

E. Policies Concerning Field Education Grievances

Should a student feel aggrieved after the completion of steps outlined above, or in any other matter pertaining to the field education experience, the student can appeal to the Director of the Social Work program who will consult with the BSW Program Director. It is the student's responsibility to establish grounds for the appeal. The Director will hear the appeal within 10 working days of the written appeal request. The student will be notified by registered mail of the Director's decision within 10 working days of the appeal hearing. If the student wishes to appeal the decision of the Director of Social Work, the student may appeal in writing to the Dean's Office within the College of Community and Public Service.

It must be remembered that students are assigned to agencies on the basis of the student's learning needs, career goals, and the agency's service delivery system. Hence, students are expected to handle field assignments in an appropriate manner, and with the understanding that legitimate and logical concerns may be discussed with the Faculty Field Liaison, Field Instructor, and the Coordinator of Field Education.

F. Professional Practice Mandates

Ethics, Values, and the National Association of Social Workers (NASW) *Code of Ethics*

All students, faculty, and Field Instructors in the social work program have the responsibility to be familiar with the National Association of Social Workers (NASW) *Code of Ethics*. It is expected that all students, field instructors, and faculty will abide by the Code. A copy of the current *Code of Ethics* can be downloaded from the NASW website located at www.socialworkers.org. The development of ethical standards and framework for ethical decision making should be an integral piece of each student's Learning Contract and incorporated into supervision. Students are to learn the intrinsic principles of the *Code of Ethics* and have opportunities to apply these principles to practice in their field placement.

Knowledge to be gained with field education is paramount to developing the professional self including cultural competence; helping people in need and addressing social problems; and taking action through appropriate channels when colleagues are impaired and/or incompetent. Learning to apply these commitments in social work practice is a very difficult and sensitive matter. We take with the utmost seriousness our obligation to teach and stand up for values and ethics for the social work profession as defined by the *Code of Ethics*. Field Instructors are encouraged to utilize agency orientations as a means to identify and discuss procedures related to advocacy, professional responsibility and appropriate avenues for problem solving.

Liability Issues

The University provides professional liability insurance for all students who are officially registered for the field education courses. Agencies/organizations shall maintain adequate general liability and professional liability insurance as well. Students may also purchase additional liability insurance. Students are covered through the end of the semester of courses in which they are enrolled. Field placements extended beyond this time must receive the prior approval of the Faculty Field Liaison.

Students are highly encouraged to maintain their own health coverage during field education. The student's individual medical insurance plan is responsible for all expenses incurred during the field placement. The University and the School of Social Work assume no responsibility or liability for any injury that may be sustained during field placement. In some agencies students may be required to use their personally owned vehicle for transportation purposes. Some field placements require students to have a valid driver's license, indicate that they can operate a motor vehicle without restriction (unless indicated on the application), carry current vehicle insurance and agree to be in compliance with the laws of the State of Michigan.

If the student is involved in an automobile accident while on field placement business the student's personal vehicle insurance is the first tier for a claim. If a student is to utilize their personally owned vehicle for field placement activities (including the transportation of clients), it is the agency's responsibility to inform the student of these expectations prior to acceptance into the placement and also to evaluate the student's ability to perform the required tasks. This includes but is not limited to ensuring that the student's vehicle is in good, safe, working condition.

Criminal History, State of Michigan Department of Human Services (DHS) Central Registry History Clearance, Drug Testing Requirements, and Health Compliance

Students should be aware that many agencies require students to complete a criminal history check which may be state or national clearance. Some agencies require a central registry check through DHS to determine if the student has ever been involved through Child or Adult Protective Services for abuse or neglect. Agencies, acting in accordance with their own policies, may also require drug testing, immunizations, a recent physical, etc. These may be required at a cost to the student. The University does not cover these costs.

Mandatory Reporting and Duty to Warn

State and federal laws cover the mandatory reporting of suspected abuse or neglect of children or vulnerable adults and the duty to warn if a client is considered harmful to her/himself or others. Field Instructors are responsible for educating students with regard to these laws and agency policy. All incidents where it is suspected that there is abuse/neglect or duty to warn should be immediately reported to the Field Instructor and consultation sought. The Field Instructor is ultimately responsible to ensure the reporting occurs according to applicable law, policies, and ethical obligations. The student may assist as is appropriate to the situation as determined by the Field Instructor or designee.

Disability and Compliance with the Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) of 1990 extends and implements civil rights protections for disabled individuals on the basis of race, color, age, religion, gender, sexual orientation, national origin, veteran status, or disability. Any student with a disability who needs to arrange reasonable accommodations must contact the Grand Valley State University Disability Support Resources. Disability Support Resources will make a disability determination. Information from this evaluation should be shared with the Field Education Coordinator, and the agency Field Instructor who must evaluate the agency's ability to provide the accommodation prior to accepting the student for field placement.

Nondiscrimination and Human Diversity

Every aspect of the School of Social Work's educational program is conducted without discrimination on the basis of race, color, age, creed, ethnic or national origin, disabilities, political beliefs, or sexual orientation/identity. The faculty, staff, and student body of the School of Social Work will reflect the diversity of our society. The School of Social Work will maintain an atmosphere in which there is an appreciation of human diversity and where people of varied backgrounds and characteristics feel supported, valued, and empowered to pursue their individual professional development. This extends to field placement agencies. Field placement sites shall not request students to sign a statement of faith.

Sexual Harassment in Field Placement

In order to maintain an environment in which the dignity and worth of all students is respected, it is the policy of the School of Social Work at GVSU that sexual harassment of students in their field placements is unacceptable. Sexual harassment of students can be destructive to the learning environment, demoralizing to the student and adversely affect her or his performance in the agency. Forms of sexual harassment may include harassment from the Field Instructor or an agency employee. Sexual harassment, including same gender sexual harassment is any unwanted attention of a sexual nature from someone in the workplace or classroom that causes discomfort or interferes with work or academic performance. Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made (either explicitly or implicitly) a term or

- condition of an individual's employment, education, living environment or participation in any college activity;
- Submission to, or rejection of, such conduct is used as the basis for or factor in decisions affecting an individual's employment, education, living environment, or participation in any college activity;
 - Such conduct has the purpose or effect of unreasonably interfering with an individual's employment or academic performance, or creating an intimidating, hostile, offensive, or abusive environment for that individual's employment, education, living environment, or participation in any college activity.

Some examples that may constitute sexual harassment are:

- Repeated requests or pressure for dates
- Unwanted offensive contacts outside the workplace
- Disparaging sexual remarks about one's gender or sexual orientation that unreasonably interfere with the individual's learning or working
- Physical contact such as pinching or patting
- Physical aggression
- Verbal sexual abuse disguised as fun
- Offensive sexual jokes

These examples do not include all types of conduct that can constitute sexual harassment. Each situation must be considered in light of specific facts and circumstances to determine if sexual harassment has occurred. Same-gender sexual harassment may involve these same types of conduct when exhibited by a member of the same gender. It is also the policy of the University that willful false accusations of sexual harassment will not be condoned.

If you believe you have been or are being sexually harassed at your placement, please contact your Faculty Field Liaison and the Field Education Coordinator at (616) 331-6550.

Ethnic or Racial Harassment

Harassment for any reason is never acceptable. If you have been made to feel uncomfortable, intimidated, or unwanted, you should speak with a member of faculty regarding your concern. You have the responsibility to report incidents promptly, as it is often difficult to trace the facts long after they occurred. It is recommended that complaints be filed within sixty (60) calendar days of the alleged incident.

If you believe you have been or are being harassed at your placement, please contact the Field Education Coordinator at the School of Social Work office (616) 331- 6550.

V. Additional Information Regarding Field Education

A. Faculty Field Liaison Site Visit Protocol

Faculty Field Liaisons will have two contacts with the field education site per semester. During the student's second semester of field placement with an established site/Field Instructor and the student's performance is adequate there is typically one face to face and one phone or email contact. If the site or Field Instructor is newly developed, the Faculty Field Liaison will conduct two face to face visits. If any concerns have been identified with the student or the placement, the Faculty Field Liaison will conduct both contacts in that semester face to face. The contacts are to incorporate communication and input between the student, Field Instructor and Faculty Field Liaison. Communication between contacts is necessary any time there are remedial plans or in situations where informal problem solving is implemented to prevent a formal remedial plan, or in instances when the site or Field Instructor would benefit from the support.

First Semester (SW 490)

1. Visit 1 – Discussion will contain the following:

- Faculty Field Liaison role with Field Instructor
- Student hours required (210 per semester)
- Need for weekly supervision (individual or group)
- Student Learning Contract expectations
- Evaluation procedures for end of semester
- Coordination of field experiences with classroom learning and assignments
- Conferences/learning opportunities for students
- Review of facility
- Safety orientation for students
- Review of organizational policies that apply to student's role (technology, confidentiality, social media, etc.)

2. Visit 2 –

- Review 1-4 above
- Go over student Learning Contract and evaluation (student's and Field Instructor's)
- Develop informal or formal plan for addressing any areas of the Learning Contract requiring remedial action with time frames and follow up
- Review any hours and need for make-up time
- Identify the need of increased autonomy and micro and macro focus for second semester
- Discuss any Faculty Field Liaison personnel changes for second semester, if applicable
- Transition into second semester

Second Semester (SW 491)

1. Contact/Visit 1 – Areas to cover include:

- Student Learning Contract for semester two
- Re-introduce evaluation of practice
- Focus on deepening the learning opportunities
- Coordination with coursework/practice classes
- Discuss plan for termination issues as they apply to clients and staff

2. Visit 2 – Tasks to complete:

- Go over the final student Learning Contract and semester evaluation
- Develop informal or formal plan to address any areas of the Learning Contract requiring remedial action with time frames and follow up
- Review hours and need for any make-up time

B. Student Safety Guidelines

1. Field Education Placement Guidelines for Risk Reduction

Field Education sites are expected to provide students with orientation to the placement setting. This includes discussing policies and procedures pertaining to the student intern. If the Field Instructor does not provide this orientation, students should ask for it. Students should also learn about the field site's formal and/or informal methods for assessing and handling risky situations. Each situation is different, but the guidelines that follow may generally apply in the management of potentially dangerous situations.

In the event an incident of risk or danger occurs during field placement:

- Follow the field education site procedures to manage the immediate situation and report the incident;
- Get any needed medical care, notify, and debrief with your Field Instructor;
- IMMEDIATELY report the incident to your Field Instructor, Faculty Field Liaison, and/or Field Education Coordinator in the School of Social Work 616-331-6550; and,
- Recognize that a physical attack or threatening behavior is frightening and that you may respond emotionally to the stress. Seek help if needed.

Students are expected to comply with field site standards regarding:

- Personal safety;
- Safety protocols, including building and office security, emergency procedures, management of violent clients, and home visit safety procedures;
- Infectious disease control procedures and OSHA requirements;
- Working with high-risk clients; and
- Use of a personally owned vehicle and specifying that the vehicle is insured and in good working order when making community-based visits and/or transporting clients on field work business.

Placement sites are encouraged to have policies and procedures regarding employee and student safety. These policies should be reviewed, prioritized, and reinforced on a regular basis.

Students need to be:

- Exposed to triaging client situations, peer review (where possible), and the importance of seeking consultation in potentially unsafe situations;
- Instructed and informed about cases that are “at-risk” and students should receive more intense supervision, consultation, and monitoring with these cases;
- Assisted in understanding individual and group differences when it comes to accurately interpreting behavior; and,
- Debriefed after any incident.

Orientation to the field education site should include:

- Information about the prevalence of, or potential for, violence while in the field placement assignments;
- Orientation to the surrounding community and neighborhoods, or areas where the student may work, and discuss concerns that students may have regarding their work in a community-based setting;
- Opportunities for students to observe and shadow their Field Instructor on community-based visits;
- Allow Field Instructors opportunities to observe and mentor students on community-based visits;
- Provide resources (such as safety training, pagers, cellular telephones, etc.) to students for community-based visits if available to staff; and,
- Carefully consider all assignments given to students and assess the assignments’ potential for risk, as well as the student’s ability to perform the assignment.

VI. Frequently Asked Questions

Listed below are several questions students commonly ask regarding Field Education. The list is not exhaustive, and it may not capture the question(s) that you might consider the most important to you. However, the questions below may respond to concerns you have, and/or generate discussion of other issues/questions.

1. Must all students complete a field education placement?

All students who wish to obtain a Bachelor’s Degree in Social Work must successfully complete a field education practice internship from an accredited School of Social Work.

2. Can I receive credit for work or life experience? Can I receive credit for current work or life experience that is directly related to the social work profession?

The answer to both questions is “no.” Credit for life/work experience is a violation of Council on Social Work Education Accreditation Standards.

3. *Can students complete a field education placement at their place of employment?*

Yes, it can be done, but it is not recommended or encouraged. See section “Field Practice Assignment in Places of Employment (FPAPE) Guidelines”. It must be established that the agency meets certain criteria before the place of employment can be considered. Paramount among them is that the agency must have the capacity and willingness to provide the appropriate supervision and release time for the student. Students’ growth and experience is sometimes hindered in such arrangements. Students have had to choose between employment responsibilities and fulfilling field education practice requirements.

4. *Do students have input in the selection of their field placement site?*

Students are asked to indicate three fields of practice they wish to be considered for potential placement sites. Competition from peers within the School of Social Work and from students from other universities is stiff. To ask students for only one area of interest severely limits chances of securing a placement interview in an area a student might wish to pursue. Every effort is made to obtain an interview for students in one of the three areas they have selected.

5. *Do students arrange their own field education placements?*

Students are welcome to give suggestions for field placement development to the Coordinator of Field Education. However, it is the field of practice, not a specific agency that guides our efforts to secure a placement interview for students. Students may not contact, arrange, set-up, and/or interview for field placements on their own. All practice placements are made by the School of Social Work.

6. *Can students work while doing their field education placement?*

Many students work while enrolled in field education. Full-time employment is not encouraged. When students reach the point in their education where their field placement internship is the next order of business, they must prepare to make the adjustments necessary to engage in and commit to 14 hours per week of field placement internship.

7. *Do practice hours missed because of illness, personal circumstances, etc. have to be made up?*

Yes. All BSW students must successfully complete 450 hours of Field Education over the course of two semesters in order to graduate with a Bachelor of Social Work degree.

8. *Are students assigned more than one field education placement?*

The field education structure is designed so that a student fulfills the requirements within one organization. Only in exceptional/unusual circumstances do students have more than one field placement.

9. *Is there a seminar that accompanies field education placements?*

Yes, and attendance is required. Your Field Education seminar hours are completed in your seminar class each semester. Seminar accounts for 15 clock hours of field education each semester a student is completing their internship.

10. *Are field education placements separate from field education seminars?*

Yes, the two are separate, but they are inextricably connected and therefore must be successfully completed simultaneously.

Appendix A: Placement Interview and Resume Tips

An interview is your chance to exchange information with the potential field education site. Not only is it time for the interviewer to evaluate your skills, but it is also your opportunity to listen and obtain information regarding the internship position, work environment and organization.

Structure of the Interview

Most interviews are structured so that the greatest amount of information can be exchanged in a small amount of time. Communication must flow smoothly throughout the interview in order for it to be successful. There are usually three parts to every interview: the introduction/summary, the body, and the closing.

1. The introduction, or summary, is used to develop rapport between the interviewer and the candidate. The interviewer will "break the ice" and attempt to put you at ease. The interviewer's first impression of you will be set during this portion of the interview. General questions may be asked. Don't forget to:
 - Dress in business casual attire
 - Offer a sincere handshake
 - Smile
 - Remain standing until offered a seat
 - Maintain direct eye contact
 - Introduce yourself confidently
 - Sit with good posture
 - Address the interviewer by her/his last name and appropriate title (Ms., Dr., Mr., etc.) unless told otherwise
2. The body of the interview deals with specific information. Questions and answers are exchanged in order to determine your qualifications for the internship. The interviewer is monitoring how you handle yourself and if you appear to be motivated and engaged. Remember:
 - Be yourself
 - Be able to talk for two minutes about yourself
 - Be honest
 - Use standard English
 - Be able to describe your experience and skill set (assets and strengths)
 - Use examples to support statements
 - If asked, be prepared to either offer an area of weakness that is positive, or to state the actions you are taking to correct and strengthen points of challenge
3. The interview generally comes to a close when the interviewer asks you if you have any questions about the organization or internship, thanks you for coming, and may tell you when you will be contacted. Use this opportunity to make a final lasting impression on the interviewer by:

- Asking intelligent questions (prepare 2-3 questions prior to the interview)
- Expressing your interest in the site
- Initiating a final handshake
- Thanking the interviewer for her/his time

Common Interview Questions

- Tell me about yourself.
- What are your strengths and weaknesses?
- What are your long-range and short-range goals and objectives?
- What do you look for in a supervisor?
- What type of activities were you involved in during school?
- How do you deal with stress?
- How do you approach problem solving?
- Why did you choose your field of study?
- What contributions can you make to our agency/organization?
- Why are you interested in this organization?
- Do you prefer working with others or by yourself? Why?
- What are the two most important things you look for in an internship?
- What do you know about us?
- Describe a situation in which you were faced with a conflict and how you resolved it.
- Describe your most significant accomplishment.

What are the most common resume mistakes?

- Using a resume wizard/template instead of starting with a blank document
- Focusing upon what you hope to gain, instead of how you can contribute
- Describing job duties instead of unique contributions and/or results; for example, “Helped organize fundraiser” vs. “Secured \$2,000 in donations for community fundraiser, using direct mail and public speaking skills.”
- Failing to proofread
- Using personal pronouns, such as I, me, or my
- Listing an unprofessional email address (such as wildchild@...)

Appendix B: Social Media Guidelines for Responsible Use

Social Media offers opportunities to connect with others, share information, build connections and maintain relationships. Due to social work professional standards and the obligation to follow the National Association of Social Workers *Code of Ethics* social workers need to continually assess the ethical and practice implications of social media use. Privacy, confidentiality, and the establishment/maintenance of professional boundaries must be considered as well as the necessary precautions to protect the student/employees and clients.

As a social work professional it is important to consider whether you are using social media channels for professional activities such as advancing social justice issues, advocating for vulnerable populations and promoting your professional identity or using these sites to maintain contact with family and friends. In either case, your professional image that you put forth is impacted by the content expressed through social media.

There are applications for social media within social work both within clinical and macro areas. Social media has a broad range of utility in clinical social work practice such as the use of online content for psycho-education and education to reduce stigmas associated with vulnerable populations. It is the social worker's professional responsibility to maintain appropriate clinical boundaries online as much as possible to protect both their privacy and the privacy of their clients.

Within macro practice social work has many practical applications including education, advocacy, outreach, mobilization, fundraising, and evaluation. Macro social workers need to be careful about how they may be branding their agency or project.

As part of your orientation to the field education site, you should request the organization's policy on social media. If the organization does not have a written policy, seek guidance from your Field Instructor on the practice guidelines of the organization.

The NASW *Code of Ethics* that are applicable to social media and their implications include:

- Social workers shall not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client (Section 1.06c). Social workers should not “friend” or “follow” clients or former clients or accept requests in order to avoid crossing personal/professional boundaries with clients.
- Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services (Section 1.07a). Social workers should not conduct online searches of their client without informed consent and a relevant clinical reason for doing so.
- Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities (Section 4.03). Keep in mind your professional role when posting anything. Any photos, videos, written comments and other postings can serve to undermine a social worker's personal safety and/or professional competence.
- Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's

employing organization (Section 4.06a). It would be inappropriate for students to refer to any field work site/agency, client, client situation, or agency situation on their personal media pages no matter how many security settings have been invoked.

- Students should be expected to exercise great care in how they represent themselves and the social work profession as a whole in any online activities. It is very easy for an outsider to misinterpret statements or images out of context (misrepresentation).

Other important considerations include:

- Social media sites are public domains and any information can be accessed by anyone. Once information is in cyber space, it never goes away.
- Maintain the highest level of privacy settings. Realize the safety related concerns with the information that you make available about yourself and your family online.
- Your time in field education and the resources provided to you in your field placement are to be used for field related matters. Using these resources for personal use of social media is unprofessional conduct.
- Texting, email, and Twitter are quick and effective ways to communicate with others however, many ethical, legal, and clinical issues must be addressed when using these communication tools. The potential for unintentionally sharing protected information is significant and must be considered. In general, consider the security, privacy, and confidentiality of all communication methods and when in doubt seek consultation and supervision before embarking into unfamiliar or uncertain areas.

Appendix C: Fields of Practice and Common Areas of Focus

The following list of topics is provided to offer some idea of the many fields of practice in which Generalist Social Workers are employed.

Administration

- Program development
- Evaluation
- Research
- Quality assurance
- Fundraising
- Grant-writing
- Budgeting

Aging /Gerontology

- Access to services/entitlements
- Advanced care planning
- Advocacy
- Counseling
- Discrimination
- Education
- Elder Abuse
- End of life / grief and loss
- Health / mental health issues
- Housing

Child Welfare

- Abuse and neglect
- Adoption
- Foster care
- Clinical and case management services
- Residential services
- Early childhood
- Growth and development
- Intervention and actions in support of positive youth development
- Prevention
- School based mental health

Community Planning

- Neighborhood assessment
- Evaluation
- Data collection
- Research analysis
- Community revitalization
- Community-based initiatives
- Outreach

Criminal Justice/Corrections

- Counseling
- Parole
- Probation
- Rehabilitation
- Victim assistance
- Youth services

Developmental Disabilities

- Case management
- Advocacy
- Policy development
- Program planning and evaluation
- Research
- Service provision

Domestic Violence

- Outreach
- Counseling
- Case management
- Crisis intervention
- Victim assistance
- Prevention education

Family Services

- Family preservation
- Parenting
- Poverty
- School based mental health
- Family treatment

Group Services

- Program planning
- Mental health, substance abuse disorders, trauma with treatment modality

Health

- Advocacy
- Case management
- Chronic care
- Community-based
- Hospice and palliative care
- Public health issues

Housing

- Poverty
- Access to services
- Case management
- Advocacy

International

- Refugee resettlement
- Acculturation
- Access to services
- Case management

Mental Health

- Access to services
- Advocacy
- Assessment and diagnosis
- Community mental health
- Coordination of care
- Counseling
- Direct services
- Crisis intervention

Military Social Work

- Counseling
- Assessment and diagnosis
- Family support
- Access to services

Program Evaluation

- Research
- Evaluation tools

Public Assistance

- Case management
- Needs assessment
- Service provision
- Access to services
- Job preparation and development

Rehabilitation

- Case management
- Referrals
- Discharge planning

School Social Work

- Collaboration with community agencies and organizations
- Crisis prevention and intervention
- Individual and group counseling
- Parent education and training
- Policy development
- Program coordination
- Social development assessments

Social Policy

- Advocacy
- Administration and planning
- Conflict resolution
- Grassroots mobilization
- Lobbying
- Outreach
- Policy analysis / development

Substance Abuse

- Counseling
- Education
- Group/family treatment
- Referrals
- Research
- Screening and assessment

Appendix D: Sample Field Education Sites for the Grand Rapids, Holland, and Muskegon Areas

This is a sample listing for field practice.

58 th District Court Probation Department	Hudsonville Public Schools
Access of West Michigan	Inner City Christian Federation
Adoptive Family Support Network	Ionia County CMH Center
Allendale Public Schools	Ionia County ISD
Area Agency on Aging	Mercy Health Partners
Arbor Circle	Memorial Medical Center of West MI.
Baxter Community Center	Metropolitan Hospital
Bethany Christian Services	Michigan Indian Child Welfare Agency
CASA of Kent County	Muskegon Area ISD
Catholic Charities of West Michigan	Muskegon County CMH
Center for Women in Transition	Muskegon Family Care
Cherry Street Health Services	Network 180
Children's Advocacy Center	Newaygo County CMH
Children's Assessment Center	OAR, Inc.
Community Action House	Ottawa County Community Mental Health
D.A. Blodgett- St. John's	Ottawa County DHS
Disability Advocates of Kent County	Ottawa County Family Court
Every Woman's Place, Inc.	Pathways, MI
Family Outreach Center	Pine Rest
Flat River Outreach Ministries	Porter Hills Village Retirement Community
Genesis Non-Profit Housing Corporation	Relief After Violent Encounter (RAVE)
Gilda's Club Grand Rapids	Rockford Public Schools
Goodwill Industries	Safe Haven Ministries
Grand Haven Area Public Schools	Salvation Army Turning Point Programs
Grant Elementary School	Senior Neighbors Inc.
Grand Rapids Housing Commission	Spectrum Health
Grand Rapids Public Schools	Steepletown Neighborhood Services
Grand Rapids Red Project	The Other Way Ministries
Harbor Hospice	Thrive: A Refugee Support Program
Head Start of Kent County	Trinity Health
Heartside Ministry	United Church Outreach Ministry
Home Repair Services	Wedgwood Christian Services
Holland Public Schools	Women's Resource Center
Holy Cross Children's Services	Wyoming Public Schools
Hope Network	Y.W.C.A. West Central Michigan

NOTE: At the time of this printing, the agencies listed here function as potential field practice sites for students. This list is not meant to be exhaustive and/or exclusive and therefore may not be completely reflective of the broad scope of practice placement sites at any given time.

