



FLORIDA ATLANTIC UNIVERSITY

SCHOOL OF SOCIAL WORK

FIELD EDUCATION MANUAL

Michele Hawkins, Ph.D., MSW
Director of School of Social Work

Arlene F. Kaplan, Ph.D., MSW
Coordinator of Field Education

Florida Atlantic University
School of Social Work,
777 Glades Rd, SO Building
Boca Raton, FL 33431-0991
Ph # 561-297-3234 ♦ Fax # 561-297-2866
Email General Questions: swfield@fau.edu

ACKNOWLEDGMENTS

Florida Atlantic University would like to acknowledge the contribution of ideas, material and content in this manual from a large group of friends and colleagues in the social work field. In particular, we would like to thank the Florida Field Consortium members, Florida State University, and Catholic University for sharing their manuals and permitting Florida Atlantic University to draw from the content in their manuals. Their assistance has been instrumental in strengthening the content and form of this manual and we believe helps make our program stronger.

TABLE OF CONTENTS

<u>PART ONE: Introduction and Field Education Expectations</u>	6
Mission of Florida Atlantic University School of Social Work.....	7
School of Social Work Policy of Non-Discrimination.....	7
Message from the Director of the School of Social Work.....	7
Introduction.....	9
CSWE Core Competencies.....	10
Frequently Asked Questions About Field Education.....	11
Field Education Expectations.....	17
Student Expectations of Field Education.....	17
Expectations of Students.....	18
Agency and School of Social Work.....	18
School of Social Work Expectations.....	22
Professional Expectations of Student Behavior.....	22
Integrative Seminar Expectations.....	24
<u>PART TWO: University and Field Education Department Policies</u>	26
University Policies.....	27
A. Students with Disabilities.....	27
B. Conduct Code.....	27
C. Academic Irregularities.....	28
D. Incomplete Policy.....	28
E. Drug-Free School Policy Statement.....	29
F. University Regulation Regarding Use of Cellular Phones and Beepers.....	29
Field Education Department Policies and Procedures.....	29
A. Application to the Field.....	30
B. Orientation Meetings.....	30
C. Admission Criteria for Field- BSW Students.....	31
D. Admission Criteria for Field- MSW Students.....	31
E. The Field Education Placement Process.....	31
F. The Interview Process.....	32
G. Malpractice/liability Insurance.....	33
H. Seminar Course Specifics and Requirements.....	33
I. Own Agency Placements.....	34
J. Reporting to the Field Agency.....	35
K. Leave Time.....	36
L. Site Visits.....	37
M. Evaluation and Grades.....	37
N. Student Success Conference and Grievance Procedure.....	38

Field Education Department Termination Procedures	40
Safety Issues.....	45
Sexual Harassment Policy and Guidelines	45
Incident Reporting Procedures	47
<u>PART THREE: Selection of Agencies and Role of Field Instructors</u>	<u>49</u>
Components of Field Education	50
Criteria for Selection of Agencies for Field Education	50
Criteria for Selection of Field Instructors for Field Education.....	51
Role of the Agency Field Instructor	52
School of Social Work Expectations of the Agency Field Instructor.....	52
Role of the Agency Task Supervisor	54
School of Social Work Expectations of the Agency Task Supervisor	54
Benefits of Being an Agency Field Instructor	55
Orienting the Student to the Agency	56
Mandatory Individual Supervision	57
Planning and Assigning	58
The Evaluation Process.....	60
<u>PART FOUR: Field Education Seminar Goals and Objectives</u>	<u>61</u>
BSW Field Education Seminar.....	62
Educational Goals and Objectives	62
MSW Foundation Field Education Seminar.....	72
Educational Goals and Objectives	72
MSW Concentration Education Seminar.....	81
Educational Goals and Objectives	82
Appendix A- Acknowledgement of Risk in Social Work Field Placement.....	94
Appendix B- Own Agency Placement Policy, Procedures & Application.....	96
Appendix C- Social Work Initiative for Student Success.....	101
References.....	104

Faculty Field Education

SCHOOL OF SOCIAL WORK
777 GLADES ROAD, SO Building
BOCA RATON, FL 33431
561-297-3234 (Phone)
561-297-2866 (Fax)

Michele Hawkins, Ph.D., MSW
Director of School of Social Work
mhawkins@fau.edu
561-297-3245

Arlene F. Kaplan, Ph.D., MSW (Boca Campus)
Coordinator of Field Education
afkaplan@fau.edu
561-297-2474

Everiste Ambris, MSW (Davie & Boca Campuses)
Field Faculty
eambris@fau.edu
954-236-1165

Georgia Brown, MSW (Boca Campus)
Field Faculty
Gbrown57@fau.edu
561-297-2725

Keith Platt, LCSW (Jupiter & Boca Campuses)
Field Faculty
kplatt@fau.edu
561-297-6434

Robin Rubin, MSW (Boca Campus)
Field Faculty
Rrubin13@fau.edu
561-297-2053

Field Education

Part One

Introduction and Field Education Expectations

Mission of Florida Atlantic University School of Social Work

The mission of the Florida Atlantic University School of Social Work program is to serve the region, state and nation by preparing competent and effective beginning level professional social workers at the BSW level and advanced level (MSW) who will contribute to the implementation and development of social work knowledge and provide leadership in the development of service delivery systems. This mission is appropriate to the Council on Social Work Education's (CSWE) Educational Policy, Section 1.1 in that our program prepares competent and effective leaders who have the ability to implement and develop social work knowledge and enhance social service delivery systems.

The School of Social Work Policy Of Non-Discrimination

The Florida Atlantic University School of Social Work affirms the CSWE's and the NASW's principle of respect for the dignity of all humans. Accordingly, all policies and practices related to recruitment, admissions, philosophy and curriculum, treatment of students, hiring, retention, promotion, and treatment of faculty and staff are inclusive and non-discriminatory. Specifically, the Florida Atlantic University School of Social Work does not practice, condone, facilitate or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, gender, sexual orientation, gender, identity or express, age, marital status, disability, or any other aspect of human diversity.

A Message from the Director of the School of Social Work

The present edition of the Field Education Manual has been developed to reflect the most current policies and procedures of the School of Social Work regarding field education as well as to reflect the content, sequence, and format of the social work curricula. The manual provides a guide to social work field education at Florida Atlantic University for students, field instructors, agencies, seminar instructors and faculty.

The School of Social Work provides students with a curriculum that will adequately prepare them for social work practice and effective participation in community processes. The Bachelor of Social Work (BSW) degree program prepares students for beginning generalist social work practice and graduate study in social work. The Master of Social Work (MSW) degree program is designed to prepare students for advanced clinical social work practice. The content of the social work practice curricula relates to: client systems of various sizes and types; the diverse populations of southeast Florida; and, the values and ethics of the social work profession.

Field education has been a central dimension of social work education since its inception over a century ago. Early in the 20th century, the newly emerging professional social workers received on-the-job training as apprentices of experienced practitioners. As preparation for social work was integrated into academic settings, field education became more formalized and student-training units with explicit field curricula

emerged. More recently, field education has sought to strengthen the collaboration and partnerships between academic and practice settings in order to enhance the competencies of new practitioners as well as to further develop the knowledge base of the profession through research and dissemination of information. Through the years, the profession has developed and matured through this unique relationship that connects faculty, students, and practitioners. Currently, field education has become the signature pedagogy of the social work profession.

We wish to acknowledge and thank the field instructors, agency administrators, seminar instructors, faculty and students whose untiring contributions, personal commitment, and professional competence continue to make social work education a genuinely collaborative endeavor at FAU. We look forward to implementing the procedures contained in this manual and, as always, appreciate your feedback and suggestions on all aspects of the field education experience.

Michele J. Hawkins, Ph.D., MSW

Director of School of Social Work

INTRODUCTION

Field education connects and integrates theory and practice. In Goldstein's (2001) *Experiential Learning in Social Work*, he discussed that field education is the linchpin which connects classroom learning with real life. According to the 2008 EPAS Educational Policy 2.3, field education is the signature pedagogy for social work (Council on Social Work Education, Inc. [CSWE], 2008). "The intent of field education is to connect the conceptual contribution of the classroom with the practical world of the practice setting" (CSWE, 2008, p.8). The components of both the classroom and the practice setting are of equal importance. Students are required to demonstrate competence in both areas as well as in their integration.

Field education's role is to provide generalist and advanced practice opportunities for students to demonstrate the core competencies. The student is also required to demonstrate the values and ethics of the social work profession and "its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons" (CSWE, 2008, p.1). Field education has the significant responsibility of continuing to shape the profession's future through each student.

CSWE CORE COMPETENCIES

Educational Policy 2.1

Educational Policy 2.1.1 — Identify as a professional social worker and conduct oneself accordingly.

Educational Policy 2.1.2 — Apply social work ethical principles to guide professional practice.

Educational Policy 2.1.3 — Apply critical thinking to inform and communicate professional judgments.

Educational Policy 2.1.4 — Engage diversity and difference in practice.

Educational Policy 2.1.5 — Advance human rights and social and economic justice.

Educational Policy 2.1.6 — Engage in research-informed practice and practice-informed research.

Educational Policy 2.1.7 — Apply knowledge of human behavior and the social environment.

Educational Policy 2.1.8 — Engage in policy practice to advance social and economic well-being and to deliver effective social work services.


Educational Policy 2.1.9 — Respond to contexts that shape practice.

Educational Policy 2.1.10 — Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

(CSWE, 2008, p.3).


FREQUENTLY ASKED QUESTIONS ABOUT FIELD EDUCATION

Field Instructors and Agencies


 *What are the requirements to be a field instructor at the Florida Atlantic University School of Social Work?*

To supervise a BSW student, a field instructor must have an earned BSW or MSW degree from an accredited School of Social Work and a minimum of two years post bachelor's social work experience. BSW degreed field instructors can only supervise BSW students. To supervise a MSW student, a field instructor must have an earned MSW degree from an accredited School of Social Work and a minimum of two years post master's social work experience. Additionally, field instructors must attend a required 16-hour Field Instructor Supervisor's Training at FAU, prior to or during the first semester of their first student placement, unless they have had the approved training at another university in Florida.

Individuals with degrees in other disciplines (including advanced degrees) but no social work degrees are not eligible to be the official field instructor and can not provide the one-hour of individual social work supervision. Some agencies will provide task supervision in addition to the social work supervision. Task supervision may be with someone other than the individual with a MSW or BSW. Task supervisors are not required to have a social work degree and should be used only after consultation with the Coordinator of Field Education. A task supervisor is a supplement and does not replace the requirement to have a social work degreed field instructor.


 *What are the requirements regarding agency field education supervision at the Florida Atlantic University School of Social Work?*

We require the social work degreed field instructor to provide a minimum of one hour per week of face-to-face individual social work agency field education supervision. In the beginning of the semester, field agency field instructors need to be readily available to assist students as they become oriented to their new field setting. At the beginning of the semester you can expect to spend in excess of one hour a week orienting students to the field and assisting the student with completion of the Educational Learning Plan. Some agencies will also provide additional peer or group supervision beyond the minimum requirement of one hour a week individual supervision.

 *As an agency field instructor, whom do I contact if I'm just not sure about some aspect of the field education program?*

Your first contact person would be the FAU field faculty liaison assigned to work with you and your student. This individual is usually the instructor teaching the concurrent

field seminar that the student placed in your agency attends at the School of Social Work. If you are unable to reach this person, please contact the Coordinator of Field Education, Dr. Arlene Kaplan, at (561) 297-2474. You may send your questions via email to Dr. Kaplan at afkaplan@fau.edu.

 *How many hours must students spend in their field agencies over the year?*

We have different requirements for social work students at different levels. They are as follows:

Full-time Undergraduate Students: Full-time undergraduate students are required to complete a minimum of 400 hours in the field agency. Students may complete this requirement in the Fall, Spring, or Summer semester.

Part-time Undergraduate Students: Part-time undergraduate students are required to complete a minimum of 400 hours in the field agency. They can complete their 400 hours in one semester or choose to do it over two semesters which is the equivalent of 200 hours in the same field agency per semester. Students may complete this requirement in any two consecutive semesters thus, Fall/Spring; Spring/Summer; or Summer/Fall. Students must complete a minimum of 16 hours per week in the field agency when completing their placement under this option. Students do not take time off for the spring break when completing their hours in the spring term.

MSW Foundation Students: MSW Foundation students are in the field agency for a minimum of 400 hours over the Fall and Spring semesters. Full-time students complete this internship during their first year of studies and part-time students complete it during the second year. The student is in the agency 16 hours per week, for 12.5 weeks; 200 hours during each semester. Students do not report to their field placement during the break between Fall and Spring semesters. Students do not take time off for the spring break. Students must complete 200 of their agency field education hours in the Fall semester in order to advance into the second semester of their studies. No hours completed during the Fall semester will be carried forward to the Spring semester.

Full-time Concentration and Advanced Standing MSW Students: Full-time students taking the Concentration portion of their MSW studies or students entering the MSW Advanced Standing are in the agency for a minimum of 600 hours for the Fall and Spring semesters. The student is in the agency 20 hours per week for 15 weeks each semester; 300 hours each semester. Students do not report to their field placement during the break between Fall and Spring semesters. Students do not take time off for the spring break. Students must complete 300 of their agency field education hours in the Fall in order to advance into the second semester of their studies. No hours completed during the Fall semester will be carried forward to the Spring semester.

Part-time Concentration and Advanced MSW Students (Extended Option): Part-time students taking the Concentration portion of their MSW studies or part-time MSW

Advanced Standing students are in the agency for a minimum of 600 hours. They can complete their field placement in the Fall and Spring semesters the same as full-time students or they can choose to complete their field placement over the Summer, Fall and Spring semesters of their final year of studies. If the extended option is chosen, the student is in the agency 17.5 hours per week in the Summer, and 16 hours per week for 15 weeks during the Fall and Spring semesters; 120 hours in summer, 240 hours each in fall and spring semesters. Students do not report to their field placement during the break between Fall and Spring semesters. Students do not take time off for the spring break. Students must complete 360 of their agency field education hours in the Summer/Fall of their field education in order to advance into the Spring semester of their studies. Extra hours earned over the 360 hours during the Summer/Fall semesters will not be permitted to be carried forward to the Spring semester. This extended option will impact the students who are on financial aid and will require them to pay for an additional three credits in the fall semester.

Total number of hours in the field during MSW studies: 1000 hours for the two year program and 600 hours for Advanced Standing Program.

BSW (400 hours) – 1 SEMESTER STUDENTS			
Semester	# Hours per Week	# of Weeks	Total # of Field Hours
Fall	26.7	15	400
Spring	26.7	15	400
Summer	33.3	12	400

BSW (400 hours) – 2 SEMESTER STUDENTS			
Semester	# Hours per Week	# of Weeks	Total # of Field Hours
Fall/Spring	16	25	400
Spring/Summer	16	25	400
Summer/Fall	16	25	400

MSW FOUNDATION (400 hours) – 2 SEMESTER STUDENTS			
Semester	# Hours per Week	# of Weeks	Total # of Field Hours
Fall	16	12.5	200
Spring	16	12.5	200


MSW CONCENTRATION (600 hours) – 2 SEMESTER STUDENTS			
Semester	# Hours per Week	# of Weeks	Total # of Field Hours
Fall	20	15	300
Spring	20	15	300

MSW EXTENDED CONCENTRATION (600 hours) – 3 Semester Students			
Semester	# Hours per Week	# of Weeks	Total # of Field Hours
Summer Term 3	17.5	7	120
Fall	16	15	240
Spring	16	15	240

Students

 *Can I spread out my required hours to accommodate my schedule?*


Students may arrange their field education hours in the agency to accommodate their schedules as long as the agency field instructor and seminar instructor approve the schedule and it is mindful of client service provision needs within the agency-based setting and the requirement for oversight and supervision. Students may not alter their schedule throughout their field education experience unless approved by their field instructor. They may not also change their schedule if it results in disruption to the provision of services to clients.

 *Can I complete my field education experience during night and weekend hours only?*

Field education experiences that have only night and weekend hours are extremely limited and do not usually provide a meaningful learning experience. Therefore, all students must be able to complete a minimum of 8 daytime hours (M-F, 8am-5pm) in a placement. If you are a BSW student or a MSW concentration student who is working full-time, you should consider the extended option for placement. The more restricted you are in hours of availability, the less choices you will have for the population you may want to work with in your placement. Most agencies will not allow a student to complete more than 8 hours in a day; therefore the possibility of completing 10 hours in a day is unlikely.


 *Are students allowed vacations during field placement?*

The only time students will be allowed to take vacations during field placement is the time between semesters. Students are not expected to report to their field placement during the break between fall and spring semesters or summer and fall (only for extended MSW students). Students are expected to be at their placement during the FAU spring break.

 *As a student, whom do I contact if I'm just not sure about some aspect of the field education program?*

Your first contact person would be the liaison assigned to work with you and your agency field instructor. This person is usually your Integrative Seminar instructor. You will see this person frequently and making contact with them will be easy. They will also have posted office hours for your convenience in reaching them. If you are unable to reach this person, you may contact the Coordinator of Field Education, Dr. Arlene Kaplan, at (561) 297-2474 or email her at afkaplan@fau.edu.

Field Instructors and Students

 *What do I do if I'm having a problem related to my student or agency field instructor?*

Whether you are the student or agency field instructor the first course of action is to discuss any problems during a supervisory session. Sometimes the year gets off to a rocky start because learning and teaching styles are different or expectations are not clearly explained. This does not mean that the agency field instructor and student cannot develop a good working relationship. It just means you both need to discuss how you learn/teach best. Your relationship will be interdependent with learning taking place on both sides.

 *What if we can't work out our problems?*

If you are unable to work things out after trying to discuss whatever differences you are having, your next course of action is to consult with the field liaison assigned to work with you. The field liaison is usually the instructor teaching the concurrent field seminar that the student attends while in field education. A meeting can be set up to resolve problems. A Corrective Action Plan can be initiated at this time if necessary. If either the student or agency field instructor still has concerns, the field liaison may ask to involve the Coordinator of Field Education to assist with problem resolution. If a resolution can not be made, a Student Success Conference will be scheduled. The student, field instructor, Coordinator of Field Education, and all faculty currently teaching the student will be expected to attend the review.

FIELD EDUCATION EXPECTATIONS

Student Expectations of Field Education

If you are like most social work students, you are beginning your field education in social work with high levels of both enthusiasm and anxiety. You have invested considerable money and energy into your education and you want to succeed in this new venture. You are eager to actually experience work with clients. But most social work students are also somewhat anxious about this test of their ability to practice social work. Many times we have heard students comment that they were relieved when their first attempt to contact a client by phone was met by an answering machine! Some of the thoughts running through your head may include:

"Will I be able to meet my own expectations as well as those of others?"

"Will the expectations of the Coordinator of Field Education, my agency field instructor, and the School of Social Work be consistent as a whole?"

"Will there be too much to do or not enough?"

"Will the experience be worthwhile, and what can I do if it isn't?"

"Am I in the right placement? Is it a good one? What if I don't like it?"

"Am I really cut out for social work? Suppose I try it and don't like it? Suppose I can't hack it?"

You should understand that both your enthusiasm and your anxiety are normal. Virtually everyone survives his or her first interview intact and experiences enormous relief that it wasn't as bad as had been imagined. You will gradually build a sense of confidence and security from seeing your own accomplishments and your anxiety will decrease. In field education, you will become an active learner.

Much initial anxiety also occurs because expectations are unclear. It is the goal of this student manual to allay some of those anxieties by clarifying the expectations of the agency field instructor and the student.

Students often must work at the same time that they complete their field education experience. For some, this may mean a desire for non-traditional hours for placement such as evening and/or weekend hours. Every effort will be made to work with students and their schedules. However, the actual availability of non-traditional hours is dictated by the schedules available at the agencies offering student field experiences and therefore it is required that all students completing field education be available for at least 8 hours Monday through Friday from 8 AM to 5 PM. Students may also wish to be placed in a community near their home or work in order to reduce the commuting time in their schedule. It may not be possible to accommodate your wishes for a particular

community or region, client population and a flexible schedule. Students will need to be realistic when requesting a particular schedule or region and realize that all their expectations may not be able to be met. The School of Social Work cannot guarantee flexible schedules or particular communities or client populations. A good rule of thumb is that if you wish a particular schedule, be flexible in terms of the distance you will drive to accomplish this goal. On the other hand, if you wish a particular community or client population, be willing to do your placement during routine work hours.

Expectations of Students

Agency and School of Social Work

1. The BSW field education is composed of a minimum of 400 hours over one semester in one field agency. Some students opt to complete their program over two semesters by taking an incomplete at the end of the first semester and completing their hours in a concurrent second semester. These students must complete a minimum of 16 hours per week in their assigned field agency until they have completed a minimum of 400 hours and must remain in the same field agency over both semesters.
2. The MSW Foundation field education is composed of 16 hours per week; 400 hours total, 200/semester in one field agency. The MSW Concentration and Advanced Standing placement is composed of 20 hours per week; 600 hours total, 300/semester in one field agency. Flexible schedules that differ from this plan must have prior approval by the agency field instructor and the Coordinator of Field Education. Part-time extended Concentration students can choose to complete their field education experience over three semesters for a minimum of 16 hours per week in the field agency. Students who choose this extended option will start in Summer 3 session and take an incomplete into the Fall semester.

** These are **minimum** requirements for BSW and MSW field education experiences. You may be required to work longer if necessary to meet the objectives of the course and if the agency agrees. It is your responsibility to maintain a record of your hours, although you are also expected to complete any time sheets the agency and field seminar may additionally require. A log of field hours is provided to facilitate your maintenance of a record of your hours.

3. Students may not start their agency field education experience prior to the date that all students begin placement nor may they continue their placement beyond the date that all students complete their placement without prior approval of the agency field instructor, seminar instructor, and Coordinator of Field Education.

4. The School of Social Work generally does not require students to do field work on major holidays such as Thanksgiving. The student generally follows the holiday schedule of the agency rather than the University. Therefore, if the agency is open on a day that is a holiday for the University, the student is expected to continue to work in the agency on that day. Each agency has different responsibilities to clients and it is the student's responsibility to discuss holiday work schedules with the agency field instructor in order to clarify expectations.
5. Most agencies do not pay staff for their lunch/dinner hours. Therefore, your lunch/dinner hour is not part of your agency field hours unless you are required to remain with clients during mealtime.
6. There are no days allowed for vacation time or other unnecessary leave while you are in the field except for the time between semesters. Students may miss up to a maximum of 3 days per academic year due to documented illness or emergency at the discretion of the agency field instructor, field seminar instructor, the appropriate Program Chair (BSW Program or MSW Program), and the Coordinator of the Field Education. Any time missed for approved reasons must be made-up sometime during the course of the semester in which it was missed. Time missed for unapproved reasons may result in a failing grade in the field seminar. You are expected to complete all work assigned by the agency field instructor and/or a seminar instructor within specified deadlines and without unnecessary reminders.
7. You are expected to perform in a professional manner, keeping commitments to the agency, the agency field instructor, and the clients. It is imperative that you telephone your agency field instructor again and again and leave messages (if necessary) if at any time you are unable to be on time or to be present when expected. Abandonment of duties, and especially of clients, is a serious ethical violation of professional norms and can have very serious consequences for the agency and their clients. It is your responsibility to make sure clients are notified of any absence and other arrangements are made to provide service for clients in your absence.
8. You are expected to take initiative in seeking advice, consultation or help from your agency field instructor, seminar instructor, or the Coordinator of Field Education.
9. You may attend seminars and workshops offered by your agency or community agencies if they pertain to your field education experience and if you have the prior approval and permission of your agency field instructor. However, remember, the agency field experience is the time when you are expected to practice what you are learning in the classroom. Therefore, the amount of time spent in seminars and workshops should not be excessive.

The seminar instructor retains the right to reduce the amount of time spent in this activity if it is deemed to be interfering with your opportunities to practice the skills you are learning in school.

10. You are to abide by the rules and regulations set forth by your particular agency. If you feel they are asking you to do something unfair, unreasonable, unethical or illegal please contact your seminar instructor immediately.
11. The Coordinator of Field Education and the instructor of your seminar are responsible for all aspects of your field education. They arrange your placement with the agency, are accessible to deal with any problems, visit your agency at least once each semester, conduct the Integrative Seminar, assess your performance in the agency and seminar, and assign your final grade.
12. As the middle of the semester approaches, a field liaison from the School of Social Work and/or the instructor of your seminar will be visiting you in your agency. This usually coincides with the completion of the Mid-Term Progress Report form by your agency field instructor. The Mid-Term Progress Report is to be returned to the instructor of your seminar on the date specified in your Integrative Seminar syllabi. During the site visit the discussion will focus on your progress so far and goals for the remainder of your internship as well as your ability to connect classroom learning with the practice setting. You will participate in the site visit and the discussion of your progress and learning plans for the rest of your field education, as this is a crucial part of your learning experience.
13. Your agency field instructor will complete the Final Evaluation as the semester draws to a close. It is your responsibility to ensure that the instructor of your seminar receives either the original signed form as well as the online version in time for final grades to be reported. You will be involved in the final evaluation process, as this, too, is a part of the learning experience. Graduate students receive a mid-term progress report and a final evaluation as well as a grade each semester although they remain in the same agency over both semesters. Graduate students may not advance into their second semester of field education with a grade of C- or below in the first semester of their field education program or with an incomplete in any academic course in their program of studies, as well as an incompleteness of required semester field hours. Part-time extended Concentration students will be approved for an incomplete in their Summer field seminar.
14. The University *Memorandum of Understanding* is the contract entered into between the field agencies and the University. All agencies utilized for field education (except certain agencies that use standing contracts that may contain additional requirements) have agreed to the conditions of this instrument. Agencies with standing contracts may have a different instrument but the conditions remain essentially the same. You will be asked in your seminar to sign a statement that you have read and understand the conditions

of the *Memorandum of Understanding*. It is important to read and understand the conditions of this agreement as they apply to you as well as to the University and the agency where you are completing your field education experience.

15. The faculty in the School of Social Work expects your agency field instructor to do those things that enable you to grow professionally and personally even if it seems painful, boring or frustrating. If you or your agency field instructor thinks that you are having problems, the instructor of your seminar and the Coordinator of Field Education should be alerted as early as possible. Such problems can be reflected in an evaluation that could follow you in a negative way for some time. Therefore, the sooner the feedback is dealt with, the better it is for you.
16. BSW students earn a Satisfactory/Unsatisfactory as a final grade and MSW students earn a letter grade as a final grade in the field education and concurrent seminar. If at any point during the semester a student's performance is assessed to be unsatisfactory, the instructor of your seminar and/or your field liaison along with the Coordinator of Field Education will make options and recommendations based on the circumstances, which may occur after a Student Success Conference. Recommendations may include:
 - a. Placement in the same agency for a period of time extending beyond the minimum hourly requirements for the Undergraduate, Foundation or Concentration/Advanced Standing Curriculum.
 - b. Placement with another agency for a period of time as specified by the instructor of the seminar and/or Coordinator of Field Education. If a decision is made to place a student with another agency as a result of a Student Success Conference, the field faculty with assistance from the Coordinator of Field Education, will choose the agency and the agency field instructor where the student will complete the placement. The student must be available for placement any day and hours necessary for the placement. If replaced, the student maybe required to start all field hours over or at a minimum, the student may be required to complete an additional 40 hours to compensate for time spent reorienting the student to the new agency. A final unsatisfactory evaluation at the end of this placement will result in Unsatisfactory as a final grade in field education for BSW students or a failing grade for MSW students.
 - c. Withdrawal from all field education at this time, with a grade of Incomplete. Assessment of the possibility of another agency placement will be made at a specified future date.

- d. Immediate removal from the field agency and Unsatisfactory/Failing as a final grade in Field Education.

It should be recognized that the BSW and MSW degrees are practice degrees, proficiency as a beginning practitioner is demonstrated by field education performance in conjunction with the core competencies. For this reason, students who earn an Unsatisfactory (BSW) or a grade of C- or below (MSW) as a final grade in any field course will **not** be eligible to repeat this course.

And finally, as you begin your field agency education experience, some points to consider:

- a. You are being placed at a community agency as an extension of your educational process. You are not an employee of the University or of the agency. Students should be considered volunteers of the agency. It is anticipated however, that your behavior and performance are those of a professional social worker.
- b. The School of Social Work covers you for malpractice insurance while you are involved in field education through the NASW Insurance Trust.
- c. If you are requested to transport clients, it is best to do so in an agency vehicle. If an agency vehicle is not available and you are being asked to transport clients on a regular basis, please consult with your seminar instructor and/or the Coordinator of Field Education. You will need to contact your personal auto insurance carrier and may need to increase your personal automobile coverage during your field education.

See Appendix A for the copy of the Acknowledgement of Risk in Social Work Field Placement for further information about risks associated with social work field education.

School Of Social Work Expectations

Professional Expectations of Student Behavior

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program in alignment with the CSWE Educational Policy 2.1 Core Competencies. The School of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability:** Attend class, arrive on time, and return from break in a timely manner.

*Participate in group activities and assignments at a comparable level to peers.
Complete work in a timely fashion and according to directions provided.
Come to class prepared, with readings and other homework completed.*

2. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.

*Listen while others are speaking.
Give feedback to peers in a constructive manner.
Approach conflict with peers or instructors in a cooperative manner.
Use positive and nonjudgmental language.*

3. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.

*Maintain any information shared in class, dyads or smaller groups within that unit.
Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)
Never use names of clients or disclose other identifying information in the classroom.*

4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.

*Come to class with books, handouts, syllabus, and pens
Seek out appropriate support when having difficulties to ensure success in completing course requirements.
Take responsibility for the quality of completed tests and assignment.
Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.*

5. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.

*Academic: Commit yourself to learning the rules of citing other's work properly.
Do your own work and take credit only for your own work.
Acknowledge areas where improvement is needed.
Accept and benefit from constructive feedback*

Submission of Papers: Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.

6. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.

*Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.
Exhibit a willingness to serve diverse groups of persons.
Demonstrate an understanding of how values and culture interact.*

7. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

*Demonstrate assertive communication with peers and instructors.
Practice positive, constructive, respectful and professional communications skills
With peers and instructor: (body language, empathy, listening)*

8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.

*Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.
Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.*

Integrative Seminar Expectations

All BSW and MSW students will attend an assigned section of an Integrative Seminar. This is a class the student attends with other field education students and the field seminar instructor. Agency and seminar involvement and attendance are required to earn credit for this course.

The main objective of the seminar is to help in the integration of theory and classroom content with “live” social work practice. In addition, it is also meant to be a sounding board for discussing problems in working as a professional social worker.

The seminar will include a roundtable discussion of your weekly experiences. It is a time to share both the positives and the challenges encountered during your week in field education. It is also a time for peer feedback. It is strongly recommended that any

difficulties be presented early in the seminar, so other students and the seminar instructor can help to resolve any further problems.

This group discussion may be followed by an oral presentation by the field seminar instructor or his/her faculty designee or by a student. The presentations of the field seminar instructor will relate to significant theoretical issues as they become evident in your practice experiences or concrete knowledge needed for effective practice. Each student is responsible for a number of agency, community, case, and family/group presentations. Please refer to the seminar syllabi for particulars on the assignments. Any and all assignments must disguise client-identifying information to protect the confidentiality of your clients.

There will be several written and/or oral assignments during the seminar. The Educational Learning Plan, Field Reports and Process Recording are valuable learning experiences and tools in your field education. Your written assignments and Log of Field Hours will be collected on the dates indicated on your Integrative Seminar Syllabus and will be discussed in one of the seminar sessions.

The Integrative Seminar courses prohibit the use of computers, including laptops, audio recording, or video recording devices during instructional activities in classrooms without the expressed written consent of the instructor. Cell phones must be disabled during class and texting is not permitted. This prohibition does **not** apply to specific accommodations approved by the FAU Office for Students with Disabilities.

The faculty of the School of Social Work is committed to providing you with the most satisfactory field education experience possible. Because of this, we are always open to new ideas and will change practice and procedures as a result of student suggestions. During the Integrative Seminar you will be asked to contribute ideas to improve practice in this area. However, at any time during the semester or following graduation, suggestions may be brought to the attention of the Coordinator of Field Education, the seminar instructors, and your faculty advisor or to a member of the Community Advisory Committee that has both current social work students and social work alumni as members.

Field Education

Part Two

University and Field Education Department Policies

UNIVERSITY POLICIES

A. Students with Disabilities

Students with disabilities that require academic accommodation must:

1. Register with the Office of Student Disabilities
2. Provide documentation from the Office of Student Disabilities
3. Include a letter in the field application packet from the Office of Student Disabilities indicating any accommodations that may be needed while in the field agency or seminar
4. All of the above must be completed by the due date for the application to field

B. Conduct Code

One of the major principles of the Code of Ethics of the National Association of Social Workers is as follows:

“Ethical Standards

2. Social Workers Ethical Responsibilities to Colleagues

2.01 Respect

(a) Social Workers should treat colleagues with respect....”

This is developed and demonstrated in the relationship between and among students, faculty, and agency staff. Demonstrating respect, fairness and courtesy for each other includes:

1. Arriving on time for class and field education experiences; returning from break and lunch in a timely fashion. It is important for students to demonstrate to their clients that they are important to them. Being prompt for appointments is one way to demonstrate this.
2. Being prepared for class and field education experiences. As a professional, the student should be prepared for all appointments and meetings.
3. Paying attention in class and in the agency. As a professional the student needs to be an active listener to appropriately understand the needs of their clients.
4. Remaining in class and in the agency until class or the workday is over or until the professor or field instructor releases the student. As a professional social worker, students must be committed to treating their clients and colleagues with respect and courtesy by being present during the agreed upon hours in the agency and seminar.
5. Handing in assignments and agency work in a timely fashion and without reminders. It is of vital importance to clients that students meet deadlines.
6. Demonstrating respect for the opinions of others. Social work ethics and values indicate that social workers should be tolerant of different points of view. In practice, this applies to clients and colleagues.

C. Academic Irregularities

1. Students who cheat/plagiarize will receive no credit for the incident and risk more serious consequences up to and including an **unsatisfactory or failing letter grade** in the class. Refer to the Undergraduate and/or Graduate Catalogue, Academic Irregularities and Student's Academic Grievances for further information.
2. Engaging in activities that interfere with the academic and/or agency mission within the classroom or agency may result in the student being asked to leave the class or the agency.
3. Submission of the same or essentially the same paper, project, assignment or finished project that has been submitted to another instructor/professor without specific authorization to do so by both will result in no credit for the assignment.
4. The professor and the field agency will abide by the University's policy on observation of religious holy days. Students may observe holy days of their faith and are required to make up the work missed prior to or following this date. This will require that the student work the agency hours missed (in observance of the holy day) at another date and time.
5. Students anticipating or experiencing any type of hardship that prevents the successful completion of course objectives are encouraged to apprise the seminar instructor as soon as possible.

D. Incomplete Policy

A grade of incomplete will be considered by the seminar instructor to be a privilege, not a right. Therefore, it must be earned and the following criterion met:

1. The student must be performing at least "C" level work on all assignments due up to the time that the "incomplete" is requested.
2. In addition, evidence of adult responsibility on the student's part will be considered in evaluation of the request.
3. Following the completion of the semester, it will be the student's responsibility to complete the agreed upon assignments or field hours in a timely manner.
4. The student must enter into a written contract with the seminar instructor outlining the work/hours that must be completed and the deadline for completing the work/hours. If the work/hours is not completed, the "incomplete" will automatically be computed based on the work/hours completed (with O's earned for uncompleted work). This grade will be awarded as outlined by the contract. It is the student's responsibility to arrange a time to complete the written contract prior to accruing the incomplete. Social work students in the graduate (MSW) program may not carry an incomplete into the next semester from their field experience and continue in the next semester except when completing the Summer/Fall Concentration part-time extended program option with approval of the Coordinator of Field Education and the seminar instructor.

E. Drug-Free School Policy Statement

No student is to attend class, field placement or participate in a University sponsored activity, including field education activities, while under the influence of one or more illegal drugs or alcohol. Any violation of the Drug-Free School Policy constitutes a form of misconduct.

Students may be drug-tested as part of the agency's screening for placement. Students who receive a positive substance abuse test result will be **mandated** to have a substance abuse assessment at the FAU Student Counseling Center and will be required to comply with any recommendations if they wish to continue in the social work program.

F. University Regulation Regarding Use of Cellular Phones and Beepers

In order to enhance and maintain a productive atmosphere in education, personal communication devices such as pagers, beepers, cellular telephones, laptops, etc. are to be disabled in class session and during agency activities. Personal communication devices should not interrupt any professional activities in the agency field education experience.

FIELD EDUCATION DEPARTMENT

Policies and Procedures

The field internship component of your field education requires commitment, responsibility, time management and maturity. Therefore, it is expected that you will perform in such a manner as to be a positive representative of the University, School of Social Work, agency, and yourself. The rewards you receive from your field education will depend, to a large extent, on how much you invest of yourself in this opportunity.

The Field Education Department is responsible for locating and contracting with the agencies and arranging placements with the agency field instructors that meet the specific criteria for field supervision. The Field Education Department also screens, assigns, and oversees the field experience for all social work students. Therefore, it is very important that you become familiar with these policies and adhere to them to ensure a smooth experience in your field placement. You are responsible for knowing the field policies and procedures as outlined in this manual.

Arlene Kaplan, Ph.D., is the Coordinator of Field Education. She can be reached at (561) 297-2474 or e-mail address afkaplan@fau.edu. The Field Education Department's Administrative Office is located on the Boca Raton campus in the Social Science Building. Department faculties serve as field liaisons and teach the concurrent field seminar.

A. Application to the Field

Students do not automatically receive an agency field education experience by virtue of their being admitted to the social work program. All students must meet specified criteria, complete an application and be accepted by the Field Education Department to be placed in an agency for the field experience (see eligibility below).

Procedure:

Students make application to the field by filling out an application in the IPT Database. Students must email the School's Program Assistant at swfield@fau.edu to request access to the IPT Database to fill out the application. Students must apply for Field Education online by 5pm on the **4th Friday** of the semester prior to when they want to enter the field (i.e. if you are to begin your agency placement in the spring, you will fill out your application by the 4th Friday of the fall semester). They must also attend a field orientation on campus the semester prior to entering the field and meet individually with field faculty. It is the student's responsibility to be informed of all application deadlines and to adhere to these important dates. **Late applications will not be accepted.** Instructions in the application must be followed and only completed applications will be accepted. Incomplete applications are not considered as having been filed prior to the deadline. If a student files the application after the deadline and believes there is sufficient explanation and documentation to justify this, a student may fill out the Exception to Field Policy Request. (www.fau.edu/ssw) The Exception to Field Policy Request will be reviewed by a committee of social work faculty and their decision to approve or deny the request is final. After a student's application is approved, they will receive an email from Dr. Kaplan, Coordinator of Field Education, informing them of the approval of your application and the dates of the mandatory orientations.

B. Orientation Meetings

Students must attend a field orientation in order to be eligible for field which lasts approximately 3 hours. The purpose of the orientation is to describe the agency field education experience, and address issues and questions related to the agency experience. The times and locations of the orientations are posted on the bulletin board in the School of Social Work Administrative Office in Boca Raton (Social Science Building), on the School of Social Work web page (www.fau.edu/ssw) and on each campus. The meetings are scheduled well in advance to allow students to plan their attendance at one of the orientations. It is the student's responsibility to be aware of the meeting times.

Make-up orientations are not provided as multiple live orientations are offered on different days, times and locations to ensure availability for students' participation.

C. Admission Criteria for Field - BSW Students

Undergraduate students making application for a field education experience must meet the following specified criteria:

- The student has achieved senior standing, including satisfactorily meeting all Gordon Rule or CLAS requirements that may apply.
- The student must have completed all other degree requirements including fulfilling all of the social work courses' prerequisites.
- The student has demonstrated values consistent with the profession of social work and ethics consistent with the NASW Code of Ethics.
- The student has completed **all social work courses** satisfactorily (with a grade of C or better; C- is not considered a passing grade for Social Work majors in Social Work courses) and having no "I" (incomplete) grades.

Students who do not meet these criteria or who have not completed all prerequisites will not be permitted to submit an application for the field experience. The student is required to meet with an academic advisor throughout the program to complete coursework to be eligible for field. The social work academic advisor will officially clear you to be eligible to apply for field; this list of students will be given to the field education department. The student will not be permitted to apply for field unless cleared by the social work academic advisor.

A final grade check is completed at the end of the semester prior to the student entering into the field experience. If it is discovered that a student has not met the above requirements, the student's field agency will be notified that the student is not to proceed with the agency field education experience until the issues are satisfactorily resolved. If for whatever reason, the student does not enter field, the student will need to complete a new application by the deadline, attend another orientation and individual interview the semester before they want to try again to enter field.

D. Admission Criteria for Field - MSW Students

Graduate Students applying for a field education **must have a cumulative grade point average, for all course work, of 3.0 and no incomplete grades** in any of their graduate coursework. Part-time Concentration choosing the extended field option may receive an incomplete at the end of the Summer 3 semester.

Students who do not meet these criteria will be ineligible to enter the field placement process.

E. The Field Education Placement Process

The field education placement process is a collaborative endeavor between the Field Education Department faculty, the student, and the agencies. **Under no circumstances can students make arrangements for their own placements.** Any student who pursues their own placement without coordination with the Field Education

Department may not be allowed to enter the placement for the semester requested and may delay starting their field education by one semester or more.

The Field Education Department works to provide quality field education with agencies that contract with Florida Atlantic University. All approved agencies must have a properly and fully executed contract with the University prior to any student beginning a field experience with that agency. The agency field instructor approved to provide agency field education must meet the qualifications as outlined in this manual.

Students are also restricted from field experiences in any agency where a dual relationship exists in a supervisory or authoritative position (i.e. agencies where a relative, friend, etc., is in a position of authority) or where there is the potential for unclear boundaries. Students may not complete a field experience in an agency where they have been a client or where they may have access to family member's files.

The key to completing the placement process successfully is communication with the field faculty and the Field Education Department.

F. The Interview Process

After a student has completed the mandatory orientation, the appropriate field faculty will contact the student to set up an individual interview.

The student and the field faculty will meet for approximately 30 minutes to explore the student's learning and career goals and for the field faculty to develop a "match" between the student, agency, and agency field instructor. Students are encouraged to come prepared with any agency suggestions and to discuss these with the field faculty; however, it is to be understood that ultimate responsibility for the agency placement decision rests with the field faculty. Field faculty will take into consideration the academic and educational needs of the student and the capacity of various agencies to meet these needs. Students do not select their own agency experience and are to comply with the placement decisions of the field faculty. Students will be provided a list of approved agencies for their informational purposes only in the application. Students are not permitted to contact any of the agencies directly without the advanced direction from the field faculty. Students may wish to explore more information about various agencies by visiting their web pages prior to the interview. The field faculty has valuable information about the agencies that will be shared with students at the individual field interview. Any important information will be considered prior to any contact between the student and the agency.

Once an agency has been selected, the field faculty will call the agency and formally notify the agency that the student has been referred for their consideration. The student is then responsible to set up an interview with the agency. Students are provided only one agency name to consider, limiting the number of interviews for the students and the agencies. The referrals are designed to meet the needs of both the student and the agency. The agency, however, has the right to refuse a given student if they feel the

match is not appropriate for their agency opportunity. If the agency refers the student back to the field department, the student will discuss other options with the field faculty so she/he may select another appropriate placement and the same procedure will be followed.

This process will occur for a maximum of three attempts to match a student with a placement. If after three attempts there has been no success in finding an appropriate placement, the student may not be provided with any further referrals until a Student Success Conference meeting has been held with the Chair of the BSW or MSW program, the student, the field faculty, and the Coordinator of Field Education. The purpose of this meeting will be to explore the difficulties involved in locating an agency field opportunity and to consider all options regarding the appropriateness of the student for a field experience at this time. There may be extenuating circumstances involved during the placement process (for example agency unavailability) which may allow the field faculty to attempt to match the student an additional time. This will be at the discretion of the field faculty.

The confirmation of the agency field education experience is not finalized until the agency field instructor and field faculty agree upon the agency experience. The student will return a confirmation form to the designated field faculty that has been signed by the agency field instructor and the student. The signed confirmation form must be returned to the field faculty as soon as possible after the successful interview. Your agency experience is not secured until the designated field faculty has received this form.

G. Malpractice/liability Insurance

Malpractice insurance will be provided by the School of Social Work through the American Professional Agency, Inc. Student liability insurance in the amount of \$1,000,000/\$3,000,000 will be purchased on the student's behalf by the School of Social Work and will be covered by tuition/clinical lab fees that student pays. The liability insurance only covers students' actions while they are a student at their field placement and does not cover the student for any other activities or jobs. Students must always identify themselves as a student to reduce liability when working in the field.

H. Seminar Course Specifics and Requirements

The major emphasis of the field experience is to integrate social work course content and practice experience in order to function as a fully skilled social worker. Students will gain experience and practice knowledge as a result of the opportunity to work with various clients, agencies, and/or community systems. Students should understand that the field experience is an official course that uses an agency setting instead of a classroom for learning. Students must be officially registered prior to the start of their agency field experience. Failure to do so may result in termination of the placement.

This course also provides students with individualized teaching and deals intensively with social work techniques and practice skills. Students are urged to put their best effort into these courses that will truly reflect the student's potential capabilities as a social work practitioner.

SOW 4510 – Field Education in Social Work: This is a generalist field education experience with a focus on building a foundation of practice skills. Students will be exposed to micro, mezzo, and macro practice experiences. Students will actually perform the functions of a beginning social work practitioner before completing this course. This course is taught on a block basis (12 credit hours). A concurrent seminar is taken with the agency field education experience. Students must complete a minimum of 400 hours in the agency to satisfy course requirements. Undergraduate students may complete their block field education experience over two semesters with a minimum of 16 hours per week and the concurrent seminar being completed in the first semester that the student is in the agency.

SOW 6532 and SOW 6533 – Foundation Field Instruction & Integrative Seminar I & II: These courses provide direct practice experiences in a social work education agency with carefully structured supervision and a concurrent seminar. Students will learn interviewing, assessment, and intervention tools that are applicable to their agency experience with clients from differing social, cultural, racial, religious, and spiritual and class backgrounds as well as social systems of all sizes (micro, mezzo, and macro). Students are in the agency for 16 hours per week. Students complete a minimum of 400 hours in the agency over the course of the fall and spring semesters.

SOW 6535 and SOW 6536 – Advanced Year Field Instruction and Integrative Seminar I & II: These seminars provide students with learning experiences that integrate practice in their chosen area of focus as well as the concentration community/clinical curriculum. Students will become very comfortable with clinical practice skills and the use of the DSM-IV TR multi-axial diagnostic procedure in the assessment of client situations. Students are in the agency for 20 hours per week. Students complete a minimum of 600 hours in the agency over the course of the two seminars. Some part-time Concentration students opt to complete their agency experience and concurrent seminar beginning in the Summer 3 semester and receiving an Incomplete at the end of the summer semester then continuing into the fall semester where they join up with the other Concentration students.

Part-time students complete the same application process as full-time students and must adhere to the same deadlines.

I. Own Agency Placements

The field education experience is designed to offer students new learning opportunities in new practice settings. Therefore, students generally may not complete their agency experience within their current employment. Students who would like to have their

special circumstance considered must submit the request in writing, following the policy and utilizing the proposal/application for an Own Agency Placement (Appendix B) as provided on the School of Social Work website (www.fau.edu/ssw). The field faculty member working with the student and the Coordinator of Field Education must approve these requests. Approval is only granted under exceptional circumstances where an agency is large enough to offer a different learning experience and is willing to allow the students' educational needs to take precedence over any work expectations that would normally pertain to their employment. Additionally, the agency field education experience must be a new position supervised by a new agency field instructor who has not previously supervised the student (the agency field instructor must be qualified and meet the previously stated guidelines) and the student must be working with a population and practice experience that presents new learning for the student. The agency must meet all other field agency requirements as outlined above.

J. Reporting to the Field Agency

The start date for students to report to their field agency and the day the first seminar begins for all levels will always be provided at the mandatory field orientation that students must attend the semester prior to when they begin their field experience. The following information about reporting to the field agency is provided to assist students; however, as the academic calendar may change from year to year, specific dates may be subject to change.

Undergraduate students are to report to the field agency on the first day of classes in the semester that they begin their field placement. They are to report to the concurrent seminar in the first week of classes on the day indicated in the course schedule. Undergraduate students completing their field placements in the Spring Semester do not take a spring break in order not to disrupt the provision of services to clients in their assigned agencies.

Foundation graduate students report to the field agency on the first assigned field day of the fourth week of the semester (usually the second week in September) of the fall semester. Foundation graduate students report to the concurrent seminar the fourth week of the semester on the day and time indicated in the course schedule for the seminar in which they have enrolled. Concentration graduate students report to the agency on the first assigned field day of the second week of the fall semester. Concentration graduate students are to report to the concurrent seminar in the first week of classes on the day and time indicated in the course schedule for the seminar in which they have enrolled.

Graduate students do not continue their placement during the interim break between fall and spring semesters. Students are not permitted in placement during this break. Graduate students continue the spring semester of field education with the same field agency and attend the concurrent seminar as indicated in the course schedule. Graduate students do not take a Spring Break from their field agency experience in the

spring semester in order not to disrupt the provision of client services within their assigned agencies.

Both undergraduate and graduate students will adhere to regular agency hours as established with the agency field instructor at the beginning of the agency experience. All students are responsible for notifying the agency field instructor any time they will be late or absent from the agency. These occasions should be rare as attendance and punctuality will be considered as part of the assessment of professional behavior in the course. All students are to prearrange any adjustments to their schedule with the agency field instructor and field seminar instructor and are only to be absent if approved by both the agency field instructor and the field seminar instructor.

K. Leave Time

Leave time (vacation or other unnecessary leave) is not allowed during the field education experience. Any compensatory time accumulated (which should be minimal) can be taken only with the permission and pre-approval of the agency field instructor and seminar instructor and cannot interfere with the provision of services to clients. Any deficiency in time accrued during the semester must be made up before the end of the semester in which it is accrued. The seminar instructor must be notified by the student of any extended (more than three days) illness. Students reported for excessive absences from the field experience may receive a grade of "U" (unsatisfactory) (BSW) or a failing letter grade (MSW) in the course. Students who receive a "U" or failing letter grade in any field education course may not repeat the experience and will not be able to continue as a social work major or as a graduate social work student. All field experience hours and work for the semester must be finished by the last day of each semester in order to complete the course satisfactorily for BSW students and prior to the beginning of the next semester for MSW students. Students in both the undergraduate and graduate programs cannot "bank" hours in order to complete the field internship early.

The following policies apply to leave time:

- Students are expected to adhere to the agency hours and holidays, not FAU holidays. An agency holiday that falls on a student's scheduled day in the agency will not count toward the student's field hours. The student must arrange their schedule to make up these hours before the end of the semester.
- A total of three (3) days of approved leave is allowed for an illness and/ or a family emergency (death or illness) but this time must be made up in the semester it is taken. Any time in excess of three days missed in the agency during a given semester requires a written excuse from a medical provider (or other appropriate written documentation) to the field seminar instructor and the agency field instructor as soon as possible upon return in order to apply for an exception to this policy. The field seminar instructor will determine whether the excuse is valid and whether an exception to this policy should be considered. If the seminar instructor determines that the student is to be considered for an exception to this policy, the student will need to submit a written request for

exception form to the Coordinator of Field Education for committee approval. Time missed for unapproved reasons may result in an unsatisfactory or failing grade in the field course.

- Hurricane policy – you may be excused from the agency due to hurricane warnings if the agency closes or you live in an evacuation zone but you must notify the agency and your field seminar instructor if you will be absent. You will need to make up any hours missed.
- Jury Duty – if you are called for Jury Duty, you must notify the agency and your field seminar instructor. You will need to make up any hours missed.

L. Site Visits

The student's field seminar instructor, expect in certain circumstances, will visit the student and agency field instructor at the field agency at least once during each semester during the internship. If any difficulties arise or adjustments need to be made, the field seminar instructor must be contacted by the student and/or agency field instructor. The role of the field seminar instructor/liaison is to act as "a bridge" between the agency, university and the students. The visits are approximately one hour and include both the student and the agency field instructor. The site visit includes a discussion of the student's progress on goals as well as the student's ability to connect classroom material with the practice setting. Additional visits may be scheduled as needed to assist in problem solving. The field seminar instructor may develop a written corrective action plan with the student and agency field instructor if a problem arises, to clarify what is expected of the student and/or agency and to resolve the problem.

If the agency field instructor, student, and/or field seminar instructor believe that the agency is not appropriately meeting the needs of the student, for any variety of reasons, the student may be changed to another agency placement. This action is taken only if it has been documented that all efforts have been taken by the student and the agency to correct any problems and a formal Student Success Conference has occurred. Any change in a placement is coordinated with the Coordinator of Field Education and based on the recommendation of the Student Success Conference committee.

M. Evaluation and Grades

Undergraduate students receive a mid-term progress report mid-way through the semester from their agency field instructor and a final evaluation from their agency field instructor at the end of the semester. The mid-term progress report and the final evaluation are submitted to the University as indicated in the course syllabi for the concurrent seminar with the final evaluation due at least one week before the student completes the field experience.

Graduate students receive a mid-term progress report from their agency field instructor each semester on the date indicated in the seminar course syllabus and a formal final evaluation at the end of each semester.

Students are rated on a variety of competencies on a scale from 1 -5 as follows on the final evaluations:

1	2	3	4	5
Failing Level	Below Expected Level	At Expected Level	Above Expected Level	Outstanding Level

Final evaluations with areas rated 1 or 2 indicate that the student must demonstrate improved performance.

Continued poor performance or a single incident that is considered unprofessional or unethical may result in termination from the agency field education experience (refer to the termination procedures below). This decision to terminate a student from placement would be made jointly through a Student Success Conference with input from the agency field instructor and can be made at any time during the internship. Agencies may ask for the student to be removed at anytime.

If the student has not met minimum expectations (ratings at “3” or above) by the due date of the final evaluation, the field agency instructor will complete the narrative portion of the evaluation specifying the reasons for the student’s failure to meet expectations. The quantitative portion should clearly indicate the inadequate, incomplete, or unsatisfactory areas (all scores rated “1” or “2”). The field seminar instructor will assign the grade “I” (incomplete) if there are incomplete hours or assignments or “U” (Unsatisfactory) for BSW students or failing letter grade for MSW students for unsatisfactory performance. It is the responsibility of the field seminar instructor to assign grades based on the agency field instructor’s recommendation, the student’s performance in the concurrent seminar and, feedback received about the student’s performance in the agency.

Students earning a grade of “U” (Unsatisfactory) for BSW students or a failing letter grade for MSW students in any field education seminar course may be asked to attend a Student Success Conference with the Chair of the MSW or BSW Program, the Coordinator of Field Education, the field seminar instructor and agency field instructor to review the matter. If the decision of the School of Social Work at the end of this Student Success Conference is to let the grade stand, the student may utilize the grade appeal process outlined in the Undergraduate and Graduate Student Catalogues. Students with a “U” for BSW students in field will not be allowed to repeat the course or continue in their social work studies. Graduate students with an “I” in the field may not continue in their program until the “I” has been satisfactorily completed and the field grade converted to a passing letter grade of C or above unless otherwise authorized by the Coordinator of Field Education. Graduate students with a failing letter grade in the field may not repeat the field education course and may not continue in their graduate studies in the School of Social Work.

N. Student Success Conference And Grievance Procedure

Students enrolled in the BSW or MSW program may experience academic problems, e.g. an unacceptable low grade, or problems with their professional or nonacademic behavior. Professional or nonacademic behavior refers to “performance or behavior of students that provide relevant information regarding their likely performance as social work practitioners” (Council on Social Work Education, Inc., 1994, pp. 89, 127). Nonacademic termination is defined as failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice, inappropriate or disruptive behavior towards colleagues, faculty or staff at school or in field placement.

To assure that identified needs of the student are addressed without compromising the School’s integrity or treating the student unfairly, a procedure is in place to assist the student. When the student, faculty member, or agency field instructor believes that challenges may be interfering with academic or behavioral performance, a Review Committee may be called. A Review Committee may be scheduled by the BSW or MSW Program Coordinator upon a student’s evidence of unsatisfactory or marginal work or behavior. The Review Committee provides a formal procedure to deal constructively with challenges. Challenges may range from poor academic performance, possible unsuitability for the profession or continued education in the profession, or a student’s belief that he/she has been treated unfairly in the classroom or field agency, or lack of satisfactory performance during the field education experience.

The Review Committee is convened and chaired by either the BSW or MSW Program Coordinator depending on the program level of the student. The review is not a legal proceeding. A request to convene a review may be made by the student, agency field instructor or by any one of the student’s instructors. The Coordinator notifies the student and other participants in writing of the date, time and place of the meeting and invites them to attend. Participants at the Review Committee shall be the student, instructors, agency field instructor (if appropriate), and a representative of the Field Education Department (when appropriate). If a student is enrolled in the Field Education Program, agency representatives may be invited to attend (when appropriate).

Students who have an identified disability may request the presence of a representative of the Office of Disability Support Services. If a student believes she/he has a disability that has affected her/his ability to participate in the program, it is the responsibility of the student to contact the Office of Student Disabilities. No accommodations can be made for a disability without the involvement of this Office.

Typically the Review Committee is presented with the concerns and provides each participant, including the student, an opportunity to describe the challenge(s) and potential solution(s). The student may submit written material from any source for consideration by the Review Committee, if they are pertinent to the proceedings.

Based on the exchange at the review meeting, the Committee makes a recommendation to help the student successfully complete the program, when indicated. The Review Committee recommends to the Director of the School of Social Work a plan to assist the student. If the Review Committee reaches a finding that is not unanimous, a statement of majority and minority findings is written. In some situations a Review Committee may recommend that a student be dismissed from the program. In any case, the student may appeal to the Director of the School of Social Work to review the Committee's recommendation. Florida Atlantic University's grievance procedures, 6c5-4.001 Honor Code, Academic Irregularities and Students' Grievances are contained in the Graduate Catalog.

FIELD EDUCATION DEPARTMENT TERMINATION PROCEDURES

POLICY STATEMENT

The purpose of this policy is to:

- 1) Identify the participants and their roles in the field education termination process.
- 2) To specify the reasons for terminating students from field education and the actions to be taken in such a termination.

PARTICIPANT EXPECTATIONS/RESPONSIBILITIES

A. The student will meet the following established expectations/responsibilities.

- Students are responsible for keeping up to date on all posted field information, as it is not possible to notify each student individually of important deadlines and meetings. Signs are clearly posted and "not knowing" will not be accepted as a valid excuse.
- Students must complete a field application on-line by the deadline as instructed. Failure to do so will result in a delay of the field education experience.
- Students are required to attend all mandatory field education planning and orientation meetings. Attendance will be taken.
- Students must read and be familiar with the content of the Field Education Manual prior to completion of their on-line field application.
- Students will meet the performance objectives according to the expectations for their year and level of field education experience. These objectives are available in the Field Education Manual. It is the responsibility of each student to obtain, review and understand the objectives. If a student has a question regarding performance objectives, it is their responsibility to address these concerns with a member of the field faculty.
- Students will comply with all agency policies and procedures, including but not limited to physicals, drug screens, HIV testing, dress codes, immunizations, finger printing, criminal background checks, body adornment policies, etc.
- Students must obtain, understand and adhere to the policies and procedures of the field education agency, the Department of Field Education, the School of

Social Work and Florida Atlantic University. Noncompliance may result in the student being terminated from the agency field education experience and/or concurrent seminar.

- Students must abide by the National Association of Social Workers (NASW) Code of Ethics.
- Students are required to participate in a formal supervisory meeting with the BSW or MSW agency field instructor assigned to them. This must occur for at least one hour each week. Students must communicate openly with their agency field instructor/task supervisor when assistance is needed.
- Students must advise the agency field instructor and/or the field faculty of any difficulties encountered in the field education experience or when clarification is needed.
- Students will follow through within the time frame specified on all corrective action plans outlined verbally and/or in writing by the agency field instructor and/or field faculty.
- Students will develop (with the assistance of the field instructor), sign, adhere to and fulfill a learning contract for the field placement.
- Students are responsible for keeping track of the hours they earn in their agency field education experience.
- Students must attend all required meetings, conferences, etc., occurring in the agency.
- Students will participate actively, obtain, read, and sign the mid-term progress report and final evaluations according to their level in the educational program, as well as ensure the due dates are met.
- Students must complete all evaluations of the agency internship and coursework requested by the end of the semester they are assigned.
- If a student believes that a field agency experience is not meeting their needs, they should first discuss this with the field instructor and if this is unsuccessful, they must contact the field seminar instructor to discuss their concerns.
- Students are to notify the Department of Field Education of any special accommodations required in their placement due to a student disability. Students are to provide a letter from the Office of Student Disabilities outlining the accommodations needed to successfully complete the agency field education experience.
- Students must provide their own health coverage. The student health services that are supported through nonrefundable student health fees are available to all fully enrolled students.

B. The School of Social Work will meet the following established expectations.

- The School of Social Work will make available all performance objectives, policies and procedures, evaluations, etc. Copies are included on the Social Work web site. Copies of the NASW Code of Ethics are also available from NASW on their web site. The Field Education Manual is available on the School of Social Work web site.

- The School of Social Work will provide assistance in resolving any problems/difficulties in an agency educational experience through the use of field seminar instructors/faculty who will complete a minimum of one site visit per semester of each agency experience. More contacts will be completed as necessary to resolve any unusual issues. A corrective action plan will be developed if deficiencies are noted.
- The School of Social Work will review all sides of the issues presented in a situation where termination from an agency or the seminar is being considered and will make appropriate recommendations.
- The School of Social Work will comply with the University's Academic Grade Appeal process.

TERMINATION PROCEDURE

Performance problems that result in a termination from a field education experience vary greatly. In general, they reflect noncompliance with established policies and procedures, ethical/work performance issues or a violation of the above stated expectations. Performance problems will be addressed in the following manner:

A. Performance problems will be clearly identified by the agency field instructor and/or field faculty/instructor. Specific recommendations for improvement will be made (if applicable) and consequences for failure to meet expectations will be communicated to the student in a timely manner.

B. Initially, oral feedback to the student from the agency field instructor about problems will be provided, including specific examples of problem behaviors and ways to improve performance. Student performance will be reviewed in supervision.

C. If the problem persists, and/or is serious (thus placing the student, clients, the agency, and/or the University at risk), the agency field instructor will write a summary of the problem or situation, including behaviorally specific examples and any relevant written documentation of the problem. A copy of this will be given to the student and the field seminar instructor.

D. At anytime during the field education experience, if the problem persists or is serious (thus placing the students, clients, agency, and/or University at risk), the agency field instructor will contact the field seminar instructor for a consultation. The student must also advise the field seminar instructor if she/he has concerns about the agency experience. The student will also advise the field seminar instructor if there are concerns about performance issues raised from feedback received from the field agency.

E. The field seminar instructor will offer guidance to the student and/or agency field instructor by telephone or in person. If a visit to the agency is needed, this meeting may include separate time with the student and with the agency field instructor.

F. Based on the discussion with the field seminar instructor, a written “corrective action plan” and/or revised learning plan will be developed jointly by the student, field seminar instructor and agency field instructor and signed by all parties, with copies distributed to all. Consequences for noncompliance will be included in the “corrective action plan” or revised learning plan.

G. Final evaluations with areas rated “1” or “2” indicate that the student must demonstrate improved performance. Students may receive a “U” (unsatisfactory) or a failing letter grade on the final evaluation if there is a “1” or “2” in any area on the final evaluation form.

H. Poor performance or a single event that places clients, agency or the University at risk, which is unprofessional or unethical, will result in termination from the field agency experience. This decision is made jointly by the agency field instructor, field seminar instructor, Chair of the MSW Program (for graduate students) or BSW Program (for undergraduate students), and Director of the School of Social Work or designee. It is the right of any agency to terminate the field education experience with a student with no prior notice if they believe that the student’s behavior places clients, the agency, or the University at risk.

I. If the student’s performance does not meet minimum expectations by the due date of the final evaluation, the agency field instructor will complete the narrative portion of the final evaluation form specifying the reasons for the student’s failure to meet expectations and the quantitative portion will be completed clearly indicating the areas that are unsatisfactory or inadequate (scores rated “1” or “2”). The agency field instructor can recommend a grade of “I” (incomplete) or “U” (unsatisfactory) to the field seminar instructor on the form.

J. The field seminar instructor will determine the final grade to be assigned for the student. Prior to awarding a grade of “U” (unsatisfactory) (BSW) or a failing letter grade (MSW), the field seminar instructor may schedule a Student Success Conference meeting with the student, the agency field instructor, the Coordinator of Field Education, and the Chair of the MSW Program (for graduate students) or BSW program (for undergraduate students). This committee will review the facts and make a recommendation for the final grade. The student may appeal any decision using the appeal process as outlined in the Undergraduate or Graduate Student Catalog.

K. If the grade of “I” (incomplete) is assigned, the following will occur:

- 1) If the student is demonstrating significant progress in the identified problem area(s) of performance but has yet to obtain the goals set, an “I” grade may be assigned and the student continues their current field education experience for a period of time specified by the agency field instructor and the field seminar instructor. If the student completes satisfactory work at the end of the specified time, the agency field instructor will submit a revised Final Evaluation Form and

the narrative will reflect the improvement shown in areas with previous inadequate performance. The field seminar instructor will submit a change of grade form changing the “I” (incomplete) to a grade of “S” (satisfactory) (BSW) or a passing letter grade (MSW). Students may also receive an “I” if they have not completed the necessary hours for their field education course due to absenteeism that is beyond their control (i.e., health problems, death in the family). In these cases, the student, agency field instructor and field seminar instructor reach an agreement about how the hours will be completed before the grade will be changed to an “S” or a letter grade. Any grade of “I” requires an incomplete contract to be executed by the student and field seminar instructor.

2) In rare cases, it may not be appropriate for the student to remain in the same agency to accomplish their incomplete field assignment. The student may be assigned another agency to be determined solely by the Department of Field Education faculty. A second placement would be contingent on disclosure of the student’s previous performance problems and a copy of the last field evaluation form being provided to the new potential agency field instructor.

3) The Department of Field Education reserves the right to not offer a second agency field experience based on student performance issues. If another agency field experience is not offered, the student may be referred to a Student Success Conference meeting to include the agency field instructor, field seminar instructor, Coordinator of Field Education, and the Chair of the MSW Program (for graduate students) or BSW Program (for undergraduate students) to consider awarding a grade of “U” (BSW) or a failing letter grade (MSW) in field education.

4) If the student is assigned a new agency after earning an “I” in the first attempt, the student may be required to complete the full number of hours required for the course. The student may not be required to re-register for the course. The student will normally be required to complete an additional 40 hours of field to compensate for training and orientation.

5) Some undergraduate students elect to complete their field education over two semesters and are awarded an incomplete at the end of the first semester by prior arrangement. Please see section on completing the BSW field experience on a part-time basis in this manual for specifics about this option. Some part-time concentration students may be approved to complete an extended option program which would require an incomplete at the end of Summer Session 3.

L. The field seminar instructor may assign a “U” (Unsatisfactory) (BSW) or a failing letter grade (MSW) based upon the recommendation and documentation of the agency field instructor and/or their experience with the student in the field seminar. This grade and the subsequent termination from the agency experience are based on the student’s performance which has failed to demonstrate mastery of the required agency-based

skills and/or knowledge to perform the role of social worker or has violated policies of the agency, School of Social Work and/or standards set by the NASW Code of Ethics.

SAFETY ISSUES

The School of Social Work is aware there are certain inherent risks to agency staff and students in situations requiring contact with the public. These risks are discussed during the field orientation. The School is concerned about safety issues and endeavors to assist students and agencies in anticipating situations in order to minimize the risks involved with agency field education experiences. Please see the Acknowledgement of Risk in Social Work Field Education statement for some tips to increase student safety in agency-based field education. While fulfilling the agency's mission of providing services, it is the student's responsibility to be aware of the need for personal safety and to act in such a manner to minimize risks whenever possible without refusing services to any particular population of clients. This balance can best be attained by preparing ahead of time for situations which may arise and anticipating methods for minimizing risk and through a dialogue with the agency field instructor and the Department of Field Education when safety concerns arise.

Agency field instructors must include a discussion of safety issues and steps that students can take to minimize risk within their organization as part of the student orientation to the agency. Discussions should address infection control, personal injury and client risk assessments as well as any other topics that may be pertinent within the particular agency setting.

If a situation arises where a student or client encounters a potential safety issue, the agency and student should document the situation using a Critical Incident Reporting Form (please review the section of the manual on Critical Incident Reporting below). This form should be provided to the agency field instructor. In addition, the field seminar instructor must receive a copy of this completed form and be notified in a timely manner of the safety concern and actions taken to minimize the hazards or address any injuries that may have resulted from the hazardous situation. The field seminar instructor will immediately notify the Coordinator of Field Education who will notify the Director of the School of Social Work and the Chair of the MSW Program (for graduate students) or BSW Program (for undergraduate students). The University will be kept advised by the agency of any new areas that may present hazards previously unknown to this setting so that the School of Social Work can prepare students for the agency setting at the time that an agency field education experience is anticipated.

Students with safety concerns or questions should contact the Department of Field Education or the field seminar instructor to discuss these issues and to seek guidance.

SEXUAL HARASSMENT POLICY AND GUIDELINES

Florida Atlantic University will not tolerate sexual harassment of its employees or students. Sexual harassment is any repeated or unwelcome verbal or physical abuse which causes recipient's discomfort or humiliation or which interferes with the recipient's educational or job performance. Any form of harassment related to an employee or student's gender is a violation of this policy.

Sexual harassment of students is a form of sex discrimination that is contrary to the most fundamental ethical canons of the academic community. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature constitutes sexual harassment, including instances when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic achievement, or
2. Submission to or rejection of such conduct is used as a basis for decisions regarding the evaluation of a student's academic achievement, or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile, or offensive academic environment.

Agency Policies on Sexual Harassment

Sexual harassment of any School of Social Work student by any field instructor, employee, or representative of the field agency is not tolerated. The School of Social Work requires that agencies participating in the Field Education program have an established policy prohibiting the sexual harassment of students while placed at the agency. Students must be provided with a copy of this policy at the time that they begin their field education with the agency. This policy should be reviewed with the student in the student's orientation to the agency that is provided at the beginning of the placement.

Reporting

Students who believe that they have been the victims of harassment may report the facts and circumstances to the field seminar instructor, the Coordinator of Field Education, the Chair of the BSW or MSW Program, the Director of the School of Social Work, the Dean of the College for Design and Social Inquiry, the Dean of Students or the Director of Equal Opportunity Programs. If the informal investigation of the facts and circumstances fails to resolve the matter to the satisfaction of the complaining person, a written complaint setting out the facts and circumstances of the alleged harassment may be filed by the complainant with the Dean of Student Affairs or the Director of Equal Opportunity Programs, who will conduct a further investigation.

Students in agency field education may also make complaints of sexual harassment directly to the Office of Civil Rights, U.S. Department of Education, or press charges in a private lawsuit.

Student allegations of sexual harassment constitute a critical incident. The agency and/or the student should file critical incident report documentation when allegations of sexual harassment are reported (refer to Critical Incident Reporting Procedures in the manual).

Further Action

If the facts and circumstances alleged warrant further disciplinary action, the University may proceed under employee or student disciplinary procedures or under the formal notice and hearing provisions of section 120.57, Florida Statutes.

False Accusations

Persons who are found by the University, based upon a preponderance of evidence, to have given false information or made false accusations of harassment, shall be subject to University disciplinary action.

CRITICAL INCIDENT REPORTING PROCEDURES

1. Purpose

This operating procedure establishes guidelines for reporting information related to student risk prevention and incidents defined in paragraph 4 (below). This reporting system is created to provide Florida Atlantic University (FAU) and the School of Social Work with early notice and awareness of incidents involving students and agencies, which may require the direct intervention of Florida Atlantic University and the School of Social Work.

2. Scope

a. This operational procedure applies to all Florida Atlantic University Social Work students in agency based field education and the instructors of the students in field agencies.

b. These reporting procedures do not replace the abuse and neglect and exploitation reporting system. Allegations of abuse, neglect, or exploitation must always be reported immediately to the Florida Abuse Hotline (1-800-96 ABUSE) as required by law.

3. Definitions-- As used in the Procedure, the following definitions shall apply:

a. **FAU:** Florida Atlantic University

b. **Incident:** An occurrence involving a student of FAU, clients, agency employees, or volunteers.

c. **Client:** Any person receiving a service from the agency in which the student is placed.

d. **Reporter:** The student employee, volunteer, or agency representative having first hand knowledge of any incident/event.

4. Definitions of Reportable Incidents

- a. **Accident/Injury** involving a client under the supervision of the FAU student or injury to the FAU student requiring medical assistance or potential risk/injury.
- b. **Aggressive or abusive behavior** by student including, but not limited to, use of profanity, pushing, or shoving. This includes a physical altercation without injury.
- c. **Automobile Accident** occurring in private or agency vehicle during the course of agency based field education .
- d. **Law Violation**. Any arrest of a student during agency based field education.
- e. **Verbal Threat of Violence** to a student from an employee or client of the agency.
- f. **Other Event**. An unusual occurrence or circumstance that could have a profound impact upon the student in the agency setting.

5. Procedures-- The following steps shall be taken to report an incident:

- a. Student/agency representative will notify the FAU field seminar instructor as soon as possible by telephone.
- b. Student/agency representative will submit the Incident Report Form to the School of Social Work within three working days. If appropriate, the agency's incident report will be attached to the FAU Incident Report Form.

Field Education

Part Three

Selection of Agencies & Role of Field Instructors

COMPONENTS OF FIELD EDUCATION

An important goal of field education is to assist the student in integrating theory with agency based practice as experienced in the social work field. The student should be exposed to a wide variety of opportunities so that they may acquire the necessary knowledge, values, and skills to perform independently in a social work position upon completion of their undergraduate or graduate education. An effective and supportive agency field instructor and student relationship is crucial to maximizing the student's achievement of their learning plan.

Some of the major functions performed by agency field instructors include: instructing, advising, consulting, modeling, planning, organizing, supporting, sharing, monitoring, evaluating, and teaching. Agency field instructors share their knowledge, make judgments about student performance, and assist the Florida Atlantic University field faculty in performing the gate-keeping function for the social work profession. Agency field instructors are instrumental in empowering students to develop practice skills, knowledge, and values to the best of their ability. This is achieved by aiding the student in achieving the learning objectives that they establish in conjunction with the agency staff.

CRITERIA FOR SELECTION OF AGENCIES FOR FIELD EDUCATION

Agencies selected for field education experiences represent the diversity in social work professions and the diversity of the populations of South Florida. From size of an agency to program offerings, the agencies vary greatly in the experiences and opportunities a student could encounter. However, all agencies accepted by the School of Social Work to provide field education experiences are selected using the following criteria:

- The agency administration and staff support social work education and are willing to provide the resources and technical support necessary for field education.
- The agency provides a professional climate reflective of the NASW Code of Ethics that promotes student development and learning.
- The agency provides micro, mezzo, and macro experiences including a strong focus on community partnerships; which are rich in diversity and are reflective of the populations unique to South Florida.
- The agency provides a learning environment in which respect for all persons and understanding of diversity and differences are practiced.
- The agency is committed to providing professional staff support and supervision, including social work supervision of a minimum of one hour a week by a qualified field instructor.
- The agency provides office supplies, telephones and arrangements that enable the student to function effectively, as well as adequate provisions for safeguarding confidential material such as case material and student records.
- The agency agrees to reimburse the student for travel expenses/mileage

incurred in fulfilling duties at the agency. Travel to and from the field placement is paid by the student.

- The agency maintains a policy of nondiscrimination in employment and service provision including policies related to race, ethnicity, sexual orientation, age, religion, physical disability, or political belief.
- The agency maintains a sexual harassment policy regarding student interns which includes policies regarding steps students are to take to report such harassment if it should occur during their field education at the agency.
- The agency allows the assigned field instructor adequate time to supervise students, meet with the faculty liaison, attend seminars and workshops, and prepare for students' evaluations as required by the FAU School of Social Work; including a required 16-hour training offered by Florida Atlantic University prior to or during the first semester that staff assumes student supervisory responsibilities.
- The agency provides students with an initial orientation to the agency including a review of all pertinent policies including, but not limited to, student safety, sexual harassment policies, incident reporting procedures, agency expectations of ethical student behavior, and procedures for termination of students in the agency.

Note: Exceptions or accommodations to these policies may be made by the Department of Field Education when a situation merits such consideration.

CRITERIA FOR SELECTION OF FIELD INSTRUCTORS FOR FIELD EDUCATION

Field instructors accepted by the School of Social Work to provide field education experiences in their agencies are selected using the following criteria:

- The field instructor is committed to providing a professional climate reflective of the NASW Code of Ethics that promotes student development and learning.
- The field instructor must have a minimum of a Bachelor's degree in social work and/or a Master's Degree in social work from a CSWE- accredited program and two years of post-degree experience for Undergraduate students and a Master's Degree in social work from a CSWE- accredited program and two years of post-degree experience for Graduate Social Work Students.
- The field instructor is committed to social work supervision of a minimum of one hour per week individually with the student.
- The field instructor must have the capacity to teach knowledge and skills to the students, including understanding students' contributions as well as needs of an adult learner.
- The field instructor must have the capacity to design field learning opportunities for students to demonstrate program competencies.
- The field instructor must have the flexibility and time to fully participate in the role of field instructor.

ROLE OF THE AGENCY FIELD INSTRUCTOR

Each approved field agency must provide either an individual who has a minimum of a BSW plus two years post-degree experience (for BSW students) from a CSWE-accredited program or a minimum of a MSW from a CSWE-accredited program plus two years post-degree experience (for MSW students) to serve as a field instructor. This is to ensure that the students placed in the agency receive an education grounded in social work knowledge, values and skills.

Agency field instructors, including those supervising students completing an Own Agency Placement, must provide a minimum of one hour per week of face-to-face supervision with students. Group supervision may not be substituted for this requirement though it may be used to supplement it. Field instructors should never view their role as merely “signing-off” on the students’ activities. This role is integral to the educational attainment of the student and the role is a vital one to ensure student growth, development, and learning as well as the provision of appropriate services to clients.

If an agency based field instructor is on vacation or otherwise unavailable, it is their responsibility to arrange coverage with another qualified agency based field instructor during their absence. If their absence is two weeks or less and another qualified field instructor is not available within the agency, the interim supervision may be provided by a task supervisor with less than two years post-MSW or BSW experience. If the absence is to last more than two weeks and another qualified field instructor is not available within the agency, the agency field instructor should notify the field seminar instructor as soon as possible of the need for qualified supervision coverage until they can return to the agency. The University and the agency will endeavor to arrange interim coverage but may have to make other agency-based field education arrangements for the student if this is not possible.

The School of Social Work prefers, but does not require, that agency field instructors be employees of the same agency and program in which students are being trained. All agency field instructors, whether employed in another part of the agency or in a different agency, are required to meet the expectations outlined in this policy statement.

School of Social Work Expectations of the Agency Field Instructor

1. Participate in the mandatory 16-hour Field Instructor Supervisors’ Training offered by Florida Atlantic University or (another qualified Florida college or university) and attend other required training that may be offered and required by the University.
2. Provide a minimum of one hour per week of face-to-face supervision. This supervision must oversee the entire range of field experiences of the student including but not limited to social work theory, agency and community policy issues, ethical decision-making, case decision-making, work assignments, task

completion, clinical practice concepts, crisis intervention and student professional behavior.

3. Ensure that student activities are meeting field education objectives, the students learning plan and program competencies. Also ensure the student has appropriate assignments within the agency to facilitate the student developing generalist social work skills and/or concentration social work skills (depending on the student's level in the program).
4. Negotiate field experience expectations with other departments and personnel within the field education agency including background screenings, administrative concerns, etc.
5. Arrange and organize an initial agency orientation for all students placed under their supervision. Make agency policies and procedures available to the student throughout the educational experience.
6. Assist the student in developing and signing the student's Educational Learning Plan by the dates indicated in the seminar syllabus; initial draft and final version.
7. Maintain regular contact with the student and others involved with the student's field experience.
8. Be available to the student in emergency situations or arrange emergency coverage if the agency-based field instructor will not be available to the student to assist with emergencies.
9. Require students to prepare an agenda for supervisory conferences.
10. Provide students feedback on their performance. This should be done in a variety of formats, for example: reviewing process recordings, videotaping student activities, having students audio-tape activities, observing student interviews, providing joint interventions with the students, etc. The agency field instructor will provide verbal and/or written feedback on performance issues to clarify any corrective actions needed to be taken by the student.
11. Focus on promoting the student's growth and development as well as new learning.
12. Keep supervisory records of the student's experience with the agency.
13. Evaluate the student's strengths and weaknesses.
14. Address a variety of topics in student supervisory sessions, for example: case reviews, analysis of agency and community programs and policies, the impact of diversity issues on practice and policy, the NASW Code of Ethics, theoretical

analysis of social work interventions, evaluation of the supervisory process with the student, topical issues (such as assertiveness, use of humor, rescuing, handling aggressive clients, coping with stress, etc.).

15. Complete the student's mid-term progress report and final evaluations and return them to the School of Social Work by the posted deadline dates.
16. Read and be familiar with the School of Social Work's Field Education Manual.
17. Meet with the School of Social Work's field seminar instructor, or other designated faculty, at least once each semester during the student's field education experience.
18. Notify the field seminar instructor when problems arise.
19. If a Student Success Conference is required for a student including concerns regarding the field placement, the field instructor must participate in a Student Success Conference and provide written documentation of any concerns.

ROLE OF THE AGENCY TASK SUPERVISOR

Some agency field instructors assign non-BSW/MSW staff to be a student's task supervisor during their field education in addition to the one hour per week of BSW/MSW field supervision. Task supervisors may be involved with the students on a daily basis, teaching and guiding them in their assignments and duties, and participating in the process of providing the students with feedback about their performance in the agency.

School of Social Work Expectations of the Agency Task Supervisor

1. Participate in planning the field education experience.
2. Review and sign the student's Educational Learning Plan by the dates indicated in the seminar syllabi; initial draft and final version.
3. Provide some supervision of the student's daily activities.
4. Review with the field instructor the assignment of cases and projects congruent with the student's educational goals.
5. Orient the students to the agency and their assignments.
6. Give on-the-spot positive and constructive feedback to students regarding their performance.

7. Focus on the students' skill development.
8. Keep records of student activities for the field instructor.
9. Consult with the BSW or MSW qualified agency field instructor related to the student's skill development and coordinate planning for promoting optimal student development.
10. Assist in the preparation of the mid-term progress report and final student evaluations.
11. Meet with the BSW or MSW agency field instructor and the School of Social Work's field seminar instructor, or other designated faculty, at least once each semester.
12. Notify the BSW or MSW agency field instructor and field seminar instructor when problems arise.
13. Be available to students in emergency situations or arrange coverage to the students for emergencies that may arise in their absence.

BENEFITS OF BEING AN AGENCY FIELD INSTRUCTOR

- 16 CEUs upon completion of the Field Instructor's Supervisory Training
- Tuition waiver
 - 6 hours per student placement supervised
 - Good at any state university on a space available basis
 - Any level (bachelor, master or Ph.D., except for dissertation hours)
 - Good for 3 years once it is issued
 - Can not be transferred to another person
 - Can not be reissued if lost
- Latest evidenced-based knowledge
- Additional assistance for your agency
- Ability to provide registered intern supervision
- http://www.doh.state.fl.us/mqa/491/frm_superaff.pdf
- Prepare students for future careers
- Help students reaffirm their education decision
- Give back to the social work profession
- Increase agency productivity
- Recruit/test out future employees
- Advertise agency services
- Advance your professional development and/or career goals

ORIENTING THE STUDENT TO THE AGENCY

A variety of social service agencies work with the FAU School of Social Work and offer unique field experiences; although there are differences in the agencies' purpose, function and operation, this section is a basic outline for all agencies to embark from as they begin to orient students to the field education experience.

Before students arrive at the agency, agency field instructors should have informed the appropriate staff members of the students' experience and ways the staff can participate in the students' learning. A desk, equipment and supplies should be ready for the student when they arrive.

The student's orientation to the agency should include the following components:

1. Agency Policy

This section should include (but not be limited to): office hours, schedules, lunch and office break policies, emergency protocols, office procedures and routines, personal conduct, appropriate dress, confidentiality policies, sexual harassment policies, fire and safety practices, leave/holiday schedule, use of office equipment and other information that may be unique to the agency.

2. Organization

The agency organization chart helps clarify the various departments, programs, and positions within the organization and its chain of command. General information on federal, state and local relationships should be included if appropriate.

3. Philosophy

The agency field instructor should discuss the agency's philosophy and objectives including brief descriptions of all the programs and services the agency provides.

4. Agency Finances

This should include the overall annual budget, program budget costs, and where appropriate, unit costs for services for each program. Explain how the agency is financed including information on grants, client fees, etc.

5. Population Served

Describe the population served including the problem areas addressed by agency programs, number of clients served per year in each program area and by the overall agency, and gender/ethnicity/age characteristics of clients served, and client criteria. Address any challenges in terms of reaching populations identified for services by the agency and client out-reach/recruitment efforts on the part of the agency and staff.

6. Community Resources

The agency field instructor should provide the student with a list of community resources frequently used by the agency or to provide services to identified client populations. The student should be encouraged to further explore community resources during their field experience and to explore new and emerging resources that may benefit the agency clients.

7. Reading Materials

Agency field instructors should select and assign reading materials related to the student's work assignments. This may include case records, pamphlets, agency manuals, and policy and procedure directives. Reading assignments should be pertinent but not too time consuming, as the primary purpose of the agency based field education experience is to provide students with practice opportunities. Assigned readings should be counted as field hours.

8. Shadowing Opportunities

Opportunities should be arranged for the students to observe other staff as they make phone contact with clients, interview clients, perform home visits, lead groups, and perform other tasks that the student will eventually be expected to perform. In addition, it is helpful to arrange for others to observe the student as they begin to perform some of these tasks and skills and to assist them in developing confidence and proficiency in applying agency practice skills.

MANDATORY INDIVIDUAL SUPERVISION

Agency field instructors are to plan and schedule weekly conferences with students for a minimum of one hour per week. Initially, students may need an opportunity daily to review their concerns with their agency field instructor. By the end of the field experience, the student should be able to utilize the once per week supervisory session to answer questions accumulated throughout the week. Agency field instructors should make themselves available to the students for emergencies and at unscheduled times in order to provide appropriate support and guidance between supervisory sessions. Students should be provided with the agency field instructor's emergency contact information in case of a client emergency and/or provided with the name of other staff to cover any concerns that may arise while the student is working with clients.

It is imperative that students actively participate in the supervisory process. Students should be encouraged to prepare an agenda for each scheduled individual field supervision session and be encouraged to utilize field supervision to promote their professional growth and development. Field instructors should keep a record of student progress and the content of field supervision sessions with students.

Agency field instructors should help students analyze the field experience and integrate theory with practice knowledge, skills, and values. Agency field instructors can assist students in learning how to adhere to agency policies, procedures, and organizational

structures. It is helpful to use a variety of instruction techniques to promote this process. Different students may respond more to one approach than another depending on their learning style.

PLANNING AND ASSIGNING

Semester plans and assignments should be worked out between the student, the agency field instructor, and any task supervisors involved with the student. The student Educational Learning Plan establishes assignments and goals for the year (MSW) or semester if the student is a BSW. The learning plan is completed early in the semester so that the student and the agency field instructor can plan assignments to further the student's learning goals. The plan enables both the student and the agency to anticipate and structure the agency field education content. To complete this plan, the student must determine what they need to learn in the field setting in order to achieve the educational objectives established by the University and the agency, and the competencies of the program. It also enables the agency to define what to offer the student as learning experiences. The plan is reviewed by the student's field seminar instructor. Students have the basic responsibility for preparing the learning plan; however, it is to be completed in conjunction with the agency field instructor who assists in designing the learning opportunities to meet program competencies. The agency field instructor must sign the initial draft of the Educational Learning Plan and also sign the final version when it is completed and agreed upon between the student and the agency field instructor.

Students enter the field experience at varying levels of ability and experience. Therefore, learning assignments need to be tailored to the individual student's needs and abilities. The assignments for the semester/year should be planned in such a way as to facilitate student growth over time and experience. The student should be given increasing amounts of responsibility and independence as the field education experience progresses. Students' work is of value to the agency, however it is to be noted the quantity of work produced will be less than a full employee. The student must analyze, evaluate, critique, and practice skills to a greater degree than employees are expected to do. The quality of the learning experience is more important than the quantity of work assigned. Students are in the agency primarily to develop practice skills and knowledge rather than to produce a quantity of work for the field agency. However, it is anticipated that by the end of the undergraduate students' or the graduate students' Foundation and/or Concentration field education experience, the student will be able to produce the same amount of work that a new hire would be able to produce.

The primary purpose of student field education experience is to afford students practice experience with clients and to connect classroom learning with the practice setting. Direct contact with micro, mezzo, and macro systems needs to be maximized. A rough rule of thumb is that students should be afforded a minimum of half of their time in the agency in interaction with a micro, mezzo, or macro client system. The agency field instructor can enhance the students experience by providing feedback and promoting self-assessment on the part of the student.

Students are responsible for producing documentation and correspondence that is of a professional quality. Agency field instructors can assist students in developing documentation skills by returning work to be re-done until the product meets the high standards expected of social work professionals in the agency.

Students benefit from attending conferences, workshops, and professional meetings both within the agency and the community at large. Participating as a member of a community task force assists students in developing professional confidence and identifying with the profession of social work. However, attendance at conferences and seminars within the community and agency should not become so excessive that the student has less than half of their time in field education experience in direct contact with micro, mezzo, or macro client systems. Participation in task forces or interagency committees is a macro system assignment and is to be encouraged as part of the general systems practice knowledge expected of students at Florida Atlantic University School of Social Work.

Sample learning goals/assignments

BSW:

1. Intakes and screenings
2. Shadowing and observing case managers in office and home visits
3. Supportive counseling, small caseload if applicable
4. Gathering information for referrals
5. Documentation procedures, progress notes, basic treatment planning
6. Co-facilitation of groups, generally psychoeducational but can be therapeutic
7. NASW meetings, task forces, visiting other agencies, staff meetings, board meetings.

MSW Foundation:

1. Intakes and screenings
2. Shadowing and observing case managers in office and home visits
3. Supportive counseling, small caseload if applicable
4. Gathering information for referrals
5. Documentation procedures, progress notes, basic treatment planning
6. Co-facilitation of groups, generally psychoeducational but can be therapeutic
7. NASW meetings, task forces, visiting other agencies, staff meetings, board meetings.

MSW Concentration:

1. Intakes, psychosocial assessments, work on diagnosing clients
2. Individual and/or family therapy with own caseload
3. Co-facilitation and facilitation of groups
4. Case staffings, multidisciplinary team meetings
5. Research different treatments modalities and put in practice

THE EVALUATION PROCESS

Agency field instructors have the responsibility of evaluating students and recommending a satisfactory or unsatisfactory course grade to the field seminar instructor. The field seminar instructor ultimately assigns the final grade, taking into consideration the agency field instructor's recommendations.

1. Components Of The Agency Field Instructors' Evaluation Of Student

The agency field instructor should offer the student on-going feedback on their agency based performance. Student performance is also reviewed during the field seminar instructor's visits. If concerns arise before scheduled agency visits by the field seminar instructor, or designated faculty, the agency field instructor should contact the field seminar instructor immediately to discuss the problem and to develop a plan of action to remediate the problem. Being proactive in addressing problems will assist in resolving the difficulties before they become a major obstacle to the student and agency achieving the goals established in the learning plan. It is best to establish a written corrective action plan with clear expectations for student improvement when problems arise.

2. Evaluation Instruments

The agency field instructor completes the written mid-term progress report and final evaluations with the student. Each field education seminar course has a specific evaluation form. Specific items on the evaluation are related to the field education objectives, core competencies, curriculum design, and learning plan for each course. Students in the field education experience should review, sign, and receive a copy of each evaluation. Agency field instructors also complete the final evaluation online; however they will also print out a copy to sign and have the student return to the field seminar instructor for inclusion in their field file.

3. Students Evaluation Of The Field Education Experience

Students are required to complete an evaluation of the field education experience at the end of the agency based experience. We encourage students to share their feedback with the agency field instructor. The goal of the Department of Field Education is to receive honest student feedback and therefore we do not require students to share their written opinions with the field education agency. The Department of Field Education endeavors to provide feedback to agencies in a way to protect the confidentiality of students and still enable the agency and field instructor to improve the experience they offer students.

Field Education

Part Four

Field Education Seminar Goals and Objectives

BSW FIELD EDUCATION SEMINAR

EDUCATIONAL GOALS AND OBJECTIVES

INTRODUCTION

Florida Atlantic University offers a program in Social Work leading to a BSW degree accredited by the Council on Social Work Education. As such, the curriculum of the School of Social Work is designed to provide students with the knowledge, skills and values for responsible entry into beginning generalist social work practice. The contents of the field education component of the curriculum is designed to include practice in the application of knowledge gained from courses in social welfare policy and programs, human behavior and the social environment, social work practice, and research.

The Social Work faculty, in consultation with selected agency representatives, has established certain broad educational goals important for every student who undertakes field education. The agency field instructor, in consultation with the faculty, develops assignments, experiences, and behavioral activities that are meant to help the student learn and eventually demonstrate their ability to attain the educational goals.

The following list of educational goals, with their concomitant objectives/behavioral activities, is only meant to serve as a suggested guideline for agency field instructors. It is anticipated that agency field instructors will develop additional behavioral activities based on their particular knowledge of their own agency and field of practice, as well as the specific needs and abilities of the assigned student.

Satisfactory attainment levels for each educational goal are just that - minimal requirement levels any student should meet to be considered to have satisfactorily completed Field Education in Social Work. Assessment of the attainment of educational goals should be based on the direct observation of the agency field instructor, feedback from other staff and agency personnel, feedback from clients, feedback from personnel of other agencies, and analysis of the student's agency record keeping and process recording, and observations/conclusions of the field seminar instructor.

THE BSW FIELD EDUCATIONAL SEMINAR GOALS ARE:

1. Demonstrate in all field education activities a commitment to historic social work values and to the Code of Ethics of the National Association of Social Workers.
2. Demonstrate during field education activities, the knowledge and skills necessary for brokerage and advocacy on behalf of client systems of all sizes and with diverse populations, including populations at risk, groups that have experienced social and economic injustice, including women and children, new immigrant groups, migrant farm workers, gay, lesbian, Haitian, Latino, African and Caribbean American, and aging populations in south Florida.

3. Identify forms of social and economic injustice among diverse client systems within the field agency and apply strategies of advocacy on behalf of populations at risk.
4. Understand and apply theories and knowledge to enhance the well-being of people and to work toward the amelioration of environmental conditions that affect people adversely in the field education setting.
5. Demonstrate an understanding of social welfare policy by assessing the field agency's policies, procedures and practices within ethical guidelines and by evaluating the impact on client systems.
6. Demonstrate knowledge of micro, mezzo, and macro levels of practice and the beginning professional skills necessary to intervene effectively on all three levels.
7. Apply appropriate research findings to generalist social work practice and evaluate, under supervision of field instructor, one's own practice interventions.
8. Demonstrate practice competence within an ecological framework, integrating knowledge, skills, values and social work theories/models of social justice, empowerment, strengths and systems theory in field education.
9. Demonstrate the ability for disciplined and ethical use of self and the appropriate use of supervision in the process of generalist social work interventions.
10. Demonstrate the ability to communicate effectively in both written and oral forms with diverse populations, professional colleagues, and members of the community.
11. Demonstrate responsibility for one's own learning experience by taking initiative in identifying learning needs in the Educational Learning Plan and in weekly field supervision.

EDUCATIONAL GOAL #1

1. Demonstrate in all field education activities a commitment to historic social work values and to the Code of Ethics of the National Association of Social Workers.

Objectives/Behavioral Activities

- Re-read NASW Code of Ethics and other material concerning the values and ethics of the profession of social work.
- Observe and discuss own behavior and reactions during client contact.
- In supervisory conference, initiate and discuss policy/practice concerns as they relate to social work value issues.
- Establish relationships evidencing respect for clients.

- In supervisory conference, discuss the application of the Code of Ethics within the agency setting and the particular field of practice.
- Explain the professional social work role to other disciplines or in a public relations capacity.
- Demonstrate identity with the social work profession.

Satisfactory Attainment Level

By the end of the field education, the student should be able to identify a feeling or value that he/she has developed awareness of and begun to handle effectively during field education activities.

EDUCATIONAL GOAL #2

2. Demonstrate during field education activities the knowledge and skills necessary for brokerage and advocacy on behalf of client systems of all sizes and with diverse populations, including populations at risk, groups that have experienced social and economic injustice, including women and children, new immigrant groups, migrant farm workers, gay, lesbian, Haitian, Latino, African and Caribbean American, and aging populations in south Florida.

Objectives/Behavioral Activities

- Read agency material/lists of community resources and/or community resource directory.
- Accumulate information on community resources.
- Observe and/or accompany field instructor and/or other staff in contacts with other community agencies.
- Attend community meetings.
- Visit other agencies and organizations in the community.
- Make telephone calls/inquiries to other agencies.
- Participate in interagency conferences.
- Make referrals to community agencies.
- Write a letter to another agency, representing the field education agency.
- Be able to identify, in supervisory conference, gaps in community service.
- Write a comprehensive assessment of an assigned client system, demonstrating an understanding of the impact of all the systems involved and a sensitivity to special populations.
- Describe, accurately and with sensitivity, the affect of gender on a client system.
- Establish a relationship with a client system clearly different from self.
- Devote a supervisory conference to a discussion of unmet community needs.
- Gather information on community demographics and resources.
- Describe, accurately and with sensitivity, the effect of cultural influences on a client.

Satisfactory Attainment Level

By the end of the placement, it is expected that the student will be able to refer clients to appropriate community resources with only minimal input from their agency field instructor. The student will be able to identify client feelings, responding non-judgmentally and “beginning where the client is”, a majority of the time. The student should be able to describe the effect of cultural influences and gender on a client system with a beginning degree of confidence.

EDUCATIONAL GOAL #3

3. Identify forms of social and economic injustice among diverse client systems within the field agency and apply strategies of advocacy on behalf of populations at risk.

Objectives/Behavioral Activities

- Interview other staff to learn of their resources for clients.
- Identify and utilize agency services and resources to meet client needs.
- Advocate for client needs.
- Work with a group developing a piece of legislation for presentation to a municipal, county, state or federal lawmaking body.
- Identify types of oppression and discrimination effecting clients in field agency.
- Demonstrate knowledge of social and economic justice issues.

Satisfactory Attainment Level

By the end of field education, the student will be able to demonstrate the ability to work with individuals, families, groups and communities at risk for discrimination, oppression, and economic problems.

EDUCATIONAL GOAL #4

4. Understand and apply theories and knowledge to enhance the well-being of people and to work toward the amelioration of environmental conditions that affect people adversely in the field education setting.

Objectives/Behavioral Activities

- In supervisory conferences, relate to classroom material (Human Behavior and the Social Environment I and II; Social Work Practice I and II) in this area.
- In supervisory conferences, be able to communicate complex concepts and demonstrate an understanding of environmental demands.
- Initiate discussion of case material in conferences.
- Identify theoretical links in recording and supervisory conferences.
- Read suggested theoretical materials on assigned cases.

- Make a case presentation at a staff meeting, presenting assessment and intervention plans based on theoretical rationale (Social Work Practice I, II and III).
- Work with a committee preparing a grant proposal.
- In supervisory conference, make assessments based on course knowledge (Human Behavior and the Social Environment I and II).

Satisfactory Attainment Level

By the end of the placement, the student should be able to identify a major large system problem in the field of practice of their field education, and be able to discuss any possible community efforts aimed at amelioration with the agency field instructor, agency staff, field seminar instructor and/or a group of social work students.

EDUCATIONAL GOAL #5

5. Demonstrate an understanding of social welfare policy by assessing the field agency's policies, procedures and practices within ethical guidelines and by evaluating the impact on client systems.

Objectives/Behavioral Activities

- Read the agency's policies and procedures manual or other agency materials pertaining to this area.
- Attend the agency's regular orientation program for new employees.
- Interview other agency personnel in regard to their expertise in these areas.
- Attend an agency staff committee, administrative and or board meeting relating to these topics.
- In supervisory conference, relate classroom material (Social Welfare Programs; Social Welfare Policy; Electives) to agency structure and functioning.
- Answer the phones for a period of time to get a feel of staff roles and agency demands.
- Learn and utilize appropriate agency chain of command.
- Visit other agencies and service delivery systems in the community.
- Attend community meetings.
- Participate in interagency conferences.
- Participate in in-service training sessions concerning community resources.
- Read local newspapers for material that will affect agency policy and practice.

Satisfactory Attainment Level

By the end of the field education, it is expected that the student will be able to accurately communicate, verbally or in writing, the structure and functioning of their agency to the agency field instructor, to another agency, to clients, and/or to a group of social work students.

EDUCATIONAL GOAL #6

6. Demonstrate knowledge of micro, mezzo, and macro levels of practice and the beginning professional skills necessary to intervene effectively on all three levels.

Objective/Behavioral Activities

- Identify the principle of “beginning where the client is”.
- With regard to client systems, identify principles of individualization, acceptance, confidentiality, self-determination and professional distance.
- In supervisory conference, relate classroom material (Social Welfare Programs; Social Work Practice I and II) to the functioning of the agency team
- Read old case material.
- Observe an agency field instructor and/or other staff interviewing clients and gathering information.
- Observe an intake interview.
- Listen to a tape or watch a video of an interview.
- Accompany staff on home visits.
- Role play an interview with a new client.
- Begin social work process with “own” client and provide service.
- Complete home visits independently.
- Review and assess forms used by the agency.
- Utilize intake policies in screening clients.
- Interview and process record initial interactions with assigned client systems.
- Discuss new client system interactions in supervisory conference.
- Relate to feelings of assigned clients and significant others.
- Be observed while interviewing clients.
- Read assigned material relating to beginning relationship and interviewing skills.
- Make a comprehensive assessment of the client system based on old case material or another’s ongoing case.
- Identify strengths and weaknesses of the client system.
- Observe staff interviews with different client systems.
- In supervisory conference, interpret client assessment information accurately.
- Establish relationships with a variety of client systems.
- Identify and utilize different interviewing techniques.
- Formulate intervention plans for new and ongoing cases.
- Establish goals and institute interventions with different client systems.
- Institute different intervention approaches with the same client system.
- With regard to intervention, identify principles of observing, exploring, focusing, supporting and clarifying.
- Confer and collaborate with significant others when needed. Use self as part of interventions.

Satisfactory Attainment Level

By the end of field education, it is expected that the student will be able to establish a relationship with most clients and be able, with some assistance from the agency field instructor, to identify interviewing skills utilized. The student should be able to assess expressed and unexpressed needs of clients and relay factual information accurately. Students should be able to independently complete standardized forms and conduct home visits. In most instances, the student should be able to complete the study or fact-gathering phase of the social work process with minimal assistance from the agency field instructor. The student should be able to formulate intervention plans with some supervisory assistance. In this phase of the social work process, the student, with the assistance of the agency field instructor, should be able to establish goals, objectives, intervention modes and evaluative criteria with a client system. The student should have exposure to as many client systems as the agency involves in practice (individuals, families, groups and or communities) and, in supervisory conferences, be able to identify the intervention techniques utilized.

EDUCATIONAL GOAL #7

7. Apply appropriate research findings to generalist social work practice and evaluate, under supervision of field instructor, one's own practice interventions.

Objectives/Behavioral Activities

- Operationalize the service delivery system.
- In supervisory conference, integrate practice with classroom material (Social Work Practice I, II and III; Electives; Research).
- Identify types of program evaluation used in the agency.
- Evaluate the appropriateness of the types of intervention utilized, supported by rationale.
- Identify measurable agency objectives.
- In supervisory conference, review policy/practice concerns, with supportive data.
- In supervisory conferences, relate relevant classroom material (Social Welfare Policy; Social Welfare Programs; Research Methods) to agency policy and practice concerns.
- Interview clients who have received agency services to assess their responses to the experience.
- Read the agency's Annual Report.
- If available, review any client evaluation data that is collected by the agency.
- If appropriate, observe the compilation of the agency's Policies and Procedures Manual.
- Observe the gathering of information necessary to prepare an annual budget.
- Observe, attend and/or participate in a committee to plan a workshop or in-service training program.

Satisfactory Attainment Level

By the end of the field education, the student will be able to relate, verbally or in writing, methods currently used in the evaluation of one program. This may occur in agency supervision or in the concurrent field seminar. The student should also be able to discuss with the agency field instructor other possible ways to measure effectiveness of a specific agency program. The student will be able to design evaluative strategies to use with micro, mezzo, and macro client systems.

EDUCATIONAL GOAL #8

8. Demonstrate practice competence within an ecological framework, integrating knowledge, skills, values and social work theories/models of social justice, empowerment, strengths and systems theory in field education.

Objectives/Behavioral Activities

- Utilize other staff appropriately for the client's benefit.
- Follow the social work process with several different client systems.
- Attend a Board of Directors meeting.
- Observe and participate in a fund-raising activity.
- Make a case presentation at a staff meeting, presenting assessment and intervention plans based on theoretical rationale (Social Work Practice I, II and III).
- Critically analyze a new idea and/or concept.

Satisfactory Attainment Level

By the end of the placement, it is expected that the student will be able to follow a specific agency procedure with a new client system. The assessment phase of the social work process will proceed with assistance from the agency field instructor and with a beginning degree of confidence on the part of the student.

EDUCATIONAL GOAL #9

9. Demonstrate the ability for disciplined and ethical use of self and the appropriate use of supervision in the process of generalist social work interventions.

Objectives/Behavioral Activities

- Write a schedule for the week, including appointments.
- Attend agency staff meetings.
- Attend interdisciplinary team meetings.
- Observe agency field instructor and other staff as they interact professionally.
- Participate in peer supervision.

- Demonstrate reliability in regard to agency hours and written assignments.
- Demonstrate capacity for self-awareness and an ability to respond constructively to feedback.
- Demonstrate understanding of the need for continual professional self evaluation.
- Solicit feedback from other staff in terms of professionalism.
- Join and participate in local/national professional organizations.
- Work with a committee preparing a grant proposal.
- Attend a Board of Directors meeting.
- Observe and participate in a fund-raising activity.
- Initiate areas of inquiry with the agency field instructor.
- Use suggestions of the agency field instructor in the practice arena.
- Express independent thought in supervisory conference (the entire Social Work curriculum).
- Use supervisory conferences and in-service training to learn more about self.
- Use community resources to increase self-awareness.

Satisfactory Attainment Level

By the end of the field education, it is expected that the student will be able to explain, verbally or in writing, the role and function of the social workers and other interdisciplinary team members involved with the agency to the agency field instructor, to another agency, to clients and/or to a group of social work students. It is also anticipated that they will have begun to develop a positive working relationship with agency staff and will have some degree of confidence in participating in staff and/or interdisciplinary meetings. It is expected that the student will be able to relate to the agency field instructor and/or the instructor of the field seminar, factors that may influence agency team functioning. It is expected that the student will have completed the required number of hours and made up any missed time. Any absence and/or tardiness will be only for valid reasons and with the agency field instructor duly informed. The student's dress should not present a problem in relating to colleagues or clients.

The student will be able to initiate and utilize supervision at regularly scheduled times. Beginning feelings of stability and pride in the role of learner and entry-level professional social worker should be evident.

EDUCATIONAL GOAL #10

10. Demonstrate the ability to communicate effectively in both written and oral forms with diverse populations, professional colleagues, and members of the community.

Objectives/Behavioral Activities

- Process record interviews with other staff and/or interdisciplinary team members.
- Keep statistical reports as required of regular agency personnel.

- Keep up-to-date, clear, and accountable recording.
- Organize and record facts of assigned cases.
- Complete social work recording in agency records.
- Complete all agency required client forms on a former client and/or a newly assigned client.
- Display understanding of verbal and non-verbal communication in recordings and conferences.
- Write a concise summary related to interventions with a client system.
- Write a letter to a client system.

Satisfactory Attainment Level

By the end of the field education, the student should be able to carry out an intervention plan and record this in an accurate and concise manner. The student will be able to complete agency recording with minimal input from the agency field instructor and deadlines for submission will be consistently met. The student will be able to present, verbally or in writing, a comprehensive assessment of a client system to the agency field instructor, instructor of the seminar, at a staff meeting and/or to a group of social work students.

EDUCATIONAL GOAL #11

11. Demonstrate responsibility for one's own learning experience by taking initiative in identifying learning needs in the Educational Learning Plan and in weekly field supervision.

Objectives/Behavioral Activities

- Devote a supervisory conference to gathering knowledge of agency's policies and procedures.
- Participate with the agency field instructor in developing an educational learning contract.
- Write one's own performance evaluation.
- Articulate own learning needs.
- Participate in an on-going evaluation process in regularly scheduled supervisory conferences.
- Initiate and utilize supervision.

Satisfactory Attainment Level

By the end of the field education, the student will be able to identify learning needs and will initiate with the Field instructor a plan to meet those learning needs.

MSW FOUNDATION FIELD EDUCATION SEMINAR

EDUCATIONAL GOALS AND OBJECTIVES

INTRODUCTION

Florida Atlantic University offers a degree program accredited by the Council on Social Work Education leading to a Masters Degree in Social Work (MSW). As such, the foundation curriculum of the School of Social Work is designed to provide students with the knowledge, skills, and values for responsible practice as a beginning generalist social worker in preparation for advancement to the concentration curriculum in their final year in the program. The contents of the field education component of the curriculum is designed to include practice in the application of knowledge gained from courses in social welfare history and policy, human behavior and the social environment, human diversity, social work practice, and research.

The School of Social Work faculty, in consultation with selected agency representatives, has established certain broad educational goals important for every student who undertakes field education. The agency-based field instructor, in consultation with the faculty field liaison, develops assignments, experiences, and behavioral activities that are aimed at assisting the student in the agency field education experience to demonstrate, apply, and transfer theory and practice skills learned in the classroom.

The following list of educational goals, with their concomitant objectives and behavioral activities, is to serve as a guide in assisting the agency field instructor and student in developing the Educational Learning Plan. It is anticipated that not all students will engage in all of the behavioral activities used as examples. Additionally, it is expected that the agency field instructor will assist the student in developing additional activities based on their knowledge of the agency setting as well as the specific needs and abilities of the assigned student. The objectives and behavioral activities in the written learning plan are behaviorally specific and anchored in time expectations.

Satisfactory attainment levels for each educational goal are minimal requirement levels that all students are expected to meet to satisfactorily complete the foundation curriculum field experience in the MSW Social Work program. Assessment of the attainment of educational goals are to be based on the direct observation of the agency field instructor, feedback from other staff and agency personnel, feedback from clients, feedback from personnel of other agencies, and analysis of the student's agency written documentation, and the observation/conclusions of the field seminar instructor.

THE MSW FOUNDATION FIELD SEMINAR EDUCATIONAL GOALS ARE:

1. Apply, within an agency setting, knowledge and skills that develop, demonstrate and promote the basic values of the social work profession, requiring students to analyze ethical dilemmas and ways such dilemmas impact the field education

practice, service and clients, and identifying how personal values impact such systems.

2. Define, design, and demonstrate strategies for effective practice with persons from diverse backgrounds in the field education experience; including populations-at-risk, groups that have experienced social and economic injustice, including women and children, new immigrant groups, migrant farm workers, gay, lesbian, Haitian, Latino, African and Caribbean American, and aging populations in South Florida.
3. Define, design and demonstrate strategies to reduce discrimination, oppression, and economic deprivation and to promote social and economic justice in the field education experience.
4. Understand and apply theories and knowledge concerning the reciprocal relationships between human behavior and the social environment across the life span in terms of biological, sociological, cultural, psychological, and spiritual development; requiring students within their field education experience to identify and describe ways such social systems promote or deter people in maintaining or achieving health and well being.
5. Analyze policy issues, apply policy research, and identify and demonstrate policy skills necessary to influence, formulate, and advocate for policies consistent with social work values within the field education experience.
6. Identify and apply knowledge and skills necessary for successful generalist practice in field education, applying and integrating theories/models of social justice, empowerment, strengths, and systems theory to generalist practice.
7. Develop, conduct, apply and effectively communicate empirically based knowledge to improve field education practice, policy and social service delivery as well as evaluating one's own practice.
8. Demonstrate practice competence within an ecological framework, integrating knowledge, skills, values, and social work theories/models of social justice, empowerment, strengths and system theory in field education.
9. Demonstrate the ability for disciplined and ethical use of self and the appropriate use of supervision in the process of generalist social work interventions.
10. Demonstrate competence in professional writing and documentation.
11. Demonstrate responsibility for one's own learning experience by taking initiative in identifying learning needs in the Educational Learning Plan and in weekly field supervision.

EDUCATIONAL GOAL # 1

1. Apply, within an agency setting, knowledge and skills that develop, demonstrate and promote the basic values of the social work profession, requiring students to analyze ethical dilemmas and ways such dilemmas impact the field education practice, service and clients, and identifying how personal values impact such systems.

Objectives/Behavioral Activities

- Demonstrate the ability to protect the clients' right to confidentiality and self-determination.
- Demonstrate preservation of human dignity and client individuality.
- Demonstrate the ability to identify social work values and ethics in work with colleagues, clients and in other professional relationships.
- Demonstrate the ability to prevent personal values and biases from interfering with practice decisions in the best interest of the client.
- Comply with attendance requirements and other regulations of the agency, School of Social Work and the Social Work Code of Ethics.
- Demonstrate an understanding of the history of the social work profession and its current structure and issues in the field agency.
- Demonstrate the ability to recognize and control ones own verbal and nonverbal communication of biases and feelings during the interview process.

Satisfactory Attainment Level

By the end of the foundation curriculum field education experience, the student will demonstrate the knowledge of and ability to promote social work values in agency-based practice. Students will also be able to recognize ethical dilemmas and begin to propose solutions to these dilemmas as they arise in the field experience. Students will be able to understand and comply with agency, School of Social Work, and social work professional rules and regulations. Students will be able to identify personal values and biases and prevent them from interfering with their practice in community-based practice.

EDUCATIONAL GOAL # 2

2. Define, design, and demonstrate strategies for effective practice with persons from diverse backgrounds in the field education experience; including populations-at-risk, groups that have experienced social and economic injustice, including women and children, new immigrant groups, migrant farm workers, gay, lesbian, Haitian, Latino, African and Caribbean American, and aging populations in South Florida.

Objectives/Behavioral Activities

- Demonstrate an understanding of the relationship of the field agency to other agencies and organizations in the community.
- Identify the demographic and cultural characteristics of the agency's service population, as well as other inadequately or inappropriately served groups.
- Identify the range of relevant services available in the community and the ways in which these services are used for referrals by the agency.
- Make effective referrals and advocate appropriately for client needs.
- Demonstrate skill in case management.

Satisfactory Attainment Level

By the end of the foundation curriculum field education experience, the student will demonstrate an understanding of the network of agencies, services and populations served within the local social work community as well as being able to demonstrate the ability to effectively refer and advocate for clients in need of services.

EDUCATIONAL GOAL #3

3. Define, design and demonstrate strategies to reduce discrimination, oppression, and economic deprivation and to promote social and economic justice in the field education experience.

Objectives/Behavioral Activities

- Demonstrate the ability to identify populations served by the agency at risk of discrimination and oppression.
- Advocate for change on behalf of client populations-at-risk.
- Demonstrate an understanding of how social, political, and economic factors impact client functioning.
- Demonstrate an awareness of, and the ability to address, special issues that result from client race, ethnicity, class, disability, gender, and/or sexual orientation.

Satisfactory Attainment Level

By the end of the foundation curriculum field education experience, the student will be able to identify populations served by the agency where they are placed that are at risk of discrimination and oppression and will be able to advocate for change on behalf of these populations. The student will demonstrate an awareness of the social, political, and economic factors that impact client functioning and the ability to address these factors, especially as resulting from client race, ethnicity, class, disability, gender and/or sexual orientation.

EDUCATIONAL GOAL #4

4. Understand and apply theories and knowledge concerning the reciprocal relationships between human behavior and the social environment across the life span in terms of biological, sociological, cultural, psychological, and spiritual development; requiring students within their field education experience to identify and describe ways such social systems promote or deter people in maintaining or achieving health and well being.

Objectives/Behavioral Activities

- Demonstrate the ability to apply classroom learning to the field education experience through discussion with the field instructor.
- Recognize and focus on strengths and resources of the client.
- Demonstrate an understanding of human behavior theory and apply this knowledge to agency-based practice.
- Demonstrate an understanding of the bio-psychosocial variables that effect human development and behavior.
- Demonstrate an understanding of macro theory as it applies to clients served within the field education experience.

Satisfactory Attainment Level

By the end of the foundation curriculum field education experience, the student will be able to apply classroom learning in the field education setting.

EDUCATIONAL GOAL #5

5. Analyze policy issues, apply policy research, and identify and demonstrate policy skills necessary to influence, formulate, and advocate for policies consistent with social work values within the field education experience.

Objectives/Behavioral Activities

- Demonstrate an understanding of agency policy and procedures, organizational structure and the channels of communication within the organization.
- Demonstrate the ability to apply relevant policies and procedures to practice activities.
- Demonstrate the ability to assess the effect of regulations, policies and procedures on service delivery.

Satisfactory Attainment Level

By the end of the foundation curriculum field education experience, the student will be able to demonstrate an understanding of agency policy and procedures as well as application of organizational theory to practice.

EDUCATIONAL GOAL #6

6. Identify and apply knowledge and skills necessary for successful generalist practice in field education, applying and integrating theories/models of social justice, empowerment, strengths, and systems theory to generalist practice.

Objectives/Behavioral Activities

- Demonstrate the ability to apply critical thinking skills to practice.
- Actively participate in organizational functions such as treatment team and staff meetings and/or committees both within and outside the agency.
- Demonstrate effective and empathic listening skills with clients.
- Demonstrate the ability to recognize and respond to client nonverbal communication.
- Demonstrate the ability to interview and intervene with clients without moralizing, persuading, threatening, judging, and/or criticizing.
- Demonstrate the ability to maintain focus during client interviews and group meetings.
- Demonstrate the ability to assist clients in elaborating problem situations and exploring emotionally charged issues.
- Demonstrate the ability to recognize and elicit underlying feelings of clients during the interview process.
- Demonstrate the ability to summarize the content of client contacts.
- Demonstrate the ability to recognize and elicit information that will contribute to an understanding of the client and their situation.
- Demonstrate the ability to identify sources of strength and stress in the client and their support system.
- Demonstrate the ability to identify group dynamics.
- Demonstrate the ability to utilize group dynamics to build a positive group culture.
- Demonstrate the ability to reduce large problems into manageable parts.
- Demonstrate the ability to assess the client system and determine the appropriate target for intervention (micro, mezzo, or macro systems).
- Demonstrate the ability to handle client resistance.
- Demonstrate the ability to prioritize interventions.
- Demonstrate the ability to analyze the consequences of change, to modify objectives and tasks as a result of that analysis, and to assess new problems as they arise.

- Demonstrate the ability to develop and revise mutually agreeable contracts or treatment plans.
- Demonstrate the ability to model, rehearse, and impart coping and interaction skills with clients.
- Demonstrate crisis intervention skills.
- Demonstrate the ability to make appropriate termination decisions.
- Demonstrate the ability to evaluate, with the client/group, the achievement of intervention plan objectives.
- Demonstrate the ability to effectively and accurately represent the agency in interactions with individual clients, groups, and the community.

Satisfactory Attainment Level

By the end of the foundation curriculum field education experience, the student will be able to demonstrate skill and proficiency in applying the generalist intervention model with micro, mezzo, and macro client systems including: engagement, assessment, planning, intervention, treatment and evaluation of intervention effectiveness, termination, and follow-up with client systems.

EDUCATIONAL GOAL #7

7. Develop, conduct, apply and effectively communicate empirically based knowledge to improve field education practice, policy and social service delivery as well as evaluating one's own practice.

Objectives/Behavioral Activities

- Demonstrate the ability to analyze and apply learning from practice as well as feedback from the field instructor.
- Demonstrate the ability to evaluate one's own practice.
- Demonstrate the ability in the appropriate use of research to gather data and evaluate the effectiveness of interventions.

Satisfactory Attainment Level

By the end of the foundation curriculum field education experience, the student will be able to use practice, supervision, and applied research to improve practice and evaluate the effectiveness of service delivery.

EDUCATIONAL GOAL #8

8. Demonstrate practice competence within an ecological framework, integrating knowledge, skills, values, and social work theories/models of social justice, empowerment, strengths and system theory in field education.

Objectives/Behavioral Activities

- Demonstrate the ability to link theory with practice skills and translate concepts into specific action.
- Utilize the ability to include a variety of different sources of information including nonverbal data, support system input, and collateral contacts within a community-based framework.

Satisfactory Attainment Level

By the end of the foundation curriculum field education experience, the student will be able to integrate knowledge, skills, values, and social work theories/models, and information from a variety of sources and be able to translate all of this information into specific actions with client systems.

EDUCATIONAL GOAL #9

9. Demonstrate the ability for disciplined and ethical use of self and the appropriate use of supervision in the process of generalist social work interventions.

Objectives/Behavioral Activities

- Demonstrate the ability to use the field instructor for direction, supervision and education regarding values, knowledge, and skills.
- Demonstrate the ability to identify and discuss one's own strengths and weaknesses in knowledge, skills, accomplishments, and learning needs with the field instructor.
- Demonstrate the ability to respond in a non-defensive manner to feedback about professional performance and to act appropriately upon receiving this feedback.
- Demonstrate the ability to form and sustain positive and effective professional relationships.
- Demonstrate the ability to act professionally and responsibly in matters of punctuality, appearance, and presentation of self.
- Demonstrate the ability to share collegial work responsibilities, including meeting deadlines and accepting assignments.
- Demonstrate the ability to interpret the role and function of a student within the field agency.
- Demonstrate skill in interdisciplinary teamwork.

Satisfactory Attainment Level

By the end of the foundation curriculum field education experience, the student will be able to use supervision to improve practice as well as to develop and sustain a variety

of professional and collegial relationships in order to perform the student role in a professional manner.

EDUCATIONAL GOAL # 10

10. Demonstrate competence in professional writing and documentation.

Objectives/Behavioral Activities

- Demonstrate the ability to identify the purpose and use of agency records and forms.
- Demonstrate the ability to complete written information in a timely manner.
- Demonstrate clear and purposeful communication with individual clients, groups, and families.
- Demonstrate the ability to write in a professional manner.
- Demonstrate the ability to present information in a well-written formal assessment using appropriate agency procedures including separating facts from inferences and supporting conclusions.

Satisfactory Attainment Level

By the end of the foundation curriculum field education experience, the student will be able to demonstrate written communication and documentation skills in a clear and professional manner.

EDUCATIONAL GOAL # 11

11. Demonstrate responsibility for one's own learning experience by taking initiative in identifying learning needs in the Educational Learning Plan and in weekly field supervision.

Objectives/Behavioral Activities

- Participate in developing/updating the Educational Learning Plan.
- Demonstrate the ability to seek direction for assignments as needed without excessive reliance on the field instructor or agency staff.
- Demonstrate the ability to make appropriate use of available learning opportunities.

Satisfactory Attainment Level

By the end of the foundation curriculum field education experience, the student will be able to take responsibility for their own learning including seeking supervision appropriately while avoiding excessive reliance upon others.

MSW CONCENTRATION FIELD EDUCATION SEMINAR

EDUCATIONAL GOALS AND OBJECTIVES

INTRODUCTION

Florida Atlantic University (FAU) offers a degree program in social work accredited by the Council on Social Work Education leading to a Masters Degree in Social Work (MSW). As such, the MSW concentration curriculum is designed to provide students with the knowledge, skills, and values of a MSW graduate from an accredited School of Social Work. The contents of the field education component of the curriculum are designed to include a clinical/community concentration applied from Bio-psychosocial-Spiritual, Systems, and Generalist Intervention Model theoretical perspectives. In addition, the student declares a focus area at the beginning of the year in Children, Adolescents, and Families; Adults and Families; or, Elders and Families that directs the content of the agency placement and assignments within an agency placement. The student must apply knowledge gained from courses in social welfare policy and programs, human behavior and the social environment, social work practice, research, administration, psychopathology, and a context of practice in Mental Health Practice and Policy; Healthcare Practice and Policy; and/or Child Welfare Practice and Policy to their declared focus within the agency placement.

The social work faculty, in consultation with selected agency representatives, has established certain broad educational goals important to every student who undertakes field education at FAU. The agency field instructor, in consultation with faculty, develops assignments, experiences, and behavioral activities that are meant to help the student learn and eventually demonstrate their ability to attain the educational goals.

The following list of educational goals is meant to serve as a guideline for agency field instructors assigning activities to students in the field. All students must attain the eleven goals in order to satisfy the concentration curriculum in field education.

Following the list of goals are objectives/behavioral activities to serve as a guide in developing the Educational Learning Plan. Each goal lists a number of sample activities that may be included, if appropriate. It is anticipated that not all students will engage in all of the objectives/behavioral activities that are used as examples. Additionally, it is expected that agency field instructors will develop additional objectives/behavioral activities based on their particular knowledge of the agency and field of practice as well as the specific needs and abilities of the assigned student.

Students are expected to write the Educational Learning Plan under the guidance and direction of the agency field instructor. This assignment helps prepare students for the process of contracting with clients as well as establishing performance agreements in

future employment arenas. The activities need to be behaviorally specific and anchored by time expectations.

THE MSW CONCENTRATION FIELD SEMINAR EDUCATIONAL GOALS ARE:

1. Analyze, assess, and critically evaluate how social work values and ethics impact field education practice at an advanced level as they apply to clinical-community field education practice.
2. Demonstrate, appraise, and critically evaluate effectiveness of field education practice with individuals with diverse backgrounds in one of three areas (Children/Adolescents and Families; Adults and Families; or, Elders and Families), including diverse populations such as gay, lesbian, Latino, African and Caribbean American, Elders and families in south Florida.
3. Demonstrate, appraise, and critically evaluate in the field education experience the effectiveness of strategies to reduce discrimination, oppression, and economic deprivation with populations at risk, those experiencing social and economic injustice, including gay, lesbian, Latino, African and Caribbean American, Elders and families in south Florida.
4. Compare and contrast theories and apply appropriate interventions for advanced clinical-community practice in a specialization area (Children, Adolescents, and Families; Adults and Families; or Elders and Families) as practiced in the field education experience.
5. Examine, formulate, propose, and critically evaluate advanced social policies and services for clinical-community practice in the field education experience in order to advocate for social change consistent with social work values.
6. Critique and apply specialized assessment and intervention skills at an advanced level for clinical-community work in the field education arena using empirically based interventions.
7. Collect, analyze, and critically evaluate research issues relating to clinical-community field education practice.
8. Analyze, synthesize, and evaluate clinical-community social work practice as demonstrated in the field education setting.
9. Demonstrate self-awareness and self-discipline as a professional social worker.
10. Demonstrate competence in professional communication skills including writing and documentation in the field education setting.

11. Demonstrate an advanced level of responsibility for one's own learning including taking initiative in identifying learning needs and developing learning plans.

EDUCATIONAL GOAL # 1

1. Analyze, assess, and critically evaluate how social work values and ethics impact field education practice at an advanced level as they apply to clinical-community field education practice.

Objectives/Behavioral Activities

- Demonstrate knowledge of and a commitment to social work values and ethics.
- Demonstrate compliance with the policies and procedures of the agency, School of Social Work, and NASW Code of Ethics.
- Demonstrate the ability to recognize and resolve ethical dilemmas.
- Display an understanding of the client's right to self-determination.
- Prevent personal values and biases from interfering with practice decisions.
- Demonstrate appropriate professional boundaries with co-workers and clients.
- Display appropriate work attire.
- Demonstrate a professional work ethic (attendance, punctuality, follow-up, etc.).
- Demonstrate skill integrating professional values and ethics with professional practice.
- Review the NASW Code of Ethics and apply the principles to a specific practice situation confronted in the field education setting.
- Role play, video/audiotape a client interview involving an ethical dilemma then critically analyze the process in supervision.
- Initiate, discuss, analyze, and critically evaluate policy/practice concerns as they relate to social work values.
- Analyze personal values and develop an action plan to bring personal values into alignment with professional values.
- Apply principles related to dual relationships in practice settings with clients, supervisors, colleagues, administrators and other students.
- Analyze agency practice to identify breeches in confidentiality and propose remedies to any practices that breach confidentiality.
- Analyze and critically assess ethical practice standards within the provider community in the student's focus area.
- Demonstrate an advanced level of regard for professional ethics in work with clients.

Satisfactory Attainment Level

By the end of placement, it is expected that the student will demonstrate an advanced level of skill at critically analyzing, evaluating and applying ethical values and standards as outlined in the NASW Code of Ethics.

EDUCATIONAL GOAL # 2

2. Demonstrate, appraise, and critically evaluate effectiveness of field education practice with individuals with diverse backgrounds in one of the focus areas (Children/Adolescents and Families; Adults and Families, or Elders and Families), including diverse populations such as gay, lesbian, Haitian, Latino, African and Caribbean American, Elders and families in south Florida.

Objectives/Behavioral Activities

- Demonstrate culturally competent practice in the field education setting by an awareness of and sensitivity to economic class, disability, gender, age, sexual orientation, race, and ethnicity.
- Appear to be comfortable interacting with a wide diversity of clients in the field education setting.
- Demonstrate sensitivity to racial and cultural differences in the field education setting.
- Demonstrate sensitivity to gender differences in the field education setting.
- Demonstrate sensitivity to people with disabilities and special needs in the field education setting.
- Write an assessment of the agency's cultural competence and develop an action plan to remediate any gaps in culturally competent service provision.
- Identify policy and practice obstacles to service provision within the field education setting that are the result of a lack of cultural sensitivity.
- Develop a corrective action plan to remove the obstacles identified.
- Write a self-analysis of one's own cultural competence and develop a plan of action to increase one's cultural sensitivity and practice.
- Attend a conference or workshop on cultural and/or diversity issues.
- Evaluate the effects of culture and/or diversity on a client system accurately and with sensitivity and develop an intervention plan reflecting culturally competent interventions.
- Write a grant to provide services to a culturally underserved or diverse population.
- Critically analyze the impact of culture and diversity on the expression of psychopathology as identified in the DSM-IV TR Manual.
- Establish a therapeutic alliance with a client system clearly different from you.
- Perform assessments and develop treatment plans and interventions that reflect cultural sensitivity and promote the increased participation in services of diverse populations.

Satisfactory Attainment Level

By the end of placement, it is expected that the student will be able to identify culturally competent agency practices and obstacles to service provision to diverse populations. The student will demonstrate an awareness and sensitivity to their own level of cultural competence and will be able to explore their own assumptions that may result from a lack of cultural sensitivity. It is expected that the student will be able to establish a therapeutic alliance with a client system clearly different from them. The student will be able to perform assessments and develop treatment plans and interventions that reflect cultural sensitivity and promote the increased participation in services of diverse populations.

EDUCATIONAL GOAL # 3

3. Demonstrate, appraise, and critically evaluate in the field education experience the effectiveness of strategies to reduce discrimination, oppression, and economic deprivation with populations at risk, those experiencing social and economic injustice, including the gay, lesbian, Haitian, Latino, African and Caribbean American, Elders and families in south Florida.

Objectives/Behavioral Activities

- Demonstrate in the field education setting an understanding of the forms and mechanisms of oppression and discrimination effecting their focus population (Children/Adolescents and Families; Adults and Families; or, Elders and Families).
- Demonstrate knowledge of and skill promoting social and economic justice with their focus population (Children/Adolescents and Families; Adults and Families; or, Elders and Families) in the field education setting.
- Critically evaluate a community engaged in the field setting to identify community mechanisms enabling discrimination, oppression, and economic deprivation and develop a strategy to remediate the unfavorable conditions.
- Incorporate treatment goals and objectives in work with clients within the focus population (Children/Adolescents and Families; Adults and Families; or, Elders and Families) in the field education setting that address discrimination, oppression, and/or economic deprivation.
- Incorporate strategies to address discrimination, oppression, and/or economic deprivation in case presentations within the focus population (Children/Adolescents and Families; Adults and Families; or, Elders and Families) at the field agency and in the field seminar.

Satisfactory Attainment Level

By the end of placement, the student will be able to demonstrate effective social work strategies with individuals and communities within their focus population (Children/Adolescents and Families; Adults and Families; or, Elders and Families) to reduce discrimination, oppression, and economic deprivation with populations at risk.

EDUCATIONAL GOAL # 4

4. Compare and contrast theories and apply appropriate interventions for advanced clinical-community practice in a focus area (Children/Adolescents and Families, Adults and Families, or Elders and Families) as practiced in the field education experience.

Objectives/Behavioral Activities

- Demonstrate increasing ability to link theory to practice.
- Demonstrate an understanding of the relationship between academic learning and social work practice.
- Demonstrate an understanding and ability to apply one or more social work practice models.
- Demonstrate an understanding of the bio-psychosocial-spiritual, systems, and generalist intervention models and theories of practice.
- Identify the bio-psychosocial-spiritual principles and strengths that inform the presenting issues of clients being served by the student in the field placement within their focus area.
- Establish a therapeutic alliance with resistant clients with complex service needs using a strengths perspective.
- Provide home-based services with clients who present multiple problems and complex needs.
- Provide initial intake and screening for clients including use of multi-axial DSM-IV TR diagnoses.
- Critically analyze and assess client interactions using bio-psychosocial-spiritual principles and the strengths perspective.
- Develop comprehensive psychosocial assessments of a variety of client systems (micro, mezzo, macro) using the bio-psychosocial-spiritual and strengths perspectives as well as the multi-axial DSM-IV TR diagnostic nomenclature.
- Use empowerment strategies in developing treatment strategies.

Satisfactory Attainment Level

By the end of the placement, it is expected that the student will be able to initiate services for new client systems within their focus area (Children/Adolescents and Families, Adults and Families, or Elders and Families) who present to their field education agency. The assessment phase of the social work process will be able to be completed independently for complex and multi-problem client situations within their focus population (Children/Adolescents and Families, Adults and Families, or Elders and Families) using a bio-psychosocial-spiritual and strengths perspective. The student will be able to present comprehensive psychosocial assessments including the appropriate use of DSM-IV TR multi-axial diagnosis within their focus population (Children/Adolescents and Families, Adults and Families, or Elders and Families).

EDUCATIONAL GOAL # 5

5. Examine, formulate, propose, and critically evaluate advanced social policies and services for clinical-community practice in the field education experience in order to advocate for social change consistent with social work values.

Objectives/Behavioral Activities

- Recognize the interrelationships between social policy concepts and social work practice.
- Demonstrate an ability to identify and advocate for clients within the structure of the agency.
- Demonstrate an advanced level of skill in advocating for and intervening on behalf of clients in the student's focus area (Children/Adolescents and Families; Adults and Families; Elders and Families).
- Read the agency policy and procedure manual.
- Attend the agency new employee orientation.
- Gather knowledge about the agency structure and functioning by utilizing a variety of sources of information including interviews, Internet, and literature searches.
- Participate in agency staff meetings.
- Read grants that fund agency programs.
- Engage in public speaking where the agency function and services are explained.
- Explain and critically analyze the agency structure, function, philosophy, goals, organizational system, policies, program, and funding.
- Complete an Internet search on laws and policies related to the student's focus area (Children/Adolescents and Families; Adults and Families; or, Elders and Families).
- Read legislation and laws related to the student's focus area (Children/Adolescents and Families; Adults and Families; or, Elders and Families).
- Participate in a local, state, or federal meeting of a legislative or rule making body such as the county commissioners or state legislature.
- Testify at a legislative or rule making meeting such as the county commissioners meeting or a meeting of the state legislature.
- Draft a portion of a proposed policy, law, rule, or piece of legislation.
- Write professional letters advocating changes in existing law to legislative representatives.
- Advocate on behalf of a client denied services by another agency as a result of policy that is obstructive or prejudicial.
- Participate in or chair a community meeting or committee with the goal or focus of advocating to change policies adversely affecting clients or the client community.

Satisfactory Attainment Level

By the end of placement, it is expected that the student will be able to accurately communicate and critically analyze the structure and functioning of the field agency. It is expected that the student will understand and be able to critically analyze major legislation effecting the student's focus population (Children/Adolescents and Families; Adults and Families; or, Elders and Families). The student will demonstrate the ability to identify policies that obstruct client service provision and be able to develop an effective strategy to remediate obstacles that result from ineffective policies, laws, etc. The student will be able to effectively advocate for policy change on behalf of their focus population (Children/Adolescents and Families; Adults and Families; or, Elders and Families).

EDUCATIONAL GOAL # 6

6. Critique and apply specialized assessment and intervention skills at an advanced level for clinical-community work in the field education arena using empirically based interventions.

Objectives/Behavioral Activities

- Demonstrate the ability to build rapport with clients.
- Demonstrate the ability to work as a professional team member.
- Demonstrate the ability to apply a broad range of empirically based theoretical approaches in the student's focus area (Children/Adolescents and Families; Adults and Families; or, Elders and Families).
- Demonstrate the ability to distinguish between appropriate assessment approaches and treatment modalities for a particular client system in the student's focus area (Children/Adolescents and Families; Adults and Families; or, Elders and Families).
- Demonstrate the ability to differentially apply practice models within the student's focus area (Children/Adolescents and Families; Adults and Families; or, Elders and Families) to the treatment planning and intervention for specific client situations.
- Demonstrate an advanced level of skill at problem and strength identification with clients in the student's focus area (Children/Adolescents and Families; Adults and Families; or, Elders and Families).
- Demonstrate an advanced level of skill at termination with clients in the student's focus population (Children/Adolescents and Families; Adults and Families; or, Elders and Families).
- Demonstrate an advanced level of skill in identifying and developing intervention strategies regarding macro practice problems involving the student's focus population (Children/Adolescents and Families; Adults and Families; or, Elders and Families).
- Apply critical thinking skills to practice.

- Perform interviews with different client systems at different stages in the intervention process.
- Demonstrate an advanced level of ability to accurately interpret observations of client behavior.
- Perform the advanced Generalist Practice Model from beginning to end with a caseload of clients.
- Identify and utilize a variety of empirically validated interviewing techniques from a variety of empirically based theoretical perspectives within the student's focus population (Children/Adolescents and Families; Adults and Families; or, Elders and Families).
- Formulate treatment plans that reflect knowledge of the bio-psycho-social-spiritual process and the strengths perspective for a caseload of clients within the student's focus population (Children/Adolescents and Families; Adults and Families; or, Elders and Families).
- Establish effective goals and contract with a caseload of clients who present a variety of complex issues.
- Develop effective and measurable objectives as part of the treatment planning process with a caseload of clients within the student's focus area (Children/Adolescents and Families; Adults and Families; or, Elders and Families).
- Develop and run a process treatment group with individuals within the students focus population (Children/Adolescents and Families; Adults and Families; or, Elders and Families).

Satisfactory Attainment Level

By the end of placement, the student will be able to demonstrate an advanced level of skill at formulating treatment plans and utilizing the advanced generalist practice model with a caseload of clients. The student will establish an effective therapeutic alliance with a majority of the client systems assigned to him/her. The student will be able to identify client problems and strengths, assess client functioning, contract with clients, establish measurable goals, and plan treatment using empirically based treatment approaches with a caseload of clients within the student's focus population

EDUCATIONAL GOAL # 7

7. Collect, analyze, and critically evaluate research issues relating to clinical-community field education practice.

Objectives/Behavioral Activities

- Demonstrate an advanced level of skill in designing and implementing practice and program evaluation strategies related to work with the student's focus population (Children/Adolescents and Families; Adults and Families; or, Elders and Families).

- Complete a single-case and/or group design measurement strategy for a caseload of clients within the student's focus area (Children/Adolescents and Families; Adults and Families; or, Elders and Families).
- Identify measurable objectives for a caseload of clients within the student's focus population (Children/Adolescents and Families; Adults and Families; or, Elders and Families).
- Change treatment strategies in response to evaluative outcomes from single-case designs.
- Develop outcome effectiveness measures as part of the service evaluation process with a caseload of clients in the student's focus area (Children/Adolescents and Families; Adults and Families; or, Elders and Families).
- Perform follow-up with a caseload of former agency clients in the students focus population (Children/Adolescents and Families; Adults and Families; or, Elders and Families).

Satisfactory Attainment Level

By the end of placement, the student will be able to perform a variety of research methods in the agency setting including single-case and group designs. The student will be able to design evaluative strategies to use with micro, mezzo, and macro client systems within their focus population.

EDUCATIONAL GOAL # 8

8. Analyze, synthesize, and evaluate clinical-community social work practice as demonstrated in the field education setting.

Objectives/Behavioral Activities

- Demonstrate an advanced level of skill in designing and implementing program evaluation strategies related to work with clients within the student's focus area (Children/Adolescents and Families; Adults and Families; or, Elders and Families).
- Complete a critical analysis of program evaluation approaches used by the agency.
- Develop a plan for filling any gaps in the evaluative process used by the agency.
- Develop and administer surveys to assess client satisfaction with services.
- Write a pseudo-annual report for a program at the agency.
- Review and analyze client evaluative data collected by the agency to determine trends and to develop strategies to improve services.
- Prepare a grant to fund a new program or service at the agency.
- Develop, administer, and evaluate the results of a client satisfaction survey.
- Identify a major large system problem in the focus area and develop and implement a plan to ameliorate the problem.

Satisfactory Attainment Level

By the end of placement, the student will be able to perform a variety of evaluative methods in the agency setting including process evaluations, program evaluations, satisfaction surveys, and agency reports.

EDUCATIONAL GOAL # 9

9. Demonstrate self-awareness and self-discipline as a professional social worker.

Objectives/Behavioral Activities

- Identify and discuss strengths and limitations in knowledge and skills.
- Manage time and assignments effectively and efficiently.
- Demonstrate an ability to prioritize tasks and assignments.
- Display an understanding of appropriate client-worker relationships.
- Demonstrate empathy for clients.
- Demonstrate an understanding of the dynamics of a helping relationship and the use of self.
- Demonstrate an advanced level of skill at relationship building with clients in the student's focus area (Children/Adolescents and Families; Adults and Families; or, Elders and Families).
- Develop a professional relationship with community professionals.
- Utilize community and agency staff appropriately for the client's benefit.
- Learn and utilize the agency chain of command appropriately.
- Maintain a professional demeanor.
- Take a leadership role and demonstrate initiative when working with other professionals.
- Participate in peer review including providing helpful feedback to others.
- Maintain agency accountability in record keeping and documentation.
- Join, attend, participate in, plan, and/or establish professional community meetings.
- Participate in, plan, or lead in-service training sessions.
- Demonstrate an advanced level of professionalism in work with micro, mezzo, and/or macro systems.
- Demonstrate an understanding of the concept of dual-relationships and consciously avoid behavior indicative of dual-relationships.
- Critically evaluate practice to increase self-awareness and self-discipline.

Satisfactory Attainment Level

By the end of placement, it is expected that the student will be able to perform the role and function of the agency social worker. It is expected that the student will develop and maintain a positive working relationship with agency staff and with other community team members. The student will be able to practice clinical-community social work at an advanced level of self-awareness and with an advanced degree of self-discipline.

EDUCATIONAL GOAL # 10

10. Demonstrate competence in professional communication skills including writing and documentation in the field education setting.

Objectives/Behavioral Activities

- Demonstrate the ability to communicate effectively, both verbally and non-verbally and with a variety of client populations.
- Demonstrate active listening skills.
- Demonstrate the ability to consistently adhere to agency policy regarding documentation.
- Adhere to all time frames for client recording.
- Present all written work in a professional manner (factual, clear, concise, grammatically correct).
- Present verbally in a professional manner with colleagues and community members.
- Communicate with other agencies and resources in a professional and timely manner.
- Demonstrate openness to feedback on documentation skills and make changes as needed.
- Organize and record facts on assigned cases including incorporating information from a variety of sources.
- Analyze and critically evaluate verbal and non-verbal communication between the student and an assigned caseload of clients in the students focus population (Children/Adolescents and Families; Adults and Families; or, Elders and Families).
- Communicate complex concepts and an understanding of environmental demands in supervision.
- Write professional letters to other community agencies.

Satisfactory Attainment Level

By the end of placement, it is expected that the student will be able to demonstrate effective verbal, non-verbal, and written communication skills. The student will be able to consistently adhere to agency expectations in their documentation, including meeting time dead-lines. The student will demonstrate the ability to write in a clear, factual, concise manner with a minimum of grammatical errors.

EDUCATIONAL GOAL # 11

11. Demonstrate an advanced level of responsibility for one's own learning including taking initiative in identifying learning needs and developing learning plans.

Objectives/Behavioral Activities

- Actively and appropriately seek supervision to continue professional growth and development.
- Demonstrate openness to learning and feedback.
- Display appropriate use of learning techniques (training, reading, audio/videotaping, etc.).
- Participate in the development and updating of the Educational Learning Plan.
- Identify and discuss strengths and limitations in knowledge and skills.
- Act quickly to resolve any performance issues identified.
- Prepare an agenda for supervisory conferences.
- Practice strategies and implement suggestions provided by the agency field instructor, other agency staff, faculty liaison, faculty, and peers.
- Critically analyze one's own practice with clients.
- Articulate one's own learning needs in supervision and class.
- Participate in an on-going evaluation process in regularly scheduled supervisory conferences.
- Use supervision and in-service training opportunities to learn more about self.
- Write one's own performance evaluation.
- Participate in NASW.

Satisfactory Attainment Level

By the end of placement, the student will be able to initiate and utilize supervision at regularly scheduled times. The student will be able to identify learning needs and develop and implement a strategy to meet their learning needs. The student will demonstrate an on-going commitment to continued professional growth and development by actively participating in professional organizations and activities.

APPENDIX A

Acknowledgement of Risk in the Social Work Field Placement

This document is designed to inform you of the potential risks associated with the social work field placement. It is the FAU Social Work School's belief that you have a right to be informed of the risks associated with this aspect of your educational and professional preparation and that with proper knowledge and preparation, risks can be minimized.

Liability Insurance: The School of Social Work purchases a blanket professional liability insurance policy that covers students at the one to three million dollar level throughout the internship. You will need to complete a form entitled "School Professional Liability Insurance Representation Section" and fully disclose any information requested about past law violations, ethic violations, etc.

Automobile Liability Insurance: If you will be using your personal vehicle in the field, it is recommended that you check with your insurance company for a clear understanding of your coverage. Ask specifically what coverage you have if something happens while transporting a client. When possible, an agency vehicle should be used.

TB Skin Test (PPD-S): The prevalence of tuberculosis (TB) in society has seen an increase in recent years. If you anticipate a field practicum setting that serves populations at risk for TB, it is recommended that you take this test prior to entering the field. Some settings may require this test. The School of Social Work recommends that you contact your personal physician or other health care provider to discuss any health risk issues related to your field internship before starting field placement.

Client Office Visits: Sometimes you may have a client in your office who becomes agitated or hostile. It is important that you discuss such matters with your agency supervisor early in your practicum and be informed of the agency policies and recommended courses of action regarding these situations.

Institutional Settings: Mental health, substance abuse and correctional institutional settings serve a client population whose behavior may be unpredictable. It is important that you learn strategies for handling clients whose behavior becomes threatening. Whenever you feel uncomfortable with a client, inform your supervisor. It is acceptable to have your supervisor or another staff person accompany you when visiting such clients.

Home visits: It is not uncommon for social workers in a variety of social service settings to conduct home visits. Such visits do expose you to risks. It is important that all home visits be made with the full knowledge of your agency supervisor – time of departure, time of return, other activities while on the trip, etc. Do not conduct a home visit when you feel uncomfortable or threatened in the situation. Return to the agency and report your experiences to your supervisor. Beware of dogs or other household pets that might be a threat. Do not make a visit when the presence of alcohol or drugs is detected. It may be appropriate for you to make visits

accompanied by your supervisor. Do not take unnecessary risks. Know whom to call or what steps to take if you should experience a vehicle breakdown.

After Hours Meetings: Some social service settings have activities that occur beyond normal office hours. Be aware of the location or neighborhood where such activities take place, note street lighting, open spaces, shrubs, and other growth that might impair vision. It is suggested that you always be accompanied by your supervisor or someone else when going to your car after dark. Don't take unnecessary risks.

Hepatitis B Vaccine: If you anticipate a placement setting where there is the chance of being exposed to blood-born pathogens, it is recommended that you discuss this vaccination with your personal physician or other health care provider. This involves a series of three injections over a six month period of time. The second injection is given one month following the first, with the third coming five months later. Given the time requirements for this protection, it is important that you begin immunizations at a time that would give you protection when you enter the field.

Precautions against Transmissions of the AIDS Virus: Recognized standards for personal hygiene, cleanliness, and adequate sanitation procedures are the basic requirements to prevent the spread of infection through bodily fluids – such as blood and other fluids. Discuss any further precautions required by your agency with your field practicum supervisor.

Aggressive and/or Emotionally Unstable Clients: It is possible that you will come into contact with clients who are either aggressive and/or who have emotional or mental health problems. It is imperative that you speak to your field instructor at the beginning of your placement regarding de-escalation techniques for aggressive clients; mandatory reporting procedures for abuse; suicidal and/or homicidal risk precautions and interventions.

I have read the above, discussed these risks with the Director of Field Education or other field faculty and acknowledge, accept and assume the risks associated with a field internship. I also understand that making prudent choices and taking the initiative to become informed of agency policy and practices regarding the above situations is my responsibility. .

Print student name: _____

Signed: _____
Student

Date: _____

APPENDIX B

Florida Atlantic University
School of Social Work

Own Agency Placement (OAP) - Policy

Overview:

Traditionally, Social Work field placements are educationally focused, unpaid training experiences in social work settings which are selected on the basis of the student's level and/or concentration in their program of studies. There are rare situations, however, where a student may be employed in a social work setting which meets the standards for a field placement, and which can be accepted by the Office of Field Education as an own agency placement for either a BSW or MSW student.

The student cannot utilize his/her current paid employment as the field placement but could possibly complete the field placement in another department or aspect of the agency. The agency must be large enough for the separation of the student's current job responsibilities and the proposed field placement social work activities. For example, a student who works as a medical clerk in a hospital could potentially complete his/her field placement in the social work department working with oncology patients.

The guiding principle for the decision to accept an Own Agency Placement is that the field placement experience must constitute new learning, appropriate BSW/MSW supervision for student level, and an opportunity to apply theories and knowledge from the classroom in a practice setting. This **new learning opportunity** must meet our established guidelines for field placements.

An Own Agency Placement may only be utilized as a field placement site when **all** of the requirements below are met:

Requirements for an Own Agency Placement-OAP

- The proposed agency must meet the same criteria as other approved School of Social Work field agencies as stated in the standards set by the Council on Social Work Education (CSWE).
- The agency must be large enough and sufficiently diversified so that the activities must constitute new learning for the student: i.e., a new population, new treatment modalities/methodologies, new field of practice. It must also be located in a different department/unit, different floor, or different site from current position as employee.
- The activities must be congruent with the student's concentration or level (undergraduate/graduate) in the program.
- Students are allowed to do only one field placement at their agency of employment.
- Students must submit the attached application for approval of an Own Agency Placement to be reviewed by the Coordinator of Field Education and Director of the School of Social Work.
- All of the required field hours must take place under the supervision of a new (to the student) BSW or MSW qualified field instructor. The field instructor must meet the standards of our program.
- If the field instructor has never supervised a BSW or MSW student before and/or has never taken formal State of Florida field instructor training, the field instructor is required to attend the School of Social Work's Field Instructors' Supervisory Training (FIST) for 16 hours.

Own Agency Placement (OAP) - Proposal

Review "Policy for Own Agency Placement" prior to beginning this proposal.

The proposal must be completed and submitted to the Field Faculty at the time of your field interview so that the application can be reviewed, approved or disapproved by the Field Faculty and the Coordinator of Field Education, and the decision communicated to the student in a timely manner.

This proposal must be completed by the student and the proposed field instructor.

Student Name: _____ Date: _____

Student Cell Phone: _____ Student E-mail: _____

Level of Student/Field Placement:

- | | |
|---|---|
| <input type="checkbox"/> BSW Full-time | <input type="checkbox"/> BSW Part-time |
| <input type="checkbox"/> MSW 1 st year/Foundation Full-time | <input type="checkbox"/> MSW 1 st year/Foundation Part-time |
| <input type="checkbox"/> MSW 2 nd year/Concentration Full-time | <input type="checkbox"/> MSW 2 nd year/Concentration Part-time |

Agency Name: _____

Agency Address: _____

Agency Phone: _____ Agency Fax: _____

Current Agency Supervisor Name: _____

Agency Supervisor Phone: _____ Agency Supervisor E-mail: _____

Proposed BSW/MSW Agency Field Instructor Name: _____

Agency Field Instructor Phone: _____ Agency Field Instructor E-mail: _____

Proposed Field Instructor Degree: _____ Date Earned: _____

Has the Field Instructor taken the 16-hour Field Instructor Supervisory Training? Yes ___ No ___

If yes, please provide where and when: _____

Your (student) Current Job Title _____ Length of employment _____

Unit/Program/Department _____

I currently work ___ hours/week at my paid job.

During my internship, I will be working ___ hours/week at my paid job.

**All internship hours are completed in addition to your regular work hours.*

**THE FOLLOWING SECTION IS TO BE COMPLETED BY THE STUDENT
INTERN APPLICANT:**

Describe your current employment. Describe the tasks and responsibilities currently involved in your job (Attach a copy of your current job description):

How will this proposed internship be different from your paid job? (Be specific).

What areas of new and significant learning do you expect to gain as a result of this field placement? (Be specific).

THE FOLLOWING SECTION IS TO BE COMPLETED BY PROPOSED BSW/MSW FIELD INSTRUCTOR:

Proposed Start Date of Field Placement: _____

Title of Proposed Student Field Placement Position _____

Unit/Program/Department _____

Provide a detailed description of the intern's proposed responsibilities and assignments:

Number of cases that would normally be the responsibility of an employee in this capacity, working the same number of hours _____

Number of cases to be carried by this student intern _____

Describe how you will assure clear boundaries between the student's internship and employment, i.e. clarify coverage of student's regular employment duties during internship days, communicate new role to staff, provide separate work location, etc.

Describe the learning goals/educational outcomes for this field placement:

Social Work Initiative for Student Success (SWISS) **FAU School of Social Work**

The FAU School of Social Work views student success as a joint responsibility between students and faculty members. We define student success as the realization of the following goals:

- Development of identification as a professional social worker, incorporating the values of social work as enunciated in the NASW Code of Ethics: service, integrity, social justice, competence, respect for the dignity and worth of all people, and the importance of human relationships.¹
- The ability to demonstrate social work skills, as defined by the Council on Social Work Education, for all stages of the social work process, including engagement, assessment, planning, implementation of interventions, evaluation, termination and follow-up.
- Acquisition of social work knowledge and theory, and the ability to critically apply this theory to social work practice situations in a variety of contexts and with diverse client populations.
- Heightened self-awareness and deliberate use of self, as demonstrated in classroom, in field education, with peers, and with members of the social work faculty.
- The ability to put social work ethics into practice, demonstrating them in classrooms, coursework, and field education.
- Development of individualized professional goals in terms of social work career paths, interest in specific issues of social justice and community enhancement, and service to particular client populations.
- Successful completion of coursework and field education within the time limits established by the School of Social Work for the student's particular program of study.
- Preparation for the student's next stages of professional life, which may include further social work education, entry into the work force as a social worker, advancement in social work, or strategic transition into another profession or career path.

Faculty members contribute to student success through:

- Provision of a comprehensive, pragmatic, and interesting curriculum of study consistent with the Educational Policies and Accreditation Standards of the Council on Social Work Education.
- Accessibility to students through all stages of their social work education, including assistance prior to admission (academic consultation with students to help them determine if social work education is a good fit, assisting students with the application process, helping students identify sources of financial aid), assistance once admitted (through orientations, student handbooks, and academic advising), and assistance with issues or concerns related to coursework and field education (including provision of information about writing assistance,

¹ Affiliation with professional values and a sense of purpose acts as a protective factor against stress that might otherwise cause burnout or compassion fatigue.

psychosocial counseling, support for students with disabilities, and other services available to students at FAU).

- Facilitating a safe, positive, and strengths-based environment for learning, dialogue, and professional development.
- Providing individualized, ongoing feedback to students regarding their scholastic progress, strengths, and any academic or behavioral concerns related to their success in their coursework and in the field.
- Provision of “Student Success Conferences,” in which relevant faculty members and field educators meet with a student to identify strengths and concerns, and to recommend a plan of action to help the student address concerns and be successful throughout the social work education process.
- Making appropriate accommodations for students with special needs, such as learning disabilities or physical challenges (consistent with the Americans with Disabilities Act).
- Offering practical “real world” applications to course theory and content.
- Affording direct service opportunities that provide experiential learning (e.g., field education, academic service learning, research assistantships).
- Responding to student feedback in a timely manner.
- Offering continuing education opportunities (e.g., supervisory training, workshops, trainings, online learning, alumni events) and encouraging students to participate in these when they graduate.

Students contribute to their own success through:

- The commitment and positive energy they bring to social work classes, assignments, field education, and extra-curricular activities.
- Familiarization with the School of Social Work’s policies, procedures, and syllabi.
- Identifying their own strengths, to build on them, as well as their learning needs.
- Recognizing the need for assistance and accessing appropriate help whenever needed, and as early as possible (including accessing campus resources designed to help with writing or study skills, time management, health and mental health, or financial assistance).
- Building on the strengths of the social work faculty, curriculum, field opportunities, and program.
- Putting the National Association of Social Workers Code of Ethics into practice when working with clients, students, field educators, and other faculty members (including demonstrating respect for others, maintaining appropriate boundaries, and being accountable for behaviors in coursework and field education).
- Providing constructive feedback to faculty members through formal course and instructor evaluations, as well as informally.
- Being open to receiving feedback from faculty members, including field educators, as well as from peers.
- Participation in student-led activities, including student government, honor societies, legislative advocacy, and student organizations (e.g., Phi Alpha, SWEAT, and SOWSA).

- Making use of self-care strategies, such as time management, prioritization, exercise, healthy eating, rest, meditation, positive self-messaging, journaling, or recreation.

REFERENCES

Council on Social Work Education. 1994. *Handbook of Accreditation Standards and Procedures*. Washington, DC: Author. (38)

Council on Social Work Education. 2008. *Educational Policy and Accreditation Standards*. Washington, DC: Author.

Florida Atlantic University. (n. d.). 2010-2011 Catalog. Retrieved May 20, 2010 from <http://www.fau.edu/academic/registrar/catalog/>

Goldstein, H. (2001). *Experiential learning: A foundation for social work education and practice*. Council on Social Work Education, Inc.