MSW ADVANCED FIELD PLACEMENT MANUAL

Eastern Michigan University School of Social Work

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INTRODUCTION

The Eastern Michigan University School of Social Work Field Program depends on the professional input and support of our agency field instructors. It is the support and cooperation of the affiliated field agencies and the field instructors that enables us to provide professional social work education for our students.

This Field Placement Manual is intended to be a comprehensive guide to the purposes, structure, and policies of the MSW Field Placement Program. It is designed for use by students, field supervisors, and faculty field liaisons in Social Work 588 and 589 (foundation) and in Social Work 688/689 (advanced). This manual is divided into two parts. The body of the manual contains a description of the program, its focus, and the policies which guide it. The second part of the manual provides sample copies of application agreements, evaluations, and other relevant forms. These can be copied for use at the end of the semester. In addition, a link to the Educational Policy and Accreditation Standards of the Council on Social Work Education website is located on the last page of the manual, as well as the University’s policy on Harassment and the NASW Code of Ethics. The School abides by the University’s policy of equal employment opportunity and non-discrimination.

The Field Placement program is a team effort. Within the EMU School of Social Work, the Field Director and Field Coordinator administer the field program by recruiting agency participation, providing the oversight for the agencies affiliated with the University, and by matching and assigning students to field placement sites. The Field Instructors are professional social workers (with MSW degrees and two years post-master’s experience) who are designated by their agencies and the EMU Field Program to provide field supervision to MSW students. Faculty Field Liaisons are the EMU Social Work faculty who teach the accompanying field seminars and who visit the students and agency Field Instructors once each semester. When students are in field placement, the Faculty Field Liaisons work with the agencies and students regarding their learning experiences and academic requirements.

Feedback or questions about students’ performance, attendance, and involvement in the agency should be addressed to the liaison once the semester has begun. In the event that a field instructor cannot reach the liaison, the Field Director or Coordinator can be contacted and we will forward the message.
SCHOOL MISSION

The Eastern Michigan University Social Work Program is committed to the empowerment of impoverished, oppressed, vulnerable, and underserved populations; the creation of social welfare policy based on a strengths perspective; advancement of community problem solving; leadership in organizations and communities.

Graduates of the program will be committed and able practitioners who can work to alleviate social problems and enhance the competence of individuals, groups, and communities for engaging their environments to improve social functioning and provide opportunities. The Social Work Program prepares students for culturally competent and gender sensitive practice.

At the undergraduate level, the Social Work Program prepares students for entry-level generalists’ practice in agency settings. Upon completion of their baccalaureate degree, they will have the knowledge, skills, and an integration of professional and personal values to enable them to provide direct social work services to varying size client systems, ranging from individuals and families to organizations and communities. The undergraduate program also prepares students to enter graduate social work education.

At the graduate level, the Social Work Program prepares students for advanced practice serving one of three populations: services for families and children, services for persons with serious mental illness and/or chemical dependency, or services to aging. The graduate program gives priority to applicants who, through their past experience, have demonstrated a commitment to the stated mission of the school, who have current employment in social service agencies, and who need a part-time program in evenings/weekends.

ACCREDITATION

Eastern Michigan University is a non-profit public institution accredited by the North Central Association of Colleges and Universities. The School of Social Work is in the College of Health and Human Services and is a member of the Michigan Association of Baccalaureate Social Work Educators.

The BSW Program has been fully accredited since 1974 by the Council of Social Work Education (CSWE). It was one of the first undergraduate programs in the state and is now one of the largest. The MSW Program became fully accredited by CSWE, effective February 1992. The EMU student body reflects the cultural diversity of Southeastern Michigan. The School of Social Work class schedule is geared to meet the needs of both traditional students and non-traditional students, including those who are working and older students returning to school. The CSWE’s Educational Policy and Accreditation Standards (EPAS) guide the development and operation of all MSW programs. It details how the MSW curriculum is constructed in order to provide students with a coherent and integrated professional education. This document can be obtained from the CSWE website.
The MSW program focuses on society’s most underserved populations in ways that are empowering to them. Specifically, the program focuses on the needs of families in poverty, neglected and abused children, those persons made vulnerable due to severe and persistent mental illness and/or chemical dependency, and older persons facing problems related to aging.

All students are required to take courses on social justice and empowerment as well as courses specific to working with oppressed populations such as women and people of color. Field placements are made in non-profit and public agencies that are committed to working with client populations who are victimized by social forces operating in our society.

A major goal of the MSW program is to provide graduate education in social work to human service providers who, for economic or other reasons, cannot leave their current employment to attend graduate school full-time. Opportunities for part-time, evening, and weekend courses, as well as negotiated work site placements are the cornerstone of this commitment. Students who cannot do work site placements will need to be available for field placements during more traditional agency hours. This may mean arranging to take personal leave, vacation, or working flex time in employment in order to be available 16-20 hours a week for a field placement assignment in a community agency. Students cannot expect to do non-work site placements in the evening or on weekends.

Both BSWs and non-BSWs with a demonstrated commitment to serving oppressed populations in the above-mentioned specialty areas are eligible for admission. The intent of this program is to enhance the quality of service provided to the target populations through strengthening the skills of those committed to providing innovative and empowering services to them.

FIELD PLACEMENT PROGRAM OVERVIEW

The Field Placement Program is an integral part of the curriculum in the Masters of Social Work (MSW) Program at Eastern Michigan University. Agency settings within the community provide students with practice experiences working with individuals, groups, families, and communities. These direct and indirect service experiences provide students with the opportunity to operationalize social work values and apply the knowledge and skills learned within the foundation and advanced years of the program. Specifically, settings which serve poor, oppressed, vulnerable, and underserved populations are sought. Additionally, agencies and organizations which use an ecological-systems empowerment perspective in their work support the philosophical orientation of the MSW Program. Professional leadership may be developed through the use of empowering techniques in direct services, program development, program evaluation, and/or administration.

Agencies used as field placement sites are an extension of the Eastern Michigan University School of Social Work programs. As such, they must be suitable learning environments with a commitment to collaborative process of educating students in the field of social work. In addition, legal affiliations are developed with the agencies in which students are placed.

Students entering the program without a BSW have two different placement sequences (Social Work 588/589 and Social Work 688/689). During the foundation year placement (Social Work 588/589), students are assigned to an agency which provides them with practice opportunities consistent with the generalist’s knowledge and skills, areas learned during this phase of the program. During the advanced part of the program (Social Work 688/689), students who have completed the foundation requirements will be assigned to agencies which provide them with experiences in advanced social work practice in their chosen concentration.
Students entering the program with a BSW and who have been accepted into the Advanced Standing Program will be required to complete the advanced year placement (Social Work 688/689). Students may complete both field placement requirements in the same agency/organization if suitable learning experiences can be provided for each year and if the agency meets the student’s concentration requirements. Students will be assigned to field placements by the Field Placement Director and/or Coordinator.

Students may request to use their places of employment as a field placement site if the agencies meet all the standards for field placements established by the Social Work Program, as well as the additional requirements for work site placements. (See page 9 of the Field Manual.) In addition to other requirements during the advanced field placement (Social Work 688/689), the agency and the field instructors’ expertise must match the student’s chosen concentration whether it is a work site or non-work site placement.

FIELD PLACEMENT POLICIES AND PROCEDURES

The professional practicum is a major component of graduate education in the MSW program. Social service agencies and the School of Social Work have joined in designing and providing opportunities for students to learn and practice new skills in supervised field placement settings. In the field setting, students have the opportunity to make appropriate connections between practice, their values, and their knowledge base. The field placement experience is intended to assist students in integrating knowledge and skills from all areas of the curriculum. Students may not substitute work experience for field placement requirements.

POLICIES AND PROCEDURES

FIELD HOURS

CSWE requires that all students graduating with an MSW complete a minimum of 900 hours in field placements. Students who have not graduated with a BSW complete two field placement sequences. Students with a BSW who have not been admitted to Advanced Standing status also complete both sequences. During the Foundation placement, they complete 400 hours in an agency setting that can provide opportunities for learning generalist social work practice skills. These placements are completed in a winter, summer semester sequence (January – August) in one assigned agency. In winter semester, they complete 200 hours; in summer, they complete 200 hours at 16 hours a week. Students who enter the program with a BSW and who have been admitted in Advanced Standing do not compete this sequence since they have already completed a field placement of at least 400 hours in an accredited BSW Program.

In the advanced curriculum students complete 500 hours of field work in agencies that provide specialized experiences in the student’s area of concentration. This sequence is completed in fall, and winter semesters. In fall semester, students complete 250 hours at 16-20 hours a week and in winter, they complete 250 hours at 16-20 hours a week. All students complete the advanced sequence of field placement.

Field placement hours are expected to be completed over the course of the entire semester. Specific arrangements regarding field hours are to be negotiated with the Field Director and Coordinator at the time the students apply for Field. The specific hours and days will then be confirmed through
negotiation between the Field Instructor and student in the field placement contract, which must be approved by the Faculty Field Liaison. Students may not enter field placement before the semester begins and they may not finish field placement before the end of the placement courses.

Students with special or unforeseen circumstances that may require individual arrangements to fulfill responsibilities, as indicated in the Field Placement Policies and Field Seminar course outline, must inform their Field Instructor and Faculty Field Liaison in advance or as soon as the unforeseen circumstance becomes known. However, students cannot be out of field placement for more than two weeks and still remain in the sequence. Students who will be out of field for more than two consecutive weeks will be required to meet with the Liaison and the Field Director regarding a new Program of Study that requires them to retake the course, since field placement is not offered as a block placement or as an independent study in this sequence.

If students miss field hours for any reason, they must make special arrangements to make up the work and the time during hours agreed to by the Field Instructor and the Faculty Field Liaison. Students must satisfactorily fulfill all their field placement responsibilities and field seminar requirements in order to receive a passing grade of "B" or higher. Failure to attend seminar and/or to be out of placement at any time without proper notification to the Field Instructor and Faculty Field Liaison may be grounds for dismissal from field placement or for receiving a failing grade.

On the rare occasions when a grade of incomplete is awarded, the student must work directly with their field instructor to resolve the reason for the incomplete. All incompletes should be resolved as soon as possible and in accordance with university policy. Students who have had repeated absences in field seminar and/or field placement, without a valid reason or informing the Field Instructor and/or Faculty Field Liaison, may be terminated from placement immediately. Students are to follow the scheduling patterns for full or part-time students which appear on their plans of study.

FIELD ASSIGNMENT

The Field Placement Director and Coordinator are responsible for assigning students to agencies for their field work experience. Students may not find their own placements. Only agencies which have been designated as appropriate field placement sites may be used for field placement. Agencies must meet the requirements established by the School of Social Work and must be approved by the field director to be used as a field site. Students are placed in public or non-profit [501(c)(3)] agencies, only. Students may request work site field placements if the agency meets all placement requirements. When students have limited hours in which to do field placement, this is often the best solution. (See pages 9 for criteria).

While the Field Office makes efforts to match students’ interests and geographical preferences when making placements, the volume of students needing placements means that not every student can have every request granted. It is expected that students will enter the field agency with which they have been matched and meet their educational requirements in that agency setting. Students who initially object to the agency to which they are referred, will be given no more than one additional referral from the Field Office. Additionally, students who interview at more than two agencies and cannot obtain placement will not be referred again. After these points, the student’s advisor will be notified and an academic review requested.

If both the faculty field liaison and student request that the student be placed in another agency after the start of the placement, the Field Director will review the situation using the information from the Field Placement Review form. In cases that warrant a change, no more than one additional placement referral will be made. This will be done only when there were no allegations of ethical and professional breaches during the first placement and the reason for the failure of the placement is not because of
student behaviors. Students should not expect to take field hours accumulated in one agency to another agency. (Exceptions to this policy must be made in writing by the Field Director and only after request by the faculty field liaison based on circumstances beyond the student’s control.) In short, the field experience at both the foundation (588/589) and the advanced levels (688/689) are considered to be integrated learning opportunities and cannot be divided among agencies without an exception to policy based on extenuating circumstances being made by the Field Director.

FIELD REQUIREMENTS

Students must apply and be initially approved for field placement before enrolling in field courses. This must be done prior to each field placement sequence (before Social Work 588 and before Social Work 688). A field placement application must be obtained from the Field Director, completed by the student, and returned with a current résumé to the Field Director’s office by the date set by the Field Director. The deadline is usually March 10 for students planning to enter field placement in Fall/Winter, and September or October 10 for students planning to enter field placement the following Winter/Summer terms. The field placement is contingent on meeting all requirements to enter field prior to the application and prior to the start of the semester in which field placement is scheduled. If students do not meet the requirements prior to the start of the semester, the student will be required to drop the field course or receive an “E” for the course. Students who do not meet the requirements may not enter field or attend field seminar classes. If the requested placement is in a work setting, the student must attach the “Request and Agreement for Work site Placement” form to the field application. It is the responsibility of the student to monitor his/her scheduled time to enter Field Placement and to successfully fulfill field placement requirements for graduation. Late or incomplete applications can result in a student having to delay field placement for an entire year. Students who have not completed foundation field placement cannot progress to the Advanced MSW concentration classes.

Students are eligible for foundation year field placement after having completed Social Work 510 (Communication) with at least a grade of "B." Students entering field placement must have a 3.0 overall grade point average. SWRK 545 (Generalist Practice) must be taken concurrently with SWRK 588, and students must receive a grade of "B" in both courses in order to continue in the field. All foundation level requirements must be taken prior or concurrently with the foundation field courses. Students may not enter foundation field placement with any “Incompletes” on their transcripts.

All students entering advanced year placement must have at least a 3.0 overall grade point average and no incompletes on their transcripts. To be eligible for advanced field placement, students must also have completed all foundation level courses. Part-time students must have taken SWRK 610 Empowerment and full-time students must take it concurrently with SWRK 688. Students must attain a grade of B or better in SWRK 610 and all required practice courses taken prior to or during field placement in order to enter or progress in the field courses. Any student who drops SWRK 610 or their required concentration practice course(s) must withdraw from the field that semester.

To continue the second semester of each field placement course, students must complete all their hours and earn as least a "B" grade in each of the first semester field courses. Under no circumstances may students begin to work on the hours of their second semester without having received a grade of at least a "B" in their first semester of field.

Department permission from J. Fritz, L. Nybell and D. Evoy if student is doing well in other classes but did not in 488, student can go into 489 but needs to repeat the failed class at the same time on a case by case basis.
Students must attend field placement seminar and fulfill all its requirements and complete required field placement hours in the field in order to receive a passing grade of at least a "B" for a placement course. Students cannot be placed in the field without meeting the academic prerequisites for the courses. This includes receiving at least a grade of C in all Social Work courses and a B in practice courses and maintaining a GPA of at least a 3.0.

**FIELD SEQUENCE**

Students must complete all field courses in sequence. This includes the foundation year field placement courses Social Work 588 and 589 as well as the advanced year field placement courses Social Work 688 and 689 (See Field Placement Scheduling Pattern included in the Field Placement Manual). Students may do their foundation and advanced field placement in the same agency if appropriate learning experiences are available for both levels of practice. In these situations, students must apply for each sequence using the regular procedures outlined above. While it is possible to be reassigned to a previous field placement site, this decision is made at the Field Director’s discretion. All field placements are agency-based and students must be available to complete placements during hours and in places where the agency normally conducts business. Students are placed by the Field Office with agencies, not specific field instructors. If a field instructor leaves the agency during placement, another field supervisor with the requisite qualifications may be assigned from within the agency.

**PLACEMENT IN WORK SETTING**

Students requesting to use their place of employment as a field site for either the foundation and/or the advanced field placement experiences must complete a "Request and Agreement for Work site Placement" form and attach it to the Field Placement Application. This form requires that the student detail current job responsibilities and propose alternative duties that meet educational requirements for field placement. Students must take the initiative in preparing a work site proposal. The Field Director is available to consult with students and agency personnel regarding requirements. For students in their advanced year (SWRK 688/689), the field placement agencies and assignments must match the students’ chosen concentrations.

The student must obtain agreement from his/her work supervisor, field instructor, and agency director (or designated administrator) in order to be considered for assignment to a work site placement. The employing agency and the student must determine how a placement will be accomplished. Options include: 1) the student is released to do placement hours in lieu of other job responsibilities; 2) a combination of work and outside hours are used; or 3) all hours are above and beyond normal work hours. Students and agency administrators have been very creative in these decisions. Students sometimes use leave, vacation, or flex-time to accomplish the required field placement time. The Field Director does not negotiate the time considerations beyond ensuring that the required number of field hours are accomplished in significant blocks of time and ensuring that if students are working full-time and conducting their field placements over and above work hours, they do their field placements at a rate of 16 hours per week in blocks of time of at least four hours each. Students are expected to have at least six hours of day time hours in the agency in order to obtain supervision, attend staff meetings, and participate in the daily routines of the organization in the student role.

Once the application is made, the Field Director or Coordinator will contact appropriate agency personnel to determine if the proposal meets all field placement requirements. The written "Request and Agency Agreement for Work Site Placement" must designate a Field Instructor who is different from the student’s regular employment supervisor. This Field Instructor must be an integrated member
of the agency with assignments in the agency other than student supervision. This request must demonstrate that the learning experiences are clearly differentiated from regular work assignments. These written forms must also be attached to the Field Placement Application. In addition, an affiliation agreement must be signed by both the official agency representative and Eastern Michigan University before the student begins her/his field placement. The affiliation agreement is initiated by the EMU attorney’s office at the Field Director’s request.

In summary, agencies where students are employed must meet all of the same criteria as other agencies in order to be designated a field placement site, including:

- Work site placements must be in public or non-profit [501(c)(3)] agencies.
- Work site field assignments must be done in significant blocks of time of at least four hours each that are designated in their field contracts and are different than their working hours.
- Field placement assignments must be significantly different from the normal work assignments.
- An appropriate MSW supervisor with at least two years of post-master’s experience and who is not the student’s normal work supervisor must be designated. This person must be a part of the agency in which the student is working and be available for a minimum of one hour of face-to-face supervision a week.
- At the advanced placement level (Social Work 688/689), the agency and the supervisor’s fields of practice must match the student’s concentration.

FIELD SEMINAR, FACULTY FIELD LIAISON, AND PLACEMENT

SWRK 688/689: Advanced Field Practice I and II
(4 credit hours each semester)

COURSE DESCRIPTION
Field Experience, in advanced curriculum, consists of a field seminar and 16-20 hours of weekly practicum over two full semesters. The focus is advanced specialized practice in one of three concentrations: 1) services to families and children, 2) services to persons with mental illness and/or chemical dependency, and 3) services to aging. The goal is to facilitate the empowerment of oppressed people in the role demands of a professional social work practitioner within agency-based settings.

COURSE OVERVIEW
The overarching goal of these seminars and field experiences is to facilitate student learning of the role demands of a professional social work practitioner, particularly as it concerns the empowerment of oppressed people within agency-based settings.

Students start SWK 688 (688) receiving instruction and support in negotiating a learning contract with an agency that provides them with a depth of experience in working with specific populations associated with their field of practice. In winter term students are helped to re-negotiate their contracts for SWK 688 (689), to incorporate activities designed to broaden exposure within their concentration. Finally, students are given advanced theory and practice-based assignments designed to strengthen knowledge of services provided in agency-based settings.

These two seminars provide for the establishment of a community of student practitioners who assist each other in generalizing from their field experiences and developing as leaders in a more empowering style of agency-based practice. The field experience objectives explicate the expected outcomes for the students. The seminar instructor will serve as the faculty field liaison to the placement agency through the winter term and will assign student grades. Unless additional visits are necessary, the instructor will make one site visit each Fall and Winter semesters.
EVALUATION AND GRADING

Grades in the field placement courses are assigned by the faculty liaisons. Each liaison will provide the student with a syllabus detailing the specific assignments and requirements of the course. The following are the general criteria that are expected in every field class.

Students are responsible for:
- Developing a learning contract with the field instructor to set goals at the beginning of each semester
- Using the contract to track accomplishment of learning goals and to obtain feedback on assignments in the field
- Keeping a log of all field hours
- Participating in mid-semester and end-of-semester evaluations with field instructor
- Participating in weekly supervision with field instructor
- Following the NASW Code of Ethics at all times

Faculty field liaisons use the following sources of information for grading:
- Student's evaluation of his/her work in the field
- Field instructor's online and oral evaluation of the field work
- Faculty field liaison's visit to the agency
- Student's written and oral participation in the seminar

The grades in field courses are based on a combination of the seminar and the field placement evaluations. Students must pass the requirements in both the seminar and in the field portions of the course in order to obtain a passing grade in a field course. Students should read their field syllabi closely to determine how these pieces fit together in their sections of the courses. The faculty field liaison is the instructor of record in a field course and awards all grades. Students receive letter grades at the end of 588, 589, 688, and 689.

Faculty field liaisons will deal with any concerns regarding professional behavior in the field or in the seminar portions of this class. Students who violate the NASW Code of Ethics are subject to dismissal from the Social Work Program and will receive an “E” in Field Placement.

ONLINE FIELD INSTRUCTOR EVALUATION

All evaluations are administered online. A notification will be sent via email with the evaluation website and username and password for the Field Instructor.

Directions: The student should come prepared with behavioral examples to a meeting with the supervisor. The student and supervisor are to complete the evaluation together.

PLEASE NOTE: Please save this form frequently; the form will automatically “time out” 24 hours after you log in. If you are using more than one session to complete the form, you will need to log in again and return to your saved form. You must complete all of the identification information on this page before you can save the form.

When the evaluation is completed, be sure to print a copy for yourself and one for your student before submitting it.
LIABILITY

Eastern Michigan University provides general liability insurance for students while they are performing activities that are a part of their field work assignment. Students are not covered for any criminal activity. If the field agency does not have additional insurance that covers interns, students may consider purchasing additional liability coverage through the National Association of Social Workers (NASW).

HOME VISITS

In many social agencies, home visits are a part of the social worker’s role. In some agencies, agency cars and/or mileage reimbursement are available. In others, it is not. Students may be required to use their cars for home visits and agency visits during the course of field placement. Students should check with their insurance company to be sure that they have appropriate coverage. Just as in a typical course there are costs for books and materials, field placement students may incur costs related to driving to and from placement and to field agency visits. Some agencies reimburse these costs and some do not.

TRANSPORTING CLIENTS

In some agencies, transporting clients is part of the social worker’s role. However, the School of Social Work does not require that students use their personal vehicles for transporting clients. If students are asked to transport clients, but do not feel they can do this, they should tell the agency supervisor. If this is still an issue, the faculty field liaison can become involved in negotiating other assignments with the supervisor.

In any case, students are required to have appropriate automobile insurance coverage for their own transportation. If they are going to transport clients, they will need to check with their auto insurance companies regarding appropriate coverage. It is advised that without such coverage, clients should not be transported in students’ cars.

HEALTH INSURANCE

The University does not carry any health insurance for students while in field placement. However, all students are advised to have health insurance coverage. Students should consult with the EMU Student Government for information on the University’s group policy if no other insurance is available. All inoculations should be current. In some agencies, students are required to provide health information and proof of health insurance prior to acceptance in placement.

In some social agency settings, there are risks from contagious disease. Students should discuss these risks and protections with the supervisor. In some agencies, students will be asked to use universal health care precautions. All students who are involved with medical records or with issues regarding the health of their clients are required to follow applicable privacy rules. Students should consult with the Health Insurance Portability and Accountability Act of 1996, (HIPAA), updated with Privacy Rules in 2000 and 2003 and with Security Rules in 2005 and 2006.
SAFETY

In some client situations, there may be a risk of violent or unpredictable behavior. Students should discuss issues involving safety with their supervisors and take appropriate precautions to avoid such situations. In all cases, students should develop a plan with their supervisors for dealing with these unusual events should they arise.

OTHER HUMAN RESOURCE ISSUES

Students may be asked to submit to criminal background checks and/or to drug testing by agency human resource departments. Agencies have their own standards regarding issues that might prevent students from being accepted for a field placement. Agencies have the right to terminate any student who does not meet the human resources requirements of the agency.

STUDENTS EMPLOYED FULL TIME WHEN IN FIELD PLACEMENT

The MSW program is designed as a part-time program to accommodate the needs of employed students. It is expected, however, that learning in the field placement will not be compromised by students’ employed status. To this end, it is important that students negotiate “flex-time” with their employers so that they can accomplish the goal of becoming an integrated member of an organization/agency team. This often requires daytime hours for staff meetings, supervision, consultation, training, and possibly some service supervision. Efforts will be made to assist employed students in obtaining placements with some weekend and evening hours. However, students must be available for placement during the times that professional social work practice is occurring in agencies and may have to find a way to have daytime hours for placement. Placements that are completed entirely outside regular daytime work hours are rare and may limit the types of experiences available to the student. In addition, in many settings, it is difficult to understand the context of the work without access to the daytime activities and routines of the organization/agency. It is expected that students will be available for a block of at least six hours of daytime hours in every field placement. If students cannot work out the needed hours, they may need to delay their placements.

EXCEPTIONS TO FIELD PLACEMENT POLICIES

Students seeking any exceptions to these Field Placement Policies must consult with the Field Director prior to the placement. Any concerns that arise after the placement has begun should be addressed to the faculty field liaison, first. The liaison will bring matters to the Field Director, as needed. Once placement begins, the Field Director will not become involved with negotiating with students or agencies without the liaison's involvement. Any exceptions to Field Policies must be made in writing by the Field Director.
RESPONSIBILITIES OF FIELD INSTRUCTOR

- To familiarize herself or himself with EMU’s field program by attending orientation meetings or by appointment with the Field Coordinator or Director.

- To prepare and educate the agency concerning incoming student’s role and the responsibilities of the agency as an educational site.

- To inform the Faculty Field Liaison and Field Coordinator or Director as soon as possible if the student fails to appear for a screening interview or, once accepted, fails to begin placement.

- To orient the student to the agency, its staff, structure, organization, and resources.

- To engage the student in the formulation of a mutually agreeable educational contract specifying mutual expectations, as well as specific knowledge goals and tasks related to the field placement experience.

- To develop and monitor sufficient numbers of appropriate assignments for each semester. It is EMU’s expectation that the student will have a full generalist experience for the first year of practicum and will have a generic specialized experience the second year. The student should obtain experience with individuals, families, groups, and larger systems within the agency. Engagement with client systems should occur early in the semester.

- To instruct the students on how to develop and maintain records of client and community contact deemed appropriate by the agency. These records, as well as process recordings assigned by the Social Work Program, should be reviewed by the field supervisor.

- To provide adequate supervision and/or instruction for students to assist them in integrating theory and practice. A minimum of one hour per week in a structured session is expected in addition to the informal supervisory contact that occurs in agencies. Supervision may occur individually or in groups. It is recommended that the student prepare an agenda for this meeting.

- To be alert to strains or problems in the agency-student relationship or in student performance. When such issues are not quickly resolved at the agency level, it is the field supervisor's responsibility to initiate contact with the field faculty field liaison.

- It is expected that the student will receive ongoing constructive feedback on his/her performance. The field supervisor is asked to complete the online evaluation of the student's overall performance at the end of each semester. The evaluation should be based on the goals established in the educational contract as well as the student's performance in the agency.
RESPONSIBILITIES OF FACULTY FIELD LIAISON

- To be familiar with and to follow the field policies and procedures.

- To attend orientation sessions and to assist the Field Placement Director in orienting students and Field Instructors to field placement responsibilities.

- To notify the Field Placement Director of any issue that may jeopardize the field placement and to Request a Field Placement Review by the Director when there are serious issues in the student’s field experience and efforts to problem-solve by making visits to the agency have been unsuccessful.

- To facilitate and monitor the agency-school relationship by facilitating communication, addressing needs and problems as they arise, and mediating differences or conflicts among any of the parties involved. Faculty Field Liaisons should be available to agency Field Instructors throughout the semester upon request from the Field Instructors.

- To make a minimum of one faculty field liaison agency visit each semester during 588, 589 and 688 and one visit during 689.

- To be available as a resource for students who may wish assistance in understanding their responsibilities or in addressing field issues or problems.

- To review and approve the educational contract between agency and student.

- To review and monitor process recordings, logs, and other student assignments to track the student's progress within the agency.

- To seek feedback from Field Instructors regarding the field components of the Social Work Program. Such feedback should be made available to the Field Placement Office for future planning.

- To participate in the Field Institute, liaison meetings, and other field activities, when offered by the School.

- To review the student's progress with the Field Instructor; to meet at least once per semester with the Field Instructor and the student to review the Field Instructor’s student evaluation.

- To submit a grade as the instructor of record to Registration and Records on the schedule designated by the University.

- To report to the Field Placement Director the appropriateness of certain agencies for particular student needs by completing the Field Placement Agency Evaluation Faculty Field Liaison form for evaluating agency participation.

- To evaluate and monitor work site placements according to Field policies and guidelines to ensure that students are performing appropriate assignments that are different from their previous work experiences and are differentiating their placement hours from work hours.
RESPONSIBILITIES OF STUDENT IN PLACEMENT

- To complete the application for field placement at the time indicated, providing information about talents, interests, and preferences for type of field placement.

- To participate in required pre-placement group meeting(s) with the Field Placement Director (or Coordinator) and in agency screening interviews.

- To complete required field placement in accordance with the Social Work Program's policies and guidelines.

- To regularly attend and actively participate in the weekly two hour field placement seminar in order to facilitate the positive integration of the field and class experience.

- To participate in designing, at the beginning of each semester, an educational contract that includes mutual expectation for learning and performance, as well as specification of goals, tasks and assignments to be completed. This contract is developed in the field seminar and approved by both the Faculty Field Liaison and the Field Instructor.

- To conform to the NASW Code of Ethics and the agency’s expectations for professional behavior in such areas as administrative protocol, confidentiality, record-keeping, and accountability. Special attention should be paid to the issue of client confidentiality. Proceedings, recordings, or other agency-based assignments required for class which contain material about clients should be carefully disguised and reviewed by Field Instructor.

- To notify the Field Instructor promptly when lateness or absence is unavoidable. Any client commitments that cannot be kept should be communicated to both the Field Instructor and to the client involved.

- To make up any missed hours in accordance with the policy statement requirements.

- To prepare an agenda for each supervisory conference and to come to such conferences prepared with questions as well as to discuss aspects of the field work. Written material should be kept current and, if possible, be given to the Field Supervisor for review in advance.

- To bring questions or concerns and problems to the attention of the Field Instructor. If any issues cannot be resolved at that time, it is the student's responsibility to call the issue to the attention of the Faculty Field Liaison as early in the semester as possible.

- To participate in an ongoing evaluation process as a developing professional social worker. The student and Field Instructor should review the educational contract and revise it when necessary. The student should be prepared to participate in the end-of-semester evaluation process with the Field Supervisor and the Faculty Field Liaison. Students must complete a "student copy" of the field evaluation to be used by the Field Instructor in completing the final evaluation.

- To ensure that proper guidelines are followed when the place of employment becomes a field placement site.
**FULL-TIME STUDENT FIELD PLACEMENT SCHEDULING PATTERN**

*Foundation Year (Total Hours: 400)*

<table>
<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>*16 hrs. /week</td>
<td>*16 hrs. /week</td>
</tr>
<tr>
<td></td>
<td>Total: 200 hrs.</td>
<td>Total: 200 hrs.</td>
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</tbody>
</table>

*Advanced Year (Total Hours: 500)*

<table>
<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>*16-20 hrs. /week</td>
<td>*16-20 hrs. /week</td>
<td>N/A</td>
</tr>
<tr>
<td>Total: 250 hrs.</td>
<td>Total: 250 hrs.</td>
<td></td>
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</table>

* Field hours do not include Field Seminar time, nor travel time getting to and from the agency.

**PART-TIME STUDENT FIELD PLACEMENT SCHEDULING PATTERN**

*Foundation Year 1*

<table>
<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Classes only</td>
<td>Classes only</td>
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<tr>
<td></td>
<td>Classes only</td>
<td>Classes only</td>
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</table>

*Foundation Year 2 (Total Hours: 400)*

<table>
<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
<th>SUMMER</th>
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<tbody>
<tr>
<td>Year 2</td>
<td>Classes only</td>
<td>Class &amp; Field (200 hr.@16/wk)</td>
</tr>
<tr>
<td></td>
<td>Class &amp; Field (200 hr.@16/wk)</td>
<td>Field (200 hr.@16/wk)</td>
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</table>

*Advanced Year 3*

<table>
<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
<th>SUMMER</th>
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</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>Classes only</td>
<td>Classes only</td>
</tr>
<tr>
<td></td>
<td>Classes only</td>
<td>Classes only</td>
</tr>
</tbody>
</table>

*Advanced Year 4 (Total Hours: 500)*

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<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 4</td>
<td>Class &amp; Field (250 hr.@16-20/wk)</td>
<td>Class &amp; Field (250 hr.@16-20/wk)</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
Check here if work-site placement: □

Semester of Placement: _________________

Student Name: _________________________

I.D. #: _______________________________

Student Email: ________________________

Field Placement Agency: _________________________

Field Placement Address: _________________________

Field Instructor (Supervisor): _________________________

Field Instructor Phone: _________________________

Field Instructor Email: _________________________

Field Instructor Degree: _________________ Year Degree Completed: _________________

Faculty Field Liaison (Seminar Instructor): _________________________

Faculty Field Liaison Phone: _________________________

Faculty Field Liaison Email: _________________________

Basic Work Expectations (hours of placement, policies, dress etc…): _________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

Time of Supervision and Guidelines (agenda prepared in advance etc…): _________________

19
Student’s Learning Goals, Objectives and Assignments:

List each learning goal, objective, and assignment together. Complete each set until you have addressed your goals, objectives and assignments for the semester. After each set, put the correlated field experience outcome numbers in parentheses (e.g. Field Outcomes 1, 2, 3)

Learning goals are broad statements of what you want to learn. Example: Learn how to perform intervention with mentally ill substance abusers.

Objectives are measurable, specific, actions that pertain to your goals. Example: Be able to independently complete at least two biopsychosocial assessments of individuals thought to have mental illness and who are abusing substances.

Assignments are the tasks your field instructor has assigned you that will help you achieve your learning goals. Example: Student will observe client assessments for one month and then will independently complete at least two assessments of applicants believed to have dual diagnoses.

Listed below are the Course Outcomes for the Social Work 688/689 Field Experience. As a part of your contract, please indicate how you intend to achieve each of these outcomes. Some of these outcomes can be addressed through specific assignments in seminar. Many agency assignments will help in fulfilling more than one of the objectives. At this time, you are being asked only to indicate which assignments will help you with specific learning outcome objectives. Your abilities related to each of these outcomes will be evaluated at the end of the semester. At that time, you will be asked to specify behaviorally how you have accomplished each of these outcomes. Keep this in mind as you indicate how your assignments relate to the outcomes.

**COURSE OUTCOMES**

**SEMINAR OUTCOMES:**

By the conclusion of these two semesters, student will:
1. Articulate unique roles of social work in addressing consumers’ challenges AND ways in which social workers collaborate with other professionals in addressing these challenges. (2.1.1)
2. Describe a practice situation encountered in the field placement; explain multiple ways that the NASW Code of Ethics can guide decision-making in that situation. (2.1.2)
3. Critique alternative theoretical, research, and practice approaches to addressing selected consumer challenges. (2.1.6)
4. Critique an approach to prevention, assessment, or intervention used in the placement in light of current research and available information regarding evidence-informed practice. (2.1.10)
5. Analyze (e.g., mechanisms of impact; policy stakeholders; barriers to change) policies that impact the consumer group. (2.1.8)
6. Analyze significant contexts (geographic, political & policy, economic, other) that impact practice with consumers and demonstrate leadership in adapting proactively to changes in these contexts.
7. Analyze ways in which agency practice reflects reciprocal interactions between a client system and its social contexts at various levels. Also articulate ways in which the agency practice could more effectively reflect these interactions, and thus more effectively serve consumers. (2.1.8)

8. Articulate an ethnography of the social environment of the field placement’s consumer population (or a segment of the consumer population). Demonstrate understanding of the consumer population’s social/economic/ethnic/historical context. (2.1.7)

FIELD EXPERIENCE OUTCOMES:

1. Demonstrate leadership in interprofessional problem definition and solution with regards to challenges related to micd/aging/children and families (2.1.3)
2. Consistently perform in conformity with the NASW Code of Ethics in working with systems. (2.1.2)
3. Select approaches to field placement assignments and documentation that reflect sensitivity to diversity. (2.1.4)
4. Engage in evidence-informed approaches to practice at the micro, mezzo, or macro levels. (2.1.9)
5. Demonstrate skills in advocating for consumer groups, and empowering these individuals to advocate on their own behalf. (2.1.8)
6. Practice consistent with standards of practice with the consumer group. (2.1.9)
7. Demonstrate strategies for adapting prevention, assessment, and intervention approaches to reflect the intersectionality of diversity dimensions when working in an micd/aging/c&f setting (2.1.7, 2.1.10)
8. Students will demonstrate the practice of cultural competence with humility, in the contexts of power and multiple dimensions of difference (2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10).

Goals, objectives, and tasks (list each goal, following it with its objectives and tasks).

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21
Goals, objectives, tasks continued…

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Student’s Signature: __________________________ Date: __________

Field Instructor’s Signature: ______________________ Date: __________

Faculty Field Liaison Signature: ___________________ Date: __________

Comments:
Student Evaluation of Advanced Field Placement Site

Student Name: ____________________________ Semester: ______________________

Year: __________________

Name of Agency: _________________________

Purpose of Agency: ______________________

Name of Supervisor: _____________________

Tasks Performed at Agency:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Was your supervisor readily available? Yes ☐ No ☐

Was your supervisor fair about tasks and assignments? Yes ☐ No ☐

Did you always get your scheduled supervision? Yes ☐ No ☐

If supervision had to be changed, was it always rescheduled so that you had supervision for that week? Yes ☐ No ☐

What did you like most about your supervision experience?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
What did you like least about your supervision experience?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Would you recommend using this person again as a supervisor?
Yes ☐ No ☐

Explain:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

What did you like most about the agency?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

What did you like least about the agency?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Was your field experience at this agency a good one? Yes ☐ No ☐
Explain
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Would you recommend using this agency again as a field placement site?
Yes ☐ No ☐
Explain:

__________________________________________________________________________________

__________________________________________________________________________________

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__________________________________________________________________________________

Further Comments:

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

THANK YOU!
DATE:

PLEASE COMPLETE AND RETURN TO FIELD PLACEMENT COORDINATOR'S OFFICE AT THE END OF THE SEMESTER

Name of Faculty Field Liaison: __________________________

Date of Agency Visit(s): __________________________

Name of Agency: __________________________

Name of Field Supervisor: __________________________

Name of Student: __________________________

1. Strengths/Limitations of Supervision:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Opportunities for student assignments at agency (variety, interest, importance to Social Work training meeting, etc.):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Issues/Problems relating to the Placement

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
4. Issues/Problems relating to a particular student:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. Please describe agency support for placement. (Such as space, phone, mileage, recruitment, positive attitude of agency staff, etc.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6. Would you suggest using this agency in the future? (Explain).

________________________________________________________________________
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7. Other feedback:

________________________________________________________________________
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________________________________________________________________________

Signature ___________________________ Date ___________________________
CSWE Educational Policy

The School of Social Work is accredited by the Council on Social Work Education (CSWE) and organizes its curriculum to meet all CSWE Educational Policy and Accreditation standards. Field students and agency supervisors should familiarize themselves with these policies by following the following links.

- Go to www.cswe.org.
- Click the Accreditation link on the left.
- Click on Educational Policy and Accreditation Standards.

EASTERN MICHIGAN UNIVERSITY Policy on Harassment

For many years Eastern Michigan University has had a policy on equal employment opportunity and non-discrimination. Sexual harassment, as in the case of harassment based on age, race, color, religion; national origin or disability, has long been regarded as a violation of this policy.

All students and employees are expected to deal fairly and honestly with one another to ensure a work and educational environment that is free from intimidation and harassment.

The complete policy on sexual harassment is found at the following link. Should students or field instructors have any unanswered questions regarding situations involving harassment, they may contact the Director of the School of Social Work at 734-487-0393.

http://www.emich/hr/harass.html
http://www.emich.edu/hr/shp/sexualharassmentpolicy.pdf

National Association of Social Workers

NASW CODE OF ETHICS

The School of Social Work operates under the National Association of Social Workers (NASW) Code of Ethics. Students, faculty, and field instructors are required to follow the Code of Ethics in their work and their interactions with each other. Students and supervisors should read the Code of Ethics and use it as a basis for field supervision. The Code of Ethics can be found at the following link.

http://www.socialworkers.org/pubs/code/default.asp