

BSW Field Placement Manual

Eastern Michigan University School of Social Work

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Introduction

The field experience is an invaluable component of social work education that supports students' professional growth. The Eastern Michigan University School of Social Work's Field Program depends on field instructors' professional input and support, faculty's dedication to quality instruction, and students' commitment to curiosity and learning. Eastern Michigan University School of Social Work's partnerships with the affiliated field agencies are designed to create professional social work learning experiences for our students.

This manual is intended to be a comprehensive guide to the purposes, structure, and policies of the BSW Field Placement Program. It is designed for use by students, field instructors, and faculty liaisons in Social Work 488 and 489. Policies, procedures, or guidelines pertaining to field are detailed in this manual. This manual also includes descriptions of the specific roles and responsibilities of each key person within the field experience.

There are key terms that the School of Social Work uses to identify specific roles. Please familiarize yourself with these terms to know who is the appropriate person to answer specific questions or concerns:

The Field Office consists of the field director, the field placement coordinator, and the Field Program graduate assistant (GA).

The Field Director oversees all major issues pertaining to field. This person can be a point of contact before field placement has begun for questions regarding larger policy and procedure issues. The field director will also address field placement concerns shared by faculty liaisons throughout the course of the placement experience. The field director ensures that the field program is in compliance with CSWE policies and procedures and will facilitate meetings with students, faculty liaisons and field instructors when necessary to address significant field placement concerns.

The Field Placement Coordinator is the contact person between agencies and the school during the pre-placement period and refers students to appropriate field placement sites. The field coordinator is another person who can answer questions pertaining to policies and procedures within the field placement experience. Students should meet with the field coordinator if they would like to enter field placement.

The Faculty Liaison is the EMU Social Work faculty who teaches the accompanying field seminar, visits the student and placement site field instructor once each semester, and assigns the final grade for both SWRK 488 and SWRK 489 that encompasses the field seminar and field placement experience. Once the semester begins, the faculty liaison becomes the point of contact for the student and the field instructor. The faculty liaison works with the placement site and student regarding their learning experiences and academic requirements. Feedback or questions about students' performance, attendance, and involvement in the placement site should be addressed to the liaison. In the event that

a field instructor cannot reach the faculty liaison, the field director or field coordinator can be contacted and will forward the message. The faculty liaison may involve the Field Office to address concerns about the placement experience.

The Field Instructor is a professional social worker (with a BSW or MSW degree and a minimum of two years post-BSW or post-MSW degree social work practice experience) who is designated by their placement site and the EMU Field Program to provide field supervision to BSW students.

Please see pages 20, 21, and 22 to read more about specific responsibilities for the field instructor, faculty liaison, and the student.

School of Social Work Mission Statement

The Eastern Michigan University School of Social Work is age-friendly and student-supportive. It is founded on a commitment to social and economic justice and dedicated to advancing practices that are culturally responsive, anti-racist, and inclusive of all identities. Through the creation of strengths-based connections with individuals, families, groups, communities, and organizations, we:

- *Attend to the vital roles of empowerment and interprofessional collaboration in combatting oppression and engaging communities to promote systemic change.*
- *Value, honor, and advance diversity, equity, inclusion, and justice in all aspects of social work practice, including direct service, advocacy for equitable social welfare policies, and the fostering of community-based partnerships.*
- *Align our teaching, scholarship, and service with the core values of the profession.*

EMU School of Social Work Statement on Anti-Racism

We recommit as individuals and as a School to actively dismantle systemic and institutional racism and, to restructure our community, state, and country to reflect inclusivity, diversity, and equity. We stand behind our School's mission as we fight against discrimination of any kind. We are committed to the empowerment of oppressed individuals, families and communities and believe that social workers can impact change through direct service, the creation of equitable social welfare policies and laws, and community-based partnerships. Together, we will develop action steps with our students, faculty, staff, alumni and community partners to ensure that we are advancing anti-racist conversation and action in the classroom, throughout our University and within our local communities" (<https://www.emich.edu/chhs/social-work/>)

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). The MSW Program became fully accredited by CSWE, effective February 1992.

The School of Social Work organizes its curriculum to meet all CSWE Educational Policy and Accreditation standards. The CSWE's Educational Policy and Accreditation Standards (EPAS) guide the development and operation of all MSW/BSW programs. The CSWE EPAS details how the curriculum is constructed in order to provide students with a coherent and integrated professional education. This document can be obtained from the CSWE website.

Description of the BSW Field Program:

The Field Placement Program is an integral part of the BSW curriculum at Eastern Michigan University. To fulfill the spirit of our school's mission, field placements are made in non-profit and public agencies that are committed to working with client populations and communities who are adversely impacted by social forces operating in our society. There are some for-profit agencies that are utilized for placement, but they must align with the School's mission. The Field Director reviews these potential placement sites on a case-by-case basis. Placement site settings are located within the community and must provide students with practice experiences working with individuals, families, groups, organizations and communities. A field placement experience must allow students to engage in in-person contact with clients and constituencies in their field placement experience. This can include the use of digital technologies.

These social work practice experiences provide students with opportunities to operationalize social work values and apply the knowledge and skills learned within the BSW courses. Specifically, field placement settings that serve under-resourced, oppressed, vulnerable, and underserved populations are sought. Additionally, field placement sites must align with the philosophical orientation of the BSW Program.

Agencies used as field placement sites are an extension of the Eastern Michigan University School of Social Work. As such, they must be suitable learning environments with a commitment to the 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.

The required BSW Field Experience involves 400 hours over the course of two semesters of field placement in an agency or setting that provides social work services and meets the School's site requirements as determined by the School of Social Work Field Office. This placement occurs during the student's last two semesters in the social work program, either Fall and Winter terms or Winter and Summer terms. This course is open only to qualified social work majors. The BSW Field Placement Experience is a generalist field placement. Students do not specialize at this level. Students engage in learning opportunities to practice skills in assessment, intervention, and evaluation at the micro, mezzo and macro levels. Students will be enrolled in a concurrent field seminar that meets weekly and will remain in the same seminar section throughout the duration of their field

placement experience.

BSW Senior Field Placement Policies and Procedures

Eligibility for Field Placement:

1. Students must have a 2.3 overall grade point average at the time of entering and during field placement is required.
2. Students must have completed all required Social Work classes through the 300 level with a minimum grade of C before beginning field placement (They must have met all prerequisites for these courses).
3. Any student with a C- or below in any 400 level social work classes needs special permission from the Field Office to begin or to continue with field placement.
4. All practice social work courses (408, 409, 450 & 451) must be taken prior to or concurrently with SWRK 488L and 489L.
5. Students must complete a field application. Field applications are communicated by the Field Office. The field placement application must be accompanied by a current resume. If a student wishes to complete their placement at their place of work, the student must submit a Request and Agency Agreement for Employment-Based Field Placement to the Field Office. Late or incomplete applications can result in a student having to delay field placement for an entire year.
6. Students are required to earn a grade of C or above in 488L to enroll in 489L. Students who earn a C- or below in 488L or 489L must repeat the course.

Students must apply and be approved for field placement before enrolling in field courses.

Process for Students Entering Field Placement:

1. Attend a field information session sponsored by the Field Office. The Field Office will share criteria to enter field, answer questions and discuss how to access the field application.
2. Log into the EMU SSW field database, Intern Placement Tracking (IPT) and create a new password.
3. Fill out the field application in its entirety and submit it in IPT, including a resume, by the deadline communicated by the Field Office.
4. Set up a time to meet with the field placement coordinator to discuss interests in the field.
5. Fill out a "Request and Agency Agreement for Employment-Based Placement" form if you are requesting to be placed at your place of work. A student may talk to the field coordinator about this option, and obtain the form from the Field Office (*See "Placement in Employment Settings" below).
6. After receiving the placement referral from the Field Office, call or email the field placement point of contact within the week.
7. Contact the Field Office if there is any trouble contacting or communicating with a field placement referral.
8. Attend an interview at the field placement referral site.
9. Update the Field Office with the outcome of the interview (See "Field Assignment")

below for steps to be taken when the placement referral is not confirmed).

10. Register for the field seminar course. SWRK 488L and 489L each involve 200 hours in a field placement plus a weekly seminar taught by the faculty member who will serve as the faculty liaison to the placement site. The student registers for the same seminar section for both SWRK 488L and SWRK 489L.
11. Begin field placement. Placement typically begins after students attend the first field seminar class (SWRK 488 or SWRK 489) of the semester. However, students are permitted to begin field placement as early as the first day of the semester. Students cannot begin placement before the first day of classes for the semester. Start dates will vary depending on several factors. If you have questions please talk to your faculty liaison or the Field Office. Please be aware that some agencies may offer or require training before the first day of field seminar.
12. Keep track of your hours and follow the field seminar (SWRK 488 and SWRK 489) syllabus.

Student Field Resources:

In order to support student preparation for field placement, the Field Office offers several resources.

- The Field Office hosts Field Information Sessions at the start of each placement cycle to provide students with an overview of field placement as well as instructions for the field placement application process.
- After submitting a field application in IPT, each student is welcome to sign up for an individual meeting with the Field Placement Coordinator to talk about their internship preferences and learning needs.
- Students can access field interview tips and sample interview questions to prepare for their field placement interviews on the EMU SSW field webpage under “Student Field Resources” here: <https://www.emich.edu/chhs/social-work/fieldwork/index.php>
- The Field Office hosts interview prep sessions at the start of each field placement cycle. These sessions are open to anyone entering field who wishes to practice interview questions and strategies prior to their placement referral.
- The Field Office hosts a Field Orientation for BSW Students in the semester prior to beginning placement to provide practical information about the field placement experience and answer students’ questions. All students entering field are welcome to attend.

Field Assignment:

The field director or field placement coordinator are responsible for referring students to agencies for their field placement experience. Students may not set up or establish their own placements. Only agencies and placement sites that 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 placement site.

Students may request employment-based field placements if the placement site meets all

placement requirements. When students have limited availability for attending field placement, and employment-based placement may offer the best solution. (See Employment-Based Placement Policies for criteria).

While the Field Office makes efforts to match students' interests and geographical preferences when making placement referrals, the dynamic nature of the field placement landscape and availability of field instructors means that not every student can have every request granted. **It is expected that students will enter the field placement site with which they have been matched and meet their educational requirements in that placement site setting.** Students who initially object to the placement site 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 a placement will not be referred again until a meeting with the Field Office is held. During this meeting, it will be determined whether a student can move forward with another placement referral or if they will be advised to wait to enter field in a different semester. Field placement settings may be within a 60-mile radius of EMU and students may not refuse placement on the basis of geographic location. Academic credit for life experience and previous work experience may not be given in lieu of field placement requirements.

Field Hours:

- Students must complete the two semesters of field placement in consecutive semesters with rare exceptions in cases of unplanned emergencies or other barriers that prevent completion in this timeframe. Placement is offered in two sequences: Fall and Winter terms or Winter and Summer terms.
- Students are required to complete 200 hours of field placement each semester for a total of 400 hours of field placement. Additional hour requirements that exceed the 400 hour requirement must have prior approval by the faculty liaison or field director and determined to be essential to student learning.
- Students complete 16 hours of placement per week that includes a minimum of 1 hour of social work field instruction.
- Students are also permitted to include field seminar meeting time toward field placement as such activities are based upon enhancing social work competence.¹
- Students may negotiate their field schedule with the field instructor.
- Field hours are to be completed over the course of the 2 semesters. Students may not end their placements more than one week prior to the last official week of field placement. This means that students should maintain an average of 16 hours per week. Hours must be completed with no less than 12 hours in a given week and no more than 20 hours in a given week.
- Students cannot miss more than 16 consecutive hours of field placement. In such cases, the field director should be notified by the faculty liaison to determine the

¹ According to the Council on Social Work Education, The COA decided to codify the following interpretation under the 2015 Educational Policy and Accreditation Standards (EPAS): AFTER May 31, 2022: The following may be counted toward accrual of minimum field hours required if such activities are based upon enhancing student social work competence: field supervision and field seminar classroom meeting time.

next steps, which may involve the student being required to withdraw from a field course and reapply for field placement at a later date.

- Failure to be in placement without proper notification to the field instructor may be grounds for dismissal from field placement or a failing grade depending on the circumstance.
- Students who have had repeated absences from field may be terminated in their field placements and given a grade of "F" by their faculty liaison.
- Students cannot begin placement prior to the start of the first semester of field placement. Students may not continue to attend field placement between semesters, unless they are enrolled in the second semester of field placement and only with the permission of their faculty liaison and their field instructor. Students may not carry over more than 20 hours from the first semester of placement to the second semester and these hours must be approved by the field instructor and faculty liaison.
- Students may complete field placement hours over University breaks or University holidays, but they are not required to do so.

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 liaison. Students must satisfactorily fulfill all of their field placement responsibilities and field seminar requirements in order to receive a passing grade of "C" or higher. Failure to attend field placement class and/or to be out of placement at any time without proper notification to the field instructor and faculty liaison may be grounds for dismissal from field placement or for receiving a failing grade.

An Incomplete grade requires that the student has met all University and Field requirements for receiving an Incomplete. Incomplete grades are not typically awarded in SWRK 488/89 because of the concurrent nature of field placement and field seminar. In exceptional cases where an Incomplete grade is awarded, a student may need to repeat both the field placement and seminar course requirements. On the rare occasions when a grade of Incomplete is awarded, the student must work directly with their faculty liaison to resolve the reason for the Incomplete. **All Incomplete grades should be resolved as soon as possible and in accordance with University policy.**

Field hours do not include the travel time to and from the placement site. Students may not substitute previous work or life experience for field placement requirements regardless of what experiences they may have, per CSWE educational policy.

Changes in Field Placement

If a field instructor leaves the placement site during placement, another field instructor with the requisite qualifications may be assigned from within the placement site. With regard to other concerns that might warrant a change in field placement, the faculty liaison, field instructor, and/or student should follow the appropriate Field Placement flowcharts (See Appendix pp. 30-32). The first step involves problem-solving. The faculty liaison needs to complete a site visit to meet with the student and field instructor to communicate

about the concerns and identify possible solutions. If following such a meeting, both the faculty liaison and the student request that the student be placed in another placement site, the faculty liaison will complete the Field Placement Review form (See Appendix p. 33) and submit this form to the field director. The field director will review the concerns using the information from the Field Placement Review Form and in consultation with the student and faculty liaison, will make a determination about next steps.

In cases that warrant a change, no more than one additional placement referral will be made. Placement changes will be permitted only when there are no allegations of ethical and professional breaches during the first placement and the reason for the placement change is not because of student conduct (See below). Students should not expect to take field hours accumulated in one placement site to another placement site. Exceptions to this policy must be made in writing by the field director and only after request by the faculty liaison based on circumstances beyond the student's control. In short, the field experience is an integrated learning opportunity. These 2-semester experiences cannot be divided among agencies without an exception to policy based on extenuating circumstances approved by the field director. Please see the Appendix pp. 30-32.

Termination from Field Placement

In circumstances where the field placement site or the School has terminated a student's field placement due to student conduct, performance, or ethical violations, the student, faculty liaison, and field director will meet to discuss the concerns. Termination from a field placement results in a grade of an "F" with exceptions made for extenuating circumstances. The procedures for addressing academic behavior issues as described in the BSW Handbook will be used. In circumstances where a return to field placement in a future semester is permitted, students will be required to complete a Return to Field Plan (See below).

Return to Field Plan

In instances where a student experiences a disruption in the field placement experience in which: 1. the student discontinues placement at any point during the 2-semester placement experience; and 2. it has been determined that the student can be eligible to return to field in another semester, the student will be required to complete a Return to Field Plan (See Appendix p. 36). This plan must be reviewed and approved by the field director before the student will be permitted to return to field placement. This plan can be waived by the field director in instances where the disruption was due to circumstances unrelated to field performance, such as instances where students experienced financial challenges, family emergencies, or other such extenuating circumstances.

The Return to Field Plan should document the ways in which the student will be able to address the concerns or challenges that arose in the initial field placement experience. Upon approval, the student's action plan will be shared with their faculty liaison who can then monitor the student's use of the plan during their field placement experience. Challenges, additional needs, and/or significant deviations from the approved plan that arise during the course of the field placement experience should be brought to the field director for review.

Employment-Based Field Placements

Students requesting to use their place of employment as a field placement experience must complete a Request and Agency Agreement for Employment-Based Placement form and return it to the Field Office. The application will be reviewed by the field director. Students may propose a paid or unpaid employment-based field placement. Students must take the initiative in preparing the Request and Agency Agreement for Employment-Based Placement (<https://www.emich.edu/chhs/social-work/documents/2022-emu-social-work-field-worksite-application.pdf>). The Field Office is available to consult with students and placement site personnel regarding requirements.

There are two types of employment-based options:

PAID EMPLOYMENT-BASED OPTION: Students who are employed in a setting that can offer a social work internship experience may use their paid work time as their field placement. Field assignments and employment tasks may be the same and counted toward required field hours as long as the tasks have clear linkages to the required nine social work competencies and their respective practice behaviors.

UNPAID EMPLOYMENT-BASED OPTION: Students who are employed in a setting that can offer a social work internship may use their place of employment as their field placement site, but will have duties that are not a part of the student's normal job description/duties and may be in another unit or program. They will have hours that are differentiated from their paid work hours and that are arranged in blocks of time that are at least four hours long to provide for integrated learning.

The student must obtain agreement from their work supervisor, proposed field instructor, and agency director (or designated administrator) in order to be considered for assignment to an employment-based placement. The employment-based placement site and the student must determine how a placement will be accomplished. **Unpaid Worksite options** include: 1) The student is released to do placement hours in lieu of other job responsibilities; or 2) All placement hours are above and beyond normal work hours. Students and placement site administrators have been very creative in these decisions. Students sometimes use leave, vacation, or flextime to accomplish the required field placement time. The Field Office does not negotiate the time considerations beyond ensuring that the required number of field hours are accomplished in significant blocks of time, at a rate of 16 hours per week in blocks of time of at least 4 hours per day. Students are expected to have at least six hours of daytime hours in the placement site 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 submitted, the field director or field placement coordinator will contact appropriate placement site personnel to determine if the proposal meets all field placement requirements. The Request and Agency Agreement for Employment-Based Placement must designate a field instructor who is different from the student's employment supervisor. In most cases, this field instructor is an integrated member of the agency with assignments in the agency other than student supervision. In addition, an affiliation agreement must be signed by both the official agency representative and Eastern Michigan University before the student begins their field placement. The affiliation

agreement is initiated by the EMU attorney's office at the field director's request.

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:

- Employment-based placements must be in public or non-profit 501c3 agencies. There are some for-profit agencies that are utilized for placement, but they must align with the School's mission. The Field Director will review these agencies on a case-by-case basis.
- Employment-based field assignments must be completed in significant blocks of time of at least four hours each that are designated in their field contracts.
- An appropriate field instructor with: 1) a BSW or MSW degree; 2) at least two years of post-BSW or post-MSW social work practice experience; and 3) who is not the student's work supervisor must be designated. This person should be a part of the agency in which the student is employed and must be available for a minimum of one hour of supervision a week.

Availability During Business Hours: It is expected that learning in field placement will not be compromised by the student's employment status. To this end, it is important that students negotiate some "flex-time" with their employers so that they can accomplish the goal of becoming an integrated member of an organization/placement site team. Students need at least six daytime hours (Mon-Fri) for staff meetings, supervision, consultation, training, and placement site practice.

Accommodations: Students who currently have a Letter of Accommodations (LOA) documented by the Disability Resource Center (DRC) are strongly encouraged to request an additional LOA that addresses their field placement experience. It is important to ensure that appropriate accommodations are developed to support students' learning in the field placement context. Students may also request accommodations from the DRC without ever having utilized accommodations in the past. Students who are pregnant or post-partum should be in touch with Title IX about accommodations. Accommodations should be requested as early as possible. Students are strongly encouraged to share their field placement specific LOA with their field instructor at their placement site. Field placement sites cannot offer accommodations without such a letter. In addition, there are no retroactive accommodations. If you have questions or concerns about this process, please reach out to the DRC: <https://www.emich.edu/drc/index.php>

Student Field Grades: Using information provided by the student, the placement site field instructor, the field placement evaluation, and the visit to the placement site, the faculty liaison assigns a final grade to each student in placement. Attendance, participation and integration of material from the seminar with practice in field placement are all factored into SWRK 488 and SWRK 489 grades. **A passing grade of a C or above that reflects performance in both the field placement seminar and field placement itself is required.** A student who receives a grade lower than a C in SWRK 488L or in other required social work courses cannot proceed to SWRK 489L.

Incomplete Grades: On the rare occasions when a grade of Incomplete is awarded, the student must work directly with their field instructor and faculty liaison to resolve the reason for the Incomplete. All Incomplete grades should be resolved as soon as possible and in accordance with University policy. For other conditions which might necessitate review of students staying in field placement, see the *BSW Student Handbook* available on the School of Social Work website.

Repeating Placement or Seminar: Students who do not complete their field placement requirements and need to repeat the placement are also required to retake the field seminar and meet all seminar requirements during the time they are enrolled in SWRK 488 and SWRK 489.

Copies of Student Evaluations: The school will not make copies of field evaluations for any purpose. Students who wish to keep copies of their evaluations should print a copy of their evaluation from the IPT system immediately after the evaluation has been submitted in order to have a copy for their own records.

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 who engage in unethical conduct, who behave in an unacceptable manner according to the NASW *Code of Ethics*, agency policy, or field placement policy; who falsify records or who misrepresent themselves or their work are subject to dismissal from the Social Work program and will receive an “F” in SWRK 488 or SWRK 489. 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:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Other Important Policy Information

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

Mandatory Reporting and Duty to Warn: In cases of mandatory reporting or duty to warn that occur during the student’s field placement experience, students cannot be the primary reporter. The field instructor or other placement site staff person is required to ensure that these reporting requirements are fulfilled and can include the student in that process.

Home Visits: In many social service agencies, home visits are a part of the social worker’s

role. In some agencies, placement site cars and/or mileage reimbursement are available. In other settings, placement site cars and/or reimbursement are not available. Students may be required to use their personal cars for placement site work and home visits during the course of field placement. Students should check with their insurance company to be sure that they have appropriate coverage. Similar to other typical courses where there are costs for books and materials, field placement experiences may include costs related to driving to and from placement and to field placement activities/meetings. Students and field instructors should discuss the safety protocols associated with home visits prior to the student participating in home visits.

Transporting Clients: In some agencies, transporting clients is part of the social worker's role. Students may be able to use agency vehicles for this transportation. In such cases, students should review agency policies regarding agency vehicle use and become familiar with the insurance coverage for this type of transportation. In other instances, students may be permitted by the agency to use their own vehicle to transport clients. Please note that the School of Social Work does not require that students use their personal vehicles for transporting clients. Students are responsible for having appropriate automobile insurance coverage for their own transportation. If students 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.

If students are asked to transport clients, but do not feel able to or comfortable with this request, they are strongly encouraged to share this information with their field instructor. If necessary, the faculty liaison can become involved in negotiating other assignments with the field instructor.

EMU insurance will not cover—nor will EMU indemnify its students or the FACILITY for—any claims, damages, costs, or fees of any kind that may arise from an EMU student's choice to drive a FACILITY patient or client in the student's vehicle, or FACILITY vehicle. Should the FACILITY wish an EMU student to drive any of its patients or clients in the student's vehicle or a FACILITY vehicle, or should an EMU student volunteer to do so, the student and FACILITY will agree to any such arrangement directly, outside of the terms of the FACILITY's affiliation agreement with EMU².

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 review information on the University's website regarding health coverage: <https://www.emich.edu/uhs/student-insurance/>. All vaccinations should be current. In some agencies, students are required to provide health information and proof of health insurance prior to acceptance in placement.

Universal Precautions: In some field placement settings, there are risks from contagious disease. Students should discuss these risks and protections with the field instructor. In some agencies, students will be asked to use universal health care precautions.

² Per EMU Legal Division (March, 2022). FACILITY refers to the placement site.

COVID-19 Precautions: Students are expected to follow all University policies regarding COVID-19 precautions and reporting. Students should also be aware of and abide by agency requirements, State requirements, and should attend to the guidance of the CDC. Students can find the latest EMU guidance regarding COVID-19 here: <https://www.emich.edu/emusafe/>

HIPAA: All students who are involved with medical records or with issues regarding the health of their clients 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, and are required to follow these privacy rules.

Inclement and Severe Weather: In cases of inclement weather, students should use caution and allow for extra time to travel to their field placement sites. If weather conditions make it unsafe for the student to travel to field placement, the student should notify their field instructor and make arrangements to make up the missed hours. If the field placement site and/or the University is closed due to severe weather on a day when the student is scheduled to be in placement, the student is not required to attend placement. However, students remain responsible for completing these field hours. In such cases, field instructors are encouraged to provide students with alternative assignments that allow for the flexibility to complete such assignments off site.

Safety: As in any workplace setting, there are safety risks in field placement. There can be placement site/environmental, client interaction, health, home visit or community outreach, travel, or other types of safety concerns that need to be addressed with students. The Field Program expects that safety is addressed in the supervisory context as well as in the context of the field seminar and that students, field instructors, and the School of Social Work collaborate as partners to increase safety and reduce risk in the field placement experience.

Within the first 2 weeks of field placement, field instructors are required to provide students with a safety orientation relevant to their specific agency. To guide this orientation, field instructors can use the Field Placement Safety Assignment (See Appendix p. 34-35). If the field placement site has an existing form or safety orientation tool, they can substitute the agency document for this form. The form requires the student to discuss with their field instructor the field site's safety policies, plans and protocols and provides students with an opportunity to ask questions and identify preventative measures used to reduce risks. Students will share this information with their faculty liaisons for their review. Upon review, the faculty liaison will address any gaps or questions about safety protocols and processes with the student and field instructor. Students should continue to discuss issues involving safety with their field instructors throughout the placement experience and take appropriate precautions to reduce risks to safety. In addition, the field seminar includes attention to safety in the field. A learning outcome for SWRK 488/89 seminar states, "Students will describe the potential for and opportunities to mitigate physical danger and stress/vicarious trauma inherent in providing social work services." This learning outcome can be addressed through a variety of means including guided class discussion about safety, review of the Field Placement Safety Assignment, and the creation of a self-care plan designed to reduce stress and risk of

burnout.

Students are required to use the following resource to learn about safety in the field. The NASW's *Guidelines for Social Work Safety in the Workplace*:

<https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjcNC0%3d&portalid=0%27>

In instances where a student's safety has been jeopardized and/or a student has experienced harm in the field placement experience:

1. The student should follow the agency protocol and seek immediate assistance from available agency staff or other emergency personnel. The student should also seek medical care if necessary.
2. The student should notify their field instructor and faculty liaison as soon as possible.
3. The faculty liaison should notify the field director as soon as possible.
4. The field instructor, faculty liaison, and field director will provide support and identify next steps in the placement experience, including the creation of a contingency plan to meet placement learning requirements and ensure student safety.
5. Students should be reminded of the various mental health and well-being services on campus: <https://www.emich.edu/caps/index.php>

Disruption to Field Placement Experience: In cases where there are disruptions to the learning environment due to weather, health and safety issues, or other circumstances of a serious nature that interfere with the placement experience, the field director will notify all faculty liaisons, students and field instructors about suspending placement attendance. In instances where in-person placement attendance is not possible due to University, agency, State, or national guidelines, or other safety concerns, students will be able to continue placement learning activities using remote assignments. These assignments will be created through collaboration between the Field Office, faculty liaisons, and field instructors.

Social Media & Electronic Communication Policies: The use of social media and other forms of electronic communication are common practice and have created new avenues for connection and accessing information. The NASW's *Code of Ethics* was revised in 2017 to address the use of social media and electronic communication in the professional social work context. In response to these ethical standards, the Field Program has identified the following policies and guidelines that should be adhered to by all EMU MSW and BSW students when enrolled in field placement:

1. Social media contact with placement site participants/clients: Students should not engage in social media contact with current or past placement site participants/clients during the field placement experience or after the conclusion of the field placement experience. Standard 1.06 in the *Code of Ethics* states that "social workers should not engage in dual or multiple relationships;" use of personal social media contact with placement site participants is a violation of this standard.
2. Use of online search sites: The NASW *Code of Ethics* provides the following guidelines regarding conducting an online search of placement site participants/clients: "Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and

imminent harm, or for other compelling professional reasons” (NASW, 2017). This means that students should not engage in online research using social media or other tools to learn about their placement site participants/clients. If any such search is required to ensure safety, students would first discuss this with their field instructor.

3. Electronic communication with placement site participants/clients: Students should ask their field placement site about the policies regarding electronic communications with placement site participants/clients in order to learn whether email or texting is a placement site sanctioned form of communication. Additionally, if email or texting is a placement site sanctioned form of communication, students should only use such communication for professional purposes. Email and texting should not be used for personal communication with placement site participants/clients. Students should be aware of the risks to confidentiality and privacy when using such forms of communications and should discuss with their field instructor how they can ensure that placement site participants’/clients’ privacy and confidentiality are protected when using these forms of communication. Students should not use their personal phone numbers to communicate with clients and instead should use a placement site phone or create a Google phone number. Students who are engaging in telehealth services with clients should be trained by their placement site in the use of appropriate software and should follow HIPAA policies and social work ethical standards in their use of such services.
4. Social media use and the placement site: Students should be aware that because social media platforms are public, posting information about their field placement site, experience, or its participants is subject to public viewing. Any such posts can pose a threat to confidentiality and privacy. Students should be aware of the privacy settings on their social media sites and also need to be mindful that even with privacy restrictions, there is never a guarantee that placement site participants/clients (current and past) as well as placement site administrators will not have access to the student’s social media sites. Students should learn about the placement site’s social media use policies. Given the student’s unique role in the placement site setting as a student intern, it is advisable that students not engage in personal social media contact with their social work field instructor or any placement site employee/staff during the course of the internship in order to preserve appropriate boundaries. This standard may differ for students in macro settings where social media use is often part of the professional communication. In such instances, students are using this type of platform or communication in a professional context rather than a personal context.

In addition to the above guidelines, it is important that students learn about their field placement site’s social media and electronic communication policies and adhere to those guidelines. Additionally, students are responsible for the ethical standards as described in the NASW’s Code of Ethics; the changes to the Code that include content specific to electronic communication and social media use are highlighted in yellow: (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Highlighted-Revisions-to-the-Code-of-Ethics>). Additionally, the NASW, the Association for Social Work Boards, CSWE, and the Clinical Social Work Association developed the following *Technology in Social Work Practice* guidelines:

https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf

University Policy on Weapons/Dangerous Substances: “It is the policy of Eastern Michigan University that no person shall possess or use any firearm or other dangerous weapon, concealed or otherwise, on property owned, leased or controlled by the University or otherwise in the course of University business. Further, no person shall possess or use explosive materials, incendiary devices or other dangerous objects or substances on property owned, leased or controlled by the University or otherwise in the course of University business”
(<https://emich.policytech.com/dotNet/documents/?docid=132&public=true>).

Other Human Resource Issues: Students may be asked to submit a criminal background check and/or drug testing by placement site 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 placement site.

Eastern Michigan University Policies on Discrimination

“Eastern Michigan University does not discriminate on the basis of race, color, ethnic or national origin, sex, sexual orientation, gender identity, religion, age, ancestry, disability, military status, veteran status or other non-merit reasons, in admissions, educational programs or activities and employment and complies with all applicable federal and state laws regarding nondiscrimination and affirmative action, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964 and the Elliott-Larsen Civil Rights Act”
(<https://www.emich.edu/nondiscrimination/index.php>).

EMU Policies on Sex-based Discrimination and Sexual Misconduct

Title IX compliance requires that “Eastern Michigan University is committed to providing a learning, living and working environment free from discrimination. Any gender based discrimination, including sexual misconduct which includes but is not limited to, rape, sexual assault, sexual harassment, stalking, relationship violence and sexual exploitation committed by EMU students, staff or faculty will not be tolerated. This applies to academic, education, athletic, residential and other University operated programs. Eastern Michigan University encourages individuals who believe they have been sexually harassed, assaulted or subjected to sexual misconduct by an EMU student or employee to seek assistance”
(<https://www.emich.edu/title-nine/index.php>). The Title IX policy can be found here: <https://www.emich.edu/title-nine/documents/emu-sexual-misconduct-and-sex-based-discrimination-policy.pdf?v=2021-01-29T18:29:28Z>

All students and employees are expected to ensure a work and educational environment that is free from intimidation and harassment.

Reporting Instances of Discrimination & Harassment

Instances of discrimination in the field placement context, including but not limited to discrimination based on race, ethnic or national origin, sex, sexual orientation, gender identity, religion, age, ancestry, disability, military status, veteran status or other non-merit

reasons should be reported.

Title IX includes gender-based discrimination and sexual misconduct experienced by an EMU student in a field placement setting, a University program or activity (online or in person), or other instances on campus or on University owned property. The process for reporting sex-based discrimination and sexual misconduct can be found here: Instances of Title IX concerns or violations should be reported to EMU's Title IX Office by leaving a voice mail directly at 734.487.2202 or by making an online report at <https://www.emich.edu/title-nine/reporting.php>. All EMU employees are mandated reporters, and are required to report any disclosures, incidents, or reports of sexual misconduct or sex-based discrimination as soon as possible to the Title IX Coordinator.

In other instances of discrimination, reports can be made to the student's faculty liaison or in the event that this is not possible, reports can be made to the field Director. The field director will work with students and faculty liaisons to access appropriate School of Social Work and University supports. Reports of discrimination and harassment can also be made online to EMU's Diversity and Affirmative Action Office: <https://www.emich.edu/hr/working/diversity/complaint.php> Or to the EMU Office of the Ombuds (emu_ombuds@emich.edu).

Evaluation and Grading for SWRK 488 & 489

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 field placement learning contract with the field instructor to set goals at the beginning of each semester;
- using the contract to track accomplishments of learning goals and to obtain feedback on assignments in the field;
- keeping a log of all field hours;
- participating in end-of-semester evaluations with field instructor;
- participating in weekly supervision with field instructor;
- following the *NASW Code of Ethics* at all times.

Faculty liaisons use the following sources of information for grading:

- student's evaluation of their work in the field;
- field instructor's online (IPT) and oral evaluation of field work;
- faculty liaison's visit to the placement site; and
- student's written and oral participation in the field seminar class.

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 class and in the field portions of the course in order to obtain a passing grade in a field course. Students cannot earn a passing grade without a completed field evaluation and**

without having completed the required number of field hours. Students should read their field syllabus closely to determine how these pieces fit together in their sections of the courses. The faculty liaison is the instructor of record in a field course and awards all grades. Students receive letter grades at the end of SWRK 488 and SWRK 489.

Faculty liaisons will address 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 "F" in SWRK 488 or 489.

Online Field Evaluation

All evaluations are administered online through Intern Placement Tracking (IPT) program. Field instructors will be given a login from the Field Office and will collaborate with their intern to complete the form. Please save often so that it does not get lost. When complete, save it, print a copy for the field instructor and the student's records, and email the student's faculty liaison to let them know it is complete. You can view the evaluation here: <https://www.emich.edu/chhs/social-work/documents/488-595-evaluation-form-final.pdf>

Note: The student should come prepared with behavioral examples of their performance to the meeting with the field instructor. The student and field instructor are to complete the evaluation together.

Responsibilities of the Field Instructor:

- The field instructor will familiarize themselves with EMU's field program by attending the Field Instructor Field Orientation or scheduling an appointment with the field placement coordinator or field director.
- The field instructor will prepare and educate the placement site concerning the incoming student's role and the responsibilities of the placement site as an educational site.
- The field instructor will inform the faculty liaison and field placement coordinator or field director as soon as possible if the student fails to appear for a screening interview or, once accepted, fails to begin placement.
- The field instructor will orient the student to the placement site, its staff, structure, organization, policies and procedures, safety plans/protocols, and resources.
- The field instructor will engage the student in the creation of a preliminary contract and a mutually agreeable field placement learning contract specifying expectations, as well as specific goals and tasks related to the field placement experience and connected to the CSWE competencies and practice behaviors, that includes practice with individuals, families, groups, communities, and organizations.
- The field instructor will 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 BSW field placement with learning opportunities involving practice with individuals, families, groups, communities, and organizations. Engagement with client systems should occur early in the semester.

- The field instructor will instruct the students on how to develop and maintain records of client and community contact deemed appropriate by the placement site. The field instructor should review these records.
- The field instructor will review assignments (e.g., process recordings), hour logs, or supervision agendas as specified by the faculty liaison.
- The field instructor will provide adequate supervision and 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. Students who receive group supervision should also receive individual supervision at least twice per month. It is recommended that the student prepare an agenda for this meeting.
- The field instructor should be alert to strains or problems in the placement site-student relationship or in student performance. When such issues are not quickly resolved at the placement site level, it is the field instructor's responsibility to initiate contact with the faculty liaison.
- The field instructor will attend and participate in a meeting at least once per semester with the faculty liaison and student to review progress made towards completion of the goals in the field placement learning contract.
- It is expected that the student will receive field placement constructive feedback on their performance. The field instructor is asked to collaborate with the student 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 field placement learning contract as well as the student's performance in the placement site.

Supports for Field Instructors

The Field Office hosts a field orientation for field instructors at the commencement of each field placement experience (Fall and Winter semesters). The field orientation provides an overview of relevant field placement processes, an overview of the field placement learning contract and field evaluation, guidance for field instruction and supervision, as well as a description of the problem-solving approaches used collaboratively by the Field Office, students, faculty liaisons, and field instructors. The orientation also includes a continuing education seminar focused on supporting field instructors in their supervision of social work interns. In addition to this event, the Field Office hosts additional continuing education events throughout the academic year designed for field instructors to connect with the Field Office and participate in continuing education events. The Field Office shares resources and tools to support their field instruction via email and a shared Google folder. Field instructors are introduced to their students' faculty liaisons at the outset of the placement experience and engage in field placement dialogue with faculty liaisons about students' progress and areas for growth. The faculty liaisons meet with field instructors a minimum of once per semester to review the field placement learning contracts and student progress.

Responsibilities of the Faculty Liaison:

- The faculty liaison is required to be familiar with and to follow the field policies and procedures.
- The faculty liaison will attend field orientation sessions and assist the field director in orienting students and field instructors to field placement responsibilities.
- The faculty liaison will notify the field director of any issue that may jeopardize the field placement and to submit a Request a Field Placement Review to the field director when there are serious issues in the student's field experience and efforts to problem-solve by making visits to the placement site have been unsuccessful.
- The faculty liaison will facilitate and monitor the placement site-University relationship by facilitating communication, addressing needs and problems as they arise, and mediating differences or conflicts among any of the parties involved.
- The faculty liaison will be available to their students' field instructors throughout the semester.
- The faculty liaison will be available as a resource for students who may request assistance in understanding their responsibilities or in addressing field related issues.
- The faculty liaison will review and approve the field placement learning contract between placement site and student.
- The faculty liaison will review and monitor process recordings, logs, and other student assignments to track the student's progress within the placement site.
- The faculty liaison will seek feedback from field instructors regarding the field components of the Social Work program. Such feedback should be made available to the Field Office for future planning.
- The faculty liaison will participate in the field liaison meetings facilitated by the Field Office once a year to discuss placement experiences.
- The faculty liaison will review the student's progress with the field instructor. The faculty liaison will make one visit per semester to the placement site. This visit can be made in-person or via Zoom, per the preferences of the student and field instructor.
- The faculty liaison will submit a grade as the instructor of record to Records and Registration on the schedule designated by the University.
- The faculty liaison will report to the field director the appropriateness of certain agencies for particular student needs by completing the Field Placement Agency Evaluation Faculty Liaison form for evaluating placement site participation.
- The faculty liaison will evaluate and monitor employment-based field placements according to field policies and procedures to ensure that students are performing appropriate assignments.

Responsibilities of Students in Placement:

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

- Students participate in required pre-placement group meeting(s) with the Field Office.
- Students will contact the agency to which a referral is made in a timely way, without exceeding five business days of receiving the referral.
- Students will attend and treat the interview professionally (like a job interview), dressing in appropriate attire, taking an up to date resume, and being prepared to ask and answer questions.
- Students will complete the required field placement experience in accordance with the Social Work Program's policies and procedures and will be familiar with the policies and procedures outlined in the Field Manual.
- Students will participate in all field placement orientations or trainings as scheduled by their field instructor.
- Students will participate in a safety orientation with their field instructor and will communicate the safety policies and protocols to their faculty liaison. Students will read the NASW's *Guidelines for Social Work Safety in the Workplace* within the first 2 weeks of the first semester of field placement:
<https://www.socialworkers.org/LinkClick.aspx?fileticket=60EdoMjcNC0%3d&portalid=0%27>
- Students will regularly attend and actively participate in the weekly or bi-weekly field seminar class in order to facilitate the positive integration of the field and class experience.
- Students will collaborate with their field instructor to create a preliminary contract and a field placement learning contract at the outset of each semester. This contract includes mutual expectations for learning and performance, as well as specific goals, tasks and assignments to be completed. This contract is developed by the student and field instructor and is approved by both the faculty liaison and the field instructor.
- Students will adhere to the NASW *Code of Ethics* and the placement site'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 placement site-based assignments required for class, which contain material about clients should be carefully disguised and reviewed by field instructor.
- Students will promptly notify the field instructor 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.
- Students will make up any missed hours in accordance with the policy statement requirements.
- Students will prepare an agenda for supervision sessions and come to such meetings 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 instructor for review in advance.
- Students will 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 liaison as early in the

semester as possible.

- Students will participate in a field placement evaluation process as a developing professional social worker. The student and field instructor should review the field placement learning contract and revise it when necessary. The student should be prepared to participate in the end-of-semester evaluation process with the field instructor and the faculty liaison. The student should come to the evaluation meetings prepared with behavioral examples to describe their learning progress and these behavioral examples should be included in the evaluations.
- Students will ensure that proper guidelines are followed when their place of employment becomes a field placement site.

Supports for Students:

Balancing the demands and expectations of field placement, courses, employment, family life, and other priorities can be overwhelming. Students can utilize various resources and supports at EMU to help navigate the stressors that may arise. The following resources are available:

1. SWOOPS Food Pantry is open to all EMU students: <https://www.emich.edu/swoops-food-pantry/index.php>
2. EMU Counseling and Psychological Services (734-487-1118): <https://www.emich.edu/caps/>
3. Local Health & COVID-19 Resources: <https://www.emich.edu/chhs/social-work/documents/emu-ssw-student-resource-guide-fall-2021-local-covid-19-and-health-resources.pdf>
4. Scholarships and emergency funds: <https://www.emich.edu/chhs/social-work/documents/emu-ssw-student-resource-guide-fall-2021-internal-external-scholarships-emergency-funds.pdf>
5. EMU SSW Tool Box that includes health, housing, child care, food, academic, and other support services: <https://www.emich.edu/chhs/social-work/student-resources/index.php>

Guidelines for Contracts

Preliminary Educational Contract

All BSW students and supervisors are expected to complete a Preliminary Contract by the second week of placement. This contract identifies the initial expectations of the student and field instructor. Expectations regarding work habits, time and day of supervision, policies student is expected to learn, agency and community resources with which the student should become familiar, training sessions the student is to attend, and whatever else is reasonably expected of a student in the first month of placement should be included. The contract can be found in the Appendix pp.28-29. At the end of the first month of placement, the field instructor should communicate with the student and, if necessary, the faculty liaison if any of these expectations are not being met.

Field Placement Learning Contract

Students work with their field instructor to create a field placement learning contract. The

field learning contract is a written agreement between the student and their field instructor regarding the field learning experience that the student and field instructor will co-create. The contract is also a tool for monitoring the field placement field experience and for evaluating student performance. The field placement learning contract identifies the student's individual learning goals and describes the assignments for which the student will be responsible in order to meet these goals. In addition, students work with their field instructors to identify the CSWE competencies and practice behaviors that are associated with the goals/tasks. All 9 competencies and associated practice behaviors should be addressed in the field placement learning contract. The contract should illustrate ways in which students will gain practice experience with individuals, families, groups, communities, and organizations.

After the first four weeks of placement, the student and field instructor enter into the field placement contract, which spells out the student's learning goals and the specific assignments that will be used to accomplish these goals. Students' learning goals should be directly related to the 9 CSWE competencies, which can be indicated by number after each goal. Similarly, each assignment should be designed to meet particular learning goal(s) and relate to the appropriate CSWE practice behaviors (See learning contract: https://www.emich.edu/chhs/social-work/documents/learning_contract_bsw_and_foundation.pdf?v=2021-02-04T18:42:55Z)

The goals and assignments should be determined in supervisory sessions with input from both the field instructor and the student. It is the responsibility of the student to prepare the contract in written/typed form. Both the student and the field instructor must review and sign a final copy of the contract. The faculty liaison will set the date that the student must complete and submit the contract for review. The faculty liaison will review and sign the contract.

Contract Review and Revision

Field instructors and students can use weekly supervision to engage in a dialogue regarding accomplishment of learning goals. At mid-semester and the end of the first semester, the student and field instructor should review the field placement learning contract to assess the student's progress in accomplishing goals. At any point the contract may be revised to reflect new goals and assignments. At the beginning of the second semester of field, the contract should be reviewed and revised as needed. Goals in which the student has demonstrated competence during the first semester may be removed in the second semester's contract. In many instances, the student has demonstrated a beginning ability to perform particular skills during the first semester and should use the second semester to develop competency in that area. Again, at mid-semester and the end of the semester, the student and field instructor should review the contract as part of the evaluation process.

Student & Faculty Liaison Evaluation of Field Placement Sites

At the end of each field placement experience, students and faculty liaisons will receive an online survey (See Appendix pp. 37-39) inviting them to respond to questions about the field placement site(s) to which they were assigned/to which their students were assigned.

Individual survey responses are not shared with field placement sites. The results of the survey provide the Field Office with important feedback about field placement experiences and support future planning. The Field Office uses the results of the survey to provide field placement sites with additional support when necessary and make determinations about future student referrals.

APPENDIX

Preliminary Educational Contract

(To be completed by the end of the first week of placement)

This contract is to include expectations *for* the first *four* weeks of placement at which time a Field placement Educational contract is to be negotiated.

Date: _____

Student: _____ Field Instructor: _____

ID#: _____ Field Liaison: _____

Agency: _____

Address: _____

Telephone Number: _____

Weekly supervision time and day: _____

Basic work expectations for student (include: hours, days, times, and rules for making up missed time and/or overtime; and any other basic expectations).

Training and meetings student is expected to attend- (specify time, place, days, etc.).

Policies and procedures student is expected to know (include personnel and agency).

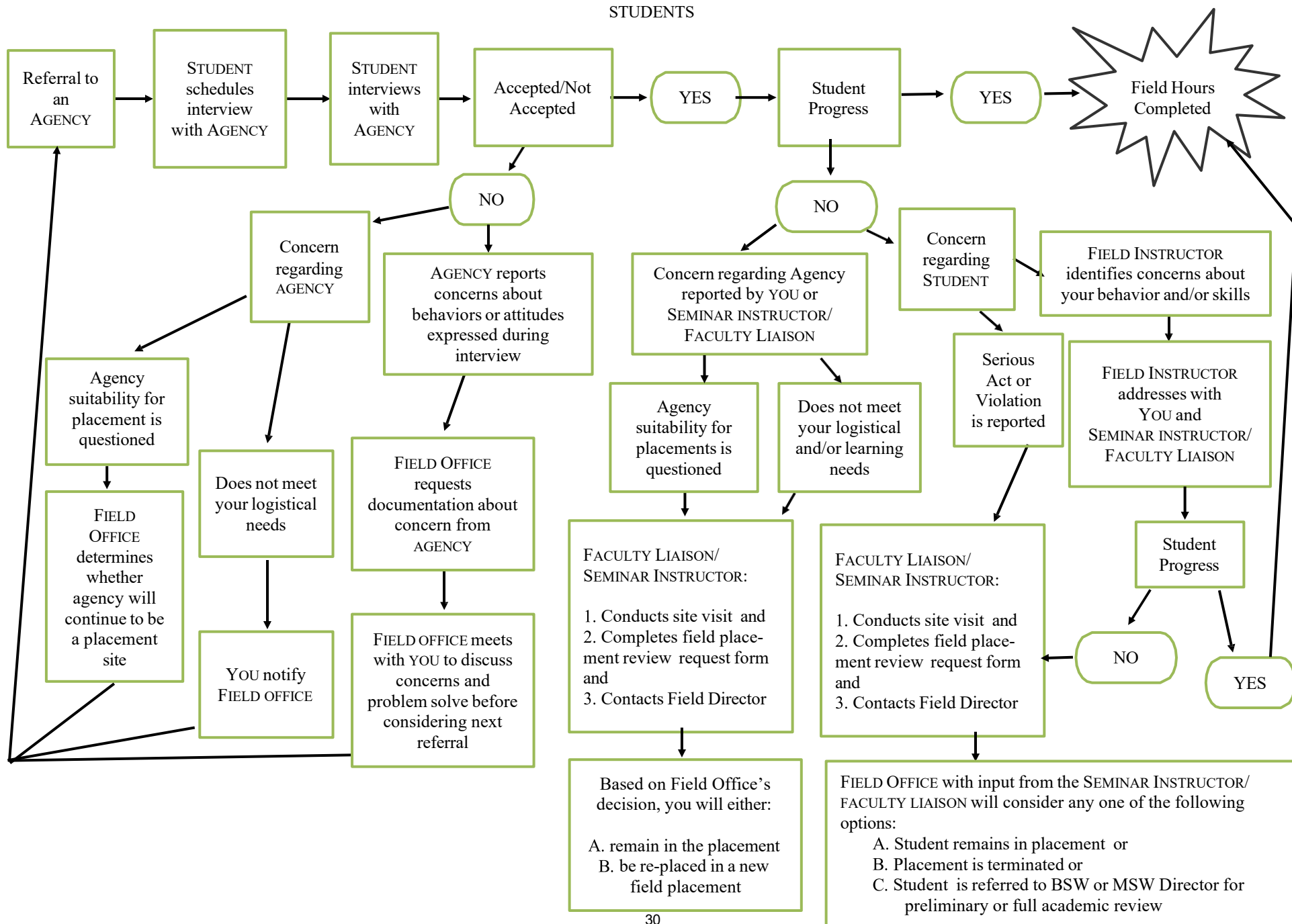
How is student to become familiar with agency and community resources?

Other initial assignments:

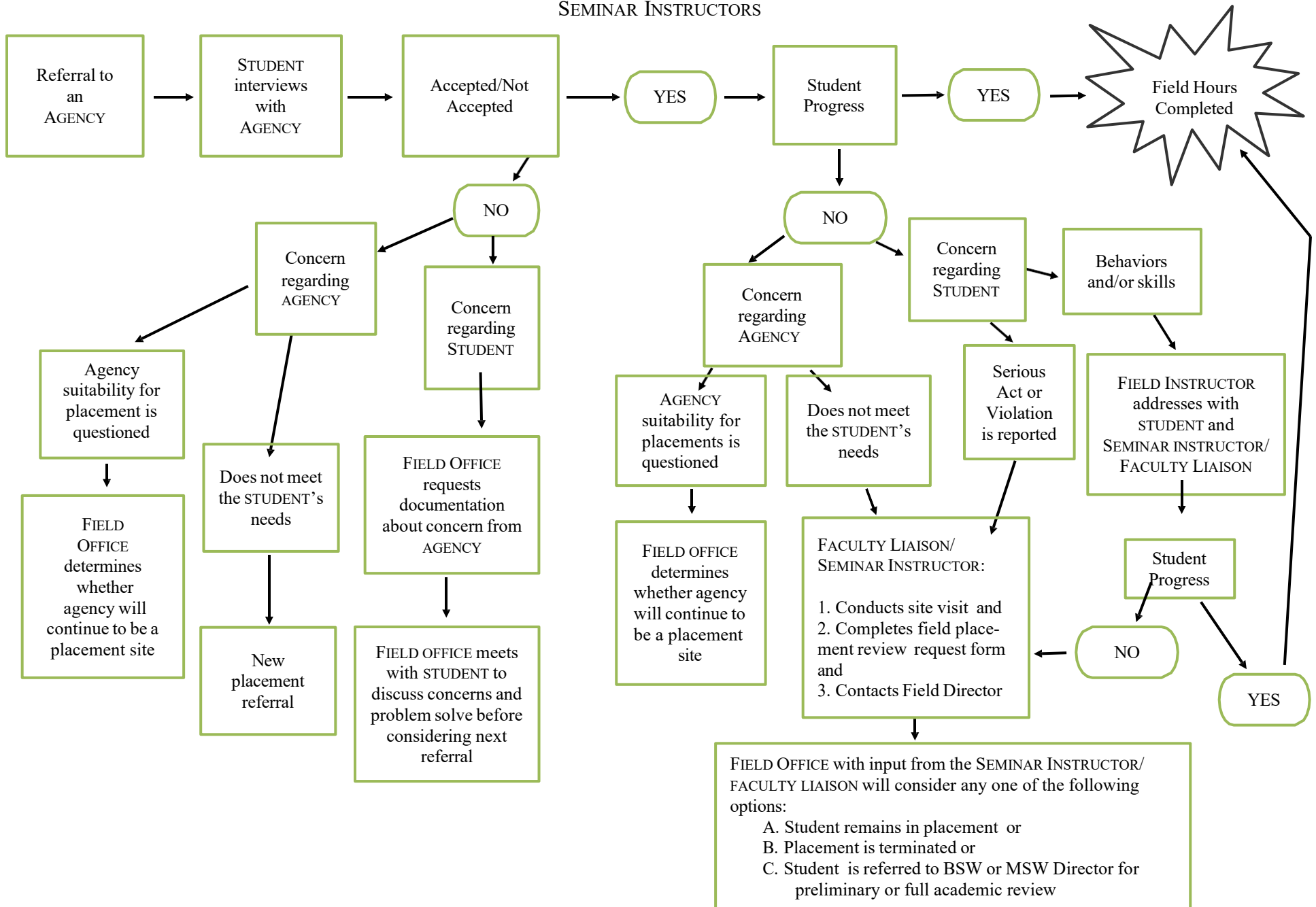
Student Signature

Field Instructor's Signature

Eastern Michigan University School of Social Work
Field Placement Process
STUDENTS



Eastern Michigan University School of Social Work
Field Placement Process
SEMINAR INSTRUCTORS



FIELD PLACEMENT REVIEW REQUEST FORM

Policy and Procedures for Field Placement Review

Before the Field Office can consider replacement for a student, the following procedures should be followed:

1. Liaison meets with the student.
2. Liaison helps student problem-solve.
3. Liaison visits agency and meets with the Field Supervisor and the student together. Liaison engages in problem-solving with Field Supervisor and student and establishes appropriate monitoring.
4. When problems can not be resolved, the following takes place:
 - a. Field Placement Review Request Form is completed and forwarded to the Field Director.
 - b. Field Director discusses situation with liaison and/or Field Coordinator and or/Field Agency personnel.
 - c. Field Director decides if changes are needed in current placement; if student needs new placement; or if student cannot be replaced by Field Office.

Field Liaison: _____ Course/Term: _____

Student: _____

Field Placement Agency: _____

Concerns: _____

Date Agency was Visited: _____ Participants in the Meeting: _____

Problem-Solving Actions taken: _____

Actions Requested from Field Director: _____

Signature: _____ Date: _____

(Field Liaison)

Actions Taken by Field Office: _____

Signature: _____ Date: _____

(Field Director)

Eastern Michigan University School of Social Work
Field Placement Safety Plan

The purpose of this form is to ensure that students are informed about their field placement site's safety plans, policies, and protocols and to provide an opportunity for students to ask questions and seek clarification about safety issues and preventative measures designed to reduce risks. **This form should be completed in the first 2 weeks of field placement.**

Student Name:

Field Seminar Course:

Field Placement Agency:

Field Instructor Name:

I. Agency safety policies:

- | | YES | NO |
|--|--------------------------|--------------------------|
| 1) Have you discussed safety with your field instructor? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2) Does the agency have safety policies? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3) Are you familiar with the agency safety policies? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4) Have you participated in safety training(s) offered or recommended by the agency? | <input type="checkbox"/> | <input type="checkbox"/> |

II. Safety Plans: Please address the following areas of safety by providing information about the agency safety protocols and policies; if there is an area listed that is not applicable to this agency setting, please enter N/A:

- A. Safety in the agency environment (includes agency setting, parking lot, etc.):
- B. Safety when working with clients (includes reading cues of escalation, de-escalating clients, when/how to remove oneself)
- C. Safety in community-based work (includes safety in the community, safety in the home, exposure to bed bugs/lice, etc.)
- D. Safety during travel (includes field placement related travel with or without clients; does not include student's home-placement site travel):
- E. Other Safety Considerations (please address any specific safety considerations such as health risks, evening/weekend hours, on-call hours, etc.):

III. **Incident Reporting Procedures:** What steps should be taken after a difficult or unsafe incident or situation occurs?

Student signature:

Date:

Field Instructor signature:

Date:

Field Faculty Liaison signature:

Date:

EMU School of Social Work
Return to Field Policy
Plan for Return to field for [Student name]
[Semester]

In instances where a student experiences a disruption in the field placement experience and it has been determined that the student can be eligible to return to field in another semester, the student will be required to complete a Return to Field Plan. This plan must be reviewed and approved by the Field Director before the student will be permitted to return to field placement. This plan can be waived by the Field Director in instances where the disruption was due to circumstances unrelated to field performance, such as instances where students experienced financial challenges, family emergencies, or other such extenuating circumstances.

The Return to Field Plan should document the ways in which the student will be able to address the concerns or challenges that arose in the initial field placement experience. Upon approval, the student's action plan will be shared with their field seminar instructor/faculty liaison who can then monitor the student's use of the plan during their field placement experience. Challenges, additional needs, and/or significant deviations from the approved plan that arise during the course of the field placement experience should be brought to the Field Director for review.

Based on your previous field experiences, you will need to address the following concerns in order for the Field Office to determine whether you can return to field to complete **[field course and semester]**. **Please address, in writing, how you will address each of these concerns.** If this plan is approved, the Field Office will share it with your seminar instructor.

[List concerns here]

[Student responds to concerns here]

Field Director Signature: _____ Date: _____

Student: By signing this form, you agree that this plan will be shared with your field seminar instructor so that they can support your field placement learning.

Student Signature: _____ Date: _____

BSW Field Placement Faculty Liaison Report Form

Please complete the survey below.

Thank you!

Please fill out this form for each of the field sites represented in your Fall 2023-Winter 2024 field seminar. You will be able to submit multiple forms so that you can provide feedback on all of the agencies with which you worked this semester. Thank you!

- 1) Name of Faculty Field Liaison _____

- 2) Date of Agency Visit(s) _____

- 3) Name of Field Agency _____

- 4) Name of Field Instructor _____

- 5) Name of Student _____
(First and Last)

- 6) Strengths/Limitations of Supervision _____

- 7) Opportunities for student assignments at agency (variety, interest, importance to Social Work training meeting, etc.) _____

- 8) Issues/Problems relating to the placement _____

- 9) Issues/Problems relating to a particular student _____

- 10) Agency support for placement (space, phone, mileage, recruitment, positive attitude of agency staff, etc.) _____

- 11) Would you recommend future placements with this agency in the future? Yes No

- 12) Please explain. _____

- 13) Other feedback: _____

Student Evaluation of BSW Field Placement Site

Please complete the survey below to provide the Field Office with feedback about your field placement site. Your individual responses will not be shared with the field agency.

Thank you!

1) Student Name (First and Last)

2) 489 Semester

- Fall
- Winter
- Summer

3) Year

4) Name of Field Agency

5) Purpose of Field Agency

(Briefly state mission of agency)

6) Name of Assigned Field Supervisor

7) Tasks Performed at Field Agency

8) Was your field supervisor readily available?

-
- Yes
- No

9) Was your field supervisor fair about tasks and assignments?

-
- Yes
- No

10) Did you always get your scheduled supervision?

-
- Yes
- No

11) If supervision had to be changed, was it always rescheduled so that you had supervision for that week?

-
- Yes
- No

12) What did you like MOST about your supervision experience?

13) What did you like LEAST about your supervision experience?

14) Would you recommend using this person again as a supervisor?

-
- Yes
- No

15) Please explain.

16) What did you like most about the field agency?

17) What didn't you like about the field agency?

18) Was your field experience at this agency a good one?

- Yes
- No

19) Please explain.

20) Would you recommend using this agency again as a field placement?

- Yes
- No

21) Please explain.

22) Further comments:
