

BSW FIELD PLACEMENT MANUAL

Eastern Michigan University
School of Social Work

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Introduction

The field experience is an invaluable piece of a social work student's learning experience and growth as a professional. The Eastern Michigan University School of Social Work Field Program depends on the professional input and support of our agency field supervisors, dedication from faculty, and ambition from students. 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 BSW Field Program. It is designed for use by students, field instructors, and field faculty field liaisons in Social Work 488 and 489. Any questions that one may have about policies, procedures, or guidelines pertaining to field should be able to be found in this manual. This manual also includes 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 you can go to for what:

The field office consists of the field director, the field coordinator, and other individuals that help processes move along.

The field director oversees all major issues pertaining to field. This person can be a point of contact before field placement has begun with questions regarding larger policy and procedure issues.

The field coordinator is the contact person between agencies and the school and places students at agencies. The field coordinator is another person that one can go to with questions pertaining to policies and procedures within the field experience. Students should meet with this person if they would like to go into field placement.

The faculty liaison is the EMU Social Work faculty who teaches the accompanying field seminar and who visits the student and agency field instructor once each semester. Once the semester begins, the faculty liaison becomes the point of contact. The faculty liaison works with the agency and student 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. In the event that a field instructor cannot reach the faculty liaison, the field director or coordinator can be contacted and will forward the message. The field office will be brought into issues as determined by the faculty liaison.

The field supervisor is a professional social worker (with an MSW degree and two years post-master degree experience) who is designated by their agency and the EMU Field Program to provide field supervision to MSW students.

Please see pages 10, 11, and 12 to read more about specific responsibilities for the faculty liaison, the field supervisor, and the student.

School of Social Work Mission Statement

The Mission of the EMU School of Social Work is to prepare graduates to help poor, oppressed, and vulnerable and underserved people to build competence and confidence as they improve their lives. The program grounds students in culturally competent and gender sensitive practice. It is founded on a commitment to social and economic justice.

Our graduates work with individuals, groups and communities to alleviate social problems. They strive to enhance community problem solving, helping clients to engage their environments in ways that improve social functioning and provide opportunities.

The school prepares its graduates to work in advance social welfare policy that builds upon a community's strengths and develops leadership in community and organizations.

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 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. It 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 Field Program:

The required Senior Field Experience involves two semesters of field placement in a social agency chosen 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. This is a generalist field placement. Students do not specialize at this level. Students learn to do assessment, intervention, and evaluation. Students complete 200 hours of field work in each of two consecutive semesters for a total of 400 hours in a single social agency. Field courses must be taken in the last two semesters that a student enrolls in required Social Work courses, just prior to graduation. Students will be in the field 16 hours per week, Tuesdays and Thursdays, for the semesters in Field Placement. They will be enrolled in a concurrent field seminar that meets weekly. The seminar instructor serves as the liaison to the agency, visiting the student on site once per semester. The seminar instructor determines the student's grade in field.

BSW Senior Field Placement Policies and Procedures

Eligibility for Field Placement

1. 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 at least a grade of 'C' before beginning field placement. (They must have met all prerequisites for these courses)
3. Any student with a C- or lower in any 400 level social work classes need special permission from the field office to begin or to continue with field placement.
4. Students need at least a C in 488 to continue into 489. Students who receive a C- or lower in 488 or 489 must repeat the course.
5. The field placement application must be accompanied by a current resume. If a student wishes to do their placement at their place of work, the student must submit an application for a request to do a work site placement to the field placement application form.
6. SWRK 488 and 489 each involve 16 hours in a field agency plus a two hour a week seminar taught by the faculty member who will serve as a liaison to the placement agency.
7. All practice social work courses (408, 409, 450 & 451) must be taken prior to or concurrently with SWRK 488 and 489.

Attaining a Field Assignment

The BSW Field Placement Coordinator or the Field Placement Director is responsible for assigning students to agencies for their field work experience. **Students may not find their own placements.** (The only exception involves students who requests a work site placement and follows the procedures below) 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 to be used as a field site. Field placement settings may be within a 60 mile radius of EMU and students may not refuse placement on the basis of geographic location. All BSW field placements are generalist field placements, since students do not specialize at this level. Therefore placements will be made in agencies that provide a generalist experience. Field placement sites are in public or non-profit [501(c)(3)] agencies, only.

Directions for students enter field placement:

1. Attend an information session
2. Log into IPT and create a new password
3. Fully fill out the field application and submit it within IPT, including a resume
4. Set up a time to meet with the field placement coordinator to discuss interests in the field
5. Fill out a "Request and Agreement for Work Site Placement" form if there is an interest to be placed at your place of work. A student may talk to the field coordinator about this option, and get the form from the field office. *see "Placement in Work Settings" below
6. After hearing where one is referred, call or email the point of contact within the week
7. Contact the field office if there is any trouble getting through to an agency
8. Go in for an interview at the agency
9. Sign up for the field placement class

10. Begin field placement after attending first field placement seminar class
11. Keep track of your hours and follow field class syllabi

Time commitment expectations:

- Students must take the two semesters of field placement in consecutive semesters. Placement is offered in two sequences: fall and winter terms or winter and summer terms. Students are to be in their agency for 16 hours a week, typically on Tuesdays and Thursdays. Students may negotiate their field schedule with the field instructor.
- If a student misses 16 consecutive hours for valid reasons and the supervisor has been notified, arrangements must be made prior to the end of the semester to make up the time during hours agreed to by the supervisor. Students who need to absent from field for more than 16 hours in the term, may be 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 supervisor 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 'E' by their field liaison.
- Per our agency agreements, students may not end their placements more than one week prior to the last official week of field placement. This policy is to be upheld even if field hours have been met.
- Students cannot begin placement prior to the start of the semester in which they are enrolled. They may not continue to go to field placement between semesters, unless they are in a course in which a grade of In Progress (IP) is awarded to all students or unless they have arranged to receive a grade of Incomplete, having met all University and Field requirements for receiving an Incomplete and having contracted with their faculty field liaisons for the liaison's continued availability during that period.

Considering placement changes after the beginning of the semester: Students must be in the same agency for those two semesters, barring circumstances that may necessitate a move, as determined by the Field Director. Students should not leave a field site without the liaison initiating a Review of the Field Placement. Students who are terminated or removed from a field site should not expect to take accumulated hours from one site to another. Any exceptions to this policy are at the discretion of the Director of Field Placement.

Ethical considerations: Students are expected to abide by the NASW Code of Ethics, both in the field, in classes, and at other times. 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 'E' in Field Placement.

Grade policy in field: A student must pass both the field and seminar components of SWRK 488 and SWRK 489 with a grade of 'C' or higher in order to pass each course. A student who receives a grade lower than a C in SWRK 488 or in other required social work courses cannot proceed to SWRK 489.

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 in placement.

Life/work experience credit: Academic credit for life experience and previous work experience may not be given in lieu of field placement requirements.

Worksite placements: Students may request to do a field placement in an agency in which they are employed. However, very specific criteria must be met and the activities involved in the field placement cannot be those for which the student is employed (or a part of the student's job description.) Students requesting to use their place of employment as a field site must complete a "Request for Work Site Placement" form and enclose it to the Field Placement Application.

In order to be considered by the Field Office, work site placements must meet the specific following requirements:

- be a [501(c)(3)] or public agency with an affiliation with the School of Social Work;
- provide a field instructor with an MSW and two years of experience or a BSW with two years of work experience who is not the student's employment supervisor and is a regularly employed member of the agency;
- provide experiences that are segregated and different from work responsibilities;
- Identify blocks of time that are at least four hours long that are separate from work assignment.

The application, then, is reviewed by the field office to determine whether the placement can be made.

Availability during business hours: It is expected that learning in field placement will not be compromised by the student's employed 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/agency team. Students need at least six daytime hours for staff meetings, supervision, consultation, training, and possibly some service supervision. Any student who requests this type of placement needs to fill out the additional field application and be prepared to discuss the proposal with the field office.

Incomplete grades: 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. For other conditions which might necessitate review of students staying in field placement, see the "BSW Student Rights & Responsibilities," available on the social work web-site.

Student learning contracts: At the beginning of each semester in field placement students develop first a preliminary contract and then an ongoing educational contract with their field instructor. This contract states the student's individual learning goals and describes the assignments for which the student will be responsible in order to meet these goals. Weekly supervision by the field instructor, as well as end of semester evaluations provides feedback to the student and Field Instructor regarding accomplishment of learning goals. Using information provided by the student, the agency field instructor, the field placement evaluation, and the visit to the agency, the seminar faculty liaison assigns a final grade to each student in placement. Attendance, participation, integration of material from the seminar, to practice in field placement, as well as a **passing grade in both the field placement seminar and field placement itself are required** in order to receive a passing grade for the course. More about student learning contracts can be found on page 16 of manual.

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 copy them *before* they are turned into the school for grading purposes.

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 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 - <https://www.socialworkers.org/>).

Home Visits: In many social service agencies, home visits are a part of the social worker's role. At 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. Transporting clients in your car is done so at your risk.

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 Snow Health Center for information on their 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 agency settings, there is a risk of 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 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.

Safety: In some client or environmental situations, there may be a risk of violent or unpredictable behavior or scenarios. Students should discuss issues involving safety with their supervisors and take appropriate precautions to avoid such or to deal with such situations should they arise. In

all cases, students should develop a plan with their supervisors for dealing with these unusual events.

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 what issues might prevent students from being accepted for a field placement. They have the right to terminate any student who does not meet the human resources requirements of the agency. Eastern Michigan University and the agencies where students are placed enter into a formal contractual agreement that details these issues.

Note: Exceptions to any of these policies can only be made by the field director.

Online Field Instructor Evaluation

All evaluations are administered online through Intern Placement Tracking program (IPT). Field supervisors will be given a log-in from the field office and will sit 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 supervisor and the student's records, and email the student's faculty liaison to let them know it is complete.

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

Responsibilities of the Field Instructor

- To familiarize themselves with EMU's field program by attending orientation meetings or by appointment with the field coordinator or director.
- To prepare and educate their agency concerning incoming student's role and the responsibilities of the agency as an educational site.
- To inform the faculty 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, assisting 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 feedback on his/her performance. The field supervisor is asked to complete the written evaluation of 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 the Faculty Liaison

- To be familiar with and to follow the field policies and procedures.
- To attend orientation sessions and to assist the field director in orienting students and Field Instructors to field placement responsibilities
- To notify the field director of any issue that may jeopardize the field placement and to Request a Field Placement Review (Page 16) by the field director when there are serious issues in the student's field experience after making a liaison visit to the agency to problem-solve.
- 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 liaisons should be available to agency field instructors throughout the semester upon request from the field instructors.
- To make a minimum of one faculty liaison agency visit each semester during 488 and 489.
- To be available as a resource for students who may wish assistance in interpreting their responsibilities or in addressing field issues or problems.
- To review and approve the educational contract between the agency and the 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 office for future planning.
- To participate in the field orientation, 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 a 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 Records and Registration on the schedule designated by the university.
- To 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 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.

Responsibilities of Students in Placement

- To complete the applications 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 meetings with the field placement coordinator and/or director and in-agency screening interviews.
- To contact the agency to which referral is made in a timely way, without exceeding five business days of receiving the referral.
- To attend and treat the interview professionally (like a job interview), dressing in standard business attire, taking an up to date résumé, and being prepared to ask and answer questions.
- To complete a consecutive, two-semester, 16 hour per week field placement at one single agency.
- To regularly attend the weekly two hour field placement seminar on Eastern Michigan University's campus in order to facilitate the positive integration of the field and class experience through the completion of both field placement assignments and seminar assignments.
- To participate in designing, at the beginning of each of the two semesters, an educational contract which includes mutual expectations for learning and performance as well as specification of goals, tasks, and assignments to be carried out.
- To conform to 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 client should be carefully disguised and reviewed by field instructor.
- To notify their field instructors promptly when lateness or absence is unavoidable. Any client commitments that cannot be kept should be communicated to both the field instructor and to client involved.
- To make up any missed hours in accordance with the policy statement requirement.
- To prepare an agenda for supervisory conferences, and to come to such conferences prepared with questions as well as to discuss any aspect of their work. Written material should be kept current, and if possible, given to field instructors ahead of time of review.
- To bring questions or concerns and problems to the attention of the field instructor. If any issues cannot be resolved at that time level, it is the student's responsibility to call the issue to the attention of the faculty liaison as early in semester as possible and to engage in problem-solving.
- 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 in the end-of-semester evaluation process. Students are strongly encouraged to add their own self-statement to these evaluations.

Field Placement and Seminar Course Outcomes: 1st Semester:

- 1) Exercise self-direction, initiative, reflective practice and responsibility for one's demeanor, one's work and one's career long learning process (2.1.1);
- 2) Demonstrate the ability to use supervision and consultation in the agency setting (2.1.1);
- 3) Demonstrate the ability to identify and navigate professional roles and boundaries (2.1.1);
- 4) Demonstrate a willingness and capacity to advocate for and with clients (2.1.1, 2.1.8, 2.1.10);
- 5) Demonstrate the ability to apply the Code of Ethics and display ethical reasoning to arrive at principled decisions and solve dilemmas that arise in practice (2.1.1; 2.1.2)
- 6) Demonstrate the ability to effectively communicate orally and in writing in work with individuals, families, groups, communities and colleagues (2.1.3);
- 7) Demonstrate the ability to identify theories and models at use in practice, the assumptions of those models and the degree to which those models address or marginalize the needs of diverse client populations* (2.1.3, 2.1.7);
- 8) Students will acceptably perform the following in a field setting (2.1.10):
 - Engage with clients, using empathy and other interpersonal skills;
 - Develop a mutually agreed upon focus of work and desired outcomes;
 - Collect and organize data;
 - Assess client strengths and needs;
 - Select, develop and implement intervention strategies;
 - Facilitate transitions and endings;

Placement and Course Outcomes: 2nd Semester:

- 9) Demonstrate the ability to access, critically appraise and apply aspects of the social work research base that is relevant to specific agency practice (2.1.3, 2.1.6);
- 10) Critically analyze, monitor and evaluation interventions
- 11) Demonstrate self-awareness, engagement and advocacy in relation to issues

affecting people who are poor and/or subject to social oppression (2.1.4, 2.1.5, 2.1.8).

- 12) Demonstrate the ability to collaborate with colleagues and clients for effective policy action in the immediate agency and community context (2.1.8, 2.1.9).
- 13) Demonstrate the ability to think critically about the impact of agency structure, funding and policy on local practice and on clients (2.1.8).
- 14) Demonstrate the ability to scan and assess changes in the contexts of practice that impact one's clients, agencies and professional role (2.1.9);
- 15) Students will acceptably perform the following in a field setting (2.1.10):
 - Engage with clients, using empathy and other interpersonal skills;
 - Develop a mutually agreed upon focus of work and desired outcomes;
 - Collect and organize data;
 - Assess client strengths and needs;
 - Select, develop and implement intervention strategies;
 - Facilitate transitions and endings;
 - Critically analyze, monitor and evaluation interventions.

*This will require that the theory base of the program is specified, for examples, that students will receive preparation in life span development, ecological perspectives, strength perspective, empowerment, social learning theory and psychodynamic theory. These specifications may be somewhat different for MSW foundation and BSW students.

SCHOOL OF SOCIAL WORK

Guidelines for Field Instructor Contract

Purpose

The field instruction contract between the student and his/her field instructor is a written agreement regarding their respective roles and responsibilities. It also gives the student an opportunity to articulate learning goals which can be facilitated through the assignment of activities which are designed to help the student in accomplishing these goals. The contract is a tool for monitoring the ongoing field experience and for evaluating student performance. All students must work towards acquiring and demonstrating the generic social work practice skills described in the Course Objectives for Social Work 488 Field Experience I and Social Work 489 Field Experience II.

Preliminary Educational Contract

All students and supervisors are expected to complete a Preliminary Contract by the second week of placement. This contract is to spell out the initial expectations of the student and

supervisor. 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.

At the end of the first month of placement, the supervisor is asked to submit a brief form to the faculty liaison which indicates whether the student has met these expectations.

Ongoing Educational Contract

After the first four weeks of placement, the student and field instructor enter into an ongoing 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 field placement course objectives and the objective goals met should be stated by number only, after each goal. Similarly, each assignment should be designed to meet particular learning goal(s) and in the contract should state which goal(s) (by number) it will facilitate accomplishing.

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 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.

Contract Review and Revision

At mid-semester and the end of the first semester the student and field instructor should review the ongoing educational 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 again, the contract should be reviewed and revised as needed. Goals in which the student has demonstrated competence during the first semester may be removed as second semester goals. In many instances the student has demonstrated a beginning ability to perform particular objectives 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.

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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 an Ongoing 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
BSW PROGRAM**

ONGOING EDUCATIONAL CONTRACT: SWRK 488 **489**

(To be completed at the end of the first four weeks of placement and after a review of the Preliminary Educational Contract)

This contract is to include learning goals and assignments for this field experience. It is to be reviewed at regular intervals and revised to reflect any changes in goals and/or assignments. It is also to be used as a tool for evaluating student performance at mid semester and at the end of each semester. At the beginning of the second semester revisions should reflect changes in student roles and responsibilities, if necessary. All basic work expectations articulated in the Preliminary Educational Contract are to be followed for the length of the field placement. Please attach a copy of this contract.

Check here if work-site placement:

1. Semester of placement: _____
2. Student Name: _____
3. I.D. #: _____
4. Student email: _____
5. Field Placement Agency: _____
6. Field Instructor (supervisor): _____
7. Field Instructor phone: _____
8. Field Instructor email: _____
9. Field Instructor Degree: _____ Year Degree Completed: _____
10. . Faculty Field Liaison (seminar instructor): _____
11. . Faculty Liaison phone: _____
12. . Faculty Liaison email: _____
13. Basic Work Expectations (hours of placement, policies, dress, etc...)

14. Time of Supervision and Guidelines (agenda prepared in advance etc.)

15. Student's Learning Goals and Assignments:

List each learning goal and assignment together. Complete each set until you have addressed your goals and assignments for the semester. After each set, put the correlated course outcome numbers in parentheses (example: Course Outcomes 1,2,3). Attach additional pages if necessary.

**Learning goals are broad statements of what you want to learn.
Example: Learn how to perform intervention with the target population.**

**Assignments are what your field instructor has assigned you as tasks in the agency 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 under close supervision.**

[Click here to enter text.](#)

EASTERN MICHIGAN UNIVERSITY
SCHOOL OF SOCIAL WORK
STUDENT EVALUATION OF BSW 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 didn't you like most 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 didn't you like 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 placementsite? Yes No
Explain:

Further Comments: _____

THANK YOU!

**EASTERN MICHIGAN UNIVERSITY
SCHOOL OF SOCIAL WORK**

BSW FIELD PLACEMENT FACULTY LIAISON REPORT FORM

DATE: [Click here to enter text.](#)

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

Name of Faculty Field Liaison: _____

Date of Agency Visit(s): _____

Name of Agency: _____

Name of Field Instructor: _____

Name of Student: _____

2. Strengths/Limitations of Supervision: _____

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

4. Issues/Problems relating to the Placement:

5. Issues/Problems relating to a particular student:

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

7. Would you suggest using this agency in the future? Explain.

8. Other feedback:

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.

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>