



Field Manual
2026-2027

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WELCOME AND INTRODUCTION

Welcome: A Message from the Directors of Undergraduate and Graduate Field Education

We are excited to embark on another great year in field education with our students, field supervisors, and field liaisons! Field education is often described as the "signature pedagogy" of social work education because it is where classroom knowledge comes to life. It is in the field that theories are tested, skills are refined, professional values are strengthened, and confidence begins to grow. Through meaningful relationships, thoughtful supervision, and real-world experiences, students develop the knowledge, skills, and ethical foundation needed to become competent and compassionate social workers.

None of this happens alone. The strength of our field program lies in the partnerships among students, field supervisors, agencies, faculty, and field liaisons. Your willingness to teach, mentor, support, ask questions, and learn from one another creates experiences that shape not only future social workers but also the communities they will serve.

This manual serves as your guidebook for navigating field education. It outlines the field education placement process, roles and responsibilities, field course information, and important field-related policies. Students should read this manual and familiarize themselves with its content. It is a guide that can be referred back to often as well.

The Field Education team looks forward to working with each and every one of you. The field placement experience is a memorable and impactful one that students will carry with them for many years to come. Here's to another great year!

Meet the Field Education Office



Dr. Brenda Jorden, Undergraduate Field Program Director

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I am a Clinical Associate Professor and the Director of Undergraduate Field Education in the School of Social Work at Salisbury University. I have provided Social Work services in a non-urban setting since 2001 and have worked in the Social Work Field Education office at Salisbury University since 2007. My professional experience includes working in the mental health field with adults and adolescents and with the developmental disability population.



Mrs. Jennifer Schermerhorn, Graduate Field Program Director

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I am the Director of Graduate Field Education and a Clinical Associate Professor in the School of Social Work at Salisbury University. A licensed social worker, I previously was employed in long-term care for over ten years, gaining experience with the aging population, health care, Alzheimer's disease, and end-of-life decision-making.



Mrs. Jessie West, Satellite Field Coordinator

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I am the Satellite Field Practice Coordinator serving our Wye Mills, Cecil, Hagerstown, and Southern Maryland program sites as well as an External MSW Supervisor in the School of Social Work at Salisbury University. Much of my career was spent providing medical social work services to our Eastern Shore communities in the acute, sub-acute, and palliative care settings as well as in outpatient mental health. I began my work with the Field Education Office as an adjunct instructor in 2012. In 2018 I assisted with piloting our external supervision program and eventually transitioned to my full-time role. I am also a MD Board of Social Work approved clinical supervisor and enjoy assisting students, as well as licensed social workers, with practical application of therapeutic modalities and best practices.



Mrs. Allison Hunter-Jacobs, Online Field Coordinator

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I am the Online Field Practice Coordinator for online MSW students, as well as stateside transfer BASW and MSW students. I also serve as an External MSW Supervisor. I am a Licensed Clinical Social Worker (LCSW-C) in Maryland, as well as a Board-approved clinical supervisor. I come to the School of Social Work at Salisbury University with over 10 years of prior experience in crisis response on the Eastern Shore of Maryland, practicing in both direct service and leadership roles.



Mrs. Carrie Taylor, Academic Program Specialist

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I am the Academic Program Specialist for the Field Education Office and the Bachelor of Arts in Social Work (BASW) Program in the School of Social Work at Salisbury University. Over the past 12 years at Salisbury University School of Social Work, I have served in a variety of administrative roles while earning my BASW (2017) and MSW (2022). Before joining the university, I gained diverse professional experiences, including service in the U.S. Navy. As a veteran, I am passionate about supporting military-affiliated individuals and hope to focus my SOWK experience on post-combat veterans and their families.

Introduction

Field Education is an integral component of the social work curriculum, engaging the student in supervised social work practice and providing opportunities to apply classroom learning in the field setting. The primary goals of the agency-based field practicum are to:

- Provide knowledge, values, and skills for intervention with individuals, families, groups, and communities.
- Help the student develop a professional identity consistent with social work values.
- Facilitate the development of skills in the evaluation of one's social work practice.
- Provide an experience with various client populations including diverse racial and ethnic groups, and at-risk populations.
- Evolve a practice style consistent with the student's personal strengths and capacities.
- Develop the ability to work within a human service agency or organization.
- Demonstrate core competencies of social work practice.

Salisbury University's BASW and MSW Field Education experiences are reflective of the school's mission statement and the program's goals and objectives. The curriculum is designed with the expectation that students will develop professional and ethical judgments and actions based on an integration of knowledge, theory, and practice.

The BASW Field Education Experience

Field Instruction is required for all social work majors and is taken in the student's senior year. During Field Instruction, students enroll in SOWK 420: Field Instruction I and SOWK 421: Field Instruction II, which consist of the field experience and field seminars. In the field seminars, students are challenged to explore their personal values and beliefs and to use critical thinking to prepare for actual practice. Customarily, students in the field education practicum are enrolled simultaneously in a social work practice course.

BASW field students stay in the same placement through both semesters/terms. During these two semesters/terms students are expected to move from beginning ability to identify, understand, and evaluate policies and processes to increasingly sophisticated evaluation, application, and intervention. Students are expected to apply knowledge and theory acquired in the classroom setting related to planned change, including relationship building, problem identification, assessment, goal setting, contracting, intervention, evaluation, and termination. Students are expected to apply the ecosystems framework and strengths paradigm in a manner which will cultivate culturally competent practice integrated with social work values. By the end of the Field Practicum, students will have developed a generalist framework which includes the skills necessary in interviewing and assessment, and in interventions at the individual, family, and group level. In addition, students will be able to address issues at the level of organizations and communities, which promote social injustice.

The MSW Generalist Practice Field Education Experience

During the MSW generalist practice curriculum, students enroll in SOWK 640: Field Education I and SOWK 645: Field Instruction II, which consist of the field experience and field seminars. In the field seminars, students are challenged to explore their personal values and beliefs and to use critical thinking to prepare for actual practice. Customarily, students in the field education practicum are enrolled simultaneously in a social work practice course.

MSW Generalist practice field students stay in the same placement through both semesters/terms. During these two semesters/terms students are expected to move from beginning ability to identify, understand, and evaluate policies and processes to increasingly sophisticated evaluation, application, and intervention.

The student is expected to apply knowledge and theory acquired in the classroom setting related to planned change, including relationship building, problem identification, assessment, goal setting, contracting, intervention, evaluation, and termination.

Students are expected to apply the ecosystems framework and strengths paradigm in a manner which will cultivate culturally competent practice integrated with social work values.

By the end of the MSW generalist practice curriculum, the student will have developed a generalist framework which includes the skills necessary in interviewing and assessment, and in interventions at the individual, family, and group level. In addition, students will be able to address issues at the level of organizations and communities related to the promotion of justice and the reduction of patterns of injustice.

BASW and MSW Generalist Field Courses Overview

The purpose of the generalist practice practicum is for the student to apply foundation knowledge, skills, values, and ethics to practice and in a way aligned with the social work mission and informed by critical thinking. The focus is on micro-level learning, with introductions to mezzo and macro-level learning. Within the generalist practice experience students will become aware of self in the process of intervention, use oral and written professional communications that are consistent with the language of the practicum setting and profession and develop the use of professional supervision to enhance learning. The student will participate in a supervised field education experience in the application of knowledge, values and ethics, and practice skills to enhance the well-being of people and work toward the amelioration of environmental conditions that affect people adversely. Furthermore, the student will have the opportunity to use critical assessment, implementation, and evaluation of agency policy within ethical guidelines.

The learning experiences and content are operationalized in the student's learning contract. Most students participate in agency-based Field Education instruction for 16 hours a week (176 hours in the first semester/term and 224 hours in the second semester/term) under the supervision of an agency designated Field Supervisor. To enrich the Field Education experience, students will participate in a field seminar in a face-to-face or online format. Related written assignments will be included.

The instructor of the seminar serves as the liaison from the social work program to the student's agency Field Supervisor. The Field Liaison will meet with the field supervisor and student at least once per semester. Faculty is always available when there are issues of concern between individual students and their agency Field Supervisors. The liaison needs to be involved promptly if these concerns might indicate that a student is not fulfilling expected responsibilities or is not progressing adequately.

The MSW Specialized Practice Field Education Experience

During the specialized practice curriculum, students enroll in either SOWK 668: Clinical Practice Field Placement I and SOWK 669: Clinical Practice Field Placement II (students who have chosen the Clinical Social Work & Advocacy Specialization OR SOWK 678: Community Practice Field Placement I and SOWK 679: Community Practice Field Placement II (students who have chosen the Social Change & Leadership Specialization), which consists of the field experience and field seminars. During specialized practice, most students intern two and a half days per week (20 hours/week – 280 hours in the first semester/term and 280 hours in the second semester/term for a total of 560 hours) in a Field Education setting which offers the opportunity to develop advanced level practice in either delivery of clinical services or community and policy social services, depending on the student's chosen specialization. Every effort is made to match a student's field placement with their interests based on the selected specialization. Students' work with varied client systems will enable them to build significantly upon the knowledge and skills developed in the generalist practice year practicum. Students will demonstrate skills at an advanced level in relationship building, problem identification, assessment, goal setting and treatment planning, intervention, termination, and evaluation with various client systems, again depending on the selected specialization.

As students move through the program, they are expected to function responsibly and with increasing autonomy in all areas of practice. The supervisory process continues to promote exploration, clarify options, and support reflection. Students are expected to assume increasing responsibility for their own learning and to demonstrate a commitment to continued professional development as they enter the social work profession.

Specialized Field Courses Overview

Clinical Practice Field Placement I and II are the specialized practice learning experiences for students in the Clinical Social Work and Advocacy Specialization. Students are required to participate in agency-based field practicum, typically for 20 hours a week under the supervision of an agency-designated Field Supervisor. During the specialized practice placement, students may elect to work 16 hours/week and extend their field placement into the next term.

Students will participate in discussions, written assignments and activities concurrently to integrate and apply skills, theory, and interventions to practice experiences. Successful completion of the two-course sequence requires a student to fulfill a minimum of 560 hours of field instruction within the same social welfare agency accumulated across the fall and spring semesters. The learning experiences and content are operationalized in the student's learning contract.

The field liaison will meet with the field supervisor and student at least once a semester/term. Faculty are always available when there are issues of concern between individual students and their agency supervisors. The liaison needs to be involved promptly if these concerns might indicate that a student is not fulfilling expected responsibilities or is not progressing adequately.

Community Practice Field Placement I and II are the specialized practice learning experiences for students in the Social Change and Leadership Specialization. Students are required to participate in agency-based field practicum, typically for 20 hours a week under the supervision of an agency-designated Field Supervisor. During the specialized practice placement, students may elect to work 16 hours/week and extend their field placement into the next term. Students will participate in discussions, written assignments and activities concurrently to integrate and apply skills, theory, and interventions to practice experiences. Successful completion of the two-course sequence requires a student to fulfill a minimum of 560 hours of field instruction within the same social welfare agency accumulated across the fall and spring semesters. The learning experiences and content are operationalized in the student's learning contract.

The field liaison will meet with the field supervisor and student at least once a semester/term. Faculty are always available when there are issues of concern between individual students and their agency supervisors. The liaison needs to be

involved promptly if these concerns might indicate that a student is not fulfilling expected responsibilities or is not progressing adequately.

Grading

All Field Education courses are graded courses. The grade is based on the following factors:

- The student's timely and satisfactory completion of all related assignments, including seminar participation and required field placement hours.
- The Field Supervisor's evaluation of the student's performance.

Based upon the above, the Field Liaison assigns the final grade. If, because of poor performance, either the school or the agency asks a student to leave their field placement before the semester is over, the Field Liaison may recommend another placement or may assign the student a FAIL grade for the semester, depending on the circumstances. Dismissal from a field placement will generally result in a Formal Student/School Remediation Meeting (see BASW and MSW Handbooks for more information).

Selection of Field Education Agencies

Students will be offered placement opportunities at a variety of community human service agencies. Students are required to accept any field placement within a fifty-mile radius of their residence. Students are expected to have reliable transportation.

The Field Education Staff will carry the responsibility for determining an agency's suitability as a Field Education site. The following criteria will be used in the selection of agencies:

- It must have social work as a function or service of the agency.
- It must be consistent with the program's mission, goals, and objectives; the appropriateness for specific learning experiences; their ability to provide educationally directed Field Education; and its clear articulation of student learning in tasks assigned.
- The ethics and values of social work must be demonstrated through the policies, program design, and delivery of services of the agency.

- Qualified agency supervision must be available to provide effective weekly supervision.
- There must be a willingness to have the student become an active member of the agency team with meaningful contact with agency staff (i.e., in-service training, workshops, and team meetings).
- There are opportunities for students to have contact with other community providers to provide a comprehensive overview of services within the area.
- There will be a range of assignments available for the students, which are sufficient to meet the student's needs and course objectives.
- The student's assignments will reflect an opportunity for involvement in varying modalities of service, as well as exposure to a diversity of people and problems.
- Students will be exposed to individual, family, group, and community client systems (based on selected specialization for advanced students).
- There will be support of the student's interest in collecting and analyzing data, evaluating agency service delivery, and evaluating the student's own practice.

A formal assessment will be made based upon the criteria. It is the responsibility of the Field Education Staff to inform the potential placement agency of the educational objectives of Field Education and to provide a general overview of the social work curriculum.

Selection of Field Education Supervisors

For BASW students, the Field Supervisor's qualifications must include a bachelor's degree. Preference is given to master's level social workers as field supervisors and individuals with a bachelor's degree in social work with two years of post-degree social work experience. Exceptions may be made to include experienced professionals that have social service experience. In these cases, the faculty field liaison assumes a greater responsibility and more active role in the student's placement.

For MSW students, the Field Supervisor's qualifications must include a Master of Social Work, two years of experience beyond the master's degree, and preferably be licensed at least at the graduate level. In a few unique situations, contracts may be made with other social workers outside of the field agency to provide

supervision. The School of Social Work has on-staff External MSW Field Supervisors who can also provide weekly supervision to a limited number of students who have been placed in qualified agencies that do not employ MSWs. In these cases, someone at the agency must be designated as the task supervisor and willing to complete requirements of the field supervisor, apart from meeting with the student for weekly supervision.

The Field Supervisor must function within an agency willing to provide adjustments of the staff member's work assignment to permit adequate time to develop and implement the student's internship.

Candidates interested in becoming Field Supervisors should contact the field office directly. The Field Supervisor must have a willingness and flexibility to provide regular supervision for the purpose of instruction, review and discussion of the student's feelings and needs. In addition, there must be the ability and willingness to participate in a minimum of one required conference with the student and Field Liaison each semester/term. The Field Supervisor will participate in School of Social Work hosted training/orientation specific to Field Education, such as:

- Field Education competencies
- Ethics and values
- Helping the student best incorporate academic information with actual practice
- Emphasizing research and policy issues within their individual agency settings.

Approved Field Supervisors are provided with the Field Education Course Syllabi and all relevant field forms via Sonia Online, the field tracking software. Once appropriate supervision has been identified and the agency has been approved as a Field Education site, the agency supervisor completes the My Details section in Sonia to provide their education, work history and licensing information as well as the Agency Details section to provide a summary of the field placement description for students placed within that agency. New field agencies may be sent the agency application for completion in Sonia Online and to initiate the affiliation agreement process.

Roles and Responsibilities

It is the responsibility of the School of Social Work to maintain a social work program, which includes a Field Education component that meets the accreditation standards of the Council on Social Work Education.

The Director of Graduate Field Education is responsible to the Director of School of Social Work for the administration of the MSW Field Education program, including to identify and contract with community agencies to provide student placements, to assign students to those placements and to participate in ongoing evaluation of the field education program. The Director of Graduate Field Education is responsible to:

- Ensure adequate number of quality field education placements for the MSW program for all program sites.
- Identify and implement social work competencies for the field content area in collaboration with the executive administrative team.
- Disseminate information regarding field competencies to relevant field agencies.
- Coordinate and implement the placement process for the MSW program for all program sites.
- Revise and update all forms of information in matters pertaining to field education for the MSW program for all program sites.
- Develop and implement orientation and training for field supervisors, field liaisons, and students in the MSW program for all program sites.
- Effective communication between field agencies, supervisors, field liaisons and students in the MSW program for all program sites.
- Mentor field office staff, field supervisors, and field liaisons.
- Process and resolve field problems in the MSW program for all program sites when difficulties arise in field placements that cannot be resolved by the field liaisons, field supervisors and students as specified in the field manual.
- Monitor delivery of the MSW field seminar curriculum to ensure consistency with curriculum design

The Director of Undergraduate Field Education is responsible to the School Director for the administration of the Undergraduate Field Education program, including to identify and contract with community agencies to provide student placements, to

assign students to those placements and to participate in ongoing evaluation of the field education program. The Director of Undergraduate Field Education is responsible to:

- Ensure adequate number of quality field education placements for the BASW program for all program sites.
- Dissemination of information regarding field competencies to relevant field Agencies.
- Coordinate and implement the placement process for BASW students.
- Work with the Field Staff to develop placements and evaluate the quality of those placements.
- Develop and implement orientation and training for field supervisors, field liaisons, and students in the BASW program for all program sites.
- Provide effective communication between field agencies, supervisors, field liaisons and students for all program sites.
- Be available as a consultant to Field Supervisors and Field Liaisons.
- Process and resolve field problems in the BASW program for all program sites when difficulties arise in field placements that cannot be resolved by the field liaisons, field supervisors and students as specified in the field manual.
- Intervene when difficulties arise in field placements that cannot be resolved by the Field Liaison, Field Supervisor and student.
- Monitor field seminars to ensure consistency with curriculum design.

Regional and online field placement coordinators are responsible to:

- Make arrangements for field placements for social work students at distance locations.
- Recruit potential field sites.
- Supervise MSW students placed at agencies without an MSW on staff.
- Manage correspondence with all stakeholders.
- Maintain field placement database in SONIA.

The field liaison is responsible to:

- Act as the communication link between the agency Field Supervisor and the University's MSW Program, once a student is assigned to an agency,

regarding pertinent issues related to the student and the Field Education curriculum.

- Help Field Supervisors plan learning experiences for students which will best help them meet the course objectives.
- Attend Field Liaison orientation.
- Meet with the Field Supervisor at least once a semester/term in person
- Be available as a resource for the student.
- Have individual conferences with students who are having difficulties in Field Education and/or need clarification of Field Education related matters.
- Intervene when difficulties arise in field placements which cannot be resolved by the student and the Field Supervisor.
- Assign final grade to the student after careful review of the student field evaluation by the agency.
- Conduct field seminars for students in field education.

The field supervisor is responsible to:

- Attend orientation for Field Supervisors.
- Participate in annual programs provided by the field faculty.
- Provide the student with a suitable workspace and orientation to the agency, program, and services.
- Develop and assign tasks and experiences which meet the Field Education course objectives, maximizing the student's exposure to policies, experiences, and cases where issues such as diversity, populations at-risk, values, ethics, policy, human behavior, and research are relevant.
- Structure assignments to help the student learn a broad range of social work interventions common to generalist social work practice (including practice with individuals, families, small groups, organizations, and communities).
- Create with the student a learning contract that reflects individualized learning activities to reflect the practice behaviors.
- Provide on-going evaluation of the student's progress in meeting his/her learning contract practice behaviors and core competencies.
- Provide a minimum of one hour per week of supervision to the student to provide feedback, evaluate skills, and act as a role model.

- Help the student integrate the Field Education experience with academic learning.
- Notify the Field Liaison when there are problems or questions regarding the student's performance.
- Coordinate the involvement of other agency staff with the student's learning experience.
- Sign the student's time sheets, process recordings, learning contract, evaluations, etc.
- Evaluate the student's performance in a Field Education setting at appropriate intervals.

Students will be expected to take an active role in planning and implementing their learning experiences while in a Field Education setting. In accepting placement at an agency, students will agree to actively participate in their learning and to complete all assigned tasks in a professional manner. Participation in Field Education carries with it certain responsibilities and commitments to the agency, the Field Supervisor, the clients/consumers, and the Field Liaison.

The student is responsible to:

- Follow the program's procedures for selecting and securing an agency placement.
- Conform to the regular hours of the agency completing required hours per week documented by a weekly time sheet.
- Become familiar with and abide by agency policies and procedures, establishing good working relationships with co-workers and clients/consumers.
- Take the initiative in seeking advice and consultation, demonstrating the ability and willingness to accept supervision.
- Complete work assigned by the Field Supervisor and to be accountable for completing documents within the specified deadlines.
- Demonstrate interviewing and assessment skills in a manner consistent with the practice model and core competencies.
- Demonstrate acceptance and use of social work values, especially as applied to cultural, racial and gender factors.

- Integrate theory and practice by applying principles of social work learned in the classroom to the field and striving to improve skills through periodic self-evaluation.
- Develop, in consultation with the Field Supervisor and Field Liaison, the learning contract.
- Participate in all required three-way conferences with the Field Supervisor and Field Liaison.
- Discuss with the Field Supervisor and/or Field Liaison areas of disagreement, dissatisfaction, or confusion in respect to any part of Field Education.
- Complete all course requirements within the specified deadlines.
- Understand the core competencies of Social Work practice.
- Follow all University and School of Social Work policies and procedures.
- Obtain malpractice insurance if in the UMGC/Europe program.

Learning Contract

Although every social work student will take Field Education courses, the process is developed so that each student will have flexibility in structuring the experience (under the direction of their Field Supervisor and Field Liaison) to maximize their specific learning experience. While the broad overall objectives for the Field Education Content Area provide a common framework, each student will develop strategies for meeting and evaluating those goals based on his or her personal goals and the opportunities provided by each specific placement agency. Students will develop a learning contract which establishes individualized learning activities for the student that is feasible in the agency and attainable within the generalist practice/specialized practice placement. This is a tool to identify what the student will learn and the specific activities that will be a part of the practicum experience.

While the student will assume the ultimate responsibility for the completion of the learning contract, its preparation will be a collaborative effort of the student, Field Supervisor, and Field Liaison. The learning contract acts as a guide to help the student and Field Supervisor define what the student will learn, and the specific experiences that will be part of the placement. Both the Field Supervisor and the student will refer to this document throughout the internship to determine whether the field placement is meeting the expectations necessary to accommodate the core competencies and practice behaviors. The learning contract will be evaluated as part of the final evaluation of the student.

Outcome Assessment/Program Evaluation

Performance evaluation is an ongoing process that starts with the student's first day of field placement and culminates in a final written evaluation at the end of each

semester/term. On-going evaluation of the student's progress and assessment will be a built-in aspect of the Field Supervisor's weekly supervision. Students are required to submit logs for Field Liaison review which allows for assessment of the individual student's skills, competence, judgment, and values. Because the student is free to write in a confidential manner, the Field Liaison will be able to spot areas of concern related to social work practice or in interaction with field placement agency personnel.

At least once during the first semester/term the Field Liaison will meet with both the Field Supervisor and the student to discuss possible problems, identify strengths and weaknesses, and to ensure that the student's educational objectives are being met. The latter will be done through informal conversation and by monitoring progress as outlined in the learning contract. During the second semester/term, the field visit may be conducted as a check-in via email. The field liaison should inquire if the field supervisor and student wish to have a meeting and a meeting should be held whenever any concerns have been raised previously, the student has changed placements, or other situations which may warrant a second semester/term meeting.

In the middle of the first semester/term and again at the end of each semester/term, the agency Field Supervisor is asked to complete required formal written evaluations. Students will read their completed evaluations and have an oral evaluative conference with the Field Supervisor before the evaluation is sent to the University.

Feedback received from the student and Field Liaison over the two semester/term field placement will help guide the and Field Liaison's feedback decision regarding the continuance of the agency as a field placement for the Social Work program.

Confidentiality and Duty to Report

Social workers (and all professionals) are legally bound by the state law in which they are practicing to report any situations of suspected child maltreatment to the Child Protective Services Department of the local Department of Social Services for further investigation. Licensed social workers who fail to report known maltreatment face fines and penalties (such as having one's license revoked and risking malpractice claims).

There are no set legal guidelines for reporting other illegal activity (such as drug use or fraud), but students should be aware that witnessing such activity could put them at risk for being considered in collusion or acting as an accessory to a crime. Student should educate themselves about their agency's written or unwritten policies on these matters and discuss such situations immediately with their supervisor (or another person of authority if the supervisor is not immediately available) when

such situations occur. Students can view the Field: Statement of Confidentiality policy in Appendix 3.

Miscellaneous Policies

This section includes policies on employment-based field education, academic standing, exemptions from fieldwork, holidays, attendance-related policies, extended placements, problems within the agency, requests to change field placements, sexual harassment at field, and others.

Field Hours

To ensure that students gain meaningful and consistent learning experience during their internship, all internships must be completed in a minimum block duration of 4 hours. This requirement helps ensure students maximize their learning, contribute meaningfully to their placement agency, and gain a comprehensive understanding of their assigned tasks and responsibilities. Interning in blocks of at least 4 hours allows students to engage fully with the work, develop a consistent routine, and have sufficient time to understand and contribute to their assigned tasks. Shorter shifts may limit the depth of the learning experience. Students should develop a weekly schedule with their field supervisor. The schedule should be mutually agreed upon to ensure both academic requirements and the needs of the agency are met.

Students must not record overlapping or duplicate time entries on their timesheets. Each hour worked must be accounted for only once, even if multiple tasks or duties are performed during that time.

Students are expected to enter a timesheet in Sonia at the end of each completed day of field hours. Field supervisors should approve the hours weekly.

Employment-Based Field Education

An Employment-Based Field Education option has been developed for those students who would like to have their field placement at the agency where they are employed. The curriculum and objectives of the students completing employment-based field education are identical to those students completing field education in agencies in which they are not employed. This pattern of Field Education, however, provides the student with the opportunity to continue employment while completing an educationally appropriate field practicum. A student who wants to pursue this option must submit a proposal form along with their application for a field placement, both in Sonia Online.

When completing the Employment Based Field Proposal Form, the student must consider how the proposed field experience will provide learning opportunities that

connect to the nine Council on Social Work Education competencies as well as the level of student (BASW/Generalist or Specialist- Clinical Social Work and Advocacy or Social Change and Leadership). Proposals will be considered for students wishing to use their current employment position (new or existing employment) if the aforementioned criteria are met. While these types of placements are allowable, students are strongly encouraged to seek out new learning opportunities within their employment agency for educational and professional growth. Students must also speak to their current employment duties, proposed field experience, field placement and supervision schedule, proposed field supervisor and a description of the experience if the student is requesting to complete a second employment based placement at the same agency on the proposal form. Signatures from the student and agency representatives will attest their understanding of this policy as well as the risks associated with employment based placements and the required paperwork including agency application and affiliation agreement. All proposals will be reviewed by the student's field coordinator for approval. In some cases, it may be necessary to meet with the student and agency representatives to further clarify roles and expectations of the student, employment supervisor and proposed field supervisor (or task supervisor, if applicable).

Supervision- Field Supervisor requirements remain the same for all students, regardless of completing an employment-based placement. BASW students must be supervised by an individual with a minimum of a bachelor's degree, social work preferred. MSW students must be supervised by an individual with a Master of Social Work degree and at least two years of post-degree experience. If an MSW is not available or employed within the agency, the student may be assigned an external MSW supervisor from the school. A task supervisor must be identified from the agency and agreeable to fulfilling the role. As a reminder, space is limited for external supervision and provided first come, first served. While it is preferred that the employment supervisor be different from the proposed field supervisor, we recognize that there are cases in which this is not possible. In these situations, the employment supervisor will be permitted to be the field supervisor, provided there is a distinct and different time allotted for the weekly required one hour of field supervision. Additionally, the employment supervisor must agree that during internship hours, the employee should be treated as a student and can complete the academic requirements of the field placement. Such requirements may involve completing activities that might not be part of the job description. Doing these activities may necessitate things like lighter caseloads, varied assignments for educational purposes and additional hours above the normal work week to achieve the internship requirements. The same is true for students who have a different field supervisor than their employment supervisor.

Situations may arise when a student becomes unemployed by the agency in which they are completing their employment-based field placement. Should this occur, the Field Education Office will consider the circumstances leading to the unemployment

and follow existing policies to determine the feasibility of continuing in field education at that time. If the student is terminated from the employment and subsequently the field placement or vice versa, the formal remediation process will be conducted. If the student elects to leave the agency, they must follow the change in field placement policy and seek approval for this change from their field coordinator. A final scenario is if the student is terminated to no fault of their own (layoff, grant funding ending, job eliminated, etc.). In either situation, if it is determined that the student will be replaced at a new agency, the Field Education Office will make every effort to facilitate the replacement during the same academic year, however this is not guaranteed and factors such as timing of the replacement and field placement availability may affect this process.

International Field Placements

BASW and MSW Generalist students have the option to complete an international field placement. Social Work placements can be secured in Spain; San Jose, Costa Rica; Dublin, Ireland and London, England. In Spanish speaking countries, students may be required to take a Spanish language course prior to studying abroad. Students who are interested in this placement option should note this on their field application and discuss it during their meeting with their field coordinator. Following that meeting, the student will complete and submit the SU study abroad application form. Once approved, the student works with Global Experiences/AIFS to complete the placement process and secure their international field placement.

The course requirements before and during the semester abroad include the following:

BASW students go abroad in the fall semester of their senior year. BASW students earn the following 12 credits:

SOWK 420 Field Instruction I (4 credits)

SOWK 421 Field Instruction II (4 credits)

SOWK 416 Research I or an elective. (4 credits)

The elective is fully online 14 weeks. The field courses are 7 weeks, fully online and the research course can be fully online or remote synchronous depending on the time zone of the student. BASW students have to commit to taking a summer course before going abroad. That course is SOWK 400 Practice II, (4 credits). It is taught fully online for 7 weeks.

MSW Generalist students commit to a 3-year program, going abroad in the fall semester of their second year. The semester they are abroad is 9 credits and includes the following courses:

SOWK 640 Field Instruction I (3 credits)

SOWK 645 Field Instruction II (3 credits)

SOWK 616 Research I (3 credits)

Each of these courses are 3 credits each and are 7 weeks in duration, fully online. Only students in the traditional MSW program are eligible for the global internship as they complete a total of two field placements in the program. Advanced standing students complete one field placement and therefore are not eligible.

For more information, please review the School of Social Work Study Abroad Internship Website: <https://studyabroad.salisbury.edu/portal/tds-program-brochure?programid=10908>

Academic Standing

MSW Students must be in good academic standing to enter field. This requires the student to have successfully satisfied provisional and academic requirements as well as not be on university academic probation or school probation. If a student is placed on academic probation while in their field practicum, the student will not continue their field placement.

BASW Students must be fully admitted into the Social Work Program and in good academic standing to enter field. This requires the student to have earned and maintained a cumulative GPA of 2.5 and a cumulative Social Work GPA, including the prerequisites, of 2.7.

Exemptions from Fieldwork

There are no exemptions from Field Education based on prior experience. The Accreditation Standards of the Council on Social Work Education specifically state that academic credit for life experience and previous work experience shall not be given, in whole or in part, in lieu of the field practice. If a transfer student took field courses at another institution, field courses do not transfer at any time.

Holidays

Students are not required to attend field placements during school or agency holidays. However, students do have a responsibility to the management of their

agency responsibilities (especially to clients) during these periods. Students are responsible for informing their fieldwork supervisor of their schedules and to plan accordingly.

Scheduling, Absences, Emergencies, and Illness

Students are expected to perform fieldwork responsibilities with the same degree of accountability as in a paid position which includes the observation of all personnel practices established by the agency. Students are expected to be present at the agency as scheduled.

Changes to schedules should be negotiated ahead of time. In the case of emergencies or illness, agency Field Supervisors should be notified directly as early as possible. Because successful fieldwork relies on students becoming an integral part of the agency and assuming meaningful responsibilities, students must realize that their absences can have effects on quality of service to the agency's clients.

Repeated absences will affect the student's field performance and evaluations. Students are expected to work the required hours per week in the agency. Any time off for sick days, emergencies, weather related events, etc. must be made up by the student.

Jury Duty

The School of Social Work at Salisbury University requires all students to complete field hours during a given semester. Field hours must be completed before a student can be assessed a final field grade. In the case of a student being called for jury duty, field hours will not be waived. Any hours missed must be made up by the student to meet degree requirements. Field hours missed must be discussed and agreed upon by the student, field supervisor, and field liaison. Students are encouraged to request an excuse or postponement from jury duty, when possible. By request, the Field Office can provide a letter to the court confirming a student's full time or part-time enrollment in the BASW or MSW program and information regarding their field education requirement impacting their ability to perform jury duty at that time. Students should request the letter, at minimum, one month prior to jury duty, to allow processing time.

Extended Placement (Specialized Students Only)

Specialized practice placement students have the option to complete their field placement in an extended format, 16 hours per week, instead of 20 hours per week which will carry over into the following summer. Students begin their field placement during the first week of the fall semester and are expected to complete the required fall hours (280) before the start of the spring semester. Students

should plan on continuing their hours through the winter break with no interruption following the conclusion of the fall semester. These students are not restricted to the 40 hours limitation during winter break but should complete a winter hours approval form in Sonia (refer to winter hours policy for form access). At the end of each semester, the student's field liaison will complete a plan for incomplete field hours in Sonia outlining the course requirements completed and those remaining including a date of completion. The student is expected to review and electronically sign the plan. Failure to complete the requirements by the date stated in the plan may result in receiving a non-passing grade for the course. Students will be able to communicate with the Director of Graduate Field Education during the time their field liaison is not on contract regarding field concerns and finalizing their grade.

Completing an extended placement may change the student's graduation date from May to August. Students can complete a form with the Registrar's office to request permission to participate in the May commencement ceremony.

Problems within the Agency

It is often possible to resolve problems or issues, especially if attending to them in a timely manner. Should a student have serious concerns regarding an agency policy, the workload, work responsibilities, or any other significant problem, the student should take the following steps:

- Discuss the problem(s) with the Field Supervisor and attempt to find solutions.
- If this is not successful, then ask the Field Liaison to assist in problem resolution.
- If the problem cannot be resolved, the student will submit the Change of Field Placement Request Form as noted in the Requests to Change Field Placements Policy to be reviewed by the field education staff not assigned as the student's field coordinator.

Once a student's field placement is confirmed in Sonia prior to the first semester/term of field and the student signs the Placement Confirmation Contract, this serves as a contractual agreement between the student, agency and School of Social Work requiring the student to remain in the same placement for the entire two course sequential sequence. It is important to not only learn certain tasks within an agency, but to also perform these tasks until they can be mastered. In general, students spend much of the first semester/term learning about the functioning of an agency and practice the social work skills during the second semester/term.

Therefore, changes in field placements during the year can pose problems for the student and the agency. In some instances, students may also request to change placements prior to the start of the first semester/term.

In either case, formal processes must be followed to determine if a change in field placement will be approved. The student must complete the Change of Field Placement Request Form located in Sonia, which outlines the reasons for which the change is being requested. If the placement has not yet begun, the student must provide valid reasons to why they are requesting to breach the contract with the confirmed field placement. For those students who have begun their field placement and are requesting a change, they must provide a description of the concerns, including process taken to address the concerns (this may include meeting with the field supervisor and/or field liaison to resolve the concerns) and submitting any applicable documentation to the field coordinator. The Change of Field Placement Request Form and any supporting documentation will be reviewed by the members of the Field Education Office, absent the student's field coordinator to determine if the request will be approved or denied. The Field Education Office decision will be communicated to the student and the field coordinator within five business days and if approved, the field coordinator will sign the form. Ultimately, all field placements must be approved and vetted by the field coordinator. If the request to change placements is approved by the Field Education Office, the student will be required to complete the total number of hours for their respective program level in the new placement.

If an agency cannot fulfill its obligation to the University, the field coordinator may offer the student another placement without the need to repeat time already spent in the previous placement. Students should be advised that the replacement could delay graduation and that they may need to add hours to meet orientation/training needs or other hours requirements at a new field placement.

Policy Regarding Sexual Harassment in Field Placement

Sexual harassment may be physical and/or psychological in nature. An incident may properly be considered sexual harassment whether it occurs on or off the field placement site, during working or non-working hours. Sexual harassment can include:

- An offer for an “outstanding” evaluation for sexual favors;

- Constant efforts to change a professional relationship into a personal, social one;
- Persistent and offensive sexually oriented jokes and comments;
- Comments demeaning to a particular gender; and,
- Unwanted physical contact such as patting, pinching, or touching.

If a student believes that they have been subject to sexual harassment by anyone in their field placement agency, they should take direct action by making it clear to the offender that the behavior is unacceptable to them and by reporting the incident to their Field Liaison or Director of Undergraduate or Graduate Field Education as soon as possible.

Document the incident by making a written record of the date, time and nature of the incident(s) and the names of any witnesses. Any student believing that they have been subjected to sexual harassment should refer to the policy found in the BASW or MSW Program Student Handbook and to the Office of Institutional Equity's webpage.

Element of Safety and Risk

When students have a concern for their safety or the safety of others in relation to particular clients or circumstances, they should discuss these concerns with their Field Supervisor to determine the best course of action. If concern for safety persists, students should discuss the situation with the Field Liaison or Director of Undergraduate or Graduate Field Education. Students should not take extraordinary or unnecessary risks while performing their duties at their field placement site.

Students with a field placement in an agency working with incarcerated or emotionally disturbed clients should be aware that there is an element of risk related to violent behavior and other problems.

Requirements for Certain Field Placements

Some field agencies require students to show documentation of PPD, COVID-19 vaccination, current immunizations, a current physical exam, Hepatitis B vaccine (or documentation of the decline of the vaccine) and CPR certification to the Field Office before beginning a field placement.

Some agencies have additional requirements that must be met before a student may commence their field experience since they may provide services for diverse

groups and thus may have special requirements for staff and interns. Requirements required in the past include driving records and criminal background checks.

Students seeking placements at such facilities will need to complete all requirements before the beginning of the field placement.

Insurance

All stateside students in Field Education are provided Professional Liability coverage under a Student Professional Liability Policy through the Allied Health Students of the State of Maryland. Under this policy, students are covered up to \$1,000,000 per incident and an annual aggregate of \$3,000,000. For additional coverage, students can also provide their own policy for a reduced rate through NASW.

Students in the SU-UMGC program are required to purchase and show proof of malpractice liability insurance prior to entering field practicum. The SU-UMGC Social Work Academic Manager will provide instructions to students on how to secure liability insurance for placements on military installations. If students choose to do internships in the local community, they will be responsible for researching, purchasing, and providing the documentation of coverage to the SU-UMGC Social Work Field Manager PRIOR to the beginning of the internship. The Director of Undergraduate or Graduate Field Education must be notified of any student choosing to complete a field internship in the local community. The Director of Undergraduate or Graduate Field Education must work with the University Legal Counsel to obtain permission for local community field placements in Europe.

Winter Semester Hours

During the winter semester BASW and MSW Generalist students may work up to 32 hours and MSW Specialist students may work up to 40 hours in their field placement if the following conditions are met prior to the end of the fall semester. Students may complete more than the noted hours, however they cannot end their placement prior to two weeks before the spring semester ends.

- There must be a written agreement between the student and the field supervisor outlining the intent to work over the Winter Break and that this modifies the ending date for the spring semester. Students should submit a request to their field liaison for the Winter Hours Approval form to be added in Sonia. This form is signed electronically by the student, field supervisor and external supervisor (if applicable). Specialized year students completing an extended field placement should also complete this form, however these students are not limited to only completing 40 hours over the winter break.

They should plan to continue field hours upon the completion of the fall semester, through the winter break and finish the fall hours requirement prior to the start of the spring semester.

- Students are aware that they are still mandated to attend the weekly seminar sessions through the end of the semester and fully participate in the field course (hybrid and online).
- The winter break officially begins after fall commencement. No hours can begin to be accrued for the spring semester until after the last day of finals for the fall semester/term
- Only students who complete winter hours are eligible for ending field two weeks early at the end of the spring semester (this does not apply to specialized students completing the extended field placement who will continue hours into the summer).

Enhanced BASW Supervision

In accordance with the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standard (EPAS) B2.2.9 for Field Education:

Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have a minimum of two years of post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

The School of Social Work assumes responsibility for reinforcing the social work perspective when a student's field instructor does not meet the CSWE educational and/or experience requirements.

To ensure compliance with CSWE Accreditation Standard B2.2.9, the School of Social Work requires field liaisons/consultants to provide structured social work supervision enhancement for students placed with field instructors who do not meet CSWE qualifications.

Each student will participate in two enhancement contacts during the fall semester/term and three enhancement contacts during the spring semester/term, for a total of five contacts during the academic year, unless otherwise specified by the program.

Enhancement contacts may be conducted through one of the following methods:

- Individual meetings at the student's field placement agency;
- Individual meetings at another mutually agreed-upon location;
- Video conferencing; or
- Student group meetings facilitated by the field liaison/consultant.

Enhancement contacts must occur outside of the field seminar course and may not be satisfied through seminar instruction.

During enhancement contacts, the field liaison/consultant will:

- Provide opportunities for students to discuss their field assignments, responsibilities, and practice experiences.
- Reinforce the application of social work knowledge, values, ethics, and professional practice from a social work perspective.
- Facilitate discussion of the student's field experiences in relation to the nine CSWE Social Work Competencies.
- Utilize the student's Learning Contract as a framework for reviewing competency development, learning activities, and professional growth.
- Assess and support the student's professional development and integration of classroom knowledge into field practice.
- Encourage students to discuss questions, concerns, challenges, and successes related to their field placement.
- Provide guidance and consultation to strengthen the student's understanding and application of professional social work practice.

Field liaisons/consultants are responsible for documenting each enhancement contact in accordance with School of Social Work procedures. Documentation should include:

- Date and method of contact;
- Topics discussed;
- Competencies reviewed;
- Student progress toward learning objectives;
- Any identified concerns and recommended follow-up actions.

Documentation serves as evidence that the School of Social Work has fulfilled its responsibility to reinforce a social work perspective in accordance with CSWE Accreditation Standard B2.2.9.

MSW Supervision

In accordance with Council on Social Work Education standards, all MSW students must be supervised by an MSW with at least two years of post-degree experience. In some cases, a student may be assigned to both a task supervisor and an MSW supervisor within the agency. In other cases, if the agency does not employ an MSW but meets qualifying criteria, the School of Social Work will provide an external MSW supervisor for the student. Space is limited for external supervision and provided on a first come, first serve basis during the field placement process.

Students are required to meet with their MSW supervisor for one hour of weekly supervision and document this hour in Sonia as a separate timesheet. Students enter into a contractual agreement with the external supervisor and must adhere to the weekly meeting schedule. Failure to regularly attend supervision may result in a technical standards violation and professional performance review meeting. Below is the process for missed supervision meetings.

The Learning Contract and Process Recording assignments must be reviewed, given feedback, and signed by both the task supervisor and the MSW supervisor. In addition, both the mid-term evaluation and final evaluation should be reviewed, given feedback, and signed by both the task supervisor and the MSW supervisor. It is the student's responsibility to coordinate this with both supervisors and turn in the assignments/evaluations by the assigned due date.

- First missed supervision: A verbal warning will be issued, outlining the concern and a reminder of the expectations outlined in the contract as well as a reference to the technical standards.
- Second missed supervision: A written warning to the student's SU email will be issued, clearly describing the concern. The warning will include a reminder of the expectations outlined in the contract as well as a reference to the technical standards.
- Third missed supervision: The Director of Graduate Field Education will be notified and will call a formal student support meeting. The external MSW supervisor will file a technical standards violation form. During the meeting, a performance support plan (PSP) will be developed. The student is expected to establish SMART goals that include strategies to prevent them from missing future supervision meetings. Guidance from the external supervisor and field director should be provided to assist the student with goal

development. For UMGC students, the field manager may sit in on these meetings in place of the field director.

- More than three missed supervision meetings: The Director of Graduate Field Education will be notified, who will in turn notify the MSW program chair. A new technical standards violation form may need to be completed. The MSW program chair will send this to the student and call a Formal Student Remediation Meeting. A consequence of this meeting may be that the student is dismissed from external supervision and as a result, their field placement.

Other major concerns regarding the student's performance in external supervision may warrant a professional performance review meeting.

FIELD EDUCATION PROCESS

Application to Field Education and Selection of Placement

Once a student is admitted to the BASW or MSW program, they must complete the application for Social Work Field Education. As a part of the application, students identify three field placements/areas of interest as a first step in indicating their areas of preference and comfort. These preferences will be considered by the Field Education Staff when making placement decisions.

Applications for Field Education are processed by the Field Education Staff. The student may make an individual appointment with the Field Education Staff to discuss his/her needs, interests, and preferences. These appointments can be in person or via phone or videoconference depending on the location of the student. Based on the student's Field Education application and, if relevant, the meeting with the Field Education Staff, the student is given a Field Education placement assignment. The staff is responsible for conveying specific information to the student regarding an agency's expectations, university's expectations, manner of supervision, and style of practice.

After the Field Education Staff contacts the agency to discuss the placement and determines the agency meets the criteria, the student contacts the agency Field Supervisor to arrange for an on- site interview. The student is responsible for scheduling the interview. Refusal to do so will be interpreted as the student

deciding not to enter field placement at this time. Most agencies require a face-to-face interview with the student before confirming the placement.

The student will receive confirmation of the Field Education placement from the Field Education Staff. Most students will interview at one agency and find a comfortable fit with the Field Supervisor and agency practice. Others require an additional interview. The Field Education Staff will refer students to a maximum of three (3) agencies. If a student does not find a fit after three interviews or three agencies turn the student down because they decided the student will not be a fit, a hearing may be conducted to assess the situation and create a plan of action.

Students will not be sent on multiple interviews at one time. They must select their first choice, complete an interview and make a decision if it is a good fit. If they don't feel that it is a good fit, they must decline that placement if accepted and may interview at another agency, pending availability of placement options.

A placement confirmation approved by all parties is based on the mutual agreement that the student will remain in that placement for the two-course sequence. If, during the time before the Field Education placement is scheduled to begin, the student or agency experiences a change that will affect the placement, they must immediately contact the Field Education staff (students refer to Requests to Change Placements Policy).

The deadline to secure a field placement before the fall semester is August 1st. Students who fail to secure a placement by this date may need to defer completing field until the following academic year.

Orientation to Agency

The first few days of the Field Education experience can be anxiety producing for both the student and the Field Supervisor. Adjusting to this new role can be overwhelming, exciting, and exhausting. A planned orientation process can help reduce the student's stress and provides an easier entry phase for both the student and the Field Supervisor. The following information is recommended as part of this orientation:

Information specific to the agency:

- How it is structured, goals and objectives, philosophy, client demographics, agency community, etc.
- Information on history of agency, organizational structure, funding sources, policies, and programs, etc.
- Organizational chart.
- A list of abbreviations, symbols, and technical terminology peculiar to the agency.
- Opportunity for student observation of staff working with clients, staff meetings, groups, conferences, etc.
- Tour of the agency including an introduction of the student to all staff including clerical and receptionist staff.
- Specify to the student agency expectations on rules of behavior and appropriate dress.
- Specific job description detailing job functions and responsibilities.
- A set of personnel policies.
- Determine the supervision process and schedule weekly supervision times.

During this initial period sufficient time should be allowed for supervisory meetings between the student and the Field Supervisor to allow for questions, comments, and reactions. It is important at this early stage for the student and instructor to get to know each other and begin building a working relationship. The learning contract is to be completed during the first few days/weeks of the placement. This orientation time together will set the stage for preparation of the learning contract.

Introduction to Client Systems

Once the student has completed orientation it is time to receive their first assignments. It is natural for a student to feel lost at this point. When the student is to receive a client caseload or project, it is helpful to have the student initially observe the Field Supervisor or other staff member(s). When working specifically with clients the student should be clear about their role as an intern within the agency. Regardless of the size or type of client system these guidelines will help the student get started:

- Decide in advance what to do when asked a question you do not know the answer to; it is okay to say, “I don’t know, but I’ll try to find out and get back to you”.
- Do not expect to learn all the agency’s policies, procedures, and forms before having to use them. To be effective and responsible you do not have to know every agency step of a procedure. It is okay to learn in a step-by-step way as needed to perform a specific task.
- It is normal to worry about not having enough professional or life experience to be effective when working with a client. Remember that this is a learning experience.
- As preparation for a new experience (regardless of the size or type of client system) ask the Field Supervisor or another agency staff person to role play the experience with you. This will give you an opportunity to practice an opening statement, plan appropriate responses, and learn to anticipate questions. This will also give you the chance to discuss your feelings about both the role play and upcoming event. The Field Supervisor can also suggest readings or identify case records for you to review.
- After a new encounter or experience discuss the details with your Field Supervisor or another staff person. Another helpful tool is to write up notes describing the interview or event. Remember that a process recording can be a helpful teaching device.
- It is normal to feel overwhelmed in the initial stages of your placement. This anxiety helps you empathize with the client and feelings they may have when first using an agency’s services.

To provide the best educational experience for the student, the Field Supervisor can do the following:

- Resist the temptation to fill time with clerical tasks instead of professional tasks.
- Begin by assigning one or two simple activities as part of a more complex case being served by another staff member.
- Make the student’s assignments typical of tasks performed by staff that have a social work degree.

- Keep in mind that the student is not being trained to work for the specific field agency alone but is there to learn generic social work skills that could be applied to various kinds of settings.

Model skills of tuning in and responding directly to the feelings of the student as an effective way of teaching the student to engage with clients.

Supervision

A formal time each week must be scheduled for a Field Supervisor-student conference. Even when agency staff can observe and work with the student daily, regularly scheduled meetings are necessary. Supervision, which is regular, planned, and prepared, allows the Supervisor and student to focus attention on areas of personal growth, long-term learning goals, review core competencies, and to develop the mentoring relationship. One hour of supervision each week is required.

As the student works with client systems and takes on other tasks and assignments, supervision is a time to discuss the specific progress that the student is making and to help the student deal with concerns and blocks to that progress. An effective tool for supervision is to keep a special notebook for recording information regarding the student's experiences. Both the student and Field Supervisor will be using supervision as a time to discuss the student's progress in relation to the evaluation criteria.

As a guide and preparation for supervision the student may think about the following questions:

- I was satisfied with the way I interacted with clients this week because...
- I was least satisfied with the following experiences, and why.
- The most difficult aspect of field practice for me this week was...
- My strongest skills and abilities this week were...
- Skills which I feel I need to improve the most are...
- The topics I found most difficult to discuss with clients this week were...
- I had to cope with the following value dilemma(s) this week...
- Specific goals I have set for myself for the coming week include: (Try to think in terms of your knowledge, skills, and values rather than in relation to specific clients with whom you are working).

- I have discovered in working with someone different from myself this week that...
- What other observations and concerns I want to discuss this week with my Field Supervisor?

This material was adapted from the Social Work Program at Indiana Wesleyan University, Marion, Indiana.

Field Supervisors need to remember that students need direct and honest feedback regarding their performance. Remember that the student is a learner, and that feedback is essential to their learning process. It is often helpful for the Field Supervisor to share their personal experiences in Field Education. This helps the student realize the Field Supervisors are not infallible, that they were beginners once, and that the learning process is lifelong.

Evaluation

Performance evaluation is an on-going process that starts with the student's first day of field placement and culminates in a final written evaluation at the end of each semester/term. On-going evaluation of the student's progress and self-assessment are a built-in aspect of the Field Supervisor's responsibility.

In the middle of the first semester/term and again at the end of each semester or term, the agency Field Supervisor is asked by the SU School of Social Work to summarize his/her thinking by completing the required evaluations forms. Students must read their completed evaluations and have an oral evaluation conference with the Field Supervisor before the evaluation is sent to the University. If any student disagrees with portions(s) of the evaluation made by the Field Supervisor, he/she has the right to Submit in writing an addendum to the evaluation which describes any points of disagreement.

If there has been continuous sharing throughout the placement, the student will know what the Field Supervisor is going to say before it is written. The evaluation conference can be used in part to determine whether the student's self-perceptions are in general agreement with those of the Field Supervisor and whether the Field Supervisor's skills in giving ongoing feedback have been effective.

Both students and fieldwork supervisors experience anxiety about evaluations. It is important to recognize this anxiety and work through it, discussing it together as a

normal problem that commonly accompanies the evaluation process. The most effective way to deal with evaluations is to have a frank discussion together at the beginning of the field placement about the fieldwork supervisor's approach to performance evaluation. Some guidelines for formal evaluations are:

- Schedule time to review the evaluations, answer questions, and deal with the reactions to the evaluations together.
- The evaluation conference must be held in a place where privacy and quiet are assured. Interruptions are to be avoided.
- Try to avoid scheduling the conference at the end of the day and allow a full hour or more.
- Discuss the implications of the evaluation for the future: planning for the second half of the placement if the evaluation is for the first semester/term or for the student's future career plans if the evaluation is at the end of the placement.
- Be open to making changes in the evaluations based on the discussion when there is mutual agreement to make change.

Evaluation of Field Agency

At the end of the two-course field sequence field students are given the opportunity to evaluate the ability of the field agency to meet their educational goals. Using the student's evaluation and that which is made by the Field Liaison, a decision is made regarding the continuance of the agency as a field placement for the Social Work program. This evaluation also gives the student the opportunity to make recommendations to the School of Social Work regarding the Field Education component of their education.

Ending the Placement

Students may start to experience increased anxiety before the ending of their placement experience. Concerns often begin to be felt about whether they will accomplish everything in the time that is left. It is important to begin identifying with the student the important ending dates. It is also important to respond directly to indirect cues indicating anxiety or concerns as the termination of the placement becomes more of a reality.

The dynamics of the ending of the Field Supervisor-student relationship are quite like those of terminating with clients. The parallel nature of these processes provides the Field Supervisor with an opportunity to demonstrate the same skills the student needs to use with clients.

Common themes that occur in facing ending are: a denial of the feelings associated with the student's leaving; lack of discussion of the ending event; a reluctance to say goodbye; a sense of urgency about unfinished business.

The Field Supervisor should devote careful attention to the student's termination experiences to help the student learn the skills needed to end with clients. Calling attention to the dynamics of termination as they emerge is important. If apathy is noticed in conferences for example, a direct question can be used to examine whether it has something to do with the student's ending experiences.

It is very important for the Field Supervisor to level with the student about their own feelings about the student's departure. Since it is hard to express ending feelings, the Field Supervisor should take the first step in doing so.

An ending evaluation conference that focuses on the strengths and weaknesses of the relationship between the Field Supervisor and the student is very important. The experience can be used to help the student focus on the specific skills of dealing with client endings as well. By identifying what is happening in the supervisory relationship and discussing the parallel process that occurs with clients, the student is assisted in developing the ability to deal with the often-neglected termination phase of practice.

The following is based on the writing from William A. Danowski (2012) "In the Field: A guide for the social work practicum." He suggests that termination is a time students become reflective on their social work internship.

Students may ask themselves:

- What have I learned this year?
- What skills do I have?
- What are my strengths and areas yet to be developed?
- As a social worker, am I good enough?

- Do I like what I am doing?
- Is there a place for me in the field? What is my niche?
- What are my social work interests currently (setting and population)?

Students may ask their supervisor:

- What is the agency's policy on termination?
- What time frame does your supervisor suggest?
- Does your supervisor know that you are discussing termination in class/seminar?
- Have you and your supervisor set a date to start the termination process?
- What warnings or pitfalls has your supervisor mentioned?
- Have you discussed with your supervisor when to start the termination process or has it already begun?

Appendix 1: Developing the Learning Contract

Purpose of the Contract

A learning contract establishes individualized student learning activities for the student that are feasible in the agency and attainable within the school year. It is a tool to identify what the student will learn and the specific activities that will be a part of the placement experience.

While the student assumes the ultimate responsibility for the completion of the form, its preparation is a collaborative effort of the student, Field Supervisor and Field Liaison. The learning contract acts as a guide to help the student and Field Supervisor define what the student will learn, and the specific experiences that will be part of the placement. The learning contract provides the overall structure for the field placement. It will assist students and Field Supervisors in defining what activities in the agency setting will best prepare the student for social work practice based on the competencies. It is considered a working document and therefore to be used as a guide for supervision throughout the year and the basis for both midterm and end of the semester evaluations. While the competencies and behaviors provide a common framework, each student develops learning activities based on opportunities provided by each specific placement agency.

The Learning Contract Conferences

Drafting the learning contract should begin as the student is oriented to the agency during the first two weeks of the placement. With support from the agency Field Supervisor the student will identify their learning activities. A formal conference should take place at the agency with the Field Supervisor and the student during the second or third week of the placement. In preparation for this conference the student must have written a draft of their learning contract based on previous discussions with the Field Supervisor and the Field Liaison. A copy of this draft should be made available to the Field Supervisor prior to the scheduled conference. The purpose of this time together is to provide an opportunity to discuss what the student wants to get out of the placement and what the Field Supervisor hopes the student will accomplish.

Discussion topics such as the students' goals, experience level, learning style, learning from previous employment, or volunteering, strengths and limitations,

motivation, and interests may prove to be a helpful guide for discussion. The Field Supervisor may also use this time as an opportunity to learn more about the specifics of any fieldwork assignments.

This conference may result in the need for clarification, revisions, additions, or deletions to the students draft contract. The student can finalize the learning contract by making any necessary changes.

Appendix 2. Field: Prepare for an Interview

To Prepare for an Interview

- Do your homework: find out what the agency does and why it might be a good place to work. (Chances are they are going to ask you why you are interested in this particular agency, so it helps to have an idea of what they do before you get there.) It is helpful to have your own list of questions about the agency, so you can ask for clarification if you need it. It is okay to bring a notebook in with you – it shows you are organized and prepared.
- Make sure you have good directions to get there so you can be on time. First impressions are very important: better early than late. Remember, the agency is volunteering their time to work with students, so you don't want to waste their time.
- They will probably ask you why they should give you a field placement, so be ready with a list of your positive attributes and past experiences or classes that are relevant to the population served by that agency. Agencies are looking for people who want to learn and have a strong interest or curiosity about the population they serve.
- Get a good night's sleep so you can think sharply. Often interviewers ask you to comment on case scenarios or ask how you would handle a certain situation or bias. Sometimes they will ask you to describe yourself or to identify your strengths and weaknesses – this isn't therapy! Turn a negative into a positive: for example, I do not have a lot of experience, but I am very eager to learn. They may also ask what you are learning in school.
- Choose a conservative outfit – not too flashy; not too casual.
- Give a confident handshake – at the beginning and end.
- Remember to use your SOLER skills!!

Appendix 3. Field: Statement of Confidentiality

Students undertaking field placements or other activities involving direct contact with clients assume professional responsibilities. These include the closest adherence to the principles of confidentiality, so that the privacy of the privileged information to which students are exposed is totally safeguarded. The following statements embody social work policies designed to achieve this confidentiality:

- Student must take initiative and responsibility for knowing and abiding by the confidentiality policies of agencies in which they are placed.
- Outside of the agency, Field Instruction Seminar and Social Work Practice class, no information regarding specific clients, their families and other significant persons is to be revealed. This includes background information by which clients might be identified as well as their names.
- Within a class, names of specific clients, families or other persons should not be stated. A pseudonym or third person reference should be substituted.
- The classroom is to be considered an area of confidentiality. Client information and reactions of classmates is not to be discussed with anyone other than the student's faculty field liaison.
- No piece of written work (term papers, logs, case studies, etc.) should contain actual names of clients. Correct identifying information can be added to copies intended for agency use at the time the student, inside the agency, is submitting the material to the agency.
- For community or professional presentation or for written material distributed outside of a class for which it was prepared, case material must be altered so that there is no possibility that the persons involved can be identified. This alteration includes specific details and circumstances, as well as names.
- Students are personally responsible for the safety and protection of any professional information or records they may have in their possession. Such information must never be removed from the agency or placed anywhere that unauthorized persons might view it.
- Students are expected to use tact and discretion in representing agencies, which provide them with training experiences. Agencies provide participation in their programs as a service to students and the School of Social Work. Professional practice assumes that issues, rather than personalities or specific programs, be the focus of discussions with colleagues, fellow students, and other professionally appropriate contacts.

- When in doubt the integrity of any confidentiality issue or practice, students should feel free to seek consultation and advice from social work faculty.

Salisbury University – School of Social Work Policy adopted September 1986 –
Revised 1996 Based on material from the University of Pittsburgh Molloy College,
New York

Appendix 4. Personal Safety Information

In a 2000 U.S. Bureau of Labor Statistics report, 48% of all non-fatal injuries from assaults and violent acts in an occupational setting took place in health care and social services settings. Between 2013 and 2017, that number decreased from 74% to 73%.

Salisbury University believes in promoting safety of all students in field placements and is committed to promoting a climate of safety in our program.

NASW Standards on Workplace Safety

- Office Safety: Safe work and meeting spaces; restricted client access to sharp or potentially dangerous objects; well-lit hallways and outdoor areas; secure entrances; keep belongings secure
- Technology Safety: Panic buttons; GPS, audio/video recording devices (be aware of confidentiality and informed consent risks!); Cell phones (be mindful of risks of personal cell phone use and don't allow this to foster a false sense of security)
- Home Visit Safety: Knowledge and assessment of client's demeanor and history; Environmental/neighborhood factors; travelling alone; accessibility to exits; awareness of others in the home including pets and of possible health concerns or pests
- Client Transport Safety: Initial assessment of the client's demeanor; assessment of the vehicle; knowledge of other risks associated with transporting children

Things to Consider for Field Supervisors

- What are my agency policies related to safety?
- How do I make my student aware of the policies?
- How can I make safety policies a part of the orientation process?
- What is the procedure for reporting incidents and how would you know if a student experienced a safety incident?
- Reassess agency safety policies on a regular basis
- Provide post-incident debriefing as part of the learning process

- Trainings should include ways to prevent or diffuse volatile situations or aggressive behavior, an action plan for violent situations, ways to protect oneself, risk factors, and all agency safety policies and procedures including policies regarding obtaining medical care, counseling, or other assistance post-incident

Tips for Students

- Practice Universal Safety Precautions- Violence is not isolated to one economic, social, gender or racial group; Be Prepared!
- Know the risk factors of your clients when meeting with clients - history of mental illness, substance abuse, violence including possession of a weapon
- When meeting with clients, learn to appreciate realistic limitations. Be reasonable about what is and is not possible. Know when to stay and when to leave.
- Act calmly. An emotional or aggressive response to a distraught individual is likely to reinforce and escalate the aggression. Remember, clients and others who are violent are often reacting to feelings of helplessness and/or loss of control. Therefore, you need to be in control of the situation.
- Notify the agency of important details when conducting home visits: who, where, when?
- Learn to anticipate the need for forms and gather information prior to the visit
- Carry a small amount of cash, including change
- Don't appear timid, vulnerable, lost or confused
- Be mindful of your attire and appearance- dangling earrings, valuable jewelry, high- heeled shoes, etc.
- Walk with a sense of purpose. Be aware of your body language
- Be alert! Don't walk "in a daze."
- Do not walk on the side of the street where you see a group of people loitering
- Be aware of safe places where you are walking or visiting, such as stores, a library, schools, and community centers which you might use as a refuge
- Assess multistory building for safety. If you need to take an elevator, check-out the interior before entering. If it appears unsafe, do not enter. If you can't exit, stand next to the control panel and press all the buttons if an emergency.
- If you need to take stairs in a multistory building, be aware of who is in the stairwell and how far apart the exits are.
- Be mindful of the types of personal information made available through social media

- If an incident occurs, notify the field supervisor immediately, follow agency protocol, and inform the Field Office

For complete NASW Guidelines for Safety in the Workplace please review this website.

Appendix 5. Duty to Report

Social workers (and all professionals) are legally bound by the state law in which they are practicing to report any situations of suspected child maltreatment to the Child Protective Services Department of the local Department of Social Services for further investigation. Licensed social workers who fail to report known maltreatment face fines and penalties (such as having one's license revoked and risking malpractice claims).

There are no set legal guidelines for reporting other illegal activity (such as drug use or fraud) but students should be aware that witnessing such activity could put them at risk for being considered in collusion or acting as an accessory to a crime. Student should educate themselves about their agency's written or unwritten policies on these matters and discuss such situations immediately with their supervisor (or another person of authority if the supervisor is not immediately available) when such situations occur.

Appendix 6. Weekly One Hour Supervision: Not Just a CSWE Requirement

Weekly One Hour Supervision: Not just a CSWE Requirement!

Why it's important and what are the benefits:

- Serves as an opportunity for students to clarify your expectations
- Provides guidance and feedback essential to the student's growth
- Fosters a supportive supervisor-supervisee relationship
- Opportunities to integrate classroom learning and field activities
- A time for you to learn from your student's experiences and perspectives
- Assessment of the student's personal and professional strengths and challenges

Helpful Tips:

- Designate a specific time each week and a quiet location where you will be uninterrupted
- Encourage students to share their course syllabi from all of their courses (not just field education) with you
- Don't let students think this time is optional
- If you have more than one student, provide group supervision some of the time (there are many benefits for you and the students!)
- Collaborate with your student to develop a weekly supervision agenda and provide this to them in advance; this can serve as a helpful documentation tool if there are performance concerns
- Review the learning contract weekly and discuss student's progress
- Supervision can include, but is not limited to the following methods: role playing, review of student's client documentation/written professional communication, discussions of policy and theory application to field experiences, field supervisor stories/anecdotes, discussion of assigned readings, case screening and selection, case consultation

Three Important components:

- Supportive- Opportunities for feedback, advisement, attention to growth, self-awareness
- Educational- Development of knowledge and skills and opportunities for reflection, linkage of tasks to classroom knowledge

- Administrative- Discussion of policies, procedures, resources, tasks, requirements, accountability

Sample Weekly Supervision Agenda:

- Questions I Have (Supportive; Educational; Administrative):
- Resources I May Need (Supportive; Educational; Administrative):
- Particular Cases or Projects (Consider bringing relevant materials):
- Integration of Course Materials:
- Learning Contract Items/ Social Work Competencies:

(Sample Agenda Source: University at Buffalo School of Social Work, 2012)

Appendix 7. Orienting Your Student to the Agency

- Verify the start date and arrival time of the student. Students begin their field placement the first week of the semester/term. The start date may be different depending on the program level of the student and their geographic location.
- Develop a plan for the student's first day.
 - ☐ Identify where they should park
 - ☐ Inform them where to go upon arrival at your agency
 - ☐ Show them the workspace they will use and that the area is cleared
 - ☐ Arrange a tour of the agency and include bathrooms and what the lunch routine is
 - ☐ Let other staff know of the student's arrival and introduce student to others in the agency
 - ☐ Confirm the students field placement schedule for the semester
 - ☐ Discuss orientation plan and schedule
 - ☐ Establish a schedule for regular supervisory time
- Considerations for the first week or two at your agency
 - ☐ Arrange for name badges, and computer access for the student
 - ☐ Review telephone procedures with the student
 - ☐ Inform staff how to direct calls or visitors to the student
 - ☐ Discuss the student's role in the agency and how the student is to be identified
 - ☐ Explain what the agency service delivery system does and does not do
 - ☐ Discuss and formulate a plan to develop the Student Learning Contract
 - ☐ Provide opportunities for observing the work of the agency and time to process the observations
 - ☐ Provide and review reference and reading material
 - Policy and procedure manual
 - Brochures
 - Information about the client population, intervention models and the community
 - Glossary or key to commonly used terms
 - Examples of forms, reports, other recordings
 - Information about community resources
 - List of staff, phone numbers, position and role in the agency
- Important Considerations
 - ☐ Discuss confidentiality policies and procedures

- ☐ Review paperwork and documentation requirements
- ☐ Provide training related to safety issues
- ☐ Discuss ethical issues that arise in the agency and the procedure for resolving ethical dilemmas
- ☐ Arrange opportunities to visit community agencies
- ☐ Use supervision to guide, direct, and provide feedback to improve student's skill set.

Appendix 8. Supervisors' List of Do's and Don'ts for a Positive Field Experience

- Don't assume the new intern will be like your last intern or that the experience will be identical. Each internship is a unique experience and brings both excitement and challenges for the supervisor and student.
- Do spend time getting to know your intern so they become comfortable with you and understand the boundaries of your relationship. Ask them about other commitments they may have such as class schedule, being a student athlete, a job, or caregiving responsibilities.
- Do be clear and specific about communication expectations. Find out the quickest way to reach the intern on short notice. Be clear on how they should communicate an illness or emergency to you.
- Do be clear about the intern's personal use of a cell phone during internship hours and explain the limitations regarding the use of the agency's phone, email, and internet for personal and work-related use. Clearly state unprofessional and unacceptable behaviors related to these issues.
- Don't expect students to use their personal phone or email account with clients or other agencies.
- Don't assume the intern understands confidentiality—be clear about what interns may share and with whom.
- Do discuss safety considerations with your student.
- Do schedule weekly supervision with your students and teach students to prepare for supervision with questions and topics to focus on. The learning contract can guide developing a supervision agenda.
- Do encourage students to provide assignments in advance of supervision so that the supervision time can be used for assignment discussion.
- Don't allow interns to take comments by clients or staff members personally. Do encourage interns to express empathy with all clients and staff members.
- Do support the strengths-based perspective which values the experiences of all persons.
- Don't allow students to complete schoolwork during downtime. Provide students with suggestions of meaningful activities, including ongoing projects that may be helpful to the agency.
- Don't fail to see the strengths the student brings to the internship.

- Do enjoy the satisfaction that comes from mentoring and professionalizing your student intern.