ASU Master of Social Work Program
Field Experience Manual
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INTRODUCTION

Welcome to the Field Program of the Department of Social Work at Arkansas State University. This manual is designed to provide students, Field Supervisors and faculty with essential information regarding the actual field experience, including the objectives, requirements, policies and actual forms used throughout the internship. Field experience is a critical component of the ASU Social Work Program and is required of all students. The Council on Social Work Education has defined field experience as the “signature pedagogy” of social work education. It is through the internship process that students have the opportunity to integrate classroom knowledge with hands-on experience in professional situations. Students work side by side with professional social workers, who provide ongoing mentoring and supervision, to promote the development of the social work competencies and practice behaviors set forth by CSWE. Students are required to read the field manual and use it as a reference throughout their time of their internship. Field Supervisors will find needed forms and instructions that will help them understand the field experience requirements as well as the responsibilities of all parties involved.

MASTER OF SOCIAL WORK PROGRAM AT ASU

MSW PROGRAM MISSION STATEMENT
The mission of the MSW Program at ASU is to provide a transformative educational experience that prepares graduates for compassionate, ethical, trauma informed clinical practice that enhances the well-being and quality of life for individuals, families, groups and communities. Graduates utilize contemporary, evidence-base theories and approaches to intervene and bring about positive changes including economic and social justice for the client systems we serve. Our primary focus is serving vulnerable and oppressed individuals and groups in rural environments including the Lower Mississippi Delta Region and beyond.

ACCREDITATION
Arkansas State University is accredited by The Higher Learning Commission (HLC) of the North Central Association (NCA) of Colleges and Schools. ASU was first accredited in 1928 and has had continuous accreditation since that time. The MSW Program at ASU was granted Initial Accreditation by the Council on Social Work Education effective in the academic year 2008-2009.

NON-DISCRIMINATION POLICY
The Arkansas State University Master of Social Work Program celebrates diversity. We welcome all applicants for admission without regard to race, color, gender, age, religious affiliation, ethnicity or national origin, physical condition, or sexual orientation. Arkansas State University’s diversity policy (as stated in the Student Handbook, 2010-2011) http://www2.astate.edu/a/student-affairs/student-conduct/student-code-of-conduct.dot

The quest for knowledge is central to the very existence of Arkansas State University and universities in general. While portions of knowledge may be attained in various segments of the university and society, the fullness of knowledge can only be obtained when people of all races,
ethnicities, colors, genders, religions, and socio-economic statuses are free to gather and exchange their life’s experiences, problem solving skills, methods and styles of communications, values, beliefs, and ways of thinking and learning in an environment that encourages the presence and participation of all who desire to be affiliated with the academy.

Achieving this fullness of knowledge begins with recognizing that no single people, group, personality, discipline or trade is the caretaker of all knowledge or life experiences. Rather, the pursuit and sharing of knowledge requires the presence, and meaningful participation, of those who may contribute their unique qualities and experiences to this constantly changing mosaic we call diversity.

ASU will be known for its commitment to diversity as evidenced by its inclusive work and learning environments, its acceptance of differences as positive and enriching and its ability to attract, retain and advance a diverse faculty, staff and student body. ASU will have an environment where anyone, no matter who they are, will see a consistent reflection of themselves on the campus and in its activities. They will feel comfortable, welcomed, and as if they belong at ASU.

Diversity at ASU is a process embracing the ideal of inclusion. Through continuous education, the ASU community constantly moves towards that ideal by accepting each person as an equal and valued member of the campus community.

MSW GOALS AND OBJECTIVES

MSW PROGRAM GOALS

1. Education for Clinical Practice: Building on a foundation of generalist social work practice, the MSW prepares graduates for competency-based, clinical practice with an emphasis trauma informed care within a rural context.

2. Knowledge Development: The MSW program contributes to the knowledge base of the profession through the faculty’s leadership in scholarship and community collaborations. Students develop critical thinking and research skills to address the problems and needs of diverse, multilevel client systems and further contribute to the profession’s knowledge base. Graduates of the MSW program will engage in career-long learning to continually develop their professional knowledge base and practice skills.

3. Service: The MSW program at ASU creates an environment that promotes in students and faculty a desire to serve others by contributing time, effort, and other resources to address the needs of the community in which we live and learn and beyond.

4. Education for culturally sensitive practice: Graduates of the MSW program at ASU will demonstrate a commitment to social and economic justice by changing conditions which oppress and marginalize people, particularly in rural environments.

MSW PROGRAM COMPETENCIES AND PRACTICE BEHAVIORS

The Education Policy and Accreditation Standards (EPAS) of the Council on Social Work Education define the competencies that are common to all social work practice. Each competency is composed of
knowledge, values, and skills that define what social workers must know and be able to do to practice effectively. For social workers who practice at the advanced (MSW) level, each program articulates advanced practice behaviors consistent with its mission. The core competencies and foundation and advanced practice behaviors serve as the program objectives for the Arkansas State University MSW program and are as follows:

**Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.** Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

**Foundation practice behaviors:** Social workers
- a. advocate for client access to the services of social work;
- b. practice personal reflection and self-correction to assure continual professional development;
- c. attend to professional roles and boundaries;
- d. demonstrate professional demeanor in behavior, appearance, and communication;
- e. engage in career-long learning; and
- f. Use supervision and consultation.

**Advanced practice behaviors:** Advanced practitioners in clinical social work
- g. Demonstrate appropriate professional use of self within the therapeutic relationships.

**Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.** Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

**Foundation practice behaviors:** Social workers
- a. recognize and manage personal values in a way that allows professional values to guide practice; and
- b. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- c. tolerate ambiguity in resolving ethical conflicts; and
- d. Apply strategies of ethical reasoning to arrive at principled decisions.

**Advanced practice behaviors:** Advanced practitioners in clinical social work
- e. Recognize and resolve ethical issues common to clinical social work practice in rural environments.

**Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.** Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

**Foundation practice behaviors:** Social workers
- a. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- b. analyze models of assessment, prevention, intervention, and evaluation; and
c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**Advanced practice behaviors:** Advanced practitioners in clinical social work

d. Engage in reflective practice that includes the recognition of how previous personal experiences, including those with trauma, may potentially affect therapeutic work with clients.

**Educational Policy 2.1.4—Engage diversity and difference in practice.**
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the inter-sectionalist of multiple factors including: age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

**Foundation practice behaviors:** Social workers

a. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

b. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

c. recognize and communicate their understanding of the importance of difference in shaping life experiences; and

d. View themselves as learners and engage those with whom they work as informants.

**Advanced practice behaviors:** Advanced practitioners in clinical social work

e. Differentially adapt and apply clinical practice skills to respond to the characteristic of client systems from rural environments.

**Educational Policy 2.1.5—Advance human rights and social and economic justice.**
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitable and without prejudice.

**Foundation practice behaviors:** Social workers

a. understand the forms and mechanisms of oppression and discrimination;

b. advocate for human rights and social and economic justice; and

c. Engage in practices that advance social and economic justice.

**Advanced practice behaviors:** Advanced practitioners in clinical social work

d. Use knowledge of the historical effects of oppression, discrimination, and historical trauma on clients and client systems, particularly those from rural communities to guide assessments, treatment planning and interventions.

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.**
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.
Foundation practice behaviors: Social workers
   a. use practice experience to inform scientific inquiry; and
   b. Use research evidence to inform practice.

Advanced practice behaviors: Advanced practitioners in clinical social work
   c. Critically evaluate research to determine its generalizability and relevance for working with diverse populations and client systems in rural environments.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Foundation practice behaviors: Social workers
   a. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
   b. Critique and apply knowledge to understand person and environment.

Advanced practice behaviors: Advanced practitioners in clinical social work
   c. Synthesize bio-psycho-social-spiritual theories and multi-axial diagnostic classification systems in the formulation of comprehensive assessments.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Foundation practice behaviors: Social workers
   a. analyze, formulate, and advocate for policies that advance social well-being; and
   b. Collaborate with colleagues and clients for effective policy action.

Advanced practice behaviors: Advanced practitioners in clinical social work
   c. Design intervention strategies that engage constituents from rural environments to advocate for policies that promote social justice, reduce disparities and promote quality of life and well-being.

Educational Policy 2.1.9—Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Foundation practice behaviors: Social workers
   a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
   b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Advanced practice behaviors: Advanced practitioners in clinical social work
   c. Analyze the effects of conditions of rural communities on human development, social functioning, and health status.
Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

Foundation practice behaviors: Social workers
1. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
2. use empathy and other interpersonal skills; and
3. Develop a mutually agreed-on focus of work and desired outcomes.

Advanced practice behaviors: Advanced practitioners in clinical social work
4. Demonstrate the capacity to engage and build relationships with clients, including those who have experienced trauma.

Educational Policy 2.1.10(b)—Assessment

Foundation practice behaviors: Social workers
1. collect, organize, and interpret client data;
2. assess client strengths and limitations;
3. develop mutually agreed-on intervention goals and objectives; and
4. Select appropriate intervention strategies.

Advance practice behaviors:
5. analyze characteristics of rural communities including strengths, assets, resources, barriers and limitations; and
6. Assess the impact of loss and trauma on clients’ and client systems’ physical, social and emotional well-being.

Educational Policy 2.1.10(c) —Intervention

Foundation practice behaviors: Social workers
1. initiate actions to achieve organizational goals;
2. implement prevention interventions that enhance client capacities;
3. help clients resolve problems; and
4. negotiate, mediate, and advocate for clients;
5. And facilitate transitions and endings.

Advance practice behaviors: Advanced practitioners in clinical social work
6. use of appropriate clinical techniques including cognitive behavioral therapy and crisis intervention to respond to concerns identified through on-going assessment; and
7. Develop intervention strategies focused on traumatized individuals, groups and communities.

Educational Policy 2.1.10(d) —Evaluation

Social workers critically analyze, monitor, and evaluate interventions.
Advance practice behaviors: Advanced practitioners in clinical social work
  1. Implement practice evaluation strategies to assess the effectiveness of clinical practice.

OVERVIEW OF THE FIELD EXPERIENCE PROGRAM

GENERAL DESCRIPTION OF FIELD EXPERIENCE

Field education is a central component of the MSW curriculum. Field education provides an opportunity for students to apply and integrate classroom knowledge with hands-on experience. Students will receive professional supervision by an individual who has an MSW degree from an accredited university. The ASU MSW Program offers a 400 hour generalist field experience and a 600 hour advanced clinical field experience. In addition, students complete 6 hours of continuing education activities (e.g. Conferences and/or in-service trainings) per academic year.

The Department of Social Work is responsible for placing students in approved agencies throughout the Northeast Arkansas-Mississippi Delta Region and maintains affiliation agreements with over 120 social service agencies. The agencies represent a wide variety of services such as mental health, child welfare, the juvenile and adult justice system, substance abuse programs, public schools, medical settings, hospice programs, and many more. Students have the opportunity to serve a broad range of populations, including children and adolescents, older adults, individuals with disabilities, victims of domestic violence, gay and lesbian individuals, veterans, persons affected by HIV/AIDS, and the mentally ill, to name a few.

The internship will begin with the student in an observational role with independent work being assigned as the Field Supervisors, student and faculty feel it is appropriate. The Field Supervisor and student will develop a learning agreement that guides the internship assignments and activities. During the field placement, the student will continue to receive a minimum of one hour weekly supervision by the Field Supervisor. The student will also attend a weekly integrative seminar on campus during which they will have the opportunity to process their experiences with other students and identify how they can apply theory and skills in their practice. The seminar class is led by a faculty liaison that will be available for consultation to the field agency and will make at least two site visits during the semester to meet with the student and the Field Supervisor to evaluate and monitor the progress of demonstrating the competencies and practice behaviors.

Key Terms – Roles and responsibilities of each are described in detail on page 17.

Field Supervisor - The agency professional who supervises an ASU student directly.
Student - Social work students enrolled in field course.
Faculty Liaison - The ASU faculty member assigned to work with the field instructor
And student in planning and evaluating the students learning experience.
Director of Field Education - The ASU faculty member charged with developing placements and overall supervision and management of this part of the social work program.
Task Instructor - An agency staff member who is assigned to supervise the social work
PREPARATION AND ELIGIBILITY FOR FIELD

Prior to being admitted to the MSW program, students are required to complete certain prerequisites. Please refer to the individual degree plans for specific prerequisites and co-requisites. While completing field, students take co-requisites courses based on their foundation or advanced plans of study. To enter the field, students must meet several criteria to include:

1. Admission to the MSW Program with a minimum overall G.P.A of 3.0 for the Regular Program and 3.2 G.P.A. for the advanced program.
2. The student must complete the specified prerequisite courses as outline in their plan of study with a “B” or better.
3. The student must be enrolled in the appropriate co-requisite courses as outline in their course of study.
4. The student must be making progress as outlined in their plan of study toward graduation.

The Director of Field Education meets with all newly admitted students at the MSW Orientation. Information is provided regarding the field application process, Field Fair attendance, expectations of professional behavior, and helpful hints for the agency interview. MSW Foundation students will attend a 4 hour field orientation the first week of class.

THE PLACEMENT PROCESS

Matching students with agencies is a team effort involving field agencies, the student, and the Director of Field Education. The steps are described below.

A. Applying for Field Placement

After being admitted to the MSW program, the Director of Field Education will provide the student with the field application and further instructions. (Students will complete their field application and submit to the Director of Field Education indicating their top choices and interests for field placement. The application must also include a personal resume, copy of the student’s professional liability insurance and documentation of TB screening before students can enter field. Professional liability insurance will cost approximately $40 for one calendar year and must provide coverage through both the fall and spring semester. Two recommended options for purchasing student professional liability insurance include NASW (National Association of Social Workers http://naswasi.cphins.com) or HPSO (Healthcare Providers Service Organization http://www.hpso.com). Other options may be considered as long as the coverage includes $1,000,000 per claim and up to $3,000,000 for aggregate professional liability coverage. Proof of professional liability insurance is kept on file in the student’s record.

Before field applications are due, students will be invited to attend the annual Field Fair at which time students will have the opportunity to meet with potential field sites. Although not all
agencies will be in attendance, this is a wonderful opportunity for students to begin narrowing down their interests as well as begin networking with professionals in the social work field.

B. Tentative Placement Decisions

The Director of Field Education will secure placements based on student preference, the availability of a suitable placement in the geographic area requested, and the Field Supervisor-student match. Students and the prospective Field Supervisors will be notified in writing of the tentative decisions. Before a placement is finalized, the student will be instructed by the Director of Field Education to arrange an interview with the agency Field Supervisor.

Students must be prepared to make adjustments to their schedules for internship hours. The majority of agencies offer internships the normal working hours of Monday-Friday. If the student is enrolled in one of the Full Time programs, the Department strongly recommends students to work no more than 20 hours in outside employment. Students maintaining full time employment must have schedules to allow internship hours to occur during the normal work day of 8:00am-5:00pm.

C. Student/Field Supervisor Interview

The student is responsible for scheduling this interview after receiving the tentative placement information from the Field Director long in advance of the semester beginning. These interviews are typically conducted in June and July, so if a second interview is needed, one can be arranged before the fall semester. The student should treat this interview as a professional interview in dress, behaviors and overall preparation. The student should research the agency by visiting their website before this interview to have a clear understanding of services provided and the populations served. The student should take a copy of their resume and be prepared to discuss why they want to intern at this agency as well as their overall professional goals. Students should be aware that agencies often use the internship process to screen and prepare their future employees. The Field Supervisor and student will agree upon a weekly work schedule that will allow the student to pace their required hours out appropriately.

D. Placement Confirmation

If the Field Supervisor and student agree that the match is a good one, the Director of Field Education will send the Field Supervisor and the student a confirmation letter. The field agency is also sent the College of Nursing and Health Professions Affiliation Agreement to be signed by the designated agency administrator. A copy of this agreement is kept on file in the College of Nursing and Health Profession.

The Field Supervisor/agency will inform the student of any pre-placement requirements that must occur before the student can begin the internship. Some agencies require these steps to be completed before the semester begins. These requirements may include a new worker orientation, a drug test, driving record, central registry child maltreatment application or a criminal background check. Some agencies may require the student to pay for their personal background checks. Interviews and orientation hours will not count towards the required number of field hours the student will complete in the fall. If any of these steps or
requirements presents a problem for the student, it is the student’s responsibility to contact the Director of Field Education at once.

E. **Enrollment and Attendance Field Course/Seminar**

Students will attend a one hour and fifteen minute classroom seminar each week. The course syllabi will detail specific requirements and expectations. This course will serve as the primary mechanism to facilitate the student’s integration of classroom knowledge with their work in the field. The seminar structure creates a supportive environment in which students can process their experiences in becoming professional social workers. Seminar serves as a professional model of future treatment teams as students provide emotional support and share knowledge and resources they have obtained. Because the primary focus is a peer learning model, students are expected to arrive on time, be prepared and demonstrate appropriate participation. Attendance is taken and points are deducted for absences.

To balance the size of the student seminar classes with their Faculty Liaison and for efficient use of the Liaisons’ time and energy, the Director of Field Education assigns students to a section of Field and notifies them of this assignment in the field placement confirmation letter. Students will not be able to register for class until this letter is received. Students are then responsible for enrolling into the assigned section of Field within two weeks.

F. **Field Orientation**

Field orientation for foundation field students is scheduled at the beginning of the fall semester by the Director of Field Education. Students will be advised of the date and time of this orientation in their field placement confirmation letter. Attendance to this orientation is mandatory. The orientation agenda will typically include reviewing the course syllabus and requirements, the learning agreement, time sheets, field evaluation form, expectations of professional behavior, a review of social work values and ethics, an introduction to basic social work skills and safety precautions. Advanced field students will receive field orientation on the first day of their seminar class.

G. **Regular (Foundation) Field Expectations**

Foundation Field Experience is guided and evaluated by the exposure to learning activities within the agency setting that will allow the student the opportunity to demonstrate mastery of the ten competencies and forty one measurable practice behaviors set forth by the Education Policy and Accreditation Standards (EPAS) of the Council on Social Work Education CSWE.

During their first Foundation Field placement, students will have opportunities to observe social work professionals and work directly under their supervision taking an active role in all phases of generalist rural-based practice with them. Students will begin their internship in a shadowing/observational role with independent tasks being assigned as the field supervisor, student and faculty liaison determine appropriate. Students must be able to demonstrate competency of all 41 practice behaviors before the conclusion of the second semester. Although the focus of learning activities is on establishing relationships and working with individuals and
families; work with groups, organizations, and communities is also expected. Students should learn about the agency and the system of community resources of which it is a part. To do this, students should become familiar with services the agency frequently makes and receives referrals. The student should learn how to link agency clients with needed community resources. Student awareness of the impact of policies on practice is important to develop during the Foundation Field placement. The agency can contribute by helping the student identify specific national or state policies (legislative, judicial, or administrative) that affect practice in their agency.

The students also learn to use supervision and work cooperatively with other Professionals, volunteers and para-professionals as appropriate to the agency setting. This requires developing the ability to communicate clearly both verbally and in writing. Foundation Field experiences help students develop professional behaviors needed to work with professionals in agencies. These behaviors include complying with agency policies and procedures, dressing appropriately, and behaving in a manner consistent with the NASW Code of Ethics.

H. Advanced Field Expectations

Advanced field education is designed to prepare graduates for rural-based clinical practice with an emphasis in trauma informed care. Advanced field education meets the mission of the MSW Program by providing an avenue for students to master the knowledge, values, and skills necessary for rural-based clinical practice, apply evidence-based practices consistent with social work values and ethics, promote social justice in their practice, apply critical thinking skills to diverse client populations, and to use communication skills differentially across client populations. Through field education, graduates also learn the value of identifying with professional social work and the importance of lifelong learning.

Advanced field experience is guided and evaluated by the exposure to learning activities within the agency setting that will allow the student the opportunity to demonstrate mastery of the ten advanced level practice behaviors that represent competent clinical practice. Advanced Field students will begin their internship roles in an observational role of clinical practice. Independent clinical tasks will be assigned as the Field Supervisor, Faculty Liaison and student feel appropriate. Independent practice under the close supervision of the Field Supervisor will be expected by the conclusion of the final semester of advanced field.

I. Life Experience and Transfer Work

No credit is given for life experiences in the field or other areas of the curriculum. Only courses from CSWE accredited schools are acceptable for transfer credit.

IV. FIELD PRACTICE SETTINGS

The MSW Program, specifically the Director of Field Education, is responsible for developing and maintaining a variety of generalist and clinical field practice settings. The Director of Field Education consults with the agency staff and receives feedback from the faculty and agency staff regarding the suitability of the agency as a field placement. Agencies must demonstrate an
environment of service and mentoring that is compatible with the values and ethics of the social work profession. Agencies must be able to offer learning experiences that will allow the student to demonstrate the required practice behaviors stipulated by CSWE and outlined earlier in this manual. Field practice settings are continuously re-evaluated as new information appears from faculty, agency staff, and/or students. No student or faculty member is to negotiate or contract for a field placement without the advice and consent of the Director of Field Education.

A. Selecting Field Placement Agencies

Agencies are selected as field placement sites based on the following criteria.

1. The agency views participation in the education of graduate social work students as a worthwhile activity and agrees to support the goals and objectives of the ASU Social Work program.

2. The agency demonstrates competence and stability in providing professional social work services and offers a climate conducive to learning and professional development.

3. The agency can provide generalist practice learning opportunities compatible with the requirements of the ASU Social Work program.

4. The agency agrees to provide a field supervisor with a minimum of an MSW and enable that field supervisor to provide regular supervision including weekly meetings with the student to plan and monitor progress, to participate in mid semester and final evaluation conference, and to participate in orientation and training sessions.

5. The agency agrees to provide suitable work space for the student.

6. The agency agrees to reimburse the student for work related travel in accordance with agency policy.

7. The agency agrees to appraise the student of any and all health and safety risks associated with practice in the setting, and to instruct the student in measures to minimize these risks.

8. The agency agrees to participate in the annual Social Work Field Fair designed to give students the opportunity to interact with professionals and social work

9. The agency agrees to notify the program in a timely manner when the student’s performance may be at risk for successful completion of the placement.

B. Affiliate Agreements

Formal affiliate agreements are used with all field placement agencies to delineate the roles and responsibilities of the program, the field agency and the student. Essentially, the agreement indicates the program, the agency and the student are expected to abide by the policies and procedures outlined in the field practice manual. These agreements are kept on file in the College of Nursing and Health Professions.

C. Selecting Field Supervisors

To be a Field Supervisor with the ASU MSW Program, agency professionals must meet the following criteria:

1. The person holds an MSW with a minimum of one year of experience, and can serve as a
professional role model especially with respect to genuineness, warmth, empathy and can demonstrate adherence to social work ethics and values.

2. The person sees educating social work students as both a professional and a meaningful activity.

3. The person is willing to invest time in development and implementation of the students learning plan, minimum one hour weekly supervisory sessions, mid semester and final written and face to face evaluations including evaluations of the student, the Field Supervisor, and the Faculty Liaison. Participation in these conferences requires a high level of professional skill including the ability to give and receive feedback in a constructive manner.

4. The person agrees to orient the student to the agency and community of practitioners in the agency’s referral network.

5. The person agrees to follow the problem solving process as outlined in this manual.

6. The person attends the training sessions and meetings offered by the Social Work program.

D. Field Agency that does not employ an MSW

The MSW Program requires that the Field Supervisors will have a Master of Social Work (MSW) degree from a CSWE-accredited MSW Program. When an agency does not employ an MSW practitioner who can supervise the student, an on-site Task Instructor who does not hold an MSW degree may supervise the student at the agency on a day-to-day basis. However, an MSW from another site must be assigned as the Field Supervisor of record and meet the same requirements as listed above. The Field Supervisor must provide a minimum of one hour weekly field supervision for the student and be available to meet with the task instructor and faculty liaison as needed.

E. Field Supervisor Orientation and Training

Field Supervisor Orientation is designed to enhance the quality of student supervision as field supervisors identify with their roles as educators. New Field Supervisor Orientation is offered prior to the Fall semester. In the event that the Field Supervisor is unable to attend this orientation, the Director of Field Education may schedule a makeup session. There is also a Clinical/Field Instructors Seminar offered by the College of Nursing and Health Professions each spring that provides continuing education in relevant areas to the field. In addition, Field Supervisors are invited to attend several workshops throughout the year sponsored by the Social Work Department and the College of Nursing and Health Professions.

V. ROLES AND RESPONSIBILITIES IN THE FIELD PROGRAM

In order to achieve high quality in the field, it is imperative that all involved understand their roles and responsibilities.

A. The Director of Field Education

The Director of Field Education is administratively responsible for the oversight of the field practice and manages the field program. The Director of Field Education screens agency
placements and field supervisors to ensure that they meet the program’s standards, coordinates the placement process, and monitors the field program. The Director of Field Education is available throughout the semester to solve problems or address issues of concern to the Field Supervisors, Faculty Liaisons, and students. The Director of Field Education’s responsibilities are to:

1. Identify, develop and maintain field placements.
2. Assign students to field placements.
3. Maintain efficient reporting systems and records of field practice activities.
4. Maintain, revise, or modify the field manual.
5. Provide the on-campus orientation of field students.
6. Initiate and respond to faculty, student, and agency suggestions for the continuous upgrading of the field practice curriculum.
7. Plan and implement training for field supervisors.
8. Provide consultation as needed to the faculty liaison and field supervisor in regards to the students’ performance, instructional needs and grade assignment.
9. Conduct systematic evaluations of practice methodology and outcomes and initiate appropriate changes.
10. Assist the liaisons in the development and coordination of seminar content and in the implementation of liaison activities.

B. Expectations of Faculty Liaison

The Faculty Liaison representing ASU is expected to do the following:

1. Assist the Field Supervisor and student in developing the Learning Agreement and signs off on it indicating that the agreement is acceptable.
2. Maintain close contact with the Field Supervisor and student to monitor progress. The Faculty Liaison is available for telephone or face to face consultation during the semester at the request of the Field Supervisor. The Faculty Liaison will schedule two site visits per semester to meet with the student and Field Supervisor. These visits are typically scheduled at midterm and at the end of the semester. Students keep the liaison abreast of ongoing progress through journals or process recordings, classroom seminars, and private conferences, as requested by the student or liaison.
3. Model professionalism especially with respect to genuineness, warmth and empathy, social work values and ethics, and feedback skills.
4. Identify areas that require additional faculty involvement to ensure that a social work focus and identification are sustained.
5. Team with the Field Supervisor and student in the learning experience.
6. Communicate suggestions from the field concerning ways of improving the field experience program to the Director of Field Education.
7. Report to the Director of Field Education each semester on the progress of the student in placement and any problems encountered.
8. Complete the end of year Faculty Liaison Evaluation of Field Supervisor/Agency.
9. To be available to the Field Supervisor and student for immediate consultation.

C. Expectations of Field Supervisors

Field Supervisors are expected to:

1. Provide the program with a current resume, complete the Field Supervisor Application and Field Agency Application form if one has not already been submitted.
2. Orient the student to the agency.
3. Assist the student in developing a learning agreement.
4. Meet at least one hour each week with the student to provide supervision.
5. Assess the student’s progress on a regular basis and complete all evaluation instruments in a timely manner.
6. Monitor students record of field hours and attendance.
7. Participate in Field Supervisors Orientation and other opportunities for program-agency exchange.
8. Be available to meet with the student and Faculty Liaison for the midterm and final site visit.
9. Inform the Faculty Liaison of any problems or concerns promptly. (Examples include excessive absenteeism, illness, agency-related changes, tardiness, etc.)
10. Complete the Field Supervisor Evaluation of Field Program at the conclusion of the spring semester.

D. Expectations of Task Instructor

The term “Task Instructor” is used to indicate an agency staff member who assumes certain responsibilities for the student’s field education as delegated and monitored by the field supervisor. The Task Instructor does not replace the field supervisor but does need to be well informed of the program’s educational objectives, and understand his/her role in the student’s learning. Therefore, the field supervisor should be involved in mid-semester and final evaluations. The Field Supervisor and the Social Work program will provide the Task Instructor with the necessary resources to accomplish the educational task including an invitation to attend the Field Supervisors Orientation. The Field Supervisor helps the student integrate the Task Instructor’s contribution into the overall educational experience.

E. Expectations of Students

As part of a learning team, the student as an adult learner is expected to:

1. Take the initiative in examining the educational objectives and the learning assignments in the field practice.
2. The student will comply with the intern work schedule developed between the student and field supervisor.
3. Conduct himself/herself in a professional manner including:
   - arriving and leaving according to schedule or notifying the field supervisor of unforeseen circumstances (studying for a test is not an unforeseen circumstance)
□ following agency policies and procedures,
□ completing required agency and cause forms and assignments fully and on time
□ dress in accordance with agency standards and professional attire
4. Seek and request supervision as appropriate and take action as needed.
5. Inform the field supervisor, faculty liaison, and Director of Field Education when matters that might jeopardize the learning experience are present.
6. Refrain from behavior that interferes with the learning and performance of other students and professionals and to behave in a manner consistent with the NASW Code of Ethics.
7. Use supervision well, (e.g., seek feedback on performance and prepare agenda items for meetings with the faculty liaison).
8. Engage actively in the evaluation process, seeking ongoing feedback from the field supervisor and participating in the formal evaluation.
9. Prepare for weekly conferences with the field supervisor and bring any problems or dissatisfaction with the field experience and engage constructively in finding solutions, if possible. If the problems cannot be resolved, the student should contact the field liaison.
10. Keep track of field hours and seek Field Supervisors signature on the Student Time Record.
11. Participate actively in all field seminars.
12. Complete the Student Evaluation of Field Supervisor and Agency

VII. THE LEARNING AGREEMENT AND ASSESSMENT PROCESS

A. Student Learning Agreement

By the end of the second week in the placement, the student with the assistance of the Field Supervisor will complete the learning agreement. The learning agreement can be downloaded from the website in the field section and can be found in the appendix. The instructions for completion of the learning agreement can be found on the form.

B. Final Assessment of Competencies/Practice Behaviors

Assessment is a critical component of the overall field process. There are four levels of assessment that occur within the field program. The assessment of student performance occurs at the conclusion of both semesters with the final assessment of competency and practice behavior attainment at the conclusion of the spring semester. The Student evaluation of the Field Supervisor/Agency, Faculty Liaison Evaluation of Field Supervisor and Agency, and Field Supervisor Evaluation of Field Program are also completed at the conclusion of the Spring semester. The process for each evaluation period is described below:

1. Final Assessment of Student Competencies/Practice Behaviors

The Faculty Liaison will make two site visits during the semester to meet with the student and their Field Supervisor at which time the assessment process will occur. This assessment begins at midterm of each semester with the Field Supervisor, Faculty Liaison and the student as they review the student’s progress in meeting the objectives outlined in the Learning Agreement. The student is encouraged to identify their
personal strengths and weaknesses as they pertain to their field experience and how the Field Supervisor and/or Faculty Liaison might provide additional support. Constructive feedback is also provided to the student by the Field Supervisor and the Faculty Liaison. The team develops a plan to achieve the remaining needs of the learning agreement. This meeting will also establish whether or not particular learning opportunities were made available to the student as planned. The Learning Agreement might be amended at this time to include additional objectives and/or tasks as identified as needed. No grade is given at mid semester.

The Field Supervisor, Faculty Liaison and student will meet again for the final assessment of the semester. Prior to the final assessment, the Field Supervisor will complete the Final Assessment of Student Competencies/Practice Behaviors by assigning a ranking for each practice behavior. The student will be asked to independently rank themselves to initiate their personal reflection of their learning experience. The Field Supervisor and student will meet to discuss their respective ratings. The Faculty Liaison then meets with them to review the Learning Agreement and Final Assessment. The student is encouraged to take the lead in reviewing their achievements, growth areas, strengths and weaknesses. The Field Supervisor and Faculty Liaison then give feedback to the student. It is essential that this feedback reflects a strengths perspective. The student will provide documentation of work done at the agency to support his/her evaluation. Documentation could include charting, reports, records of meetings and contacts in addition to any other work the student has done during the semester. The student, Field Supervisor, and Faculty Liaison seek consensus about the student’s performance and the steps that should be taken to promote his/her personal growth. The Final Assessment is then signed by all members and this document is included in the Faculty Liaison’s calculation and assignment of a field grade.

2. **Student evaluation of Field Supervisor and Agency**

Prior to the conclusion of the spring semester, the student will complete the Student Evaluation of Field Supervisor and Agency through Qualtrics, an online survey that will be sent to the student by email. The questions on this survey can be found in the appendix. Although the Field Supervisor will not have direct access to this evaluation, the student will be encouraged to provide feedback of their experience to the field supervisor at the final evaluation. This information may be very helpful to the Field Supervisor in providing supervision to future students.

3. **Field Supervisor Evaluation of Field Program**

At the conclusion of the spring semester, the Field Supervisor will be asked to complete the Field Supervisor Evaluation of Field Program through a Qualtrics survey which will be sent to them by email. A copy of this survey can be found in the appendix.

4. **Faculty Liaison Evaluation of Field Supervisor and Agency**

At the conclusion of the spring semester, the Faculty Liaison will be asked to complete an Evaluation of the Field Supervisor and Agency through Qualtrics survey which will be sent to them by email. A copy of this survey can be found in the appendix.
IX. FIELD EXPERIENCE POLICIES AND PROCEDURES

A. Health and Safety of the Student
The physical safety of the student is a primary concern of the program. The Field Supervisor is expected to inform students about any risks to their health and safety associated with work at the agency, and to ensure that students receive appropriate training to minimize these risks.

B. Use of Personal Automobiles by Students
Students are expected to arrange their own transportation to and from their field placement site. Agencies which expect students to use their personal automobiles for agency business should make this expectation clear to the student during the pre-placement interview. If students use their own automobiles for agency purposes, they should be reimbursed for mileage. Students who use their own automobiles to transport clients are liable in case of an accident. Students will sign the Statement of Understanding that is included with the Field Application. Please refer to your personal insurance policy for coverage information.

C. Professional Liability Insurance
Students in the field are required to carry professional liability insurance. Students will not be able to begin their field placements without proof of professional liability insurance. Proof of professional liability insurance coverage is kept on file in the student’s record. Please refer to the field application for more information.

D. Placement in Employee Settings
The Director of Field Education may approve a student’s request to complete their field placement at their place of employment if specific criteria are met. To maintain the integrity of the program, and to insure that students receive a high quality education, this request may be approved with the following guidelines:

- The agency and field supervisor at the place of employment must meet the same qualifications as other field supervisors and agencies where students are placed.
- The Field Supervisor for the educational experience must be someone other than the student’s work supervisor.
- Precautionary steps must be taken to assure that the student will not be working with the same client population in the two different roles. Example: Student will be assigned to a different program for their internship or a different county.
- The student’s activities in the agency must provide new learning, and not merely a continuation of their current work tasks. Example: A student that has been a case manager for several years cannot be approved to be assigned a foundation internship of case management activities, because this would not be a new learning experience for the student. However, when this
student is ready for the advanced field placement, a consideration may be made if all other requirements are met.

- The learning agreement for the student must list how the field activities will support program’s competencies and specific practice behaviors. (Generalist for the Foundation Field Experience and clinical practice for advanced field Experience Program).
- The ASU field faculty liaison will monitor student learning and adherence to these criteria.

E. Students with Disabilities

Students who require adjustments in the Field due to a disability must first register with ASU Disability Services at 972-3964. Disability Services will notify each professor, including the Director of Field Education, of the student’s specific needs. It would be helpful for students to contact the Director of Field Education to clarify specific needs.

F. Hours

Students graduating from this MSW Program will complete 1000 hours of field. Students that experience difficulties meeting their learning agreements or experience some form of disruption to the normal process may be required to complete more field hours which will be defined in their individual plan. Eligible students graduating from ASU’s BSW program, and eligible students who graduated from other accredited BSW programs, will be given credit for the 400 hours of field completed prior to entering the advanced standing program at ASU. All students entering the advanced standing program will be required to complete 600 hours of field along with their course work for the three semesters of advanced standing full-time program. Students enrolled in the advanced standing part-time program complete the 600 field hours over two academic years. Each academic year, students complete a combined total of 300 hours of field work along with their course work. Graduating advanced standing program students complete a total of 1000 field hours.

Students admitted to the Regular Standing Full-Time Program complete 400 hours of field along with their course work in the fall and spring semesters of the foundation year. After Regular Standing Full-Time Program students complete their foundation year of study, they follow the Advance Standing Full-Time Program curriculum. Students enrolled in the Regular Standing Part-Time Program complete this program over four academic years. The student begins their field education the second year of the program by completing Full Time Foundation Field I and II. After Regular Standing Part-Time Program students complete their foundation year of study, they follow the Advance Standing Part-Time Program curriculum. Graduating Regular Standing Program students complete a total of 1000 field hours.

G. Professional Conduct

Students must conduct themselves in a professional and ethical manner toward clients, fellow students and the faculty. As membership in a profession implies an encompassing set of values, professional conduct is expected at all times on-campus and off-campus. The program subscribes to the NASW Code of Ethics which is discussed in social work courses and a copy is found in this manual. Any act which would constitute unethical practice, violation of the law, whether on-campus or off-campus, is grounds for disciplinary action and may include dismissal from the field.
Students are expected to follow the reasonable instructions of the Field Supervisor. A student may refuse to follow an instruction if he/she feels it involves activities that are illegal or run counter to the NASW Code of Ethics. When refusing a request, the student must explain his/her reasons. The student must also report such incidents to his/her Faculty Liaison.

In the event that the student violates the NASW Code of Ethics in the placement, the Field Supervisor will make a report to the Faculty Liaison and the Director of Field Education will be informed. A performance review will be scheduled with the level dependent upon the transactions that have occurred to address the issue.

H. Incident Report

In the event that an incident occurs in the student’s field placement, the student should complete the incident report form found in the appendix and give it to their Faculty Liaison who will in turn advise the Director of Field Education of the situation. Examples of an incident include but are not limited to client striking the student worker, unprofessional behavior on the part of the supervisor such as yelling at the student, or other events. If the student is unsure about a particular event, the student needs to discuss the event with their Faculty Liaison. The incident form will be placed in the students file.

I. Field Consultation

In the event that a situation arises with a student that necessitates a conference with the Faculty Liaison, the Faculty Liaison will complete a field consultation form that will be placed in the students file. This form can be found in the appendix. Examples of this may include but are not limited to ethical dilemmas in the agency, inadequate supervision, concerns expressed by the agency regarding the student.

J. Problem-Resolution Process

Problems associated with social work students placed in agency settings occur, and are usually satisfactorily resolved by the student and Field Supervisor. Common problems have included student reliability and performance, student feeling that he or she is not getting sufficient learning assignments at the agency, or that the Field Supervisor is not accessible for regular supervision. The Faculty Liaison is available to assist in finding solutions to problems that can’t be handled by the Field Supervisor and student. If a problem cannot be resolved by this group, then the Director of Field Education may be called for help. This is the normal course of events and usually results in an acceptable solution that enables the student to remain in the placement. Some problems may persist or be of a serious nature that they prevent the student from continuing in a particular placement, or even in the social work program. In these cases, transfer or termination may result. Such incidents are described further in this manual. In the event that satisfactory resolution is not met, the Director of Field Education may initiate a Performance Review Process that is outlined in the MSW Student Handbook.

K. Transferring a Student to a New Agency or Field Supervisor

Students are expected to complete their internships under the specified program (Foundation or Advanced) at the same agency to allow the student to achieve competency attainment. However, there are occasionally reasons that a transfer to a new agency or Field
Supervisor is necessary.

A request for a student transfer may originate from the student, the Field Supervisor, or the Faculty Liaison for the following reasons. A student may request a transfer to another Field Supervisor or agency if either fails to meet the terms set forth in the Learning Agreement or this manual, or on legal grounds. If a within-agency transfer is feasible, the student can continue without interruption. A between-agency transfer may necessitate the student’s investment of additional hours for the student to complete the course performance requirements. The Director of Field Education handles all transfers.

The Field Supervisor may request a student’s within-agency transfer if the Supervisor is no longer willing or able to meet the expectations of the position, or if he or she feels the match with a particular student is no longer productive. If the transfer is agreeable to the student and a suitable substitute can be found within the agency, the move can be made. If no suitable substitute is available within the agency, then a between-agency transfer will have to be made in the current semester provided a suitable site is available. The student may be required to spend additional hours in the new placement to complete course requirements.

The Faculty Liaison may initiate a transfer of a student if he or she concludes that a Field Supervisor or agency is not fulfilling the expectations set forth in this manual. In this case, reasonable efforts will be made to locate a suitable alternative with as little disruption to the student as possible. However, additional hours of agency work may be required as noted above.

L. Termination Policy and Procedure

Students are rarely terminated from a placement, however it does occur. The following procedure addresses termination of a student initiated by his or her field placement agency or by a faculty member in the Master of Social Work Program.

M. Termination Initiated by an Agency

After problem-solving efforts have been exhausted or the agency staff believes the behavior of a student presents a risk to the safety or well-being of the agency’s clients or staff, the agency may terminate a student from the placement (see Problem-Resolution Process). The agency must provide a written explanation for the termination and if at all possible, notify the program prior to the termination. It is then the responsibility of the Director of Field Education to prepare a report assessing the behavior of the student in the particular agency setting. Where indicated, the report should include a statement of standards of conduct which have been violated, and describe a course of action which the student must take in order to be reassigned to another agency. Remedies may include counseling or training and require documentation of participation and completion of a prescribed treatment. Based on these findings, the Director of Field Education in consultation with the Master of Social Work Program Director may pursue one of the following options:

a. The student may be reassigned in the current semester, if time permits for the student to complete the course requirements and if the circumstances surrounding the termination are such that the student may be placed in another setting without jeopardizing the safety and well-being of clients and staff.

b. If time does not permit for the student to complete the course requirements in
a new agency, and the student does not present a threat to staff or clients of other agencies, and if no remedial action is required or the remedial action taken by the student has produced acceptable behavior, then he or she may be permitted to enroll in the field course in the next semester in which that course is offered. In this case, the student would be given an incomplete “I” grade for the course. If the student is re-assigned, the Director of Field Education may credit all or a portion of the student’s hours in placement to a second placement depending on the circumstances surrounding the termination and the length of time that has elapsed between termination and re-assignment.

c. If the student’s actions are such that the safety and well-being of other agency staff or clients might be reasonably expected to be in jeopardy, if corrective action required of the student is not pursued, or if the corrective action taken does not produce acceptable behavior, the student may not be reassigned. In this instance, the student would be given a grade of “F” for the course and would not be permitted to re-enroll. The student would then be removed from the Master of Social Work Program.

N. Termination Initiated by the Master of Social Work Program

If after a student has entered Field, and the Social Work faculty have a valid basis to believe a student’s conduct has the potential to cause harm to clients, the program, or agency workers, the Director of Field Education may remove that student from the Field. In such cases, the Director of Field Education: (1) dismisses the student from the program with an explanation of the offense and how the behavior fails to meet reasonable standards of conduct and; (2) offer a reasonable opportunity to modify the behavior which would involve corrective action on the part of the student which may include counseling (but not limited to) so that the student can comply with the standards of conduct; (3) or if the offense is deemed to be beyond correction, the student may be terminated from the Master of Social Work Program.

If a student is dismissed from an agency due to behavior which may include but not limited to insubordination, incompetence, attendance, failure to adhere to the NASW Code of Ethics, or inappropriate professional conduct, the Director of Field Education may opt for a plan of corrective action. In some situations, the option of a corrective action, a plan will be developed. Upon completion of corrective action, a student will be placed in another agency setting. If the second agency dismisses the student from Field due to the student’s behavior, the student will be considered to have failed Field and a failing grade will be given. Along with being dismissed from Field, the student will be dismissed from the Master of Social Work Program and may reapply during the next admission period.

If the student fails to follow through with corrective action or corrective action is not successful, the student may be dismissed from the Master of Social Work Program. A time framework is generally allocated for which all corrective action and problem resolution must occur.

O. Grade and Grade Appeal
A grade of “C” or better is required to successfully pass field. A field grade below a “C” results in suspension from the MSW Program. In the event that a grade below a “C” is received, the student may reapply to the Field Program if they are still in good standing with the MSW Program and complete any required corrective actions that have been specified for the student. Please refer to the MSW Handbook for details regarding program suspensions and/or program dismissals.

A student who wishes to appeal his or her grade must follow the Student Grievance Procedure outlined in the ASU Student Handbook. If the student seeks a grade appeal, the MSW Admissions Committee will hear the student’s case and reach a decision. If the committee moves for readmission, a corrective plan of action will be established. Each situation is examined on the relevant facts and circumstances. Only one grade appeal is allow for the total Field experience.

P. Facial/Body Piercing and Professional Attire

Students should present to the agency dressed professionally at all times. Bare midriffs are not acceptable. Facial and body piercing(s) other than ear rings are not appropriate to wear to the field. This includes tongue piercing. Body art in the form of tattoos should be covered while on duty in the field placement.

Q. Agency Specific Policy, Standards and Accreditation

Students are expected to familiarize themselves with agency specific standards which include but are not limited to JCOHA, CAR, HIPPA, FERPA, and CWLOA. Some agencies may require students to be certified in CPR and provide proof of appropriate vaccines.

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