



INDIANA UNIVERSITY

SCHOOL OF SOCIAL WORK

**MASTER OF SOCIAL WORK
PRACTICUM I-555**

FIELD MANUAL

2015-2017

for all students on the campuses of

Indiana University School of Social Work

(IUE, IUN, IPFW, IUSB, IUS and IUPUI Campuses and Online MSW Direct)



Giving Hope and Changing Lives

Mission

*The mission of the IUSSW is excellence in education, research
and service to promote health, well-being,
and social and economic justice in a diverse world.*

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Table of Contents		Page
Mission		2
List of Appendices		5
Greetings from the Dean's Office		6
Field Education Faculty/Staff		7
Chapter 1: MSW Curriculum		
Indiana University Mission Statement		8
Indiana University School of Social Work Vision and Mission		8
MSW Program Vision and Mission		8
MSW Educational Outcomes		8
Field Education as the Signature Pedagogy		9
Description of Field Education and Courses		9
Practicum Course Descriptions		10
<i>555 Social Work Practicum I</i>		10
<i>Practicum I Competencies</i>		11
<i>Practicum I Practice Behaviors</i>		11
<i>555 Integrative Practicum Seminar</i>		11
Chapter 2: Roles and Responsibilities in Field Education		
Roles in Field Education: Glossary of Titles		12
<i>MSW Program Director</i>		12
<i>Director of Field Education</i>		12
<i>Field Administrator, MSW Program (located on IUPUI Campus)</i>		12
<i>Field Coordinator</i>		12
<i>Agency-Based Field Instructor</i>		12
<i>Off-Site Field Instructor</i>		12
<i>Task Instructor</i>		12
<i>Faculty Field Liaison</i>		12
Responsibilities of the School of Social Work		13
Field Education: Responsibilities and Roles		13
<i>Responsibilities of the MSW Program</i>		13
<i>MSW Program Director</i>		13
<i>Director of Field Education</i>		14
<i>Field Administrator, MSW Program (located on IUPUI Campus)</i>		14
<i>Field Coordinator</i>		14
<i>Faculty Field Liaison</i>		15
Responsibilities of the Field Agency		15
<i>Criteria for Agency Selection</i>		15
<i>Commitment by Agency to Professional Practice</i>		16
<i>Released Time of Staff Member for Field Instruction</i>		16
<i>Nature of Field Assignments</i>		16
<i>Nondiscrimination</i>		16
<i>Physical Facilities</i>		16
<i>Student Expenses</i>		16
Field Instructor Information		17
<i>Criteria for Selecting Agency-Based Field Instructors</i>		17
<i>Responsibilities of the Field Instructor</i>		17
<i>Off-Site Field Instructor</i>		18
<i>Responsibilities of the Task Instructor</i>		18
Responsibilities of Students		18
Student Professional Expectations in Field Education		19

<i>Social Work Practicum Code of Conduct</i>	19
<i>Guidelines on Confidentiality</i>	19
<i>Dual Relationships</i>	19
Chapter 3: Field Practicum Policies and Guidelines	
Student Readiness for Field Education and Field Pre-Placement Processes	21
<i>Student Coursework in Preparation for Field</i>	21
<i>Field Pre-Placement Processes</i>	21
<i>Placement Interviews</i>	21
<i>IUSSW Student Field Orientation</i>	21
Use of Employer as a Practicum Site	21
Paid Practicum	22
Offers of Compensation While in Placement	22
Out-Of-State Placements	22
Use of Private Practice Setting as a Practicum Site	22
Student Academic Files	22
Sex Offender Screening Policy	22
<i>IUSSW Procedure</i>	22
Criminal Offense Screening	22
Support Services for Students with Disabilities	23
Non-Discrimination	23
Policy Against Sexual Harassment	23
<i>Policy Statement</i>	24
<i>Sexual Harassment</i>	24
<i>Sex/Gender-Based Discrimination</i>	24
<i>On or Off Campus Behaviors</i>	25
Risk/Safety Policy	25
<i>Professional Self</i>	25
<i>Client Office Visits</i>	25
<i>Transporting Clients</i>	25
<i>Home Visits</i>	25
<i>Institutional Settings</i>	26
<i>After Hours Meetings</i>	26
<i>Professional Liability Insurance</i>	26
<i>Use of Technology in Field</i>	26
Health and Personal Injury	28
<i>Tuberculosis (TB) Skin Test (PPD-S)</i>	28
<i>Blood-borne Pathogens</i>	28
<i>Hepatitis B Vaccine</i>	28
<i>Research Involving Human Subjects</i>	28
Chapter 4: Student Performance Policies and Guidelines	
Evaluation of Student Performance	29
<i>Planning for Learning</i>	29
<i>The Evaluation Process</i>	29
Field Practicum Grade	30
<i>Grading Scale</i>	30
<i>Student Performance Problems</i>	30
<i>Common Problems in Field and Possible Resolutions</i>	31
Field Practicum Termination	33
<i>Withdrawal</i>	33
Student Performance Review Process	33

LIST OF APPENDICES

FIELD SYLLABI & DOCUMENTS

CSWE (2008) Educational Policy and Accreditation Standards
Field Practicum Application (Intermediate and Concentration)
Instructions for Concentration Learning Evaluation Tool (LET)
Outline for Educational Assessment
Practicum Time Sheet
555 Field Practicum I Syllabus
555 Instructions for Learning Evaluation Tool (LET)
555 Learning Activities and Product Guide
555 Learning Evaluation Tool (LET)
555 Petition for Employment-Based Practicum
Student Code of Conduct for Practicum
Student Log and Supervisory Agenda

PROCESS RECORDING DOCUMENTS COMPILATION

Audio or Video in Lieu of Written Process Recording
Community/Organization Process Recording Outline
Consent for Audio or Video Recording Form
Individual Process Recording
Individual Process Recording Instructions
Outline for Group Prospectus
Outline for Process Recording as an Educational Tool
Process Recording Outline for Group Practice

EVALUATION OF THE FIELD EXPERIENCE

Faculty Field Liaison Agency Visit Record
Field Instructor Evaluation of Field Education
Field Liaison Evaluation of Field Education
Student Evaluation of Field Education

LEGAL DOCUMENTS AND POLICIES

Indiana University FERPA Policy
IUPUI Central Office Academic Personal Profile Form
IUSSW Affiliation Agreement



SCHOOL OF SOCIAL WORK
INDIANA UNIVERSITY

Greetings from the Dean’s Office!

The Indiana University School of Social Work celebrated its 100th anniversary in 2011. The School of Social Work is the oldest university-based social work education in the nation. Whether you are a Field Instructor, Field Liaison, or MSW student, we thank you for being a part of this rich tradition.

Throughout history, Field Education has been identified as the primary component for student learning. The Council on Social Work Education (CSWE) has now identified Field Education as the *signature pedagogy* in social work education. This distinction places the field practicum experience as a primary vehicle for student learning of social work knowledge, values, and skills for professional practice. Additionally, a new emphasis on competency-based education and assessment provides us the opportunity to demonstrate the expertise of our MSW graduates as they progress into the practice world. The field practicum is a time of new learning for students, Field Instructors, and faculty alike as the knowledge from the classroom is applied to the unique qualities of clients, whether they are individuals, families, groups, agencies, or communities.

We appreciate all your hard work and commitment in continuing the tradition of excellence in social work education. We wish you all the very best for a productive and enjoyable semester.

A handwritten signature in black ink that reads "Michael A. Patchner".

Michael Patchner, Ph.D.
Dean

A handwritten signature in black ink that reads "Cathy King Pike".

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Chapter 1: MSW Curriculum

Indiana University Mission Statement

Indiana University is a major multi-campus public research institution, grounded in the liberal arts and sciences, and a world leader in professional, medical, and technological education. Indiana University's mission is to provide broad access to undergraduate, graduate, and continuing education for students throughout Indiana, the United States, and the world, as well as outstanding academic and cultural programs and student services. Indiana University seeks to create dynamic partnerships with the state and local communities in economic, social, and cultural development and to offer leadership in creative solutions for twenty-first century problems. Indiana University strives to achieve full diversity, and to maintain friendly, collegial, and humane environments, with a strong commitment to academic freedom.

Indiana University School of Social Work Vision and Mission

The Indiana University School of Social Work (IUSSW) strives to be *an exemplary university and community-based collaboration advancing social and economic justice, empowerment, and human well-being in a changing global landscape*. The mission of the IUSSW is *excellence in education, research and service to promote health, well-being, and social and economic justice in a diverse world*.

MSW Program Vision and Mission

The mission and goals of the MSW Program at Indiana University are consistent with the purposes, values, and ethics of the social work profession, the Council on Social Work Education (CSWE) accreditation standards, and the unique needs of the State of Indiana which the University serves. Program goals guide the educational preparation of students in ways that assure adherence to professional knowledge, values and skills. These goals reflect attention to promoting the general welfare of all segments of society and promoting social and economic justice.

The Master of Social Work program goals are to:

- Educate students to be effective and knowledgeable professionals prepared for advanced social work practice.
- Build upon a liberal arts perspective to prepare students to continue their professional growth and development through a lifetime of learning, scholarship, and service.
- Educate students to understand and apply the fundamental values and ethics of the social work profession in their practice.
- Prepare students for social work practice with diverse populations and with client systems of all sizes.
- Educate students about the social contexts of social work practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change.
- Engage in scholarly activity including the discovery, integration, application, dissemination, and evaluation of knowledge for practice.
- Promote and advocate for social and economic justice.

MSW Educational Outcomes

The MSW Program, in compliance with the educational policy of the Council on Social Work Education, made the transition to competency-based education. At the end of their curriculum, all MSW students will demonstrate mastery of the ten core social work competencies as operationalized by advanced practice behaviors in their respective concentrations.

The ten core competencies are:

- 1) Identify as a professional social worker and conduct oneself accordingly.
- 2) Apply social work ethical principles to guide professional practice.
- 3) Apply critical thinking to inform and communicate professional judgments.
- 4) Engage diversity and difference in practice.
- 5) Advance human rights and social and economic justice.
- 6) Engage in research-informed practice and practice-informed research.
- 7) Apply knowledge of human behavior and the social environment.

- 8) Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- 9) Respond to contexts that shape practice.
- 10)
 - a. Engage with individuals, families, groups, organizations, and communities.
 - b. Assess with individuals, families, groups, organizations, and communities.
 - c. Intervene with individuals, families, groups, organizations, and communities.
 - d. Evaluate with individuals, families, groups, organizations, and communities.

Field Education as the Signature Pedagogy

The process of moving from social work student to social work practitioner is facilitated by a systematic educational process that interconnects and creates synergy (application) between field and academic instruction. The Council on Social Work Education (2008) highlighted the importance of this process by describing Field Education as the “signature pedagogy” of social work education (p.8). The signature pedagogy is our profession’s primary mechanism of instruction, knowledge acquisition and socialization of social work students. It is through this interplay of field and classroom that students synthesize and integrate social work theory and practice. The primary intention of this educational model is to purposefully connect the essential elements of the conceptual classroom with the diverse, complex practice settings of the social work profession. In order to facilitate student learning, the Field Education environment and experiences are systematically developed, supervised by competent practitioners, and then coordinated and evaluated to promote student achievement of the MSW Program competencies and practice behaviors. The Council on Social Work Education (CSWE) has accredited the IUSSW MSW Program since 1975. The CSWE (2008) Educational Policy and Accreditation Standards are included in the Appendices and may also be accessed at <http://www.cswe.org/File.aspx?id=13780>.

Description of Field Education and Courses

The practicum component of the MSW Program is designed to ensure the integration of classroom information with experiences in the practice setting, thus providing the signature pedagogy. As students apply classroom learning in the field agency they gain the depth and breadth needed for competent social work practice which is evidence based. Concurrent field seminars and assignments related to field experiences enable students to think critically and to engage in research informed practice.

In the MSW Program, students engage in the 555 (generalist and intermediate practice) course for developing competencies. This practicum course is designed to provide students with experiences where they can engage with systems of various sizes in a field of practice. This course is based on a strengths perspective model and maintains a focus on the person-in-environment fit, with particular attention given to both the helping process and development of internal and environmental resources for social functioning. Competencies and practice behaviors identified by CSWE are assessed by the Field Instructor, Field Liaison and the student during the practicum courses.

MSW field placements are arranged by the MSW Field Coordinator(s) in collaboration with the Field Instructor and student. Field placements are developed to ensure opportunities to demonstrate the CSWE competencies and practice behaviors and to respond to the students’ educational needs and practice preferences.

Practicum Course Descriptions

555 Social Work Practicum I

Course Description and Place in the Curriculum (as approved by the IUSSW Faculty Senate) *555 MSW Intermediate Practicum I: (3 credits)*

Students must have already completed 501, 502, 503, 504, and 505 prior to beginning practicum courses; additionally, they must have already completed or be concurrently enrolled in 513, 514, 516, and 517. Students **MUST** take field seminars at the same time as their practicum.

The MSW Social Work Practicum I is an educationally-directed practice experience under the direct supervision of an approved agency Field Instructor. The practicum occurs as a culmination of the intermediate curriculum, providing opportunities for the application and integration of classroom learning (theories, concepts and practice principles) in a practice setting. The practicum fosters the development of core competencies in generalist social work practice with emphasis on acquiring graduate-level, strengths-based interpersonal skills for work at all systems levels.

Learning opportunities in this first graduate practicum experience emphasize the following competencies: Development of identity as a masters level social worker (EP 2.1.1); integration of professional values and ethics (EP 2.1.2); critical thinking and application of theories (EP 2.1.3 and 2.1.7); engagement of diversity and difference in practice (EP 2.1.4); advance human rights and social and economic justice (EP 2.1.5); exploration of research-informed practices (EP 2.1.6); understanding social policies that affect the agency and the clients served (EP 2.1.8); and, putting into practice skills related to engagement, assessment, and intervention with client populations (EP 2.1.10 (a), (b), and (c)).

Achievement of an intermediate level of competency in the above areas will lay the necessary groundwork for mastery of advanced competencies in the student's concentration of choice. In addition, in the concentration, students will further their skills to adapt to changing contexts of practice (EP 2.1.9), and more proficiently engage, assess, intervene and evaluate clients at all systems levels, but in particular the clients served in the concentration's field of practice (EP 2.1.10 (a) – (d)).

Intermediate practicum placements focus on a generalist foundation for social work practice. Generalist social work practice focuses on improving the well-being of individuals, families, groups, organizations, communities and society by creating social change both within and among these social systems in a global context. Generalist social work practitioners possess a multitude of traits, including but not limited to the following:

- Flexibility
- Critical thinking
- Reliability
- Ability to start where the client is
- Ethical thinking and behavior
- Passion for justice
- Assertiveness
- Warmth and genuineness
- Respect
- Caring approach
- Self-awareness
- Integrity
- Open-mindedness
- Nonjudgmental attitude

Students will have both interpersonal (direct service) and leadership practice assignments that are consistent with core course work and practicum objectives. Students complete a minimum of 320 hours. Students in the traditional programs are expected to be in placement 20 hours per week for 16 weeks, unless they petition for an extended practicum of 16 hours per week for 20 weeks. Students in the on-line program are expected to be in placement for 27 hours per week for 11 weeks, unless they petition for an extended practicum of 16 hours per

week for 20 weeks. A Field Liaison is assigned by the School of Social Work to consult with the student, the Field Instructor and the agency in order to facilitate student mastery of competencies per the School's Learning Evaluation Tool. The Field Instructor completes the evaluation of student performance and the Faculty Liaison assigns the final grade per the syllabus for the intermediate practicum.

Practicum I Competencies

Through active participation in the experiential learning activities and completion of the readings, assignments, and seminar projects, students are expected to demonstrate an intermediate level of competency with respect to the following:

- EP 2.1.1. Identify as a professional social worker and conduct oneself accordingly.
- EP 2.1.2. Apply social work ethical principles to guide professional practice.
- EP 2.1.3. Apply critical thinking to inform and communicate professional judgments.
- EP 2.1.4. Engage diversity and difference in practice
- EP 2.1.5. Advance human rights and social and economic justice.
- EP 2.1.6. Engage in research-informed practice and practice-informed research.
- EP 2.1.7. Apply knowledge of human behavior and the social environment.
- EP 2.1.8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- EP 2.1.10 (a), (b), and (c). Engage, assess, and intervene with individuals, families, groups, organizations, and communities.

Practicum I Practice Behaviors

The core competencies identified by CSWE (2008) are operationalized through specific practice behaviors which guide the curriculum. Students demonstrate these behaviors in their intermediate practicum placements from both coursework and field. Upon completion of the intermediate practicum in the MSW Program, students will demonstrate specific intermediate practice behaviors, which can be found on the Learning Evaluation Tool (LET).

555 Integrative Practicum Seminar

Fifteen hours of integrative seminars provide a supportive environment for students to discuss their Learning Evaluation Tool (LET), demonstrate beginning mastery of the social work core competencies operationalized at a graduate education level, and process practice issues that arise in the field placement setting. The 555 Integrative Practicum Seminar is designed to provide students an opportunity to integrate knowledge from previous or current coursework with their experiences in the field practicum. The seminar is designed to enhance both collaborative and adult learning in that students are responsible to provide leadership in course activities. The course is also intended to support student participation in creation and identification of products for the Learning Evaluation Tool (LET).

Chapter 2: Roles and Responsibilities in Field Education

The successful completion of practicum course work relies upon the collaboration between the Indiana University School of Social Work, its MSW Programs, various field agencies, and practicum students. Each participant has clearly defined roles and responsibilities that accomplish the educational process. The behaviors of students, Field Instructors, and faculty must reflect commitment to professional practice standards. Responsibility to clients must remain primary in all efforts to achieve educational goals and objectives. Consistent with this principle, students, faculty, Field Instructors, and Field Liaisons are expected to abide by the (2010) National Association of Social Workers Code of Ethics.

Roles In Field Education: Glossary of Titles

MSW Program Director

The MSW Program Director provides leadership to all aspects of field instruction, as a primary aspect of the MSW curriculum.

Director of Field Education

The Director of Field Education serves as a statewide coordinator of administrative field functions.

Field Administrator, MSW Program- IUPUI campus

The Field Administrator of the MSW Program, located on the IUPUI campus, oversees the field component at the graduate level. The Field Administrator is also responsible for planning field events, problem solving, and ongoing communication with students, agencies, and faculty.

Field Coordinator

Field Coordinators provide administrative support for all aspects of Field Education within their specific program and/or assigned curriculum. Field Coordinators have primary responsibility for recruiting and assessing field placement agencies and Field Instructors, engaging students in the field planning process and assigning students to specific field placements. Field Coordinators often act as consultants to Field Liaisons, Field Instructors, agency directors and students in resolving field practicum difficulties.

Agency-Based Field Instructor

The agency-based Field Instructor provides field instruction and practice supervision to the practicum student at their placement site. The Field Instructor also evaluates the student's performance and level of competency on practice behaviors.

Off-Site Field Instructor

An Off-Site Field Instructor provides educational supervision to the practicum student when there is not an agency-based Field Instructor available. This position carries the same responsibilities as an agency-based Field Instructor and also consults regularly with the Task Instructor, if one is assigned by the agency. The Off-Site Field Instructor also rates the student's performance on the midpoint evaluation.

Task Instructor

In some placement sites, there is an agency Task Instructor. This can be the day to day supervisor for the student when no agency Field Instructor is available or Field Instructor can assign or is assisted by other agency staff member/s in aspects of the supervision and/or training of the student in service delivery.

Faculty Field Liaison

The Field Liaison provides consultation to Field Instructors and students to ensure integration between classroom and field. The Field Liaison is in a strategic position to enhance communication regarding curriculum matters, field learning opportunities, new developments and demands of practice, and new projects undertaken by the School of Social Work.

Responsibilities of the School of Social Work

Field Education Roles and Responsibilities

Responsibilities of the MSW Program

Consistent with the mission and vision of the MSW Program, the MSW Curriculum Committee is responsible for providing the conceptualization and implementation of the MSW curriculum implemented on all campuses. As it relates to field instruction, the respective MSW Program Directors provide educational leadership and oversee the quality of implementation of the field practicum curriculum on all campuses.

The MSW Program assumes the following responsibilities to assure quality field experiences for students:

1. Recommends and assigns students for placement and provides relevant information regarding students to field agencies.
2. Implements field assessment methods.
3. Provides orientation meetings for both students and Field Instructors to review curriculum and practicum expectations.
4. Disseminates information, evaluation forms, and other relevant materials for the practicum experience to both participating students and agency personnel involved in Field Education.
5. Provides social work professional liability insurance coverage to all students registered in a practicum course.
6. Assign a Field Liaison who will engage with the agency through agency contacts and communications, (minimum of two planned contacts), approve and monitor the Learning Evaluation Tool (LET), maintain a productive working relationship with the student and Field Instructor, and evaluates the student's performance, learning opportunities, and quality of field instruction.
7. Determines whether a student is demonstrating the designated competencies and practice behaviors through the assessments of the Field Liaison and Field Instructor.

Multiple roles are involved in the personnel of the MSW Program to fulfill the above responsibilities. These include the **MSW Program Director, the IUSSW Director of Field Education, the Field Administrator, the Field Coordinator** and the **Field Liaison**.

MSW Program Director

There is a designated MSW Program Director for each of the Indiana University campuses which offer the MSW Program. Responsibilities for this position, as they relate to the field curriculum, are to:

1. Collaborate with the Field Coordinator(s) to assure the overall quality of the field education program. Overall quality includes meeting accreditation standards and adherence to all relevant IUSSW policies and procedures.
2. Collaborate with the Director of Field Education and other program directors to address common field related issues and make recommendations.
3. Collaborate with the Director of Field Education and other program directors to support the organization, planning, and implementation of field policies, procedures, standards and protocols.
4. Collaborate with the Director of Field Education and other Program Directors to support the Office of Education Assessment in developing and implementing assessment mechanisms to evaluate the outcomes of field instruction.
5. Support and provide assistance, as needed, to Field Coordinator(s) in carrying out delegated responsibilities and securing necessary resources on respective campuses...
6. Provide consultation as needed to Field Coordinator(s).
7. Facilitate communication and working relations among the Field Coordinators on respective campuses.
8. Link appropriate faculty to service requests from agencies (such as seminars, in-service education, research, or program evaluation).

Director of Field Education

The responsibilities of the Director of Field Education include but are not limited to:

1. Provide leadership to assure the overall quality of the field program Overall quality includes meeting accreditation standards and adherence to all relevant IUSSW policies and procedures...
2. Review, approve, and assure currency of Affiliation Agreements from all agencies within which IUSSW students are placed for practicum at the BSW and MSW levels.
3. Maintain contact with legal and other relevant authorities of Indiana University to assure currency of language in Affiliation Agreements.
4. Manage the processes for professional liability insurance in Field Education for students and faculty.
5. Serve as Chair of System-wide Field meeting.
6. Serve on relevant school and University committees and participate in relevant professional organizations' work.
7. Advocate for the role of field education at IUSSW
8. Collaborate with the Program Directors to support the Office of Education Assessment in developing and implementing assessment mechanisms to evaluate the outcomes of field instruction.
9. In collaboration with Field Coordinators establish processes and procedures to document the adequacy of a field site before an Affiliation Agreement is finalized.
10. In collaboration with Field Coordinators design, implement, and maintain a Field Instructor training curriculum for use statewide.
11. In collaboration with Field Coordinators establish processes and procedures to determine student readiness for field.
12. In collaboration with Field Coordinators establish processes and procedures for the placement of students.
13. In collaboration with Field Coordinators develop, revise, and maintain field manuals.

Field Administrator, MSW Program on IUPUI Campus

The responsibilities of the Field Administrator are to:

1. Train Field Coordinators, Field Liaisons, and secretarial staff.
2. Advocate to staff, faculty, and administration on behalf of field as the signature pedagogy of social work education.
3. Advance the quality of the field practicum program at the graduate level, in accordance with Council on Social Work Education (CSWE) standards.
4. Schedule, plan, and facilitate IUPUI-based field meetings and events.
5. Assign all Field Liaisons for the 555 and 651/652 practicum and oversees the practicum registration process.
6. Coordinate practicum registration and associated communication with the Registrar at each academic term.
7. Assist in the hiring of external Field Liaisons and Field Instructors.
8. Plan and implement student field informational meetings and student/Field Instructor orientation meetings.
9. Plan and carry out Field Liaison orientation and training.
10. Problem solve with field team at various levels.
11. Ongoing communication with students, agencies, and faculty.

Field Coordinator

Each program has one or more designated Field Coordinators. The responsibilities of the Field Coordinator are to:

1. Recruit, assess and recommend field practicum agency sites and Field Instructors/Task Instructors.
2. Plan and implement Field Instructor trainings, using the adopted School curriculum for such trainings, collaborating as necessary with directors and Field Coordinators around the state, country, and world as needed.
3. Provide information to students regarding field placement opportunities consistent with core coursework.

4. Engage students in the field planning process and place students in specific field sites.
5. Plan and implement orientation sessions for students entering into the field.
6. Provide relevant student information, via written and verbal communication, to liaisons and Field Instructors prior to the beginning of the practicum.
7. Review and approve student employment-based petitions.
8. Review student petitions relating to placement exceptions (e.g., duplication of Field Instructor/field instruction agency) and make recommendations for exceptions to the respective MSW Program Director.
9. When necessary and appropriate, assist Field Liaisons, Field Instructors and students in preventing and resolving field related difficulties.
10. Coordinate field activities with student services activities on their respective programs or statewide if necessary (for example, orientations and special events).
11. Collaborate with the MSW Curriculum Committee, Program Director, Director of Field Education, and the Associate Dean of IUSSW in the development and implementation of field instruction evaluation instruments and in the compilation of evaluative reports.
12. Contribute to ongoing review and update of field instruction manuals, forms, website, and other relevant informational media.
13. Perform related assignments as deemed necessary by the Dean or Associate Dean of the IUSSW for reaffirmation of accreditation of the School's programs and to ensure the quality of field instruction to meet the standards of the Council on Social Work Education.
14. Maintain, in collaboration with field support staff, student field files, databases, and records of communication.

Faculty Field Liaison

The Field Liaison is a faculty role designed to facilitate integration between the academic and field curriculum. With the inclusion of field seminars designed to integrate coursework and field, every effort is made to assign the instructor for the field seminar as the Field Liaison.

The responsibilities of the Field Liaison are to:

1. Provide consultation to Field Instructors about the MSW curriculum and the educational planning for assessment of student mastery of core competencies.
2. Arrange planned contacts during the semester with Field Instructors and students. For students in traditional programs, at least one of which is a visit to the agency, to discuss students' progress and assess learning opportunities. Additional conferences are scheduled as needed.
3. Respond promptly to Field Instructors and students to problem-solve and implement changes in student field practice and field teaching when appropriate.
4. Provide feedback regarding progress in student learning and practice competence through discussion with the student and the Field Instructor.
5. Provide consultation to Field Instructors concerning student performance in the field practicum as needed.
6. Review and approve the student's Learning Evaluation Tool (LET), ensuring that learning activities and tasks provide the student opportunities to demonstrate core competencies and practice behaviors.
7. Serve as instructor for the mandatory intermediate practicum seminar, if assigned to students at this practicum level.
8. Record final grade for 555 and/or 651/652.
9. Assess the quality and effectiveness of field instruction in the practicum site.
10. Communicate with the MSW Field Coordinator and MSW Program Director about developments, progress and challenges in field instruction experienced by instructors and students.

Responsibilities of the Field Agency

Criteria for Agency Selection

Field Education at the MSW level is a collaborative endeavor between the MSW Program and community agencies in the education of students for master's level social work practice. Through appropriate learning experiences in the agency, students have the opportunity to apply knowledge as well as acquire professional skills useful in working with individuals, families, groups, organizations, and communities. At the same time,

students contribute to the delivery of services and share their classroom learning with the agency staff. Given the importance placed upon practicum course work, the MSW Program sets the following *criteria for agency participation*:

Commitment by Agency to Professional Practice

- An agency used for Field Education should maintain social welfare service as a recognized function of the agency or have planning, coordinating, and/or advocacy activities relevant to providing or improving human services.
- The agency should have identification with the purpose, program, and professional standards of appropriate accrediting bodies where such bodies exist.
- Agency philosophy and practice should be congruent with social work competencies and afford the student a positive learning experience. The board of directors and the agency's executive officer must be in full accord with the use of the agency for education of students from the MSW Program.
- Agency policies and practices should stimulate the professional growth of its workers and encourage staff membership and participation in appropriate professional organizations.

Released Time of Staff Member for Field Instruction

- The agency should support the Field Instructor by adjusting the work load in order to supervise and teach students, prepare periodic written reports for the MSW Program on students' progress, attend periodic field meetings, and confer, as needed, with the appropriate MSW Program faculty and staff.

Nature of Field Assignments

- The agency should be able to provide a range of learning experiences consistent with the service functions of the agency, the students' learning needs, and the demonstration of the CSWE core competencies.
- Agency-based learning experiences should include opportunities for students to work with diverse populations and more than one client system size (individual, families, groups, community, and/or the organization).
- Practicum sites should include opportunities to integrate and consolidate learning from all areas of the curriculum and to develop relevant skills for master's level practice. In the event that an agency is not able to provide full practice experiences, the student will be required to have these experiences in other ways with the assistance and direction of the Field Instructor.

Nondiscrimination

- Agency policies and practices must be nondiscriminatory in the provision and delivery of services, in the employment of personnel, and the acceptance of students for placement. Agency policies of nondiscrimination must be parallel to that of the NASW Code of Ethics.

Physical Facilities

- Agencies are encouraged to provide the student with adequate physical facilities (desk, chair, telephone, private interviewing space, etc.), and sufficient technology to accomplish assigned tasks. For example, if a student is expected to electronically document in a medical record, then a student would need computer access.

Student Expenses

- The agency is encouraged to reimburse students for expenses incurred while providing service to agency clients (for example, mileage and travel, as appropriate).

Field Instructor Information

Criteria for Selecting Agency-Based Field Instructors

While the selection of the Field Instructor involves collaboration between the agency and the MSW Program, the final appointment remains with the MSW Program. In addition, the MSW Field Coordinator is responsible for overseeing the work of Field Instructors to determine ongoing compliance with the Field Education policies. The following criteria have been established to ensure appropriate Field Instructor selection:

1. The individual appointed as Field Instructor must have an MSW from a CSWE-accredited social work program and a minimum of two years post-MSW social work experience.
2. The individual appointed as the Task Instructor may have a degree other than a social work degree but will have sufficient experience as a human services provider. In order to ensure that the student's learning experiences are rooted in the social work perspective, the assigned agency-based Field Instructor is responsible for providing a generalist social work focus to the practicum experience and for assisting the Task Instructor with field teaching when appropriate.
3. The individual should have knowledge of and conviction about the School's mission and the MSW Program mission, goals, and objectives, and a commitment to the education of graduate students and practice with at-risk populations.
4. The individual must be ready to assume a teaching role, which includes the ability to 1) link theory to practice, 2) develop and structure learning experiences which take into account individual student learning needs and patterns, 3) assist students in expanding their knowledge beyond the scope of the practicum setting, 4) aid students in the reflection processes of professional supervision, 5) provide feedback and suggestions to enhance students' learning, and 6) evaluate and document their students' performance.
5. The individual should have the ability to objectively handle disagreement and conflict that may arise between the agency and the student(s)
6. The Field Instructor should be willing to devote sufficient time to carry out the responsibilities of field instruction and to work closely with the MSW Program. This includes weekly supervision with students, preparation of written assessments and evaluations for the MSW Program on students' progress, and attending periodic MSW Program meetings with other Field Instructors and faculty.

Responsibilities of the Field Instructor

The responsibilities of the Field Instructor are to:

1. Provide a professional model of generalist social work practice within the agency that is consistent with the NASW (2010) Code of Ethics.
2. Individualize student learning tasks and activities based on student learning needs, CSWE social work practice behaviors, and the mission of the practicum agency.
3. Provide guidance and assistance to students in completing the Learning Evaluation Tool (LET).
4. Orient students to agency policies and procedures as they relate to work management including dress code, attendance, record keeping, intake and referral, transfer, and termination of clients.
5. Facilitate student understanding and adherence to responsible and ethical conduct at the practicum.
6. Actively assist the students in understanding agency's general liability, risk management, health, and safety policies.
7. Provide educational supervision. It is expected that the Field Instructor will meet with each student for a minimum of one hour per week to review work performed, assist the student in conceptualizing the issues inherent in learning experiences, articulate thoughts and reactions, and facilitate the integration of coursework and field learning experiences.
8. Provide feedback on student assignments and other written products produced in the field.
9. Inform the Field Liaison immediately in the event concerns arise in the student's performance and provide the appropriate documentation.
10. Attend and participate in the field orientation and in periodic trainings with other Field Instructors organized by the MSW Program.
11. Confer periodically with the Field Liaison.
12. Assess student's progress in achieving competency by completion of evaluative methods provided by the Learning Evaluation Tool (LET).

Off-Site Field Instructor

In cases when there is no Field Instructor available at an agency, the Field Coordinator in conjunction with the agency, identifies an off-site Field Instructor to provide supervision. The off-site Field Instructor is hired by the University to perform the same duties as an agency-based Field Instructor: He/she meets with the student for a minimum of one hour per week, as well as with agency representatives, provides supervision, and reviews Learning Evaluation Tool (LET) products. Along with the Task Instructor at the agency, he/she approves the Learning Evaluation Tool (LET) and rates the student on the midpoint and final evaluation.

Responsibilities of the Task Instructor

The responsibilities of the Task Instructor are to:

1. Facilitate a professional model of practice within the agency that is consistent with the NASW (2010) Code of Ethics.
2. Help the student understand and adhere to responsible and ethical conduct in the practicum.
3. Actively assist the students in understanding the agency's general liability, risk management, health, and safety policies.
4. Orient students to the agency policies and procedures as they relate to work management, including dress code, attendance at meetings, record keeping, intake and referral, transfer, and termination of clients. Attend and participate in the field orientations and in periodic trainings organized by the MSW Program.
5. Collaborate with the Field Instructor on the development of learning activities and the evaluation of the student.

Responsibilities of Students

As a vital component of the field practicum process, students are expected to:

1. Adhere to the standards and practices established by the MSW Program for the practicum course including adherence to the Code of Ethics (2010) of the National Association of Social Workers.
2. Demonstrate professional behavior in their practice, classroom, and other settings.
3. Follow the administrative policies, standards, and practices of the agency.
4. Comply with the Patient Confidentiality and the Health Insurance Portability and Accountability Act (HIPAA). They shall follow all policies and procedures of the agency, including those governing the use and disclosure of individually identifiable health information under federal law, specifically 45 CFR parts 160 and 164. Solely for the purpose of defining the students' role in relation to the use and disclosure of agency's protected health information, such students are defined as members of the Agency's workforce, as that term is defined by 45 CFR 160.103, when engaged in activities pursuant to this Agreement. However, such students are not and shall not be considered to be employees of the Agency. In addition, University agrees that a student's breach of Agency's policies concerning confidentiality shall be grounds for student discipline by the University, including dismissal from the program and/or removal from the agency.
5. Complete practicum hours over the course of the entire academic term. Be present at the agency throughout the entire practicum as outlined in the MSW Field Calendar. Schedule of hours at the agency should maximize practicum-learning experiences. With permission from the MSW Field Coordinator in consultation with those assigned to oversee the practicum experience, a student's practicum may be extended for compelling reasons.
6. Notify the Field Instructor and Field Liaison when ill or faced with a personal emergency and develop a plan to make up the time and/or missed assignments. Studying for a test or working on papers is not considered an emergency to be absent from the practicum.
7. Demonstrate a readiness to learn and become involved in all appropriate aspects of the field experience to complete course objectives.
8. Engage in on-going self-evaluation by identifying specific strengths and learning needs, and completing the Learning Evaluation Tool (LET).
9. Assume an active role in the learning process including preparation for and openness to field instruction-related supervision and supervision with the Field Liaison and Field Instructor.
10. Complete all documentation in keeping with agency and field practicum expectations.
11. Discuss field placement concerns such as those related to the assigned Field Instructor and field agency with the Field Liaison or MSW Field Coordinator. Should the student be dissatisfied with the outcome, the student may discuss the situation further with the respective campus MSW Program Director.

Student Professional Expectations in Field Education

Students in field placements are acting in a professional role with the responsibility to uphold the same professional, legal and ethical standards as other practicing social workers. Clients expect students to perform their role in a competent manner. However, students are vulnerable to the extent that they lack professional skills. Situations that can lead to civil or criminal action against a student include: misrepresenting qualifications such as failing to inform client of student status; providing treatment without obtaining proper consent; keeping inaccurate or inadequate records; administering inappropriate or radical treatment; failing to consult with or refer to specialist; failing to seek proper supervision; failing to take action to prevent a client's suicide; and failing to warn third parties of potential harm. Malpractice is an act of commission or omission by a professional that falls below accepted standards of care and results in or aggravates an injury to the client. Indiana University School of Social Work purchases professional liability insurance for social work students which is in effect during the time period students are in the field placement. **The professional liability insurance does not cover the student for volunteer work at any agency, automobile-related incidents, or coverage of the student's automobile involving the transportation of clients.** Students are encouraged to check with their personal automobile insurance provider if client transportation is a function of the practicum.

Social Work Practicum Code of Conduct

Students are expected to adhere to the standards and ethics of the (2010) National Association of Social Workers Code of Ethics and the standards of the Council on Social Work Education. Prior to beginning practicum courses, students are expected to review the entire NASW (2010) Code of Ethics in preparation for ethical practice and review/sign the IUSSW MSW Social Work Practicum Code of Conduct (Included in student field application form) statement indicating their understanding of and commitment to adhering to the Code. **Ethical violations during practicum can result in discontinuation of practicum placement and/or failure of the course.** In addition, ethical violations can result in possible legal/civil actions apart from university consequences.

Guidelines on Confidentiality

When students begin their field placements or are involved in any other activities in which they have direct client contact, they must accept the responsibilities of a practicing professional. This includes adherence to the principles of confidentiality. The following statements are designed to protect client anonymity, and to assist students in knowing how to handle privileged information responsibly. Students should review the NASW Code of Ethics section on Confidentiality and Privacy (II.H.1-5).

1. Students must become familiar with and follow confidentiality policies of the agencies in which they are placed or in which they have client contact.
2. **No** identifying information regarding specific clients, their families and/or other significant persons is to be revealed outside of the agency. Within coursework, students will use pseudonyms or third person references in all oral presentations and written assignments (process recordings, journals, logs, case studies, etc.). No client information or situations should be shared in any courses outside the School of Social Work.
3. Identifying information includes names, addresses, telephone numbers and any background information by which clients might be identified.
4. For community or professional presentations or for written material distributed outside of a class, students must alter case information to eliminate identifying information.
5. Students are responsible for the protection of any professional information or records they might have in their possession.
6. Students should not remove records containing privileged information from their placement site.
7. When in doubt about the integrity of any confidentiality issue or practice, students should feel free to seek consultation and advice from field facilitators, Field Instructors and social work faculty.

**Adapted from Ursuline College, Ohio Social Work Department*

Dual Relationships

IUSSW adheres to pertinent standards in the NASW Code of Ethics concerning dual relationships and conflicts of interest. In field instruction, dual relationships may occur when a Field Coordinator or Field Instructor maintains a relationship with a student(s) in more than one area, whether it is professional, in the classroom, or social. Dual or multiple relationships can occur consecutively. According to the NASW Code of Ethics:

Standard 1.06(a) Social Workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. . .

Standard 1.06(c) Social Workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client...

Standard 3.02(d) Social Workers who function as educators or field educators for students should not engage in any dual or multiple relationships with students in which there is risk of exploitation or potential harm to student. Social Work educators and Field Instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries. NASW Code of Ethics (2010)

If in any aspect of Field Education the potential of a dual relationship exists, the student or Field Instructor should notify the advisor/liaison or the MSW Director.

Service Continuity

Students will adhere to the NASW (2010) Code of Ethics and will work with agency personnel to ensure continuity of service during their traditional academic breaks.

Chapter 3: Field Practicum Policies and Guidelines

Student Readiness for Field Education and Field Pre-Placement Processes

Student readiness to begin the Field Education component of the program includes the accomplishment of a) coursework in preparation for field, b) successful completion of field pre-placement processes including the completion of the MSW Application for Field Placement, c) placement interviews, and d) attending the IUSSW student field orientation.

A. Student Coursework in Preparation for Field:

It is imperative that students are prepared for practice experience through course work before they will be placed in their field practicum. *Students must have taken or be currently enrolled in the appropriate practice classes at the time of their practicum.*

Students enrolled in 555 (Practicum I) must have completed 501, 502, 503, 504, and 505; additionally, they must have already completed or be concurrently enrolled in 513, 514, 516, and 517.

No MSW student can enter a field practicum with more than one Incomplete ("I") grade in any social work course that is a prerequisite or co-requisite to the practicum course.

B. Field pre-placement processes:

Pre-placement field processes include, but are not limited to, attending practicum information sessions held by field faculty, completing documentation requirements such as the MSW Practicum Application and Background History Addendum, development of a resume to be used in agency interview process, and the completion of pre-placement interviews with the Field Coordinator to discuss placement particulars.

C. Placement Interviews:

Once a placement is identified as an appropriate match for the student's interests and learning needs, the student must complete a practicum interview with the Field Instructor and/or Task Instructor and be confirmed by the agency and MSW Field Coordinator, in the form of placement agreement or placement confirmation letter.

D. IUSSW Student Field Orientation:

All MSW students are required to complete the IUSSW Student Field Orientation *prior* to having any client contact at the field placement agency.

Use of Employer as a Practicum Site

A student's place of employment can be used as a practicum site at the MSW level. Determination of the appropriateness of the placement based on new learning experiences, opportunities to meet all course competencies, and all other field requisites is the responsibility of the MSW Field Coordinator. In order for the practicum to have substantial new learning opportunities, it must reflect activities and experiences that are different from the student's present scope of work and the practicum and employment supervision must be provided by separate individuals to minimize conflict of interest and avoid dual relationships. In this placement site, the student must be able to advocate for policies that are relevant to the placement in order to enhance social well-being and be able to collaborate with agency personnel and clients for policy action that is effective. It should be noted that according to the Council on Social Work Education (CSWE, 2008) *"To ensure the role of student as learner, student assignments and Field Education supervision are not the same as those of the student's employment"* (p. 10).

In order to pursue an employment-based placement, the steps in the process are as follows:

1. The student must have been employed for at least four (4) months prior to the practicum start date to be considered for an employment-based practicum.

2. The student, proposed Field Instructor, and the agency employment supervisor should complete the MSW Petition for Employment-Based Practicum and return it to the campus Field Coordinator for review.
3. The Field Coordinator reviews the petition and, if needed, may ask for additional information.
4. The Field Coordinator determines approval or denial. The Field Instructor/facilitator and employee supervisor will need to sign before the document will be approved.
5. The student is notified in writing of the final decision.

Paid Practicum

Some agencies may have the ability to offer paid practicum experiences in the form of stipends, paid internships or special fellowships. With these opportunities for paid placements, there may be additional documentation that will need to be provided to IUSSW. The student must notify the Field Coordinator immediately about an offer of a paid practicum placement.

Offers of Compensation While In Placement

Some agencies may offer to compensate students after a placement has started. In such cases, the student should notify the field coordinator and such placements may be considered paid practicums.

Out-of-State Placements

At times opportunities are available for students to leave their state of residence to complete their practicum. Students with such an interest may discuss this option with an MSW Field Coordinator. Most out-of-state placements have financial implications; therefore, students are advised to begin planning at least six months in advance. All out-of-state placements are approved by the MSW Program Director to assure that standards of the Council on Social Work Education (CSWE) are met.

Use of a Private Practice Setting as a Practicum Site

A private practice may not be used as a practicum site. In rare instances, such a setting may be able to provide all the required learning experiences for a placement, including those in areas of social and economic justice, diversity, and populations-at-risk. To be considered for an exception to this policy a student must have extensive experience in human service agency employment in professional helping roles, and often, complex life situation factors or learning needs which may best be met in such a setting.

Student Academic Files

An academic file is created and maintained for each social work student to facilitate the advising process. The 555 Learning Evaluation Tool (LET) becomes part of the student's academic file. All student files are confidential. A student can request to review their student file from the MSW Program Director or her/his designee in each program. The perusal of the file will take place in the presence of the MSW Program Director or her/his designee. In the case where a student transfers from one campus to another, the academic file follows the student. For specific information on federal guidelines regarding student record confidentiality, refer to the Family Educational Rights and Privacy Act (FERPA).

Sex Offender Screening Policy

Policy Statement - It is the policy of the School of Social Work that no student or applicant who has been convicted of sex offenses against children shall be eligible for admission or matriculation into the BSW, MSW, or Ph.D. programs.

University Procedure - The Office of the Registrar is responsible for running a report every semester/quarter against the state's Sex Offender Registry and notifies the School of anyone who appears on the Registry.

IUSSW Procedure

Please see Student Handbook for additional information.

Criminal Offense Screening

Many agencies who work with children, older adults, or persons with disabilities often require a criminal check as a part of all employees, volunteers, and practicum students' clearance in working in the agency. This is mandated for protection of the clients in some agencies. Results of the criminal check will be discussed with the student. If

the student has a record, the agency will make a decision on the type of offense and whether the student can proceed with the practicum. The School of Social Work cannot guarantee placement in a practicum. If unable to identify an agency willing to accept a student based off of his or her criminal history, the student will not be able to graduate.

Support Services for Students with Disabilities

Each program has an office that coordinates support services to students with physical and mental challenges. Students with disabilities include individuals who are hearing impaired or deaf, visually impaired or blind, learning disabled, orthopedically disabled, medically disabled, learning disabled, and temporarily disabled or disabled veterans. The medical disabilities include persistent illnesses, traumatic injuries, emotional disorders, and recovery from substance dependency. Disability support services assist students in achieving their academic goals by enhancing their existing strengths and abilities. Accommodation cannot be made until the student has documented the need for services. That is, a student needs to file the appropriate forms and supporting information with the office, such as test results; evaluations by medical doctors, psychiatrists, social workers, psychologists; high school teachers; principals; counselors and/or appropriate service agencies. Students should register at the start of their college coursework. Students who discover disabilities while in college may document their disabilities even up to their final semester at Indiana University. It is also recommended that the student make an appointment with the MSW Field Coordinator to discuss any issues and/or needs related to planning for social work practice for the field practicum.

For detailed information about the services provided for students with disabilities on the

Campus/Program	Office	Location	Phone
IUPUI/MSW Direct	Adaptive Educational Services	Joseph Taylor Hall (UC) Room 100	(317) 274-3241
IUSB	Office of Disability Support Services	Administration Building 113	(574) 520-4460
IUE	Student Support Services	Hayes Hall 064	(765) 973-8310
IUN	Office of Student Support Services	239 Hawthorn Hall	(219) 980-6798
IUS	Disability Services	UC South Rm. 207	(812) 941-2243
IPFW	Services for Students with Disabilities	Walt's Union, Room 113B	(260) 481-6658

The MSW Programs strive to maintain a close relationship with their respective disability support service office to support students with disabilities to successfully achieve their academic goals. The MSW Program works with the disability support service office; after documentation has been provided, the student, and the agency to develop a plan for making reasonable accommodations. Documentation related to student's field needs and his or her performance, including prior practicum information and evaluations, are provided to subsequent placements.

Non-Discrimination

Based on the tradition of the social work profession, and consistent with Indiana University's Equal Opportunity Policy, the Indiana University School of Social Work affirms and conducts all aspects of its teaching, scholarship, and service activities without discrimination on the basis of race, color, gender, socio-economic status, marital status, national or ethnic origin, age, religion/creed, disability, and political or sexual orientation.

The School of Social Work has a strong commitment to diversity and nondiscrimination. Indeed, diversity is celebrated as strength. This perspective is demonstrated by the composition of its faculty and student body, curriculum content, recruitment and retention activities, participation in University committees dealing with oppressed populations, and numerous service activities, including advocacy on behalf of the disadvantaged, selection of field practicum sites, and School policies related to promotion and tenure of its faculty. Both Field Instructors and placement settings are included in the University Policy on Non-Discrimination since they are educational partners of the IU School of Social Work.

Policy Against Sexual Harassment

By Action of The Trustees of Indiana University:

Policy Statement

Indiana University prohibits discrimination on the basis of sex or gender in its educational programs and activities. Discrimination on the basis of sex or gender is also prohibited by federal laws, including Title VII and Title IX. This policy governs the University's response to discrimination based on sex or gender, and all forms of sexual misconduct (which includes sexual harassment, sexual violence, dating violence, domestic violence, sexual exploitation and stalking ([see Definitions in http://policies.iu.edu/policies/categories/administration-operations/equal-opportunity/sexual-misconduct.shtml](http://policies.iu.edu/policies/categories/administration-operations/equal-opportunity/sexual-misconduct.shtml))). Such behaviors are against the law and are unacceptable behaviors under Indiana University policy. ([See the Indiana University Non-Discrimination Policy http://policies.iu.edu/policies/categories/administration-operations/equal-opportunity/sexual-misconduct.shtml](http://policies.iu.edu/policies/categories/administration-operations/equal-opportunity/sexual-misconduct.shtml))

These unacceptable behaviors are hereafter referred to as "sexual misconduct." The University does not tolerate sexual misconduct and it will take action to prevent and address such misconduct. The University has jurisdiction over all Title IX and related complaints. Questions about Title IX may be directed to Indiana University's Title IX Coordinator, or the Office of Civil Rights ([See Additional Contacts in http://policies.iu.edu/policies/categories/administration-operations/equal-opportunity/sexual-misconduct.shtml](http://policies.iu.edu/policies/categories/administration-operations/equal-opportunity/sexual-misconduct.shtml)).

Individuals who have experienced sexual misconduct are strongly urged to promptly report such incidents. Indiana University will respond promptly to all reports of sexual misconduct. According to the procedures below, the University will provide a fair and impartial investigation and resolution for complaints and, where appropriate, issue sanctions and remedial measures. The severity of the corrective action, up to and including termination or expulsion of the offender, will depend on the circumstances of the particular case. Any person who is a responsible employee ([as defined in http://policies.iu.edu/policies/categories/administration-operations/equal-opportunity/sexual-misconduct.shtml](http://policies.iu.edu/policies/categories/administration-operations/equal-opportunity/sexual-misconduct.shtml)), at the University, such as administrators, supervisors, managers or faculty members, and who has received information or has knowledge of sexual misconduct, must make a report to designated University officials or be subject to disciplinary action ([see section on Responsible Employees in http://policies.iu.edu/policies/categories/administration-operations/equal-opportunity/sexual-misconduct.shtml](http://policies.iu.edu/policies/categories/administration-operations/equal-opportunity/sexual-misconduct.shtml)). Retaliation against anyone who makes a report of sexual misconduct is prohibited by University policy as well as Title IX and other state and federal laws.

Procedures for reporting incidents of sexual misconduct, and investigating and adjudicating sexual misconduct complaints are part of this policy and are included or linked below. In exceptional cases, and upon consultation with the Vice President and General Counsel, the University reserves the right to take prompt action without employee or student conduct proceedings.

Sexual Harassment

Sexual harassment is unwelcome conduct or behavior of a sexual nature. Sexual harassment includes sexual violence ([see definition](#)). Both violent and non-violent sexual harassment is prohibited. Sexual harassment can include unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal, written, electronic (e.g. by e-mail, text, social media, etc.), or physical conduct of a sexual nature. Sexual harassment occurs when:

1. submission to or rejection of such conduct is made either explicitly or implicitly a condition of an individual's employment or academic standing or is used as the basis for employment decisions or for academic evaluation, grades, or advancement (quid pro quo), or when
2. such conduct is sufficiently severe, pervasive or persistent to limit or deny a person's ability to participate in or benefit from the University's educational programs or affects employment, creating a hostile environment.

Sex/Gender-Based Discrimination

Sex/Gender-based discrimination is verbal, nonverbal, graphic, or physical aggression, intimidation, or hostile conduct based on sex, sex-stereotyping, sexual orientation or gender identity, but not involving conduct of a sexual nature, when such conduct is sufficiently severe, persistent, or pervasive that it interferes with or limits a person's ability to participate in or benefit from the University's education or work programs or activities. For example, persistent disparagement of a person based on a perceived lack of stereotypical masculinity or femininity or exclusion from an activity based on sexual orientation or gender identity is prohibited under this policy.

On or Off Campus Behaviors

This policy applies to sexual misconduct that occurs on campus or in the context of any University program or activity, including off-campus conduct in the context of a University program or activity. This policy also applies to sexual misconduct that has a continuing adverse effect or creates a hostile environment on campus or in any University program or activity whether on or off campus. Prohibited conduct that takes place off campus includes, but is not limited to, sexual misconduct in connection with an academic course assignment, internship, practicum, field trip, study abroad program, student teaching, research, or other University activity; or sexual misconduct in connection with any activity sponsored, conducted, or authorized by the University or by a student organization; or where the sexual misconduct undermines the security of the University community or the integrity of the educational process or poses a serious threat to self or others. Where a student organization has contributed to or created a hostile environment in connection with an incident of sexual misconduct, the student organization will be subject to discipline and appropriate sanctions.

For the full Indiana University Policy and Procedures regarding Sexual Misconduct please visit <http://policies.iu.edu/policies/categories/administration-operations/equal-opportunity/sexual-misconduct.shtml>

Risk/Safety Policy

This information points out some of the potential risks associated with the field practicum and suggests some precautions for students to take.

Professional Self

An important aspect of practice is knowing the limits of professional knowledge and skills and avoiding helping situations that are not within areas of competence. Whenever there is a question about the handling of a particular case and whether or not a given intervention is appropriate, consult the Field Instructor.

Client Office Visit

Prior to seeing clients in an office setting it is important to be informed of agency policies and recommended courses of action should a client become agitated or hostile.

Transporting Clients

Indiana University School of Social Work (IUSSW) strongly discourages students from transporting clients while completing a practicum. However, we do understand that some placement agencies may expect students to transport clients in the performance of the field assignments that involve outreach, home visits, and community resource work.

If transporting clients is an expectation of the placement agency, the agency should ensure that policies and practices are in place to protect both the social work student and the client(s).

Home Visits

It is not uncommon for social workers in a variety of social service settings to conduct home visits. Such visits do expose workers to risks. It is important that all home visits be made with the full knowledge of the Field Instructor—time of departure, time of return, other activities while on the trip, etc. If uncomfortable or threatened in a situation, leave immediately. Safety is the primary concern. It is important to return to the agency and report the experience to the Field Instructor. It may be appropriate to make visits accompanied by the Field Instructor or other persons.

Other safety guidelines include:

- Beware of dogs or other household pets that might be a threat
- If alcohol, drugs, or weapons are in sight, offer a reason to leave and leave promptly.
- If it is detected that a person in the home is using substances, leave quickly.
- If the vehicle in use breaks down, know who to call and what steps to take.
- Do not put yourself at risk, be attentive.

Institutional Settings

Some field agencies serve client populations whose behavior may be unpredictable. It is important to learn strategies for handling clients whose behavior becomes threatening. If uncomfortable with a client, inform the Field Instructor. It may be appropriate to have the Field Instructor or another staff person present when providing services to such clients.

After Hours Meetings

Some social service settings have activities that occur beyond normal office hours. Be aware of the location of activities that occur beyond normal office hours. Be aware of the location or neighborhood where such activities take place, note street lighting, open spaces, and other physical arrangements of the environment. It is appropriate to travel in pairs after dark. Do not take risks.

Professional Liability Insurance

Indiana University School of Social of Social Work provides for its students liability coverage that meets the minimum expected standards set forth by the profession. Copies of the certificate of liability can be given upon request. In some situations, students may be required to carry additional professional liability insurance, often termed malpractice insurance, by their field practicum agency. This request would mean that the students would be covered through inclusion in the School's blanket Professional Liability policy and through their own personal student liability policy as well. Students who are placed in a health care provider listed in I.C. 34-18-2-14 are also covered by Medical Malpractice Insurance coverage with limits of not less than those prescribed for health care providers as set forth in I.C. 34-18-4-1. Students who are denied coverage under the school's blanket professional liability insurance are required to obtain and pay for their own Professional Liability Insurance. These students are unable to proceed with their practicum placement until they provide a Certificate of Coverage to the Field Coordinator and the Agency. If a student is not able to continue in his or her practicum, he or she will not be able to graduate.

Situations that can lead to civil or criminal action against a student include:

1. Misrepresenting qualifications, such as failing to inform the client of student status.
2. Providing treatment without obtaining proper consent.
3. Keeping inaccurate or inadequate records.
4. Administering inappropriate or radical treatment.
5. Failing to consult with or refer to specialists.
6. Failing to seek proper supervision.
7. Failing to take action to prevent a client's suicide.
8. Failing to warn third parties of potential harm.

Use of Technology in the Field

The Internet has created the ability for students and social workers to communicate and share information quickly and to reach millions of people easily. Participating in social networking and other similar Internet opportunities can support a student's personal expression, enable individual social workers to have a professional presence online, foster collegiality and camaraderie within the profession, and provide the opportunity to widely advocate for social policies and other communication. Social networks, blogs, and other forms of communication online also create new challenges as well as opportunities in the social worker's professional development. It can also create challenges for the social worker-client relationship. Students should weigh a number of considerations when maintaining a presence online:

1. Students should be cognizant of standards of client privacy and confidentiality that must be maintained in all environments, and must refrain from posting identifiable client information online.
2. When using the internet for social networking, students should use privacy settings to safeguard personal information and content to the extent possible, but should realize that privacy settings are not absolute and that once on the internet, content is likely there permanently. Thus, students should routinely monitor their own Internet presence to ensure that the personal and professional information on their own sites and, to the extent possible, content posted about them by others, is accurate and appropriate.
3. If students interact with clients on the internet, he/she must maintain appropriate boundaries of the social worker-client relationship in accordance with professional ethical guidelines just, as he/she would in any other context. Establishing informal relationships with faculty and clients through social media and networking sites can make it difficult to maintain professional boundaries and thus are not usually appropriate.

- a. To maintain appropriate professional boundaries students should consider separating personal and professional content online.
- b. Students are expected to adhere to the standards and guidelines of the social work profession when interacting with classmates, Field Instructors, and colleagues using social media or social networking sites. Students will follow confidentiality standards in both face to face and online environments.
- c. When students see content posted by colleagues that appear unprofessional they have a responsibility to bring that content to the attention of the individual, so that he or she can remove it and/or take other appropriate actions. If the behavior significantly violates professional norms and the individual does not take appropriate action to resolve the situation, the student should report the matter to appropriate authorities.
- d. Students must recognize that actions online and content posted may negatively affect their reputations among clients and colleagues, may have consequences for their social work careers, and can undermine public trust in the social work profession.

Based on **AMA Policy: Professionalism in the Use of Social Media**

Before communicating online, students are cautioned to carefully think through their postings, by reflecting on how it represents them, their field agency, IUSSW, and the social work profession. All postings should be professional and respectful in tone including those “private” posts between site members. Online evidence of NASW Code of Ethics violations can result in disciplinary action including a Student Review or possible dismissal from the program.

Note the applicable portions of the NASW Code of Ethics include: 2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES 2.01 Respect and 2.02 Confidentiality; 4.06 Misrepresentation (a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency. (b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations; 5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION 5.01 Integrity of the Profession (a) Social workers should work toward the maintenance and promotion of high standards of practice.

Guidelines Statement

“The following Indiana University guidelines also provide suggestions on how to protect personal and professional reputations while using social media. These guidelines do not usurp existing university policies related to the use of technology, codes of conduct or confidentiality.”

Existing Indiana University policies regarding Information Technology, Ethics, Conduct and Confidentiality:

IT / Cyber security Policies: <http://protect.iu.edu/cybersecurity/policies>

Student Conduct: <http://www.iu.edu/~code/>

Employee Conduct: <http://hr.iu.edu/handbook/conduct.html>

Confidentiality of Student, Medical and Personnel Information: <http://hr.iu.edu/policies/uwide/confidential.html>

Academic Handbook: <http://www.iub.edu/~vpfaa/policies/Handbooks%20and%20Guides.shtml>

Social media are included in speech, so the same rules apply regarding hate speech and other similar issues.

Rules regarding political / lobbying purposes have been established by Congress as part of [IRS policies](#).

For more information on creating and using official IU social media accounts, contact the Public Relations and Campus Initiatives staff in the Office of the Vice President for Public Affairs and Government Relations as follows: Cindy Miller, Department of Public Relations and Campus Initiatives, (812) 856.2676 or cynmmill@iu.edu

“There are some general do’s and don’ts which apply to all types of accounts created on behalf of an Indiana University unit:

DO NOT:

- Use your IU-recognized profile for your own commercial gain or for communications or activities that are purely personal in nature.

- Share your password or do anything to jeopardize the security of your account.
- Post content or take action that infringes or violates someone else's rights.
- Post content or take action that violates the law.
- Post identification documents or sensitive or confidential financial, medical, educational, or other personal information of any person without that person's express, prior consent.
- Use the service for any unlawful purpose or for promotion of illegal activities.
- Publish or link to malicious content intended to damage or disrupt another user's browser or computer or to compromise a user's privacy.

DO:

Collect information including screen grabs, posting dates and origin of messages when something is posted which appears to be threatening, criminal in nature or announcing an action which may be unlawful or unsafe. Using your best judgment – send any such information to IUPD, while also informing the [IU Communications team](#) who will disseminate as necessary. “(Taken from the **Social Media Guidelines for Indiana University Last Date of Revision: March 2, 2012**)

Health and Personal Injury

Tuberculosis (TB) Skin Test (PPD-S)

The prevalence of TB in society has seen an increase in recent years. Students, who anticipate a field practicum setting that serves populations of risk for TB, should take the test prior to entering the field. Some settings may require this test, as well as pay for this procedure.

Blood-borne Pathogens

Some agencies require training in the handling of Blood-borne Pathogens prior to beginning the practicum. This training is often referred to as “Universal Precautions”. It is strongly recommended that all Social Work students receive training on Blood-borne Pathogens. Some agencies will provide this training, others do not.

Hepatitis B Vaccine

Students who anticipate a placement setting where there is the chance of being exposed to blood-borne pathogens should get the Hepatitis B vaccination. Also, most medical/health care organizations require this vaccination or a vaccine refusal statement. The vaccination involves a series of three injections over a six month period of time. The second injection is given one month following the first, with the third coming five months later. Given the time requirements for this protection, it is important that you begin immunizations at a time that will provide protection by the time the student enters the field. This series of immunizations can be administered by the University Health Center (IUPUI) (costing about \$65.00 per shot) or by the physician of the student's choice (fees vary).

Research Involving Human Subjects

When the field practicum involves research of human subjects, the proposed research project must receive formal approval from the Institutional Review Board (IRB) prior to course registration. Research projects requiring human subjects review must also have Institutional Review Board approval. For more information visit:

<http://researchadmin.iu.edu/cs-humsub.html>

Chapter 4: Student Performance Policies and Guidelines

Evaluation of Student Performance

The evaluation process begins as practicum goals and expectations are mutually discussed by the student and the Field Instructor in the initial field instruction supervision session at the beginning of the placement. The Outline for Educational Assessment is a useful assessment tool to guide these initial planning meetings to ensure communication of teaching/learning styles and practicum expectations and goals. It is important that there are no "surprises" in the midpoint and final evaluation. Therefore, the student and instructor share responsibility for assuring that there is an open and ongoing discussion about student's performance, learning experiences, and program experiences. The Learning Evaluation Tool (LET) provides the template for the learning process in field. It combines the learning plan, midpoint evaluation and final evaluation into one document.

Planning for Learning

During the first weeks of the practicum, the student and Field Instructor are responsible for preparing the Learning Evaluation Tool (LET) based upon the CSWE core competencies and practice behaviors. The initial plan is submitted to the the Field Liaison for consideration. The Field Liaison may accept the plan as submitted or request revisions. The midpoint and final evaluation should reflect the student's level of performance and achievement of the practice behaviors based on the associated learning plan activities and products as identified on the Learning Evaluation Tool (LET).

The Evaluation Process

The evaluation process should be characterized by openness and mutuality and provides specificity regarding student strengths, learning needs, identified progress, and student's learning experiences with the agency and Field Instructor. The evaluation process is an integral part of the learning experience and contributes significantly to the student's professional and personal growth.

The midterm evaluation process represents a formative evaluation that occurs midway through the placement. As formative evaluation, students assess their practice behaviors and rate themselves on the 7 point scale below. At this midpoint evaluation student should determine goals for the latter half of the placement. Goals for the latter half of placement may center around areas where practice behaviors have not yet been observed and in areas where student scores are low.

The midterm evaluation should follow the following steps:

- 1) Prior to the evaluation process, students must update their Learning Plans, adding any additional practice activities (middle column on the LET) and complete documentation of competency development (far right column on the LET). This must occur prior to providing the Midterm evaluation tool to the agency field instructor.
- 2) Independently, the student and Field Instructor complete the section titled "Evaluation of Student Competencies of the LET" by using the below scoring rubric which evaluates the level of mastery of core competencies.
- 3) Together, the student and Field Instructor review the scores and narrative comments.
- 4) Student and Field Instructor both sign the document.
- 5) Student submits the document to the Field Liaison for review.
- 6) Field Liaison reviews and provides feedback and approves the midterm evaluation by providing his or her signature.
- 7) Field Liaison provides a signed copy to the student and a copy is retained in the student's file.
- 8) At midterm, students must also provide signed time sheets for the first half of the placement.

The final evaluation represents a summative evaluation that occurs at the conclusion of the placement. The same process should be followed for the final evaluation for the midterm evaluation. In addition, Field instructors calculate and import the student's overall evaluation score following the instructions on the LET.

1	2	3	4	5	6	7
Complete inability to demonstrate skills.	Demonstrates skill at a basic, rudimentary level of someone having no formal coursework in the social work major.	Demonstrates skill at the level of a baccalaureate social work student before coursework is completed.	Demonstrates skill at the level of beginning-level MSW coursework with no more than one semester/quarter of courses.	Demonstrates skill at the mid-point MSW level of education (expected performance level by end of practicum).	Demonstrates skill at the level of new MSW graduate	Demonstrates skill at the level expected of a MSW graduate with at least two years of social work experience.

Field Practicum Grade

The final grade for 555 Social Work Practicum I, is a letter grade based both on the student demonstration of practice behaviors in the agency and the student's performance on seminar assignments (for specifics on the calculation of the final grade, please refer to the course syllabus). The student's Field Liaison assigns the final grade. **Students may not proceed to 651/652 (Social Work Concentration Practicum) unless they have successfully completed 555 and all foundation and intermediate coursework.**

As indicated in the School of Social Work Bulletin and the MSW Student Handbook, one of the requirements for continuance in the MSW Program is that students must attain a grade of "C" or better in each required social work course.

Grading Scale

In 555, Practicum I, students receive a letter grade (A-F) based on performance in the classroom (40%) as well as field performance (60%).

Student Performance Problems

In practicum courses, the professional responsibilities to clients, agency, and the community demonstrated through the (CSWE) social work core competencies are of primary importance in assessing student's performance. Professional, educational, and ethical responsibilities are involved when students work with clients and assume professional responsibilities (see Student Code of Conduct). It is important that agencies and Field Instructors recognize performance challenges of students, particularly those of a serious nature, early in the learning experience and respond accordingly. Personal, behavioral, or emotional challenges of a serious nature sometimes lead to the student not being able to complete the practicum. These may include a serious physical illness or mental health issues, a life crisis, serious legal offense, addiction, or demonstrated unsuitability for the profession. These may be evidenced by inappropriate or unethical behavior, excessive absences, noncompliance with agency policies, lack of social work skill development, and/or inability to demonstrate competence in course objectives.

Present life realities demand that students play multiple roles. Most often students have adequate skills to balance those roles, however, in a few situations; students' professional behavior is compromised to the extent that client obligations are not being met appropriately.

The challenges mentioned above present a set of interrelated concerns which require communication, monitoring, and professional judgment on the part of student, Faculty Liaison, and Field Instructor. All parties involved need to (a) protect the rights of clients to adequate services and professional care, (b) accommodate the educational needs of the student within the context of his/her challenges if those accommodations do not to compromise the client's well-being and agency policies, (c) uphold the "gate-keeper" role of the MSW Program, university, and professional community and d) ensure the student is provided information on corrective and support services available. The Faculty Liaison, Field Instructor, Field Coordinator, academic advisor, and MSW Program Director may be involved in the discussion of the student's field and classroom performance. Some guidelines follow:

1. When a student performs poorly in placement, the treatment and service needs of clients become the higher priority. The Field Instructor and Faculty Liaison should act to protect the needs of the client and ensure appropriate service provision.
2. Early recognition of serious performance concerns and prompt feedback to the student is essential to the learning process. There are program resources in the university and community to give the student support to deal with personal challenges that affect her/his education. Career and psychological counseling, additional assignments or volunteer experience, reconsideration of career goals, etc., are possible recommendations to assist the student demonstrating behaviors in the practicum which are not acceptable. The following resources are available at the respective campuses and should be utilized if applicable to the performance problem.

<u>Campus</u>	<u>Office</u>	<u>Phone</u>
IPFW	Community Counseling Center	(260) 481-5405
IUE	Student Support Services	(765) 973-8310
IUN	Counseling Services	(219) 980-6741
IUSB	Student Counseling Center	(574) 520-4125
IUS	Personal Counseling Services	(812) 941-2244
IUPUI	Counseling and Psychological Services	(317) 274-2548

3. Field educators have the right and the obligation to expect quality performance and professional behavior, to evaluate and provide feedback on the field performance, and especially, to bring to the attention of the student serious performance concerns. At that point, the student may voluntarily share personal information to explain his/her poor performance. It is important that this personal information be treated in a professional manner and that the student be provided with guidance, resource information, and concerned support. Students need to be aware that the Field Instructor may share this information with the Field Liaison or the MSW Field Coordinator.
4. The Field Liaison and Field Instructor need not, and should not, be therapists to students. Field Education does not permit automatic access to student's private lives or personal problems.
5. In some instances, the student may need to be relieved of his/her practicum and client responsibilities based on the collective judgment of the Field Liaison and Field Instructor. In this case, the practicum will be terminated.
6. If a student presents or demonstrates behaviors or conduct which is disruptive, inappropriate, unprofessional, or is not conducive to social work field practice/placement, the practicum will be terminated according to IUSSW MSW Termination from Field Practice policy. The Field Liaison and the Field Coordinator work together to ensure that the student is provided proper referral to University and community resources as appropriate.

In situations where student performance is below practicum expectations it is crucial that the following be addressed:

1. Assurance of quality service to the clients
2. Assurance of student competence in achieving course objectives and demonstration of core competencies
3. Identification of support services for the student and, in cases when the practicum is not terminated, the development of a field contract for improvement and successful completion of practicum.

Common Problems in Field and Possible Resolutions

Most students find their field placement to be the most rewarding part of their education in social work. However, each semester/quarter, some students do experience problems. When this occurs, most Field Instructors wish they had given constructive feedback and documented the problems earlier in the semester. Students often wished they had discussed their concerns more specifically with the Field Instructor and contacted the school earlier for support. The Field Liaison, who serves as the contact person between the MSW Program and the field instruction agency, is the first support for Field Instructors and students in deciding how serious a field problem really is. The Field Liaison should be consulted by students and Field Instructors in these situations. Field Coordinators in their administration roles are also available to resolve conflicts between agency staff and students.

Field Instructors are leaders in student driven learning. Students learn best when Field Instructors offer strength-based constructive feedback. It can be a challenge for students to hear so it's important to offer a balanced, honest and constructive assessment of their behaviors, skills and

knowledge and how to make continuous improvements at their level of practice skill development. Avoiding negative feedback and offering objective and balanced strengths-based constructive feedback is always helpful.

Students may be confident of their own ability or feel that their previous experience exempts them from learning in practicum. Many of our students come to the program with life and employment experiences in working with people. Most students are able to accurately assess their strengths and growth areas and focus on the things they need to learn in the practicum. Field Instructors can assist students in expanding on previous knowledge and skills by challenging them to make each practicum activity or task a learning activity. Open acknowledgement of this issue with “permission to be a learner” or learning from a new perspective by the Field Instructor is often useful.

Student integrating theory and practice issues. Although classroom faculty and field faculty work hard to provide opportunities for students to integrate theory and practice, some students may need extra support in tying classroom theory into their work with clients. They seem to separate the two worlds (class/agency) and often get caught off guard when asked how they relate to one another. This is an area where the student needs the Field Instructor to regularly talk about how specific theory is linked to student’s assignments.

Learning to manage personalities through placement activities. Field Coordinators work diligently to match compatible students and Field Instructors, and most students will interview prior to placement, but sometimes students need assistance and patience in learning how to engage in discussions about personality differences at the placement agency. Early identification and discussion are key in integrating knowledge and practice skills to work through differences and embracing one another’s strengths.

Field Instructor providing clear expectations and deadlines. Field may be a very stressful experience for students and they may need a good amount of structure in clarifying placement expectations, including getting things in writing. Completion of the Learning Evaluation Tool (LET) is the best example of how one might address this issue. Of further benefit Field Instructors may ask students to take notes or use student journals or supervision records to organize assignments and expectations. A regular discussion with the student in supervision is a valuable means of ensuring they learn these practice skills.

Balancing the student workload in the agency to avoid the too much or too little concern. Because of variations in agency client population and staffing, students may not have enough experiences to meet their learning goals or may be overwhelmed by the expectations. Students also differ in their readiness to “jump right in” and in their experience and ability in managing time or case responsibilities. Regular discussion during the practicum and brainstorming about how to address problems are required to maintain a good placement throughout the semester/quarter...

Clarification of roles when students work with more than one “instructor” during the placement experience. Students usually value seeing a wide variety of worker styles, skills and experience. Often, students work with more than one agency employee during the practicum, co-leading a group or working in more than one program/department. It is important that there is clear communication about how students are to develop these collaborations, how they will be evaluated on their work with other staff and that there is ongoing communication between student, Field Instructor and other staff with whom students are involved during the placement. The designated Field Instructor remains the “coordinator” and utilizing the one hour of supervision per week with the student is the ideal setting for mitigating confusion.

Maintain at least one-hour of face to face field instruction/supervision every week. Each MSW student must receive an hour of supervision by their Field Instructor weekly. Because of the variations that exist with each practicum site, the inherent schedule conflicts, and community demands; there may be times when the schedule of field supervision is altered. However, every effort must be made by the student to request a specific time for field instruction and the Field Instructor must be willing to modify his or her schedule to accommodate this need, and the agency must be willing to support the Field Instructor in adhering to this requirement. A case of supervision

not being offered must be brought to the immediate attention of the Field Liaison for support and assistance in developing a plan to support this essential component of the field experience.

Open communication between student, Field Instructor and Field Liaison. Regular communication between all parties about the student's progress toward learning goals, skill development, acclimation to the placement agency and staff and the community is vital toward a student's success. Communication is most valuable when it includes sharing of progress the student is making, needs of the student or agency regarding the placement and clarification of responsibilities.

Reporting unethical situations. If a student is witness to an unethical act or event at the agency or by staff, the student should contact his or her Field Instructor, Field Liaison, or Field Coordinator immediately. Failure to report an ethical violation is an ethical violation itself.

Field Practicum Termination

On occasion, a Field Instructor or the school will request or require that a student be removed from the agency.

Removal from practicum agency and course can occur due (but is not limited) to the following:

- Student demonstrates behavior or conduct which is disruptive, inappropriate, unprofessional, or not conducive to social work field placement/practice.
- Student has not completed the Learning Evaluation Tool (LET) according to field calendar timelines.
- Student has committed or has been alleged to commit an ethical violation.
- Student has not complied with requirements of the field contract for improvement and successful demonstration of (CSWE) social work core competencies.

When an instance occurs:

1. The Field Instructor immediately notifies the Field Liaison or MSW Field Coordinator of student performance concerns.
2. The Field Instructor, Field Liaison, together with the student, address the performance concerns in order to prevent disruption of placement.
3. If it is determined that the student must be removed from the agency, the Field Instructor terminates the placement and writes a termination report
4. The Field Liaison reviews the Field Instructor report and makes the recommendation to the Program Director of whether the student should be re-placed or fail the course.
5. The Program Director reviews the field instructor report and the Field Liaison recommendation, and makes the final decision.
 - If the decision is to re-place the student, a field contract is established to address the areas of concern.
 - If the decision made is to not place the student in another agency, a practicum course grade of "F" shall be entered. In this case, further student appeal procedures are the same as those identified and defined in the MSW Student Handbook.

Withdrawal

Due to the nature of the field practica courses, students cannot withdraw from a field practicum course without the faculty permission. To maintain our commitment of service to clients, agencies and the social work profession, the MSW Program requires students considering withdrawal from the course to immediately contact the MSW Field Coordinator. The MSW Field Coordinator, in consultation with the MSW Program Director and any appropriate faculty, will assess the circumstances and make recommendations for actions to be taken. Permission to re-enroll in a field course is not automatic. The student must meet with the MSW Field Coordinator and the MSW Program Director to determine whether he/she will be allowed to re-enroll at a future date.

Student Performance Review Process

Please refer to the MSW Student Handbook.