



SCHOOL OF
SOCIAL WORK

BACHELOR OF SOCIAL WORK

FIELD MANUAL

for all students on the campuses of

Indiana University School of Social Work

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

Giving Hope and Changing Lives

Last revised on *March 25, 2019*

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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SCHOOL OF
SOCIAL WORK

GIVING HOPE *and* CHANGING LIVES

Greetings from the Dean's Office!

We are glad you are a part of the Indiana University School of Social Work community! IU has educated social work students since 1911. Our accredited programs are among the top social work programs in the United States. Beyond the classroom, field education is critical to preparing our students for professional social work practice. Social work programs rely on the commitment of field and task instructors, field liaisons and the curiosity of students to ensure everyone benefits from a high quality field experience.

Several years ago the Council on Social Work Education (social work's accrediting body) designated field education the "signature pedagogy" of social work education. Field is where classroom learning comes alive; it is where students really learn to apply and further develop their technical and relational skills. In field, students lose the protection of "simulated practice" and are compelled to engage their capacity to critically consider how their knowledge translates into service to others.

It is incumbent upon us as educators to ensure students are ready for practice upon graduation. Our status as an accredited program requires us to demonstrate, through both classroom and field, student learning outcomes around nine specific competencies. Our assessment processes offer students opportunities to demonstrate and discuss their learning progress with instructors. There is no better place to practice, receive feedback, and learn as a student than while under the supervision of a practicing social work professional during the field practicum.

We hope the field education experience advances your learning to new levels and helps to fertilize the seeds of knowledge planted in the classroom. Best wishes for an enlightening and enriching field education experience!

A handwritten signature in black ink, appearing to read "Tamara S. Davis".

Tamara S. Davis, PhD, MSSW
Dean and Professor

A handwritten signature in black ink, appearing to read "Beth Wahler".

Beth Wahler, PhD, MSW
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Chapter 1: BSW 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.

BSW Program Vision and Mission

The BSW vision and mission grow out of both Indiana University and IUSSW. The BSW Program's vision is to be a leader in preparing social workers for strengths-based generalist social work practice with vulnerable populations. The BSW Program is committed to high standards for educational delivery and achievement; the core values of the profession (service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence); diversity among students, faculty, and staff; and development, dissemination, and assessment of effective practices.

Reaffirmed in 2011, the Bachelor of Social Work Program's mission reads:

The education mission of the Bachelor of Social Work program of Indiana University is to prepare students for generalist social work practice with vulnerable people in Indiana and beyond and prepare graduates as critical thinkers and lifelong learners, who reflect a global perspective, recognize strengths, enhance opportunities, create change, and contribute to the empowerment of the people they serve.

Definition of Generalist Practice

The BSW program's mission statement speaks to the commitment to preparing generalist social work practitioners. The BSW Program defines generalist practice as follows:

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.

Grounded in the liberal arts, generalist social work practice utilizes research informed knowledge, professional social work values and ethics, and a core set of competencies transferable across a variety of social service practice settings. Generalist practitioners are educated to think critically as they engage, assess, intervene, evaluate practice outcomes, and engage in practice informed research. Generalist social workers respond to a variety of context and strive to protect human rights, promote social and economic justice, and provide culturally competent services.

Educational Goals

In keeping with its mission, the BSW Program has set forth five educational goals:

1. Prepare graduates for generalist social work practice within a global context.
2. Prepare graduates with a broad liberal arts foundation that emphasizes the development of critical thinking.
3. Prepare graduates to serve vulnerable people and to promote social and economic justice.
4. Prepare graduates with a foundation for lifelong learning, including graduate education.
5. Prepare graduates to engage in research-informed practice and integrate technological advancements.

Educational Outcomes

The BSW Program's Educational Outcomes derive from the Council on Social Work Education's (CSWE) competencies as articulated in the Educational Policy and Accreditation Standards document (CSWE, 2015).

The BSW Program is evaluated based upon students demonstrating, at the point of graduation, the ability to:

1. Demonstrate Ethical and Professional Behavior.
2. Engage in Diversity and Difference in Practice.
3. Advance Human Rights and Social, Economic, and Environmental Justice.
4. Engage in Practice-informed Research and Research-informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Behaviors

The Baccalaureate Social Work program (BSW) prepares students for generalist social work practice. The program assists students in developing competence to exercise judgment and skill for intervention in practice with individuals, small groups, families, organizations, and communities. This equips the BSW practitioner with a diversified professional skill set that promotes working with people who are encountering challenges related to personal and/or social circumstances. Furthermore, the program prepares students for graduate education and lifelong learning for professional development. The core competencies identified by CSWE (2015) are operationalized through specific behaviors, which guide the curriculum. Students demonstrate these behaviors in their senior practicum placement as well as through various assessment methods.

Upon completion of the Baccalaureate Social Work Program, graduates will demonstrate each of these specific behaviors:

Competency 1: Demonstrate Ethical and Professional Behavior

Behavior(s):

1. Apply the standards of the NASW Code of Ethics to inform ethical decision-making.
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
3. Demonstrate professional demeanor in behavior, appearance, and oral and written communication.
4. Use technology professionally, ethically, and appropriately to facilitate practice outcomes.
5. Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage in Diversity and Difference in Practice

Behavior(s):

6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
7. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Behavior(s):

8. Students engage in practice that advances social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Behavior(s):

9. Analyze quantitative and/or qualitative research methods and translate outcomes to inform and improve practice, policy, and/or service delivery.

Competency 5: Engage in Policy Practice

Behavior(s):

10. Assess and apply policy at the local, state, and/or federal level that impacts well-being, service delivery, and access to social services.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Behavior(s):

11. Apply theoretical frameworks in engaging with diverse client systems.
12. Use empathy, reflection, and interpersonal skills to effectively engage diverse client systems.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities***Behavior(s):***

13. Apply theoretical frameworks in assessment with diverse client systems.
14. Develop mutually agreed-on intervention goals and objectives based on critical assessment of strengths, needs, and challenges within client systems.
15. Select and implement appropriate intervention strategies based on assessment, research knowledge, and values and preferences of client systems.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities***Behavior(s):***

16. Apply theoretical frameworks in interventions with diverse client systems.
17. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
18. Negotiate, mediate, and advocate with and on behalf of diverse client systems.
19. Facilitate effective transitions and endings with client systems that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities***Behavior(s):***

20. Apply theoretical frameworks in evaluating practice with diverse client systems.
21. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
22. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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 (2015) highlighted the importance of this process by describing field education as the “signature pedagogy” of social work education (p.12). 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 BSW Program competencies and behaviors. The Council on Social Work Education (CSWE) has accredited the IUSSW BSW program since 1975. The CSWE (2015) Educational Policy and Accreditation Standards may also be accessed at [The CSWE website](#).

Description of Field Education and Courses

The practicum component of the BSW 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.

During the senior year, students in the undergraduate program engage in two practicum courses for developing competencies in generalist practice. Practicum courses are designed to provide learning experiences, by engaging students in systems of various sizes in a field of practice. These courses are based, on a strengths perspective model and they maintain 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 behaviors identified by CSWE are assessed by the Field Instructor, Faculty Field Liaison and the student during the practicum courses.

S481 Social Work Practicum I (6 credits) and S482 (7 credits)

Course Description:

Field education provides the opportunity for social work students to demonstrate competency in practice, integrating knowledge, values and skills gained in the professional education curriculum. The first practicum experience in the Bachelor of Social Work program allows the student to develop and demonstrate beginning practice competency, laying the foundation for the final field experience (S482). S481 Social Work Practicum I builds upon the theoretical and experiential learning of *S331 Generalist Social Work Practice I: Theory and Skills* and *S332 Generalist Social Work Practice II: Theory and Skills*, both taught during the junior year. *S481 Social Work Practicum I* and *S482 Social Work Practicum II* afford the student an opportunity to make application of practice knowledge, values, and skills within an organizational structure of a human service agency. In the agency settings, students are expected to demonstrate beginning competency in working with clients, utilizing community resources, interacting with other professionals, and in functioning effectively within an organization. Furthermore, students are expected to identify and work to alleviate (at a beginning level) oppressive conditions in the lives of their clients.

As an essential complement to the learning in the field, each student will participate in an integrative seminar course, designed to assist the student to conceptualize his/her practice with the projected aim of professional integration. The seminar activities are designed to be compatible with and supportive of the development of behaviors outlined in the competencies, defined by the Council on Social Work Education (CSWE).

The *S481 Social Work Practicum I* and *S482 Social Work Practicum II* placement is arranged by the BSW Field Coordinator in collaboration with the site and the student. The placement is developed according to the student's educational needs, practice preferences, and field site availability. During the S481 practicum, the student is at the site for a minimum of 15 hours a week for the 16-week semester. A formal learning plan is developed by the student and Field Instructor, and approved by the Faculty Field Liaison. It provides students the opportunity to demonstrate required behaviors through activities at the

agency. Students complete a minimum of 240 hours of supervised practice in the agency.

The S482 practicum placement continues at the same agency as arranged for S481 with the student at the practicum site for a minimum of 15 hours per week for the 16-week semester, with continued weekly supervision from an approved agency-based Field Instructor. The learning plan developed by the student and Field Instructor and approved by the Faculty Field Liaison in S481 is continued and updated to provide opportunity for students to demonstrate the requisite behaviors. By the end of S481/S482, students complete 560 hours of supervised practice at their field site.

Field seminars are designed to facilitate integration of material gained from previous junior and concurrent senior social work practice and theory courses with the realities of practice in the field as they occur in the student's practicum site. The seminars combine an exploration of social work practice with specific application to client situations, allowing students to fully explore issues and questions from the experiences gained at their practicum sites. Seminars increase communication between the student, liaison, and agency, and provides opportunities for critical thinking in problem-solving practice challenges, utilizing collaborative conferencing with peers, and transitioning from student to social work practitioner. The seminar includes discussions on selected topics and issues related to the learning experiences in the field (both instructor- and student-initiated) with emphasis on student demonstration of core competencies for generalist social work practice. Through facilitated discussion, students learn about social work practice in various settings and assist each other in seeing the similarities and differences in applying generalist social work practice, knowledge, and skills across service delivery systems and practice methods. Students are expected to share in the success of the seminar by presenting and sharing material from their practicum sites with seminar participants. The seminar is designed to enhance both collaborative and adult learning in that students are responsible to provide leadership in course activities.

S481 and S482 Social Work Practicum I and Social Work Practicum II

Course Objectives

- Through active participation in the learning experiences and completion of the readings, assignments, and learning projects offered throughout this course, students are expected to demonstrate the ability to show competency in all nine competencies as listed in the Student Learning Plan, Midpoint Evaluation, and Final Evaluation.
- Throughout the two semesters of practicum and the integrative practicum seminars, students will focus on all nine EPAS (CSWE, 2015) competencies that serve as the educational goals of the BSW program. They will also have demonstrated all behaviors that serve as the educational objectives of the BSW program, as evidenced by their final field evaluation and their campus-specific program assessment methods.

Statement of Required Hours in the Field

The two-practicum courses described above provide students with a minimum of 560 hours of supervised field education. A minimum of 240 hours are completed in the fall semester in the first field course, S481, Social Work Practicum I and the remaining hours are completed in the spring semester field course, S482 Social Work Practicum II.

Students complete the required practicum hours under the supervision and guidance of the field instructor. The field instructor has the ability to determine if the student's activities meet their learning needs. Seventy-five percent or more of a student's practicum is spent in direct client related activities, the remaining time is available for indirect learning activities. Direct activities include work done with or on behalf of the client system (i.e. client as individual, family, group, community or organization). Indirect activities include work that furthers the student's professional growth but does not have direct impact on the client system that the student/agency serves.

The Faculty Field Liaison is available to the Field Instructor for consult to determine whether the proposed activity is appropriate. The student completes the timesheet in Sonia documenting activities.

The mandatory one hour per week supervision is included in the total number of hours that are required for a student to complete the practicum and is documented separately from the direct and indirect activities.

At the discretion of the program, Field Seminar hours may count toward practicum hours.

Students learning and assignments whether within or outside the classroom for IUSSW courses, other than those assigned in S481/482, cannot be counted towards practicum hours. For example, an assignment completed in a course cannot be counted as a learning activity to demonstrate competency in field. Learning activities to demonstrate competency within the practicum must be completed within the practicum as approved by the Field Instructor and Faculty Field Liaison.

Chapter 2: Roles and Responsibilities in Field

Roles in Field Education

The successful completion of practicum course work relies upon the collaboration between the Indiana University School of Social Work, its BSW 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 objectives. Consistent with this principle, students, faculty, Field Instructors, Task Instructors, and Faculty Field Liaisons are expected to abide by the (2010) National Association of Social Workers Code of Ethics.

Glossary of Titles

Program Director

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

Director of Field Education

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

Field Coordinator

Field Coordinators provide administrative support for all aspects of field education within their specific campus and/or assigned curriculum. Field Coordinators have primary responsibility for recruiting and assessing field placement sites and Field Instructors, engaging students in the field planning process, and assigning students to specific field placements. Field Coordinators often act as consultants to Faculty 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 performance and level of competency.

External Field Instructor

An External 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.

Task Instructor

In some placement sites, there is an agency Task Instructor. This person may be one of the following:

- Day to day supervisor for the student when there is an external Field Instructor.
- Staff member assisting the Field Instructor by supervising students' day-to-day service delivery.

Faculty Field Liaison

The Faculty Field Liaison provides consultation to Field Instructors and students to ensure integration between classroom and field. The Faculty 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. The Faculty Field Liaison is the professor for the seminars, conducts the site visits with the student and agency representatives, and determines the student's final grade.

Responsibilities of the School of Social Work

Field Education Responsibilities and Roles

The successful completion of practicum course work relies upon the collaboration of the BSW program, field agencies, and students. Each participant has clearly defined roles and responsibilities that accomplish the development of requisite competencies for BSW-level generalist practice. The behaviors of students, Field Instructors, and faculty must reflect commitment to professional practice standards. Responsibility to the well-being of clients must remain PRIMARY in all efforts to achieve educational goals and objectives. Consistent with this principle, students, faculty, Field Instructors, and Faculty Field Liaisons are expected to abide by the NASW (2010) Code of Ethics.

Responsibilities of the BSW Program

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

The BSW 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 sites.
2. Implements field assessment methods as determined by the BSW Committee.
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 participating students and site personnel involved in field education.
5. Provides social work professional liability insurance coverage to all qualified students registered in a practicum course.
6. Assigns a Faculty Field Liaison who will engage and communicate with the site through site contacts and monitors, approves the Learning Plan, Midpoint Evaluation, and Final Evaluation, maintains 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 behaviors through the assessments of the Faculty Field Liaison and the Field Instructor.
8. Assures that it will not discriminate against any individual including, but not limited to, employees or applicants for employment and/or students, because of race, religion, ethnic or national origin, gender, sexual orientation, marital status, age, disability, or veteran status.

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

BSW Program Director

There is a designated BSW Program Director on each of the IU campuses, which offer the BSW 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 (office on the IUPUI campus)

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 Coordinator

Each campus has a designated Field Coordinator(s). The responsibilities of the Field Coordinator(s) is to:

1. Recruit, assess, and recommend field practicum 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.
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 BSW Program Director.
9. When necessary and appropriate, assist Faculty Field Liaisons, Field Instructors, and students in preventing and resolving field related difficulties.
10. Coordinate field activities with student services activities on their respective campuses or statewide, if necessary (for example, orientations and special events).
11. Collaborate with the BSW 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 that, the quality of field instruction meets 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 Faculty 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, the Faculty Field Liaison is assigned as the instructor for the field seminar.

The responsibilities of the Faculty Field Liaison are to:

1. Provide consultation to Field Instructors about the BSW 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, 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 students' Learning Plans ensuring learning activities and tasks provide the students' opportunities to demonstrate (CSWE) competency.
7. Review and approve the students' Midpoint Evaluations ensuring they are on track for successful demonstration of all CSWE competencies.
8. Review and approve student's Final Evaluations, ensuring that they are successfully demonstrating competency in all nine areas.
9. Serve as the instructor for the practicum seminar.
10. Record final grades for S481 and S482.
11. Assess the quality and effectiveness of field instruction in the practicum site.
12. Communicate with the BSW Field Coordinator and Program Director about developments, progress, and challenges in field instruction, experienced by instructors and students.

Responsibilities of the Field Site

Criteria for Site Selection

Field education at the baccalaureate level is a collaborative endeavor between the BSW program and community agencies in the education of students for generalist social work practice. Through appropriate learning experiences in the site, 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 staff.

Given the importance placed upon practicum course work, the BSW program sets the following *criteria, for agency participation*:

Commitment by Field Site to Professional Practice

- A site 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 site should have identification with the purpose, program, and professional standards of appropriate accrediting bodies, where such bodies exist.
- Site philosophy and practice should be congruent with social work competencies and afford the student a positive learning experience. The board of directors and the site's executive officer must be in full accord with the use of the agency for education of students from the BSW program.
- Site 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 workload in order to supervise and teach students, review, approve and prepare forms and reports for the BSW program on students' progress, attend periodic field meetings, and confer, as needed, with the appropriate BSW program faculty and staff.

Nature of Field Assignments

- The site 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 competencies.
- Site-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 the organization).
- Practicum sites should include opportunities to integrate and consolidate learning from all areas of the curriculum and to develop relevant skills for generalist practice. In the event that a site is not able to provide full generalist 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 assures that it will not discriminate against any individual including, but not limited to, employees or applicants for employment and/or students, because of race, religion, ethnic or national origin, gender, sexual orientation, marital status, age, disability, or veteran status.

Physical Facilities

- Sites 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 site is encouraged to reimburse students for expenses incurred while providing service to clients. For example, mileage and travel reimbursement as appropriate.

Criteria for Selecting Agency-Based Field Instructors

While the selection of the Field Instructor involves collaboration between the agency and the BSW program, the final appointment remains with the BSW program. In addition, the BSW 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 for S481 Social Work Practicum I and S482 Social Work Practicum II, will have: (1) a MSW from an accredited school of social work, with a minimum of one year post-MSW social work experience desirable, and a demonstrated competence in practice or (2) a BSW from an accredited social work program and a minimum of two years post-BSW social work experience.
2. 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. This individual should have knowledge of and conviction about the School's mission and the BSW program mission, goals, and objectives, and a commitment to the education of undergraduate 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 the student in expanding knowledge beyond the scope of the practicum setting, 4) aid the student in the reflection processes of professional supervision, 5) provide feedback and suggestions to enhance the student's learning, and 6) evaluate and document the student's performance.
5. This individual should have the ability to, objectively handle disagreement and conflict that may arise between the site and the student(s).
6. The Field Instructor should be willing to devote sufficient time to carry the responsibilities of field instruction and to work closely with the BSW program. This work includes weekly supervision with the student(s), review, preparation, and approval of assessments and evaluations for the BSW program on students' progress; attendance at periodic BSW 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 competencies, and the mission of the practicum agency.
3. Provide guidance and assistance to student in completing the Learning Plan.
4. Orient student 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 site.
6. Actively assist the student in understanding site's general liability, risk management, health, and safety policies.
7. Provide educational supervision. It is expected that the Field Instructor will meet with the 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 Process Recordings and other written products produced for the practicum.
9. Inform the Faculty 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 BSW program.
11. Confer periodically with the Faculty Field Liaison.
12. Assess student's progress in achieving competency by completion of evaluative methods provided by the BSW Program.

Responsibilities of the External Field Instructor

In cases when there is no Field Instructor available at an agency, the BSW Program will identify an External Field Instructor to provide supervision.

1. Provide a professional model of generalist social work practice within the agency that is consistent with the NASW (2010) Code of Ethics.
2. Confer regularly with the Task Instructor regarding the students learning in the agency.
3. Individualize student learning tasks and activities based on student learning needs, CSWE social work competencies, and the mission of the practicum agency.
4. Provide guidance and assistance to students in completing the S481/482 Learning Plan.
5. Facilitate student understanding and adherence to responsible and ethical conduct at the practicum site.
6. Provide educational supervision. It is expected that the Field Instructor will meet with the 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.
7. Provide feedback on student Process Recordings and other written products produced for the practicum.
8. Inform the Faculty Field Liaison immediately in the event concerns arise in the student's performance and provide the appropriate documentation.
9. Attend and participate in the field orientation and in periodic trainings with other Field Instructors, organized by the BSW program.
10. Confer periodically with the Faculty Field Liaison.
11. Assess student's progress in achieving competency by completion of evaluative methods, provided by the BSW Program.

Responsibilities of the Task Instructor

The individual appointed as the Task Instructor for S481 Social Work Practicum I and S482 Social Work Practicum II may have a degree other than social work, but also has sufficient experience as a human services provider. In order to ensure the students learning experiences are rooted in the social work perspective, a Field Instructor is assigned.

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 student in understanding agency's general liability, risk management, health, and safety policies.
4. Orient student 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.
5. Attend and participate in the field orientations and in periodic trainings organized by the BSW program.
6. Collaborate with the Field Instructor on the development of learning activities and the evaluation of the student.
7. Inform the Field Instructor immediately in the event concerns arise in the student's performance and provide the appropriate documentation.

Responsibilities of the Students

As a vital component of the field practicum process, the student will:

1. Conform to the standards and practices established by the BSW 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. To ensure continuity of services during their traditional academic breaks, students will adhere to the NASW (2010) Code of Ethics and will work with agency personnel.
4. Comply with the Patient Confidentiality and the Health Insurance Portability and Accountability Act (HIPAA). Students 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 the practicum. However, such students are not and shall not be considered employees of the Agency. In addition, a student's breach of Agency's policies concerning confidentiality shall be grounds for student discipline by IUSSW, including dismissal from the program and/or removal from the agency.
5. Complete practicum hours over the course of the entire two semesters. Be present at the site throughout both academic semesters as outlined in the BSW Field Calendar. Schedule of hours at

the site should maximize practicum-learning experiences. With permission from the Faculty Field Liaison in collaboration with the Field Coordinator, a student's practicum may be extended for compelling reasons.

6. Notify the Field Instructor 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 Plan, Supervision Records, Midpoint Evaluation and Final Evaluation.
9. Assume an active role in the learning process including preparation for and openness to field supervision and conferences with the Faculty 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 Faculty Field Liaison or BSW Field Coordinator. Should the student be dissatisfied with the outcome, the student may discuss the situation further with the respective campus BSW Program Director.
12. Provide written evaluation of the Site to both Site and the University upon request.
13. Provide health records upon request by the site. Typical requests include proof of immunization tests, including MMR, PPD and Hepatitis B and/or Hepatitis declination form.
14. Provide documentation to the site of personal health insurance in effect during the term of assignment, if required by the site.
15. Provide documentation of appropriate liability insurance as provided by the University or personally secured to the site.
16. Obtain, if required by the site, a criminal background check that meets their requirements and provide a copy of the results of the background check to the site.

Student Professional Expectations in Field Education

Social Work Practicum Code of Conduct

Social work 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 placement courses (S481 and S482), students are expected to review the entire NASW (2010) Code of Ethics in preparation for ethical practice and review/submit the IUSSW BSW Social Work Practicum Code of Conduct statement indicating an understanding of and commitment to adhering to the Code. Ethical violations during practica 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 professional practice 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 sites 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, supervision records, 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 presentation 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 their Field Instructor, Faculty Field Liaison, or Field Coordinator.

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 addition, in field instruction, dual relationships may occur when a Field Coordinator, Field Instructor, or Faculty Field Liaison 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. For example, a previous social work course instructor may now be the Field Instructor for a student in the site where he or she works full time. In such a case, the student and the Field Instructor need to discuss the relationship and clarify boundaries as per Standard 3.02(d) below.

- 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 clients.
- 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 the student. Social Work educators and Field Instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries. (NASW, 2010).
- If in any aspect of field education the potential of a dual relationship exists, the student or Field Instructor should notify the Faculty Field Liaison, Field Coordinator, or the BSW Field Director.

Chapter 3: Field Practicum Policies and Guidelines

Indiana University School of Social Work Field Department uses a software program called Sonia to assist with managing the practicum processes. Students, Field Instructors, Task Instructors, and Faculty Field Liaisons utilize it to access placement information, required forms, and reference documents.

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 Application for Field Placement, c) placement interviews, and d) attending the IUSSW student field orientation.

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 must have completed S102, S141, S221, S251, S322, S331, S332, S352, and S371 courses before beginning practicum. Students enrolled in 481/482 are required to take S423, S433, S442, and S472 as pre- or co-requisites.

BSW students will not be permitted, to enter a field practicum with more than one Incomplete ("I") in any social work course that is a prerequisite or co-requisite to the practicum course. However, if a student has received an Incomplete in S481 Social Work Practicum, or in S423 Generalist Social Work Practice II: Knowledge and Skills or S442 Integrated Practice/Policy Seminar, the student will not be allowed to begin S482 Social Work Practicum II.

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 found in Sonia, and the completion of pre-placement interviews with the Field Coordinator to discuss placement particulars.

Sonia Pre-Placement Requirements include:

- BSW 481/482 Field Practicum Application
- IUSSW Background History Form
- IUSSW Student Code of Conduct Form
- IUSSW Student Practicum Contract
- Develop and post a resume to be used in the agency interview process

Students must complete all pre-placement requirements in Sonia. The campus Field Coordinator(s), in conjunction with the Program Director, set due dates for the completion of the requirements in order for the students to be placed in qualified practicum sites during the subsequent term. Student's failure to complete the requirements in a timely manner will result in the Field Coordinator and Program Director determining whether the student may progress into field during the subsequent term or delay the practicum placement until the next available course cycle.

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 a site contact and be confirmed by the agency and Field Coordinator, in the IUSSW Student and Site Placement Agreement form found in Sonia.

IUSSW Student Field Orientation

All students are required to complete the IUSSW Student Field Orientation prior to having any client contact in the field placement site.

Use of Employer as a Practicum Site

A student's place of employment is not used as a practicum site at the BSW level, except when requested under conditions of extreme hardship and/or special circumstances. 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 BSW Field Coordinator, in consultation with the BSW Program Director. 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 work scope 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 the social well-being of clients 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, 2015) "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. 13).

The steps to pursue an employment-based placement are as follows:

1. On the BSW 481/482 Field Practicum Application, the student indicates interest in completing a practicum placement at the current employer.
2. The student completes and submits the PETITION FOR EMPLOYMENT-BASED PRACTICUM in Sonia for the Field Coordinator's review.
3. The Field Coordinator reviews the petition and, if needed, may request additional information.
4. The Field Coordinator, in consultation with pertinent field team members, reviews the petition and determines approval or denial.
5. The student is notified of the final decision.
6. If approved in Sonia, the student completes the IUSSW Student and Site Placement Agreement Employment-Based Practicum section and submits it for the Agency Contact's review, completion, and submission.

Paid Practicum

Some sites may have the ability to offer paid practicum experiences in the form of stipends, paid internships or special fellowships. The student must notify the Field Coordinator immediately about an offer of a paid practicum placement. With these opportunities for paid placements, the Field Instructor/Agency Representative completes the Practicum Compensation Acknowledgement form in Sonia. The student reviews this form acknowledging their responsibilities for completion of activities as directed by the approved Learning Plan.

Offers of Compensation While in Placement

Some sites 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.

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 481 and 482 Learning Plan, Midpoint Evaluation, and Final Evaluation becomes part of the student's academic file.

Criminal Offense Screening

Many sites require a criminal check for all employees, volunteers, and practicum students working in the agency. The student is responsible for the expenses of these checks. This background check is mandated for the protection of the clients in some agencies and they may reimburse students or pay for these checks. Results of the criminal check will be discussed with the student. If the student has a record, the site 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 a site willing to accept a student based off his or her criminal history, the student will not be able to graduate.

Sex Offender Screening Policy

For information on the University and IUSSW Policies and Procedures regarding Sex Offender Screening, admission and continuation in the program, please see the Student Handbook.

Support Services for Students with Disabilities

Students with disabilities should share this information and the recommendations from the disability support services office with the Field Coordinator during the pre-placement process. The Field Coordinator works with the campus disability support service office, the student, and the site to develop a plan for making reasonable accommodations so the student will be able to successfully achieve their academic goals.

Please see the Student Handbook for additional information, on Support Services for Students with Disabilities.

Policy against Sexual Harassment

Please see the Student Handbook for the Policy Against Sexual Harassment.

Risk/Safety Policies

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

Professional Self

An important aspect of practice is, knowing the limits of professional knowledge and skills and avoiding helping in 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 Visits

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

Transporting Clients

IUSSW strongly discourages students from transporting clients while completing a practicum, however, does understand that some placement sites 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 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, and 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 field site and report the experience to the Field Instructor. It may also be appropriate to make visits, accompanied by the Field Instructor or other person.

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 sites 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 make visits accompanied by the Field Instructor or other person.

Off-Site Meetings

Be aware of the location of activities or surroundings where such activities take place, note street lighting, open spaces, shrubs, and other growth. It is appropriate to travel in pairs after dark. Do not take risks.

Professional Liability Insurance

Indiana University School 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 and found in Sonia Documents. In some situations, students may be required to carry additional professional liability insurance by their field practicum site. This request would mean that the student 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 site. 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 Field

The internet allows social work students and social workers to communicate and share information quickly and to reach millions of people easily. Participating in social networking opportunities, such as, LinkedIn, Twitter, Facebook, YouTube, Instagram, etc. can foster collegiality and camaraderie within the profession, and advocate for social policies. Social networks, blogs, and other forms of communication online 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, including online, and must not post 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, realizing that privacy settings are not absolute and content is likely there permanently. Thus, students should routinely monitor their 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, they must maintain appropriate boundaries of the social worker-client relationship in accordance with professional ethical guidelines, just as they 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 are thus not usually appropriate.
 - To maintain appropriate professional boundaries students should consider separating personal and professional content online.
 - 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. Students will follow confidentiality standards in both face-to-face and online environments.
 - When students see content posted by colleagues that appears 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.
 - 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 site, 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.

Please see Indiana University policies regarding Information Technology, Ethics, Conduct and Confidentiality for further information.

Health and Personal Injury

Tuberculosis (TB) Skin Test (PPD-S)

Students who anticipate a field practicum setting serving populations at risk for TB should take this test prior to entering the field. Some settings may require the student to be tested, 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 will require this vaccination or a vaccine refusal statement. This vaccination involves a series of three injections over a 6-month period, of time. The second injection is given, 1 month following the first, with the third, coming 5 months later. Given the time requirements for this protection, it is important to 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) or by the physician of the student's choice (please contact the University Health Center or physician to determine the cost of this vaccine, the cost is the responsibility of the student).

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 the [Office of Research Administration at Indiana University](#).

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 supervision session at the beginning of the placement. 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 Process provides the template for the learning in field. It is made up of, the learning plan, midpoint evaluation, and final evaluation of which all are documented, in Sonia.

Learning Plan

During the first weeks of the practicum, all students and Field Instructors are responsible for preparing the learning plan based upon the CSWE competencies.

Students are expected to develop, with their Field Instructors and Task Instructors, learning tasks and activities which are uniquely related to the practice opportunities in their placement agency and which allow demonstration of the (CSWE) competencies and behaviors. In both practicum courses (S481 and S482), students are expected to have assignments that involve application of the strengths perspective and person-in-environment. Field instructors formulate work tasks and learning activities relevant to generalist practice.

Students are required to have planned tasks and activities related to working with individuals, families, groups, organizations, and communities. Students are expected to gain skills in working with diverse populations and advocating for social and economic conditions.

Development of the Draft Learning Plan (completed within the first 4 weeks of practicum)

1. Student completes all contact information and inserts proposed planned agency activities.
2. The Field Instructor (and Task Instructor, if applicable) and student collaborate to identify at least one agency activity and product for each behavior. Please note, some learning tasks, may have been pre-assigned by IUSSW.
3. Once the student has a proposed activity for each item, they submit the Draft Learning Plan for the Field Instructor's (and Task Instructor, if applicable) review and comments.
4. The Field Instructor (and Task Instructor, if applicable) receive an email notification that the document is ready for their review. The Field Instructor (and Task Instructor, if applicable) review the students proposed activities and provide feedback in the box marked Field Instructor's Comments. Once completed, the Field Instructor (and Task Instructor, if applicable) submits the Draft Learning Plan for the Faculty Field Liaison's review.
5. The Faculty Field Liaison receives an email notification that the Draft Learning Plan is ready for review. The Faculty Field Liaison reviews and provides feedback for the student, Task Instructor and Field Instructor in the box marked Faculty Field Liaison's Comments. Once completed, the Faculty Field Liaison submits the form for the student's review.

6. The student receives an email notification that the Draft Learning Plan is ready for review. The student then makes the necessary changes to the Planned Agency Activities based on the feedback found in the Field Instructor's and Faculty Field Liaison's Comments boxes.
7. The student, then copies and pastes their final proposed Planned Agency Activity in the Learning Plan, which acts as the official record for the student's file.

Development of Learning Plan (*due week 4 of practicum*)

1. Student has copied the proposed Planned Agency Activities from the Draft Learning Plan to the Learning Plan and submits the document for the Field Instructor's (and Task Instructor, if applicable) review and approval.
2. The Field Instructor (and Task Instructor, if applicable) receive an email notification that the document is ready for their review. The Field Instructor (and Task Instructor, if applicable) review the document and if approve, submits it for the Faculty Field Liaison's review. If the document needs further revision by the student, the Field Instructor saves the document and informs the student. The student enters the revisions in the Amendments, revisions, and additions to Planned Agency Activity box and hits save. The student informs the Field Instructor (and Task Instructor, if applicable) of the changes that are made. The Field Instructor (and Task Instructor, if applicable) reviews the document and if satisfied, clicks the submit button for the Faculty Field Liaison's review.
3. The Faculty Field Liaison receives an email notification that the Learning Plan is ready for review. The Faculty Field Liaison reviews and approves by submitting it. If the document needs further revision by the student, the Faculty Field Liaison checks yes, in the Request Revision in this Learning Evaluation Process toggle, then saves the document and informs the student by email. The student enters the revisions in the Amendments, revisions, and additions to Planned Agency Activity box and hits save. The student informs the Field Instructor (and Task Instructor, if applicable) and the Faculty Field Liaison that the changes have been made, by email. The Field Instructor (and Task Instructor, if applicable) and Faculty Field Liaison can then open the document to review the changes. If the Faculty Field Liaison is satisfied they then click the submit button.
4. The student, under the supervision of their assigned Field Instructor then moves through the completion of the designated learning activities outlined in the official Learning Plan.

The Evaluation Process

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

The midpoint and final evaluations reflect the student's level of performance and achievement of the behaviors based on the associated learning plan activities and products.

The midpoint evaluation process represents a formative evaluation that occurs midway through the placement. As a formative evaluation, the following steps occur:

1. Prior to the evaluation process, students must update their Learning Plans, adding any additional practice activities (amendments, revisions, and additions to Planned Agency Activity section) and complete documentation of competency development (How I demonstrated the Behavior section). This must occur, prior to providing the Midpoint evaluation form to the agency field instructor.
2. The student completes the self-assessment and submits the Midpoint Evaluation form by using the scoring rubric found in the evaluation scoring section, which evaluates the student's demonstration of skill, in relation to the core competencies.
3. The Field Instructor and Task Instructor, if applicable receive notification that the Midpoint Evaluation form is ready for their review and completion. The Field Instructor, in conjunction with the Task Instructor, if applicable, reviews the student's self-assessment scores and narrative comments and completes their own separate evaluation of student performance.
4. The Field Instructor and Task Instructor submit the form in Sonia.
5. The Faculty Field Liaison receives notification that the Midpoint Evaluation is ready for their review and approval through the submission process. The Faculty Field Liaison reviews and provides feedback if necessary and approves the Midpoint evaluation by submitting it electronically in Sonia.
6. The Student and Field Instructor meet to discuss the results of the Midpoint Evaluation and develop a plan for the second half of the practicum.

The final evaluation process reflects the student's performance demonstrating social work behaviors that support CSWE Competencies.

Similar to the midpoint process, the following steps occur:

1. Prior to the evaluation process, students must update their Learning Plans, adding any additional practice activities (amendments, revisions, and additions to Planned Agency Activity section) and complete documentation of competency development (How I demonstrated the Behavior section). This must occur, prior to providing the Final evaluation form to the agency field instructor (and Task Instructor, if applicable).
2. The student completes the self-assessment and submits the Final Evaluation form by using the scoring rubric found in the evaluation scoring section, which evaluates the student's demonstration of skill, in relation to the core competencies.
3. The Field Instructor and Task Instructor, if applicable receive notification that the Final Evaluation form is ready for their review and completion. The Field Instructor, in conjunction with the Task Instructor, if applicable, review the student's self-assessment scores and narrative comments and completes their evaluation.
4. The Field Instructor and Task Instructor submit the form in Sonia.
5. The Student and Field Instructor meet to discuss the results of the Final Evaluation.
6. The Faculty Field Liaison receives notification that the Final Evaluation is ready for their review and approval through the submission process. The Faculty Field Liaison reviews and provides feedback if necessary. The Faculty Field Liaison assigns a final score and approves the evaluation, by submitting it electronically in Sonia.

7. The Learning Plan, Midpoint Evaluation, and Final Evaluation and Learning Plan are retained in the students' permanent file.

Grading

The final grade for S481 Social Work Practicum I is a letter grade comprised of graded assignment(s) in seminar and satisfactory/fail on the mid-point evaluation of the LEP.

The weighing for seminar assignments and LEP is as follows:

Midpoint LEP: 60%

Assignments: 40%

TOTAL: 100%

Total points may vary should assignments be added or deleted at the instructor's discretion. Any changes in the assignments and/or points will be announced in class. Students should be ready to actively participate in seminar activities. Failure to observe these requirements will be considered in assigning the final grade.

In order to receive 100% of the associated LEP points, the student must have:

- Completed the Learning Plan, Weekly Supervision Records, and Midpoint Evaluation, by deadlines established in the field calendar.
- Demonstrated consistency in effort, performance, and development as a social worker.
- Met all required assignments and practicum hours in the field placement.
- Achieved at least a score of "4" on each of the behaviors outlined on the S481-S482 Learning Evaluation Process. See Evaluation Scoring Section. (When a field instructor is not able to observe student learning outcomes for a behavior, the field instructor and student shall insert "not observed" in the score for a given behavior, and this behavior score should be excluded in the determination of the "S" or "F" S481 grade assignment.

For students receiving a score of 3 or below for any behavior, the student in conjunction with the field instructor will develop a rationale for the score and a supportive plan to demonstrate how the student will progress to the required "5" for each behavior during the S482 course. The student will submit to the Faculty Field Liaison rationale for the score and a supportive plan to be approved by, the Faculty Field Liaison in order for the student to enroll and continue into S482. By the final evaluation, occurring in S482, a score of "5" or above for each behavior is required for an "S" S482 grade assignment.

Should the field instructor and Faculty Field Liaison assess the student to require remediation that exceeds a supportive plan, the Faculty Field Liaison may determine that the student shall be assessed a Fail (F) grade for the practicum.

The final grade for S482 Social Work Practicum II is a letter grade comprised of graded assignment(s) in seminar and points received on the final evaluation of the LEP.

The weighing for seminar assignments and LEP is as follows:

Final LEP: 60%

Assignments: 40%

TOTAL: 100%

Students should be ready to, actively participate in seminar activities. Failure to observe these requirements will be, considered in assigning the final grade.

The S482 practicum evaluation process is a continuation of S481. The School requires that written evaluative documents be, completed at the end of S482 (final evaluation).

In order to be eligible to receive 100% of the associated LEP points, the student must have:

1. Completed all the Learning and Evaluation Tool Behaviors by the end of the field experience.
2. Demonstrated consistency in effort, performance, and development as a social worker.
3. Met all required assignments and practicum hours in the field placement.
4. Achieved at least a score of "5" on each of the behaviors outlined on the S481/S482 Learning Evaluation Plan. See Evaluation Scoring Section.

Grade minimums are as follows [Note: grades, below C, are Unsatisfactory in the BSW Program]:

| | | |
|----|-----|--|
| A | 93% | Excellent, Exceptional Quality |
| A- | 90% | Superior Quality |
| B+ | 87% | Very Good, Slightly Higher Quality |
| B | 83% | Good, High Quality (expected of most BSW students) |
| B- | 80% | Satisfactory Quality |
| C+ | 77% | Marginal, Modestly Acceptable Quality |
| C | 73% | Marginal, Minimally Acceptable Quality |
| C- | 70% | Unsatisfactory Quality |

Evaluation Scoring

- A score of **1** demonstrates a complete inability to demonstrate skills.
- A score of **2** demonstrates skill at a basic rudimentary level of someone having no formal undergraduate coursework.
- A score of **3** demonstrates skill at the level of beginning level BSW coursework with no more than one semester/quarter of courses.
- A score of **4** demonstrates skill at the midpoint BSW level of education.
- A score of **5** demonstrates skill at the level of new BSW graduate (expected performance level by end of practicum).
- A score of **6** demonstrates skill at the level expected of a relatively new BSW graduate (less than two years of social work experience).
- A score of **7** demonstrates skill at the level of a seasoned, highly experienced post-BSW practitioner (rarely expected score).

Students have access to their evaluations through Sonia. However, it is important for the instructor and the student to discuss the fact that the use of the narrative performance evaluation as a job reference for the student is not congruent with its intended purpose. Students are encouraged to request letters of recommendation for employment, rather than use field evaluation tools.

In addition, students and field instructors evaluate the instruction and course content of S482 Social Work Practicum I. It is the responsibility of the BSW program to conduct this evaluation to enhance field education and provide field instructors and faculty field liaisons feedback from these course evaluations.

Student Performance Problems

In practicum courses, the professional responsibilities to clients, sites, and the community demonstrated through the CSWE social work competencies are of primary importance in assessing student performance. Professional, educational, and ethical responsibilities are involved when students work with clients and assume professional responsibilities (see IUSSW Student Code of Conduct Form in Sonia). Field Instructors need to recognize any performance challenges of students, particularly those of a serious nature, early in the learning experience and respond accordingly. Personal or emotional challenges of a serious nature may result in the student not being able to complete the practicum. These challenges may include a serious physical illness or mental health issue, a life crisis, serious legal offense, addiction, or demonstrated unsuitability for the profession. These challenges 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 Field Liaison, Field Instructor, and Task 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 the challenges if those accommodations do not to compromise the clients' well-being and site policies, (c) uphold the "gate-keeper" role of the BSW program, university, and professional community, and d) ensure the student is provided information on corrective and support services available. The Faculty Field Liaison, Field Instructor, Task Instructor, Field Coordinator, academic advisor, and BSW Program Director may be involved in the discussion of student's field and classroom performance. Some guidelines follow:

1. When students perform poorly in placement, the treatment and service needs of clients become the higher priority. Field Instructors, Task Instructors, and Faculty Field Liaisons should act to protect the needs of the client and ensure appropriate service provision.

Early recognition of serious performance concerns and prompt feedback to the students is essential to the learning process. There are program resources in the university and community to give students support to deal with personal challenges that affect their education. Career and psychological counseling, additional assignments or volunteer experience, reconsideration of

career goals, etc., are possible recommendations to assist students 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> |
|----------------------|---------------------------------------|---------------------|
| IUB | Counseling and Psychological Services | (812) 855-5711 |
| IUE | Student Counseling Services | (765) 973-8216 |
| IUN | Counseling Services | (219) 981-6741 |
| IUPUI | Counseling and Psychological Services | (317) 274-2548 |
| IUSB | Student Counseling Center | (574) 520-4125 |

2. Faculty Field Liaisons, Field Instructors, Task Instructors, and Field Coordinators 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, students may voluntarily share personal information to explain their poor performance. This personal information should be, treated in a professional manner and students will be, provided guidance, resource information, and concerned support. Students need to be aware that the Field Instructor may share this information with the Faculty Field Liaison and the BSW Field Coordinator.
3. Faculty Field Liaisons and Field Instructors need not, and should not, be therapists to students. Field education does not permit automatic access to students' private lives or personal problems.
4. In some instances, students may need to be relieved of their practicum and client responsibilities based on the collective judgment of the Faculty Field Liaison and Field Instructor. In this case, the practicum will be, terminated.
5. If a student presents or demonstrates behaviors or conduct, which is disruptive, inappropriate, unprofessional, or not conducive to social work field practice, the practicum will be, terminated according to Field Practicum Termination section. The Faculty Field Liaison and the Field Coordinator work together to ensure 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 completion of the IUSSW Performance Improvement Plan in Sonia.

Common Problems in Field Placement and Possible Resolutions

Most students find their field placement the most rewarding part of their education in social work. However, each semester, 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 Faculty Field Liaison, who serves as the contact person between the BSW Program and the field site, is the first support for Field Instructors and students in deciding how serious a field problem really is. The Faculty 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 is 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 skills 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 Plan is the best example of how one might address this issue. Of further benefit, the Supervision Records assist students in organizing 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 client populations and staffing at sites, 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(s).
- **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 employee of the site 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 supervision every week.** Each student must receive an hour of field supervision 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 supervision and the Field Instructor must be willing to modify his or her schedule to accommodate this need and the site 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 Faculty 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 Faculty 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 site regarding the placement and clarification of responsibilities.
- **Reporting unethical situations.** If a student is witness to an unethical act or event at the site or by staff, the student should contact his or her Field Instructor or Faculty Field Liaison immediately. Failure to report an ethical violation is an ethical violation itself.

Student Performance Review

Please refer to the BSW Student Handbook.

Field Practicum Termination

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

Removal from practicum site 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 Process (LEP), according to field calendar timelines.
- Student has committed or has been, alleged to commit an unethical violation.
- Student has not complied with requirements of the IUSSW Performance Improvement Plan for improvement and successful demonstration of (CSWE) social work competencies.

When an instance occurs:

1. The Field Instructor immediately notifies the Faculty Field Liaison or Field Coordinator of the student performance concerns.
2. The Field Instructor and Faculty Field Liaison, together with the student, address the performance concerns using the IUSSW Performance Improvement Plan found in Sonia, 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 Coordinator reviews the reports from the Field Instructor and Faculty Field Liaison and makes the recommendation to the Program Director of whether the student should be re-placed or fail the course.
5. The Program Director 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 site, 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 BSW 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, sites and the social work profession, the BSW Program requires students considering withdrawal from the course, to immediately, contact the Field Coordinator. The Field Coordinator, in consultation with the 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 Field Coordinator and the Program Director to determine whether he/she will be allowed to re-enroll at a future date.

References

Council on Social Work Education (2015). *Educated policy and accreditation standards*. Alexandria, VA: Author.

National Association of Social Workers (2010). *Code of Ethics for Social Workers*. Washington, D.C.: Author.