



SCHOOL OF  
**SOCIAL WORK**

**MASTER 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 *February 6, 2020*

***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  
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**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 that reads "Tamara S. Davis".

Tamara S. Davis, PhD, MSSW  
 Dean and Professor

A handwritten signature in black ink that reads "Beth Wahler".

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## Chapter 1: MSW Curriculum

### Indiana University Mission Statement

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

### Indiana University School of Social Work Vision and Mission

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

### MSW Program Vision and Mission

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

The Master of Social Work program goals are to:

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

## **MSW Focus Area Mission Statements**

### ***Children, Youth, and Families***

The mission of the Children, Youth, and Families Focus Area is to educate students to be critical thinking, research informed, continuously learning, ethical and effective social workers prepared for child welfare practice.

### ***Community and Organizational Leadership***

The mission of the Community and Organizational Leadership Focus Area is to prepare social workers to lead organizations, communities and public sphere, and to transform social structures, influence, create and implement social policies to bring about social, economic & environmental justice in a changing global landscape.

### ***Health***

The mission of the Health Focus Area is to educate students to be critical thinkers, to practice within the context of current trends of health delivery and to work effectively in an inter-professional environment.

### ***Mental Health and Addictions***

The mission of the Mental Health & Addictions Focus Area is to produce ethical, research informed, critical thinking, and effective social workers skilled in assessing and intervening with and for consumers affected by mental health and/or addiction issues at the individual, group, family, community, and policy levels.

### ***Schools***

The mission of the Schools Social Work Focus Area is to prepare graduates to work as school social workers in varied school systems within Indiana.

### ***Special Practice Areas in Social Work***

The mission of the Special Practice Areas in Social Work is to assist Social Workers in gaining employment in a wide range of practice fields and work with diverse client systems. Their work requires multi-dimensional, contextually sensitive, evidence-informed applications, which are performed through a variety of social work roles. Special Practice Areas in Social Work provide students an opportunity to explore and develop expertise with practice issues that intersect with populations and agencies.

## **MSW Educational Outcomes**

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

The nine core competencies are:

1. Demonstrate Ethical and Professional Behavior in Clinical and Community Practice.
2. Engage Diversity and Difference in Practice in Clinical and Community Practice.
3. Advance Human Rights and Social, Economic, and Environmental Justice in Clinical and Community Practice.
4. Engage in Practice-informed Research and Research-informed Practice in Clinical and Community Practice.
5. Engage in Policy Practice in Clinical and Community Practice.

6. Engage with Individuals, Families, Groups, Organizations, and Communities in Clinical and Community Practice.
7. Assess Individuals, Families, Groups, Organizations, and Communities in Clinical and Community Practice.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities in Clinical and Community Practice.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities in Clinical and Community Practice.

## Behaviors

The **MSW 555** course prepares students for generalist social work practice.

The **MSW 651/652** courses prepare students in their specialized areas of:

- Children, Youth, and Families
- Community and Organizational Leadership
- Health
- Mental Health and Addictions
- Schools
- Special Practice Areas in Social Work

The courses assist students in developing competence to exercise judgement and skill for intervention in practice with individuals, families, groups, organizations, and communities. This equips the MSW 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 professional practice 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 555 and 651/652 practicum placements as well as through various assessment methods.

Upon completion of the MSW 555 and 651/652 courses, students will demonstrate each of these specific behaviors:

## MSW 555 Competencies and Behaviors

### Competency 1: Demonstrate Ethical and Professional Behavior

#### *Behavior(s)*

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

### Competency 2: Engage in Diversity and Difference in Practice

#### *Behavior(s)*

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

- 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)***

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

### **Competency 4: Engage in Practice – informed Research and Research-informed Practice**

#### ***Behavior(s)***

- 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)***

- 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)***

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

### **Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities**

#### ***Behavior(s)***

- Apply theoretical frameworks in assessment with diverse client systems.
- Develop mutually agreed-on intervention goals and objectives based on critical assessment of strengths, needs, and challenges within client systems.
- 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)***

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

### **Competency 9: Evaluate with Individuals, Families, Groups, Organizations, and Communities**

#### ***Behavior(s)***

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

## **MSW 651/652 Competencies and Behaviors**

### **Competency 1: Demonstrate Ethical and Professional Behavior**

#### ***Behavior(s)***

- Establish and maintain professional roles and boundaries with multiple constituencies, e.g., use of discretion in speaking with clients and professional colleagues, appropriate self-disclosure, ethical management of dual relationships, and written and oral communications.
- Utilize feedback from multiple sources for self-correction. Examples include: personal introspection, self-awareness, supervision, peer consultation, and continuing education.
- Critically analyze ethical dilemmas and apply the NASW Code of Ethics, relevant laws/regulations, and models for ethical decision-making.
- Demonstrate effective oral and written communication skills and strategies with client systems, stakeholders, colleagues, and other professionals.

### **Competency 2: Engage Diversity and Difference in Practice**

#### ***Behavior(s)***

- Identify personal biases and values while working with diverse clients and constituents and apply self-regulation methods.
- Recognize and reduce bias that leads to disproportionate representation within specific populations (e.g., racial and cultural minority groups and social class groups) and that impacts practice, policy, organizational culture and program development.
- Promote diversity and difference from a strengths perspective, with emphasis on negotiating, mediating, and/or advocating with client systems to address oppression and discrimination at individual and system levels.
- Analyze how the practice setting's historical context informs current practice to advance cultural awareness within the setting.

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

#### ***Behavior(s)***

- Identify gaps and barriers to social service delivery that contribute and perpetuate patterns of marginalization, vulnerability, and oppression.
- Analyze social structures, values, and patterns of privilege and power that create disproportionality in systems that serve individuals and communities.
- Integrate the voices of stakeholders in organizational and community policies and practices to advocate and advance social, economic, and environmental justice.

### **Competency 4: Engage in Practice – informed Research and Research-informed Practice**

#### ***Behavior(s)***

- Identify, evaluate, and integrate multiple sources of research-informed interventions to promote improved services with client systems.
- Use and translate research evidence to inform and improve policies, practice, and services.

**Competency 5: Engage in Policy Practice*****Behavior(s)***

- Analyze and advocate for legislation and/or policies that advance social, economic, and environmental well-being of individuals, families, organizations and communities.
- Collaborate with stakeholders to promote policies that advance best practices and the social well-being of client systems.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities*****Behavior(s)***

- Apply theoretical frameworks to inform and guide engagement processes with individuals, families, groups, organizations, and communities.
- Establish meaningful, culturally sensitive and relevant professional relationships with diverse client systems.
- Collaborate through an interprofessional approach with colleagues and community partners to support individuals, families, groups, organizations, and communities.

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

- Apply culturally appropriate social work perspectives, theories, and models to assess individuals, families, groups, organizations, and communities.
- Utilize evidence-based and best-practices assessment of individuals, families, groups, organizations, and communities.

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

- Apply culturally appropriate social work perspectives, theories, and models to intervene with individuals, families, groups, organizations, and communities.
- Interpret and use assessment data to create mutually agreed upon goals and interventions with individuals, families, groups, organizations, and communities.
- Implement culturally appropriate evidence and strengths based interventions for individuals, families, groups, organizations and communities.

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

- Apply culturally appropriate social work perspectives, theories, and models that guide evaluation of practice with individuals, families, groups, organizations, and communities.
- Conduct ongoing evaluation of client system progress and efficacy of interventions with individuals, families, groups, organizations, and communities.
- Evaluate outcomes of interventions and use findings to improve practice with individuals, families, groups, organizations, and communities.



## Field Education as the Signature Pedagogy

The process of moving from social work student to social work practitioner is facilitated by a systematic educational process that interconnects and creates synergy (application) between field and academic instruction. The Council on Social Work Education (2015) highlights 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 mechanism of instruction, knowledge acquisition and socialization of social work students. It is through this interplay of classroom and field that students synthesize and integrate social work theory and concepts with the practice world. 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. To facilitate student learning, the field education environment and experiences are systematically designed, supervised by competent practitioners, and then coordinated and evaluated to promote student achievement of the MSW Program competencies and behaviors. The Council on Social Work Education (CSWE) has accredited the IUSSW MSW Program since 1975. The CSWE (2015) Educational Policy and Accreditation Standards may be accessed at the [CSWE Website \(CSWE.org\)](http://www.cswe.org).

## Description of Field Education and Courses

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

In the MSW Program, students engage in 555 (generalist practice) and 651/652 courses for developing competencies. Practicum courses are designed to provide students with experiences where they can engage with systems of various sizes in a field of practice. These courses are based on a strengths perspective model and 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.

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

## MSW Practicum Course Descriptions

### *555 Social Work Practicum I*

Course description and Place in the Curriculum (as approved by the IUSSW Faculty Senate):

555 MSW Intermediate Practicum I (3 credits):

- Course Description
- Prerequisites
  - Introduction to Social Work Profession
  - Research I
  - Diversity, Human Rights, and Social Justice
  - Generalist Theory and Practice
  - Social Policy Analysis and Practice

- Organizations, Communities and Society
- Pre-requisites or Co-requisites
  - Executive Leadership Practice
  - Assessment in Mental Health and Addictions
  - Community and Global Theory and Practice
  - Clinical Theory and Practice

The MSW Social Work Practicum I is an educationally directed practice experience under the direct supervision of an approved site field instructor. The practicum provides students with opportunities to integrate the foundation curriculum (theories, values, knowledge, and practice principles) in a practice setting. The practicum fosters the development of core competencies in generalist social work practice with emphasis on acquiring graduate level, strengths-based interpersonal skills for work at all systems levels. Learning opportunities in this first graduate practicum experience emphasize students are demonstrating professional social work competencies. Fifteen hours of integrative seminars provide a supportive environment for students to discuss their Learning Plan, demonstrate beginning mastery of the social work core competencies operationalized at a graduate education level, and process practice issues that arise in the field placement setting.

555 practicum placements focus on a generalist foundation for social work practice. Generalist social work practice focuses on improving the well-being of individuals, families, groups, organizations, communities and society by creating social change both within and among these social systems in a global context.

Generalist social work practitioners possess a multitude of traits, including but not limited to the following:

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

### **651 Social Practicum II and 652 Social Work Practicum III**

651 MSW Practicum II: 4 credits

652 MSW Practicum III: 4 credits

(Students must complete all 500 level courses before enrolling in 651/652)

651 (Practicum II) and 652 (Practicum III) together provide an in-depth advanced practicum experience for MSW students. Students complete both of these practicum courses in the same practicum site under the

practice supervision of an approved agency field instructor and academic guidance of a faculty field liaison.

Practicum II and III build upon the more generalist-focused Foundation Practicum I and deepen the integration and application of social work knowledge, values, and skills for advanced practice. The practicum courses provide students in the Clinical and Community Practice Concentration with experiences that advanced field experiences, supporting the processes of synthesis, critical analysis, application, and evaluation of competencies within a strengths perspective. A major instructional goal of the practicum is to increase students' competence in understanding and dealing with cross-cultural issues. Information and resources on diversity are discussed and applied in the field placement, and students are encouraged to further explore and increase their own competence in dealing with cross-cultural issues. It is expected that students will develop an awareness of their own privilege in relationship to their client systems. Further, students are expected to use advocacy skills in a cultural context and carry these skills into action in their agencies and the wider community.

Students engage in the advanced practicum courses while enrolled in the practice area required courses. Students spend a minimum of 640 hours in an organizational setting that provides them with experiences that support mastery of all nine, core competencies as operationalized by advanced practice behaviors for roles in engagement, assessment, intervention and evaluation.

## **MSW Focus Area Goals**

### ***Children, Youth, and Families Focus Area Goals***

Students will demonstrate an ability to:

- Critically evaluate child welfare laws and policies and their impact on individuals, families and communities.
- Apply and evaluate theories and models of practice for ethical and effective child welfare practice with individuals, families, and communities.
- Advocate for disadvantaged and oppressed populations engaged in the child welfare system.

### ***Community and Organizational Leadership Focus Area Goals***

- Prepare all graduates to provide foundational leadership and administrative services.
- Enable Community and Organizational Leadership Practice graduates to engage in transformative leadership and administrative practice in communities, organizations and policy arenas.
- Use research and best practices to support excellence in leadership.

### ***Health Focus Area Goals***

Students will:

- Devise and implement interventions based on the unique biopsychosocial dynamics of the patient system.
- Understand the social and economic justice issues related to health disparities and their role as a patient advocate.
- Understand the culture of health care organizations and how culture can advance or impede quality patient care.
- Apply critical thinking and engage in research informed practice and practice informed research in providing patient-centered, culturally competent care.

### ***Mental Health & Addictions Focus Area Goals***

- Demonstrate ethical, self-aware, evidence-informed intervention skills with mental health and/or addiction clients, families, and policies including advocating for social justice within and beyond the family as needed.
- Understand the etiology, assessment, intervention, and outcome measurement of the mental health/addiction recovery process at the individual, group, family, and community level.
- Advocate for preventive and rehabilitative well-being in client, group, and family levels and enhance respect for diversity within and between all levels.

### ***School Social Work Focus Area Goals***

To prepare graduates to:

- Serve as a link between students, families, schools, and communities.
- Provide direct school specialized services and interventions to promote student well-being.
- Support students' academic success.

### ***Special Practice Areas in Social Work Goals***

- Social Workers differentially apply advanced and current knowledge and skills in engaging, assessing, and intervening with client systems of all sizes and in all field of practice (mental health, addictions, child welfare, aging, management, policy, community advocacy among others, and including the intersection of these fields, such as addictions and aging).
- Are prepared to evaluate practice not only for assessment of effectiveness, but also to ascertain if there is need for engagement of other systems.
- Continuously seeks new knowledge about evidence-based practices and enhances skills to adapt to client populations as well as to engage appropriate intervention teams (action systems) to fully meet client needs.

## **Statement of Required Practicum Hours in Field**

The practicum course described above provide students with a minimum of 320 hours of supervised field education in the MSW 555 program and 640 hours of supervised field education in the MSW 651/652 program.

- Students complete the required practicum hours under the supervision and guidance of the field instructor. The field instructor determines 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/site 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.
- Field Seminar hours, at the discretion of the program, may count toward practicum hours.

- Students learning and assignments whether within or outside the classroom for IUSSW courses, other than those assigned in 555 or 651/652, 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.

## **Bereavement Policy**

In keeping with the mission of Indiana University School of Social Work (IUSSW) to promote health and well-being for all, it is the IUSSW policy to recognize the effects that a significant loss can have on a student and their academic work.

In the event that a student experiences the death of a family member or relative, or other significant loss, students who are in a practicum placement must notify their Field and/or Task Instructor to negotiate absences from their agency. Students must make up any hours missed in order to accumulate the required number of hours for each practicum.

For additional information on the IUSSW Policy and Procedures regarding Bereavement Policy as they pertain to coursework and notification of appropriate personnel, please see the Student Handbook.

## **Missed Time at Site**

If students must miss time at their site, they are to notify the field instructor. Students are to make up any missed time at the placement site.

## **Holidays**

Students are expected to observe the site schedule for holidays. When sites are closed on a scheduled field day that lands on a holiday, this time does NOT need to be made up. Students can submit the normally scheduled hours on their Sonia timesheet. These hours should be categorized as indirect hours. For example: If the student normally works on Thursdays from noon-4pm and the practicum site is closed for the Thanksgiving holiday, the student can include 4 indirect hours on their timesheet for this day.

## **School Breaks and Vacations**

Student requested breaks (IU academic breaks or planned vacations) need to be negotiated with the placement site prior to the beginning of the practicum. Students are expected to make up the time by completing pre-approved practicum support activities or adjusting their schedule. Students are expected to coordinate with their field instructor in determining appropriate continuity of services for clients while not at the practicum setting.

## **Practicum Site Breaks/Closures**

If a practicum site is closed for reasons other than a Holiday and it is on a scheduled field day, students are expected to make up the time by completing pre-approved practicum support activities or adjusting their schedule.

## **Inclement Weather**

Important information about closings from the university will be sent via the IU campus alert system. The instructor will post an announcement on Canvas or send an email to all class members if she/he is cancelling class.

While the University makes decisions about the cancellation of classes on campus, such decisions do not impact

the business operations of a student's field placement. It is the responsibility of the student to monitor weather conditions and to determine with the Field Instructor and/or Task Instructor whether they are able to travel safely to the field placement location or leave the placement site early to return home safely. Students should take necessary precautions to ensure their own personal safety. In any event, all field hours missed due to inclement weather must be made up before the end of the course. If a student has a concern about completing field hours due to inclement weather, they should contact the Faculty Field Liaison.

For more information on the University's Adverse Weather Policy please see Protect IU Adverse Weather Impact site; <https://protect.iu.edu/emergency-planning/personal-preparedness/weather-safety/adverse%20weather%20impact.html>

*Adapted from University of Alabama, School of Social Work*

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## **Integrative Practicum Seminar**

### ***555 Practicum I***

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

### ***651 Practicum II and 652 Practicum III***

The four integrative seminars provide a supportive environment for students to discuss their Learning Evaluation Process (LEP), demonstrate mastery of the social work core competencies operationalized at a graduate education level, and process practice issues that arise in the field placement setting. The 651/652 Integrative Practicum Seminars are designed to further facilitate the integration of coursework in field as well as provide a space for reflection and student support. The seminar is designed to enhance both collaborative and adult learning in that students are responsible for providing leadership in course activities. The course is also intended to support student participation in creation and identification of products for the Learning Plan.

## Chapter 2: Roles and Responsibilities in Field Education

### Roles in Field Education

The successful completion of practicum course work relies upon the collaboration between the Indiana University School of Social Work, its MSW Programs, various field sites, and practicum students. Each participant has clearly defined roles and responsibilities that accomplish the educational process. The behaviors of students, Field Instructors, and faculty must reflect commitment to professional practice standards. Responsibility to clients must remain primary in all efforts to achieve educational goals and objectives. Consistent with this principle, students, faculty, Field Instructors, Task Instructors, and Faculty Field Liaisons are expected to abide by the (2017) 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 MSW curriculum.

#### ***Director of Field Education***

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

#### ***Field Administrator, MSW Program – IUPUI Campus***

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

#### ***Field Coordinator***

Field Coordinators provide administrative support for all aspects of field education within their specific program and/or assigned curriculum. Field Coordinators have primary responsibility for recruiting and assessing field placement agencies and Field Instructors, engaging students in the field planning process and assigning students to specific field placements. Field Coordinators often act as consultants to 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's 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 consults regularly with the Task Instructor.

#### ***Task Instructor***

In some placement sites, there is a 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 site representatives, and determines the student's final grade.

## **Responsibilities of the School of Social Work**

### ***Responsibilities of the MSW Program***

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

The MSW Program assumes the following responsibilities to ensure 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.
3. Provides orientation meetings for both students and Field Instructors and Task Instructors to review curriculum and practicum expectations.
4. Disseminates information, evaluation forms, and other relevant materials for the practicum experience to both participating students and agency personnel involved in field education.
5. Provides social work professional liability insurance coverage to all qualified students registered in a practicum course.
6. Assigns a Faculty Field Liaison who communicates with the site through site contacts and monitors and approves the Learning Plan, Midpoint Evaluation and Final Evaluation, maintain a productive working relationship with the student and Field Instructor, and evaluates the student's performance, learning opportunities, and quality of field instruction.
7. Determines whether a student is demonstrating the designated competencies and behaviors through the assessments of the Faculty Field Liaison and 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 MSW Program to fulfill the above responsibilities. These include the MSW Program Director, the IUSSW Director of Field Education, the Field Administrator, the Field Coordinator, and the Faculty Field Liaison.



***MSW Program Director***

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

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

***Director of Field Education***

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

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

11. In collaboration with Field Coordinators, establish processes and procedures to determine student readiness for field.
12. In collaboration with Field Coordinators, establish processes and procedures for the placement of students.
13. In collaboration with Field Coordinators develop, revise, and maintain field manuals.

***Field Administrator, MSW Program on IUPUI Campus***

The responsibilities of the Field Administrator are to:

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

***Field Coordinator***

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

1. Recruit, assess, and recommend field practicum sites and Field Instructors/Task Instructors.
2. Plan and implement Field Instructor and Task Instructor training, using the adopted School curriculum for such training, collaborating as necessary with directors and other Field Coordinators.
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 Faculty Field 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 site) and make recommendations for exceptions to the respective MSW 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 programs or statewide if necessary (for example, orientations and special events).
11. Collaborate with the MSW Curriculum Committee, Program Director, Director of Field Education, and the Associate Dean of IUSSW in the development and implementation of field instruction evaluation instruments and in the compilation of evaluative reports.
12. Contribute to ongoing review and update of field instruction manuals, forms, website, and other relevant informational media.
13. Perform related assignments as deemed necessary by the Dean or Associate Dean of the IUSSW for reaffirmation of accreditation of the School's programs and to ensure the quality of field instruction to meet the standards of the Council on Social Work Education.
14. Maintain, in collaboration with field support staff, student field files, databases, and records of communication.

### ***Faculty Field Liaison***

The Faculty Field Liaison is a faculty role designed to facilitate integration between the academic and field curriculum.

The responsibilities of the Faculty Field Liaison are to:

1. Provide consultation to Field Instructors about the MSW curriculum and the educational planning for assessment of student mastery of core competencies.
2. Arrange planned contacts during the semester with Field Instructors and students. At least one contact is face to face with the Field Instructor and student, to discuss students' progress and assess learning opportunities. Additional conferences are scheduled as needed.
3. Respond promptly to Field Instructors and students to problem-solve and implement changes in student field practice and field teaching when appropriate.
4. Provide feedback regarding progress in student learning and practice competence through discussion with the student and the Field Instructor.
5. Provide consultation to Field Instructors concerning student performance in the field practicum as needed.
6. Review and approve the student's Learning Plans, ensuring that learning activities and tasks provide the student opportunities to demonstrate core competencies and behaviors.
7. Review and approve the students' Midpoint Evaluations ensuring they are on track for successful demonstration of all CSWE competencies.
8. Review and approve the students' Final Evaluations ensuring that they successfully demonstrated competency in all nine areas.
9. Serve as instructor for the mandatory practicum seminar.
10. Record final grades for 555 and 651/652.
11. Assess the quality and effectiveness of field instruction in the practicum site.
12. Communicate with the MSW Field Coordinator, Field Administrator, and MSW 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 master's level is a collaborative endeavor between the MSW program and community agencies in the education of students for generalist and advanced 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 MSW program sets the following criteria, for agency participation:

### *Criteria*

- Agency's mission, values, programs and services align with the social work profession.
- Sites have a clear role in their community, provide services that enhance it, and are a collaborator by nature.
- Sites are able to meet the educational competencies of the social work field education program, provide learning experiences for the student to work with diverse populations and in all client systems (individual, families, groups, community and organization).
- The staff and physical space of the agency is able to support a student; meet the field instructor qualifications, the student does not supplant a staff member but instead enhances the work and there are the physical supports and resources available to the student.
- The agency has clearly defined personnel policies and practices that are nondiscriminatory and provides opportunities for professional growth of its workers.
- The field instructor and/or task instructor are supported in their work supervising students and they provide a detailed orientation for the students.

The following represent Indiana University School of Social Work site policies:

1. Agencies meet the criteria to be a practicum site.
2. Sites are encouraged to reimburse students for expenses incurred while providing services to clients. For example, mileage and travel reimbursement as appropriate.
3. A signed active Affiliation Agreement must be on file with the School of Social Work before a student can begin their practicum with an agency.
4. IUSSW does not offer simulations to supplement the field experience. All of a student's hours in field are within an assigned field site working with or on behalf of the site's client system.

### *Procedures for Site Selection*

MSW Field coordinators on all campuses draw from an approved pool of agencies to place students according to their interests and the requirements of practicum. The following process describes how the field program selects and approves agencies for this pool.

The initial step in selecting field settings is the field coordinators identify organizations in their communities or the communities that the students reside which may be prospective sites to host our students. Or organizations contact the field office directly as they are interested in hosting a MSW student and the appropriate Field Coordinator responds to this agency's interest.

The second step is for a field representative to communicate with an agency representative to ascertain the agency purpose/philosophy and goodness of fit with the IUSSW's MSW Program's mission, goals, and competencies. The explicit criteria that field agencies must meet are explained in the [MSW Field Manual \(p.](#)

[35](#)). These include a commitment by the site to professional practice, released time of staff member for field instruction, capacity to provide the range of learning experiences consistent with MSW 555 generalist practice and/or MSW 651/652 clinical and community practice across systems and the competencies, commitment to diversity and adherence to nondiscrimination standards and practices, adequate physical facilities to accommodate a student or students, and willingness to cover essential expenses incurred with a student in placement.

Also, during this step the field representative will schedule subsequent meetings to follow-up on individual aspects of the criteria to host a MSW 555 and/or 651/652 practicum student. The assessment of the potential practicum site is documented by the field representative in the Criteria Checklist for Selection of Field Practicum Settings. This form is uploaded into Sonia and the field representative indicates whether the site is approved or unapproved as a practicum site.

The responsibilities of field agencies are further articulated in the Agency Affiliation Agreement, which is signed by the agency administrator with legal responsibility for such agreements (CEO, Executive Director, or other designated individual with such authority), the IUSSW Director of Field Education, and the Deputy General Counsel of Indiana University. The IUSSW utilizes a standard Affiliation Agreement for each of its agencies ensuring that the School's criteria are satisfied to assure compliance with accreditation standards. In the cases where practicum sites request edits to the agreement, the Director of Field Education works in conjunction with the Office of the General Counsel to review, negotiate and approve edits, again ensuring that it is in compliance with the accreditation standards. A current Affiliation Agreement is in place before a student is able to begin their practicum at a site. The fully executed Affiliation Agreements are documented and stored at the Indiana University Office of the Vice President and General Counsel as well as with IUSSW in Sonia.

During the agency screening process, field coordinators will determine the goodness of fit of the agency with student learning needs and general field of practice interests (mental health, children, aging, etc.). These will be documented in the practicum sites profile in Sonia so that all field coordinators, agency personnel, students and liaisons have access to this information.

### ***Commitment by Site to Professional Practice***

- A site used for Field Education should maintain social welfare service as a recognized function of the site 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 site for education of students from the MSW 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 site should support the Field Instructor by adjusting the workload in order to supervise and teach students approve and prepare forms and reports for the MSW Program on students' progress, attend periodic field meetings, and confer, as needed, with the appropriate MSW Program faculty and staff.

### ***Nature of Field Assignments***

- The site should be able to provide a range of learning experiences consistent with the service functions of the site, the students' learning needs, and the demonstration of the CSWE core 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/or the organization).
- Practicum sites should include opportunities to integrate and consolidate learning from all areas of the curriculum and to develop relevant skills for master’s level practice. If a site is not able to provide full practice experiences, the student will be required to have these experiences in other ways with the assistance and direction of the Field Instructor.
- IUSSW does not offer simulations to supplement the field experience.

### ***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 were 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 agency clients. For example, mileage and travel reimbursement, as appropriate.

## **Field Instructor Information**

### ***Criteria for Selecting Agency-Based Field Instructors***

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

1. The individual appointed as Field Instructor must have an MSW from a CSWE-accredited social work program and a minimum of two years post-MSW social work experience.
2. The assigned agency-based Field Instructor is responsible for providing a social work practicum experience and for assisting the Task Instructor with field teaching when appropriate. The individual should have knowledge of and conviction about the School's mission and the MSW Program mission, goals and objectives, and a commitment to the education of graduate students and practice with at-risk populations.
3. The individual must be ready to assume a teaching role, which includes the ability to 1) link theory to practice, 2) develop and structure learning experiences which take into account individual student learning needs and patterns, 3) assist students in expanding their knowledge beyond the scope of the practicum setting, 4) aid students in the reflection processes of professional supervision, 5) provide feedback and suggestions to enhance students’ learning, and 6) evaluate and document their students’ performance.
4. The individual should have the ability to objectively handle disagreement and conflict that may arise between the site and the student(s).

5. The Field Instructor should be willing to devote sufficient time to carry out the responsibilities of field instruction and to work closely with the MSW Program. This includes weekly supervision with students, review, preparation, and approval of assessments and evaluations for the MSW Program on students' progress, and attendance at periodic MSW Program meetings with other Field Instructors and faculty.

### ***Responsibilities of the Field Instructor***

The responsibilities of the Field Instructor are to:

1. Provide a professional model of generalist social work practice within the site that is consistent with the NASW (2017) 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 site.
3. Provide guidance and assistance to students in completing the Learning Plan.
4. Orient students to site policies and procedures as they relate to work management including dress code, attendance, record keeping, intake and referral, transfer, and termination of clients.
5. Facilitate student understanding and adherence to responsible and ethical conduct at the practicum.
6. Actively assist the students in understanding site's general liability, risk management, health, and safety policies.
7. Provide educational supervision. It is expected that the Field Instructor 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 assignments 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 training with other Field Instructors organized by the MSW Program.
11. Confer periodically with the Faculty Field Liaison.
12. Assess students' progress in achieving competency by completion of evaluative methods provided by the MSW Program.

### ***Responsibilities of the External Field Instructor***

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

The responsibilities of the External Field Instructor are to:

1. Provide a professional model of social work practice that is consistent with the NASW (2017) Code of Ethics.
2. Confer regularly with the Task Instructor regarding the student's 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 site.
4. Provide guidance and assistance to students in completing the 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 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 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 periodic training with other Field Instructors organized by the MSW 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 MSW Program.

### ***Responsibilities of the Task Instructor***

The individual appointed as the Task Instructor may have a degree other than social work but has sufficient experience as a human services provider. To ensure the student's learning experiences are rooted in the social work perspective, a Field Instructor is assigned.

The responsibilities of the Task Instructor are to:

1. Facilitate a professional model of practice within the agency that is consistent with the NASW (2017) Code of Ethics.
2. Help the student understand and adhere to responsible and ethical conduct in the practicum.
3. Actively assist the students in understanding the site's general liability, risk management, health, and safety policies.
4. Orient students to the site 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 periodic training organized by the MSW 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, students are expected to:

1. Adhere to the standards and practices established by the MSW Program for the practicum course including adherence to the Code of Ethics (2017) 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 site.
4. Comply with the Patient Confidentiality and the Health Insurance Portability and Accountability Act (HIPAA). Students shall follow all policies and procedures of the site, 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 practicum activities. However, such students are not and shall not be considered to be employees of the Agency. In addition, 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 academic term(s). Be present at the site throughout the entire practicum. Schedule of hours at the site should maximize practicum-learning experiences. With permission from the Faculty Field Liaison in collaboration with the MSW 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, 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 site and field practicum expectations.
11. Discuss field placement concerns such as those related to the assigned Field Instructor and site with the Faculty Field Liaison or MSW Field Coordinator. Should the student be dissatisfied with the outcome, the student may discuss the situation further with the respective campus MSW Program Director.
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 to provide a copy of the results of the background check to the site.
17. Students will adhere to the NASW (2017) Code of Ethics and will work with agency personnel to ensure continuity of service during their traditional academic breaks.

## **Student Professional Expectations in Field Education**

### ***Social Work Practicum Code of Conduct***

Students are expected to adhere to the standards and ethics of the (2017) National Association of Social Workers Code of Ethics and the standards of the Council on Social Work Education. Prior to beginning practicum courses, students are expected to review the entire NASW (2017) Code of Ethics in preparation for

ethical practice and review/submit the IUSSW MSW Social Work Practicum Code of Conduct statement indicating their understanding of and commitment to adhering to the Code. **Ethical violations during practicum can result in discontinuation of practicum placement and/or failure of the course.** In addition, ethical violations can result in possible legal/civil actions apart from university consequences.

### ***Guidelines on Confidentiality***

When students begin their field placements or are involved in any other activities in which they have direct client contact, they must accept the responsibilities of a practicing professional. This 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 Privacy and Confidentiality (1.07, a-w).

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

*Adapted from Ursuline College, Ohio Social Work Department*

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### ***Dual Relationships***

IUSSW adheres to pertinent standards in the NASW Code of Ethics concerning dual relationships and conflicts of interest. In field instruction, dual relationships may occur when a Field Coordinator, 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.

According to the NASW Code of Ethics:

- **Standard 1.06(a)** Social Workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment.
- **Standard 1.06(c)** Social Workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the 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 student, including dual relationships that may arise while using social networking sites or other electronic media. Social Work educators and Field Instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries. (NASW Code of Ethics, 2017).

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 MSW Director.

***Service Continuity***

Students will adhere to the NASW (2017) Code of Ethics and will work with site personnel to ensure continuity of service during their traditional academic breaks.

## 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.

### Criteria for Placing Students in Field Education

#### ***Criteria- 555 Practicum I***

Students are eligible for placement in practicum settings when they have completed all prerequisites to be considered for placement.

#### **Prerequisites include:**

- Introduction to Social Work Profession
- Research I
- Diversity, Human Rights, and Social Justice
- Generalist Theory and Practice
- Social Policy Analysis and Practice
- Organizations, Communities and Society

Students must complete pre-placement documents and meetings with their assigned field coordinator.

Students must interview with the agency and be accepted to a practicum placement by the organization.

#### ***Criteria- 651/652 Practicum II/III Advanced Standing Students***

Students are eligible for placement in practicum settings when they have completed all prerequisites to be considered for placement.

#### **Prerequisites include:**

- BSW degree from CSWE accredited school of social work
- Executive Leadership Practice
- Assessment in Mental Health and Addictions
- Community and Global Theory and Practice
- Clinical Theory and Practice

Students must complete pre-placement documents and meetings with their assigned field coordinator.

Students must interview with the agency and be accepted to a practicum placement by the organization.

#### ***Criteria- 651/652 Practicum II/III Regular Standing Students***

Students are eligible for placement in practicum settings when they have completed all prerequisites to be considered for placement.

**Prerequisites** (555 Practicum I and the courses that are considered prerequisites as listed above for this practicum) **include:**

- Executive Leadership Practice
- Assessment in Mental Health and Addictions
- Community and Global Theory and Practice
- Clinical Theory and Practice

Students must complete pre-placement documents and meetings with their assigned field coordinator.

Students must interview with the agency and be accepted to a practicum placement by the organization.

## **Student Readiness for Field Education and Field Pre-Placement Policies**

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

### ***Field Placement Procedures***

MSW field coordinators on each campus/online program conduct information sessions for students who will be going into 555 practicum and 651/652 practicum respectively. These information sessions provide an overview of the practicum requirements and the field placement process. The field coordinator will also instruct the students to complete their pre-placement forms and upload their resume into Sonia. Once students submit their pre-placement required forms and resume, the coordinators meet with each student individually to begin discussion about different placement options. The attention given to students to find the optimal practicum opportunity is considered essential to successful placements.

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 site and MSW Field Coordinator, in the IUSSW Student and Site Placement Agreement form found in Sonia.

When the matching process is complete, students and field instructors are assigned to a faculty field liaison. The liaison has responsibility to oversee their students' learning in the practicum sites and conduct the integrative seminar classes thus maintaining regular contact with assigned students. Liaisons also visit, in-person or virtually, each practicum site for individualized meetings with students and field instructors. Field coordinators have the responsibility to assist field liaisons, field instructors and students in preventing and resolving field related difficulties.

### ***Student Coursework in Preparation in Field***

It is imperative that students are prepared for practice experience through course work before they are 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 with GPAs below 3.0 are not allowed to progress to 651/652 until the GPA is at 3.0, if there is no additional coursework required to graduate.

Students cannot enter a field practicum with more than one Incomplete ("I") grade in any social work course that is a prerequisite or co-requisite to the practicum course. Students must complete 555 before beginning placements in 651/652.

Students must have completed all foundation (generalist) and concentration level courses before beginning Practicum II/III – 651/652. Students enrolled in 651/652 must have enrolled or be currently enrolled in appropriate focus area classes.

### ***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:

- MSW Field Practicum Application
- IUSSW Background History Form
- IUSSW Student Code of Conduct Form
- IUSSW Student Practicum Contract
- Development and posting of 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 site and MSW Field Coordinator, in the IUSSW Student and Site Placement Agreement form found in Sonia.

### ***IUSSW Student Field Orientation***

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

### **Use of Employer as a Practicum Site**

A student's place of employment can be used as a practicum site at the MSW level. Determination of the appropriateness of the placement based on new learning experiences, opportunities to meet all course competencies, and all other field requisites is the responsibility of the MSW Field Coordinator. For the practicum to have substantial new learning opportunities it must reflect activities and experiences that are different from the student's present scope of work and the practicum and employment supervision must be provided by separate individuals to minimize conflict of interest and avoid dual relationships. In this placement site, the student must be able to advocate for policies that are relevant to the placement in order to enhance social well-being and be able to collaborate with site 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).

To pursue an employment-based placement, the steps in the process are as follows:

1. On the MSW 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.

### **Use of Previous Social Work Practicum Site as 651/652 Practicum Site**

Students are discouraged from using a previous Social Work practicum site as the practicum site for 651/652. If a student has particular needs that warrant an exception to the rule, the MSW Field Coordinator will make the determination of appropriateness. Determination of the appropriateness of the placement based on new learning experiences, opportunities to meet all course competencies, and the need for the repeated field site is the responsibility of the MSW Field Coordinator. For the practicum to have substantial new learning opportunities, it must reflect advanced activities and experiences that are different from the student's previous social work practicum activities, and the practicum supervision must be provided by different individuals to avoid dual relationships and provide additional learning experiences.

To pursue a 651/652 placement in the same site as a previous practicum, the steps in the process are as follows:

1. On the MSW 651/652 Field Practicum Application, the student indicates interest in completing a practicum placement at the same site as a previous practicum.
2. The student completes and submits a proposal outlining the need, advanced learning opportunities, and identification of different field instructor for the Field Coordinator's review.
3. The Field Coordinator reviews the proposal 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.

### **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/Site 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.

### **Study-Abroad Practicum**

IUSSW is committed to advancing social and economic justice, empowerment, and human well-being in a diverse world with a changing global landscape. Students may apply to do a practicum in an international setting. Since 1979, IUSSW has had affiliations with many social service organizations abroad for field education experiences. The IUSSW Study Abroad Practicum program is approved by the Indiana University Committee on International Programs and supported by the Office of International Affairs at IUPUI.

Study abroad practicum provides students the opportunity to expand cultural horizons and to learn and apply social work knowledge and skills in a host organization and country. There are fields of practice in developing countries, such as community and social development that are simply not available locally, providing

powerfully rich learning experiences for students.

In addition to several study-abroad elective courses in the curriculum, IUSSW provides students with opportunities to complete a Study Abroad Field Practicum for 555 Generalist Practicum I and/or 651 & 652 Practicum II & III. Consistent with the definition of international practicum by Panos, Pettys, Cox, and Jones-Hart (2004), IUSSW defines *study abroad practicum* as course-based student learning occurring in an international setting different from the student's primary or current residential location.

IUSSW has a Study Abroad Field Education Coordinator, who is responsible for developing and overseeing study abroad practicum for students from all IUSSW campuses and programs.

A study abroad practicum will enhance students' global awareness and cultural competency. Through a study abroad practicum experience, it is the intent of IUSSW that students experience personal and professional growth that will increase their knowledge of international relations and provide opportunities to explore different cultural contexts.

Please note that per IU policy, students may not study in programs under a [US Department of State Travel Advisory](#) with a Level 3 or 4.

### ***Student Eligibility Requirements***

Students must meet the following criteria to apply for a Study Abroad Field Practicum:

1. Be in good standing at IUSSW
  - Students who have current disciplinary actions such as academic probation, a student review meeting, or stronger may not participate.
2. Students must be making satisfactory academic progress toward their degree.
  - Minimum 3.00 cumulative GPA
3. Completion of a criminal background check.
4. Committee approval of Application for study abroad field practicum.

### ***Student Application Process***

1. The student is to carefully review the Student Eligibility Requirements to determine if they are eligible to apply for a study abroad practicum.
2. The student is to contact their campus field coordinator to communicate their eligibility and interest in applying for a study abroad practicum.
3. The student is to meet with their campus academic advisor to identify any scheduling considerations and to ensure that they are able to complete any concurrent course requirements with field practicum.
4. The student's campus field coordinator is to notify the IUSSW Study Abroad Field Coordinator of the student's interest and eligibility.
5. The IUSSW Study Abroad Field Coordinator is to contact the student and provide the options available to meet the curriculum requirements, including practicum site information, housing suggestions, costs to the student, study abroad scholarship opportunities, organizational interview requirements, language proficiency needed, and safety considerations.
6. Once the student determines they would like to move forward to apply for a specific site, which meets their curriculum objectives, the student is to complete in Sonia the Application for Study-Abroad Field Practicum, in addition to their Practicum Application.
7. Committee reviews application and eligibility materials for acceptance into a study abroad practicum



program.

8. The student is to complete IUSSW field placement processes.
9. The IUSSW Study Abroad Field Coordinator works with the student and the partnering organization to complete any organizational application processes and schedules an interview utilizing Skype or Zoom.
10. The partnering organization determines the acceptance of the student for the determined academic term.
11. The student completes the University Office of International Affairs Study Abroad requirements.

Please note, most of the study-abroad placements are competitive. There is no guarantee that a student will be offered a practicum by the partnering organizations.

### ***Scheduling Study Abroad Practicum***

Study abroad field placement occurs during the same semester(s), as it is available for enrollment on student's campus.

For consideration, in 651 and 652 Practicum II & III, a student may schedule practicum in either the spring semester, with a May graduation or summer semester following completion of all course work (choosing a May graduation "walk" option), with their degree being conferred in August or December of that academic year.

### ***Faculty Field Liaison and Practicum Seminar***

The IUSSW Faculty Field Liaison maintains contact with the student and field instructor during the study-abroad practicum through email, online meetings, and the practicum seminars which are available online for study abroad students. The Faculty Field Liaison reviews the student draft-learning plan, learning plan, midpoint evaluation, and final evaluation. The Faculty Field Liaison conducts site meetings either online or in person.

### ***Additional Requirements***

For students choosing Study-Abroad Practicum, there are two additional product requirements. These requirements include completing the *Study Abroad Field Placement Student Report* in Sonia and creating a Study Abroad Experience Presentation (online) for faculty and students about the student's study abroad field education experience (VoiceThread or Zoom utilized as web-based presentation platform). Students are provided instruction and technological support for creating the online presentation.

### ***Pre-Departure Orientation***

Several activities occur for pre-departure and on-site orientations. These include:

1. Review of requirements to enter the country, organizational requirements, and preparatory activities (i.e. immunizations, passport, VISA).
2. Review and completion of the materials needed by the IUPUI Office of International Affairs Study Abroad including, health insurance, and various other health and contact information forms. These items are maintained in the iAbroad online system.
3. Discussion of anticipated costs and a budget for the experience including housing, meal, and transportation expenses.
4. Discussion of safety concerns and tips for safe travel abroad; how student usually approaches new situations and how that pattern can be helpful or unhelpful in a study abroad situation; discussion of the student's goals, apprehensions and anticipation.

5. Discussion and communication between the study abroad field coordinator and the receiving field instructor in the social services agency (or university social work program) regarding arrangements, which have been made for the student's study abroad.
6. Field orientation is provided to the organization's field and task instructor, including training in the Sonia platform for the learning evaluation process (LEP) and timesheet entries.

### ***Organizational Orientation***

Once the student is on-site, the agency-based field or task instructor is responsible for arranging an appropriate orientation to the placement setting which includes the following:

1. Physical aspects of the agency; services provided, administrative and organizational policies and procedures including safety and risk management; and historical development of the organization.
2. Opportunities to meet staff in order to understand their professional roles and responsibilities within the organization.
3. Observations of client service within the organization; accompanying and/or "shadowing" professional staff.
4. Orientation to the role of the professional in the organization, including cultural and normative behavior in relation to dress, safety procedures, and professional relationships.
5. Orientation to values and ethical issues frequently encountered in professional practice in the organization.

### **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.

### **Indiana Licensed Clinical Addiction Counselor (LCAC) Field Requirements**

As a component of the MSW 651/652 Practicum or in addition to it, LCAC applicants must complete not less than one (1) supervised practicum, internship, or field experience in a counseling setting, which must include a minimum of seven hundred (700) clock hours with a minimum of two hundred eighty (280) face-to-face client contact hours of addiction counseling services and a minimum of one hundred five (105) hours of supervision from a LCAC who has at least five (5) years' experience as a qualified supervisor.

A "qualified supervisor" means an individual who is supervising within his or her scope of experience and training and holds an active license at the time of supervision as: (1) A clinical addiction counselor; (2) A clinical social worker; (3) A marriage and family therapist; (4) A physician with training in psychiatric medicine; (5) A psychologist; (6) A clinical nurse specialist in psychiatric or mental health nursing; or (7) Another state-regulated addiction counseling professional or, if the experience was gained in a state where no regulation exists, by an addictions or behavioral health professional of equivalent status; who has at least five (5) years of experience in providing addiction services.

Students who are interested in completing a 651/652 practicum that meets the above requirements of LCAC licensure should inform their Field Coordinator during the Field Pre-Placement Processes by documenting this interest on the MSW Field Practicum Application and communicating it during the pre-placement interview. All attempts will be made to identify an agency and Field Instructor who meet the above criteria; however, as with

any requested site, a placement is not guaranteed. Students follow all MSW Field Practicum Policies and Guidelines as documented in the MSW Field Manual and complete all Field Pre-Placement Processes and Placement Interviews the same as any other 651/652 Field Practicum.

While in the qualified LCAC practicum setting, students document in Sonia Timesheets their 700 practicum hours which include 280 face-to-face client contact hours of addiction counseling services and 105 hours of supervision from a LCAC.

To document the 700 practicum hours a student can utilize the drop down options in the timesheet tab of;

- Social Work Practice-Direct Practice Activities,
- Social Work Practice – Indirect Practice Activities, and
- Addictions Direct Practice.

To document the 280 face-to-face client contact hours of addiction counseling services, a student selects the Addictions Direct Practice option.

To document the 105 hours of supervision, a student selects:

- Field Supervision if the Field Instructor is a LCAC qualified supervisor.
- Addictions Supervision if someone other than the Field Instructor is providing the LCAC supervision. If the Field Instructor is not a LCAC qualified supervisor, the student will be required to have 1 hour per week of field supervision with their MSW Field Instructor in addition to the Addictions Supervision.

Note: It is the responsibility of the student to document the above for the purpose of LCAC licensure.

## **Student Academic Files**

An academic file is created and maintained for each social work student to facilitate the advising process. The MSW Learning Plan, Midpoint Evaluation, and Final Evaluation become part of the student's academic file.

## **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.

## **Criminal Offense Screening**

Many sites require a criminal check for all employees, volunteers, and practicum students working in the site. The student is responsible for the expenses of these checks. This background check is mandated for the protection of the clients in some sites 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 decide 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.

## **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 Student Handbook for additional information on Support Services for Students with Disabilities.

## Policy against Sexual Harassment

See Student Handbook for Policy Against Sexual Harassment.

## Supporting Student Safety

IUSSW wants to ensure that our students are safe while in their practicum setting. However, we understand that there are inherent risks associated with the profession of social work, including some degree of uncertainty and potential physical and/or psychological risk. Due to the nature of the profession, IUSSW has the following criteria in place to support student safety:

### **Criteria**

- All approved field sites should have a safety plan to guide students with safety-related policies and procedures.
- All students participate in training about safety issues through the School of Social Work field orientation and the training.
- The setting will conduct a detailed orientation with the student to familiarize them with the safety policies, practices, and procedures that could impact their personal safety, that of their clients, and others.

## Risk/Safety Policies

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

### **Policies**

It is the policy of the School to encourage attention to safety in field education. Students are required to follow the administrative policies, standards, and practices of their assigned agency. The following policies are related to the specifics of student safety:

IUSSW provides social work professional liability insurance coverage to all qualified students registered in a practicum course. See the section of Professional Liability Insurance that begins on [Page 52](#), for more detailed information.

Agencies are required to provide or obtain emergency medical treatment for students if needed for illness or injuries suffered during clinical experience. Such treatment shall be at the expense of the student treated.

IUSSW adheres to Indiana University's policy against sexual misconduct. This policy states that discrimination on the basis of sex or gender is prohibited in all educational programs and activities, and governs the university's response to discrimination and sexual misconduct. Sexual misconduct is not tolerated in any on- or off-campus context. More information can be found under University Policies, by reading the [Indiana University Policies](#).

### **Procedures**

IUSSW Field Coordinators include safety as one of the primary topics of the Field and Task Instructor orientation in order to reinforce their need to discuss with their assigned student(s) the agencies policies and procedures related to safety. Students are also informed to discuss field placement concerns such as those related to the assigned Field Instructor and field agency with the Faculty Field Liaison or MSW Field Coordinator. Should the student be dissatisfied with the outcome, the student may discuss the situation further with the respective campus/ online program MSW Program Director. If a student needs additional support during the practicum, the Faculty Field Liaison, Field Coordinator and/or Advisor will refer the student to the appropriate campus

resources (i.e. Counseling and Psychological Services (CAPS)).

IUSSW Field Coordinators provide training and resources to students to help ensure their safety while in field practicum sites. They include safety as one of the primary topics of the student orientation as well as the Field Instructor and Task Instructor orientation. Safety is also further explained below. This information points out some of the potential risks associated with the practicum and suggests precautions for students to take, which include measures about professional use of self, client office and home visits, and transporting clients.

### ***Professional Self***

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

### ***Client Office Visit***

Before seeing clients in an office setting it is important to be informed of site 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, 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 site, the site should ensure that policies and practices are in place to protect both the social work student and the client(s).

### ***Home Visits***

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

Other safety guidelines include:

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

### ***Institutional Settings***

Some field 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 have the Field Instructor or another staff person present when providing services to such clients.

### ***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.

### ***Active Shooter-Aggressor***

An important aspect of safety is being prepared for any instance that may occur. Following IU's Emergencies, Continuity and Planning – Emergency Procedures, IUSSW reinforces the Run-Hide-Fight course of action if confronted with an active shooter or aggressor. The Run-Hide-Fight training can be found on the Protect IU website <https://protect.iu.edu/emergency-planning/procedures/active-shooter.html> Students are encouraged to review the training video and resources provided on this website prior to entering their field placement. Students are also encouraged to share this information with their Field Instructor and Task Instructor and have a discussion regarding the practicum site's safety policies and procedures.

### **Professional Liability Insurance**

IUSSW provides for its students liability coverage that meets the minimum expected standards set forth by the profession. Copies of the certificate of liability can be given upon request. In some situations, students may be required to carry additional professional liability insurance, by their field practicum site. This request would mean that the students would be covered through inclusion in the School's blanket Professional Liability policy and their 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 the Field**

The internet has created the ability for students and social workers to communicate and share information quickly and to reach millions of people easily. Participating in social networking 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 also create new challenges as well as opportunities in the social worker's professional development. It can also create challenges for the social worker-client relationship.

Students should weigh a number of considerations when maintaining a presence online:

1. Students should be cognizant of standards of client privacy and confidentiality that must be maintained in all environments and must refrain from posting identifiable client information online.
2. When using the internet for social networking, students should use privacy settings to safeguard

personal information and content to the extent possible, but should realize that privacy settings are not absolute and that once on the internet, content is likely there permanently. Thus, students should routinely monitor their Internet presence to ensure that the personal and professional information on their sites, and to the extent possible, content posted about them by others, is accurate and appropriate.

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

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

Before communicating online, students are cautioned to carefully think through their postings, by reflecting on how it represents them, their field 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 require this vaccination or a vaccine refusal statement. The vaccination involves a series of three injections over a six month period of time. The second injection is given one month following the first, with the third coming five months later. Given the time requirements for this protection, it is important that you begin immunizations at a time that will provide protection at the start of your practicum. This series of immunizations can be administered by the University Health Center or by the physician of the student’s choice (please contact the University Health Center or physician to determine the cost of this vaccine, and 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: [IU Human Subjects Research](#).

### ***Alcohol and Drugs Policies***

For information on the University’s Policies and Procedures regarding Alcohol and Drugs; use of, possession, manufacture, distribution and dispensation while in the program, please see the University and Campus Policies <https://protect.iu.edu/police-safety/safety-prevention/alcohol-drugs/policies.html>.



## Chapter 4: Student Performance Policies and Guidelines

### Evaluation of Student Performance

The evaluation process begins as practicum goals and expectations are mutually discussed by the student and the Field Instructor in the initial field instruction supervision session at the beginning of the placement. 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 following Criteria, Policies and Procedures support this belief:

#### **Criteria**

1. All field instructors, liaisons, and students participate in developing, reviewing, and approving students' Learning Evaluation Plans at the beginning of students' practicums.
2. All field instructor and students participate in evaluating student learning during the midpoint and final evaluation processes.
3. All field liaisons review student evaluations and assign final grades.
4. Across all program options, data are collected and analyzed about student learning in field for program monitoring purposes.

#### **Policies for 555 Practicum I**

1. The Faculty Field Liaison is the Instructor of record for the practicum which includes facilitating seminars, approving learning plans, and verifying agency hours.
2. The Faculty Field Liaison records the final grades for 555 Practicum I. At the final evaluation point and in order to receive a satisfactory score for the 555 practicum learning, students must have (1) completed all the Learning Plan behaviors by the end of the field experience, (2) met all required assignments and practicum hours in the field placement, and (3) achieved an average score of "5" (out of 7) on each of the behaviors outlined on the Learning Plan and Final Evaluation.
3. The Learning Evaluation Process (LEP) is made up of the draft learning plan, learning plan, midpoint evaluation, and final evaluation of which all are documented in Sonia.

#### **Policies for 651 Practicum I and 652 Practicum II**

1. The Faculty Field Liaison is the Instructor of record for the practicum which includes facilitating seminars, approving learning plans, and verifying agency hours.
2. The Faculty Field Liaison records the final grades for 651 Practicum II and 652 Practicum III.
3. At the midpoint evaluation, in order to receive a 'S' for 651 Practicum II, students must have (1) completed some of the Learning Plan behaviors by the midpoint of the field experience, (2) met the required assignments and half of the practicum hours in the field placement, and (3) achieved a score of "3-5" range (out of 7) on each of the measured behaviors outlined on the Learning Plan and Midpoint Evaluation. 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 652 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 652.

4. At the final evaluation point and in order to receive a 'S' for 652 Practicum III, students must have (1) completed all of the Learning Plan behaviors by the end of the field experience, (2) met the required assignments and all of the practicum hours in the field placement, and, (3) achieved an average score of "5" (out of 7) on each of the behaviors outlined on the Learning Plan and Final Evaluation.
5. The Learning Evaluation Process (LEP) is made up of the draft learning plan, 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 555 students are expected to have assignments that involve application of the strengths perspective and person-in-environment. In 651/652, students are, expected to implement advanced theories and practice perspectives. Field Instructors formulate work tasks and learning activities relevant to the generalist practice or the specialty area of 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 preassigned 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) reviews the student's proposed activities and provides 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 Comments and Faculty Field Liaison's Comments boxes. 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 the 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) reviews the document and if approves, 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 submits. The student informs the Field Instructor (and Task Instructor, if applicable) that the changes were made. The Field Instructor (and Task Instructor, if applicable) reviews the document and if satisfied, submits 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 submits. The student informs the Field Instructor (and Task Instructor, if applicable) and the Faculty Field Liaison by email that the changes have been made. 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 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 Evaluation Process***

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

The midpoint evaluation process represents a formative evaluation that occurs midway through the placement.

As 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, additions to Planned Agency Activity section). This must occur prior to providing the Midpoint evaluation form to the Field Instructor.
2. The student completes the documentation of competency development (How I demonstrated the Behavior section) and the self-assessment using the scoring rubric found in the evaluation scoring section, which evaluates the student's demonstration of skill in relation to the core competencies. The student then submits the Midpoint Evaluation form.

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 "how I demonstrated" Behavior sections, the self-assessment score, and narrative comments and completes their own separate evaluation of student performance.
4. The Field Instructor (and Task Instructor, if applicable) 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, additions to Planned Agency Activity 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 documentation of competency development (How I demonstrated the Behavior section) and the self-assessment using the scoring rubric found in the evaluation scoring section, which evaluates the student's demonstration of skill in relation to the core competencies. The student then submits the Final Evaluation form.
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, reviews the student's How I demonstrated Behavior sections, the student's self-assessment scores and narrative comments and completes their evaluation.
4. The Field Instructor (and Task Instructor, if applicable) 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.

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

## Field Practicum Grade

### *555 Practicum I*

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

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

At the end of the academic semester and practicum course, all hours, learning plan, midpoint evaluation, final evaluation and site visit forms must be completed in Sonia by the student, agency instructor(s), and faculty Field Liaison in order for a student to receive a final grade. If any of these items are outstanding a Deferred Grade (R) will be entered for the grading period at the end of the semester. The faculty Field Liaison will complete a Performance Improvement Plan Form with the student and Field Instructor to ensure that all parties are aware of the outstanding items and what is needed in order for the grade to be changed. Once all of these items are complete the faculty Field Liaison will submit a grade change request.

The grade R (Deferred Grade) used on the final grade report indicates that the student has not completed all of the course requirements for practicum course and needs to extend their work beyond the end of the enrolled academic term. The grade R is appropriate only so long as there is work in progress. Unlike the grade of Incomplete, the grade of R is not subject to an automatic change to F after one year if the work is not yet completed.

Requests for extension would lead to a deferred grade. Examples of a request for extension may include but are not limited to:

- Minimum number of weekly hours worked i.e. total hours required not completed at end of academic term
- Family emergency
- Bereavement leave
- Natural disaster
- Medical issue

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

### *651 Practicum II and 652 Practicum III*

In 651/652, Practicum II/III, students receive a Satisfactory (S) Fail (F) for field performance. Students must obtain an average of 5 on the behaviors found in the 651/652 Midpoint Evaluation and Final Evaluation in order to pass the course.

The final grade for 651/652 Social Work Practicum II/III, a satisfactory (S) or fail (F) rating, is based on the level of achievement with demonstration of the social work behaviors (for specifics on the calculation of the final grade, please refer to the course syllabus). The satisfactory (S) or fail (F) rating for Practicum II/III is assigned by the Faculty Field Liaison in consultation with the Field Instructor.

At the end of the first academic semester and practicum course, the agreed upon hours as documented in the Anticipated Practicum Hours form, learning plan, midpoint evaluation, and site visit forms must be completed in Sonia by the student, agency instructor(s), and faculty Field Liaison in order for a student to receive a grade. If

any of these items are outstanding a Deferred Grade (R) will be entered for the grading period at the end of the semester. The faculty Field Liaison will complete a Performance Improvement Plan Form with the student and Field Instructor to ensure that all parties are aware of the outstanding items and what is needed in order for the grade to be changed. Once all of these items are complete the faculty Field Liaison will submit a grade change request.

At the end of the second academic semester and practicum course, all hours, final evaluation and site visit forms must be complete in Sonia by the student, agency instructor(s), and faculty Field Liaison in order for a student to receive a final grade. If any of these items are outstanding a deferred grade (R) will be entered during the grading period at the end of the semester. The faculty Field Liaison will complete a Performance Improvement Plan Form with the student and Field Instructor to ensure that all parties are aware of the outstanding items and what is needed in order for the grade to be changed. Once all of these components are complete the faculty Field Liaison will submit a grade change request.

The grade R (Deferred Grade) used on the final grade report indicates that the student has not completed all of the course requirements for practicum course and needs to extend their work beyond the end of the enrolled academic term. The grade R is appropriate only so long as there is work in progress. Unlike the grade of Incomplete, the grade of R is not subject to an automatic change to F after one year if the work is not yet completed.

Requests for extension would lead to a deferred grade. Examples of a request for extension may include but are not limited to:

- Minimum number of weekly hours worked i.e. total hours required not completed at end of academic term
- Family emergency
- Bereavement leave
- Natural disaster
- Medical issue

### ***Evaluation Scoring***

#### ***555 Practicum I***

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

### 651 Practicum II and 652 Practicum III

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

### Student Performance Problems

In practicum courses, the professional responsibilities to clients, agency, and the community demonstrated through the CSWE social work core competencies are of primary importance in assessing student's performance. Professional, educational, and ethical responsibilities are involved when students work with clients and assume professional responsibilities (see 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, behavioral, 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 issues, 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 his/her challenges if those accommodations do not compromise the client's well-being and site policies, (c) uphold the "gate-keeper" role of the MSW Program, university, and professional community and d) ensure the student is provided information on corrective and support services available. The Faculty Field Liaison, Field Instructor, Task Instructor, Field Coordinator, academic advisor, and MSW Program Director may be involved in the discussion of the student's field and classroom performance. Some guidelines follow:

1. When a student performs poorly in placement, the treatment and service needs of clients become the higher priority. The Field Instructor, Task Instructor, and Faculty Field Liaison should act to protect the needs of the client and ensure appropriate service provision.
2. Early recognition of serious performance concerns and prompt feedback to the student is essential to the learning process. There are program resources in the university and community to give the student support to deal with personal challenges that affect his/her education. Career and psychological counseling, additional assignments or volunteer experience, reconsideration of career

goals, etc. are possible recommendations to assist the student demonstrating behaviors in the practicum, which are not acceptable. The following resources are available at the respective campuses and should be utilized if applicable to the performance problem.

**Campus Office Phone Numbers:**

- IUFW Community Counseling Center - 260-481-5405
  - IUB Counseling and Psychological Services - 812- 855-5711
  - IUE Student Counseling Services - 765-973-8216
  - IUN Counseling Services - 219-981-6741
  - IUS Personal Counseling Services – 812-941-2244
  - IUPUI Counseling and Psychological Services - 317-274-2548
  - IUSB Student Counseling Center - 574-520-4125
3. 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, the student may voluntarily share personal information to explain his/her 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 MSW Field Coordinator.
  4. Faculty Field Liaison and Field Instructor need not, and should not, be therapists to the student. Field Education does not permit automatic access to student's private lives or personal problems.
  5. In some instances, the student may need to be relieved of his/her practicum and client responsibilities based on the collective judgment of the Faculty Field Liaison and Field Instructor. In this case, the practicum will be terminated.

If a student presents or demonstrates behaviors or conduct, which is disruptive, inappropriate, unprofessional, or is not conducive to social work field practice, the practicum will be terminated according to Field Practicum Termination section. The Faculty Field Liaison and 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 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 and Possible Resolutions**

Many students find their field placement to be 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 MSW 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 skill development. Avoiding negative feedback and offering objective and balanced strengths-based constructive feedback is always helpful.

***New learning experiences and being open to learning:***

Many of our students come to the program with life and employment experiences in working with people, which makes them confident of their own ability or feel that their previous experience exempts them from learning in practicum, but students need to be open to new learning experiences. 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 site. 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, Field Instructors may ask students to take notes or use student journals or supervision records to organize assignments and expectations. A regular discussion with the student in supervision is a valuable means of ensuring they learn these practice skills.

***Balancing the student workload in the agency to avoid the too much or too little concern:***

Because of variations in client population 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).

***Working with more than one “instructor”:***

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 instruction/supervision every week:***

Each MSW student must receive an hour of supervision by their Field Instructor weekly. Because of the variations that exist with each practicum site, the inherent schedule conflicts, and community demands; there may be times when the schedule of field supervision is altered. However, every effort must be made by the student to request a specific time for field 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, and acclimation to the placement site, 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.

**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 calendartimelines.
- Student has committed or has been alleged to commit an ethical violation.
- Student has not complied with requirements of the IUSSW Performance Improvement Plan for improvement and successful demonstration of (CSWE) social work core competencies.

**When an instance occurs:**

- The Field Instructor immediately notifies the Faculty Field Liaison or MSW Field Coordinator of student performance concerns.
- 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.

- If it is determined that the student must be removed from the site, the Field Instructor terminates the placement and writes a termination report.
- 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.
  - 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 MSW Student Handbook.

### ***Withdrawal***

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

### **Student Performance Review Process**

Please refer to the MSW Student Handbook.

### **Evaluating Field Setting Effectiveness**

IUSSW values our partnerships with community agencies and views our relationships as a collaborative endeavor to provide MSW students with a quality generalist and/or advanced social work learning experiences. In order to ensure that the partnership is one that does provide the appropriate learning, IUSSW has developed criteria, policies and procedures as follows:

#### ***Criteria***

As outlined in the MSW Field Manual (pg. 35) the criteria for agency participation includes:

1. The field site commits to professional practice
2. The field site commits to provide release time of staff member for Field Instruction
3. The nature of the field assignments are consistent with service functions of the agency and the student's learning needs to demonstrate CSWE competencies
4. Agencies assure they do not discriminate against any individual, they have physical facilities that accommodate student's learning needs, and they reimburse students for their personal expenses.

#### ***Policies***

IUSSW ensures that agencies are adhering to the criteria as outlined above through the completion of the Affiliation Agreement between the School of Social Work/Indiana University and the practicum site. The Affiliation Agreement explicitly states that the agency is responsible to:

1. Maintain a sufficient level of staff support to provide supervision of students and to carry out normal service functions without having students perform in lieu of staff.

2. Provide students a patient (or client) caseload that is appropriate to his/her needs and level of experience and proficiency and that is of sufficient size and variety to ensure the best educational experience possible.
3. Retain complete responsibility for patient (or client) care, providing adequate supervision of students at all times.
4. Maintain a sufficient level of staff employees to carry out regular duties. Students will neither be expected nor permitted to perform services in lieu of staff employees.

***Procedures***

One of the key responsibilities of the liaison in the MSW Program is to assess the quality and effectiveness of field instruction in the practicum site. Faculty field liaisons conduct at minimum one site visit per semester for each student in their course. The liaisons complete a Site Visit Feedback form in Sonia after each of these visits incorporating the feedback from the field instructor and student regarding the placement and whether there are any concerns related to it and to ensure that agency is meeting the criteria and policies of supporting the MSW students. If there are concerns, then the field coordinator is made aware to assist in addressing them. Field Liaisons and Field Coordinators document any areas of concern or changes within the organization in Sonia.

The student also has the responsibility to discuss field placement concerns such as those related to the assigned Field Instructor and field agency with the Faculty Field Liaison or MSW Field Coordinator. At the end of each semester, students and liaisons complete a written evaluation to assess the learning experiences and satisfaction with the field setting through course evaluations. IUSSW also conducts an annual Field Evaluation Survey which asks students, field instructors, task instructors and liaisons for their insights on how the practicum went during the past academic year and to provide information on areas to focus on and strengthen.

## References

- Council on Social Work Education (2015). Educational policy and accreditation standards. Alexandria, VA: Author.
- National Association of Social Workers (2017). Code of Ethics for Social Workers. Washington, D.C.: Author.
- Panos, P., Pettys, G., Cox, S.E., & Jones-Hart, E. (2004). Research notes: Survey of international field education placements of accredited social work education programs. *Journal of Social Work Education*, 40(3), 467-478.