



SCHOOL OF SOCIAL WORK

INDIANA UNIVERSITY

MASTER OF SOCIAL WORK PRACTICUM I-651 AND PRACTICUM II-652

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

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

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SCHOOL OF SOCIAL WORK

INDIANA UNIVERSITY

Greetings from the Dean's Office!

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

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

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

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

Michael Patchner, Ph.D.

Dean

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

Cathy King Pike, Ph.D.

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Chapter 1: MSW Curriculum

Indiana University Mission Statement

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

Indiana University School of Social Work Vision and Mission

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

MSW Program Vision and Mission

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

The Master of Social Work program goals are to:

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

MSW Educational Outcomes

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

The nine core competencies are:

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

Behaviors

The MSW 651/652 course prepares students for social work practice in their specialized areas of:

- Children, Youth, and Families
- Community and Organizational Leadership
- Health
- Mental Health and Addictions
- Schools
- Special Populations

The course assists 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 651/652 practicum placement as well as through various assessment methods.

Children, Youth, and Families:

Competency 1: Demonstrate Ethical and Professional Behavior in Practice with Children, Youth, and Families

Behavior(s)

- Establish and maintain professional roles and boundaries with multiple constituencies in children, youth and families practice (e.g. using discretion in speaking with clients and professional colleagues, appropriate self-disclosure, dual relationships, as well as writing, speaking and dressing in a professional manner).
- Integrate constructive feedback to enhance practice with children, youth, families, groups, organizations, communities and professional colleagues.
- Demonstrate communication skills and strategies in practicing with children, youth, families, groups, organizations and/or communities.
- Critically analyze practice situations and apply the NASW Code of Ethics, relevant laws/regulations, and models for ethical decision-making to address ethical dilemmas with children, youth and families' needs for promoting child safety, permanency and well-being.

Competency 2: Engage Diversity and Difference in Practice with Children, Youth, and Families

Behavior(s)

- Intervene collaboratively with oppressed populations and/or diverse groups in a culturally sensitive and strengths-based manner.
- Negotiate, mediate and/or advocate for children, youth, families, groups, organizations and communities to address oppression and discrimination at the individual and system levels.
- Identify personal biases and values while working with diverse clients and constituents and apply self-regulation methods.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice in Practice with Children, Youth, and Families

Behavior(s)

- Analyze the social structures, values and patterns of privilege and power that create disproportionality in systems that serve children, youth and families and incorporate this knowledge in practice.
- Assess the community context to determine how current service delivery systems are meeting the needs of children, youth and families and identify any gaps in services. Recommend interventions to address the unmet needs.

Competency 4: Engage in Practice – informed Research and Research-informed Practice when working with Children, Youth, and Families

Behavior(s)

- Integrate multiple sources of research-informed intervention strategies in work with children, youth, and families.

Competency 5: Engage in Policy Practice when working with Children, Youth, and Families

Behavior(s)

- Analyze and advocate for legislation and policies that advance social, economic, and environmental well-being of children, youth, families, organizations and communities.
- Collaborate with stakeholders to promote the development and/or evaluation of policies that advance best practice in service delivery with children, youth, and families, organizations and communities.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities when working with Children, Youth, and Families

Behavior(s)

- Apply social work perspectives, theories, and models to guide engagement with children, youth, families, groups, organizations, and communities.
- Establish meaningful, culturally sensitive and relevant professional relationships with children, youth, families, groups, organizations, and communities.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities when working with Children, Youth, and Families

Behavior(s)

- Apply social work perspectives, theories, and models to guide assessments with children, youth, families, groups, organizations, and communities.
- Assess clients’ strengths, protective and risk factors, and needs.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities when working with Children, Youth, and Families

Behavior(s)

- Apply social work perspectives, theories, and models to guide interventions with children, youth, families, groups, organizations, and communities.
- Collaboratively develop goals/objectives with children, youth, families, groups, organizations, or communities.
- Select and implement empirically-based intervention strategies for children, youth, families, groups, organizations, and communities.
- Facilitate transitions and endings in working with children, youth, families, groups, organizations, and communities.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities when working with Children, Youth, and Families

Behavior(s)

- Apply social work perspectives, theories, and models to guide evaluation of practice with children, youth, families, groups, organizations, and communities.
- Conduct practice evaluation on interventions with children, youth, families, groups, organizations, and/or communities, disseminate results, and apply findings to improve practice.

Community and Organizational Leadership:

Competency 1: Demonstrate Ethical and Professional Behavior in Community and Organizational Leadership Practice

Behavior(s)

- Identify and demonstrate social work knowledge and skills through participation in leadership capacity within the organization.
- Establish and maintain professional roles and boundaries within the organization and community (e.g. effective communication with clients, stakeholders, and professional colleagues, appropriate self-disclosure, dual relationships, as well as writing, speaking and dressing in a professional manner).
- Integrate constructive feedback to enhance leadership practice skills (e.g. arriving prepared for supervision and discerning when to seek consultation).
- Demonstrate professional reasoning to address ethical issues or dilemmas involving the agency (clients, personnel, fiscal, etc.) and colleagues by critically analyzing situations and applying ethical theories and the NASW Code of Ethics.

Competency 2: Engage Diversity and Difference in Community and Organizational Leadership Practice

Behavior(s)

- Promote diversity and difference from a strengths perspective, with emphasis on inclusion in functions and decisions within organizations and communities. (e.g., gender, race, class, ability, sexual orientation, color, religion, immigration status, mental ability, pregnancy, national origin, age, gender identity, socio-economic status, etc.).
- Examine how issues concerning diversity and difference shape the management and delivery of human services.
- Engage with diverse clients and constituencies to enhance effective service delivery.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice in Community and Organizational Leadership Practice

Behavior(s)

- Apply understanding of the forms of oppression and discrimination in the agency's organizational culture and service delivery to influence leadership practice.
- Analyze organization policies and procedures (fiscal, personnel, governance) that create barriers for employees and consumers to provide and receive fair and equitable treatment.
- Integrate the voice of all stakeholders, in particular consumers of service, in decision making for organizational policies and practices.

Competency 4: Engage in Practice-informed Research and Research-informed Practice in Community and Organizational Leadership Roles

Behavior(s)

- Identify, analyze, evaluate, and integrate multiple sources of research -informed **assessment and planning** strategies for organizational and community practice.
- Identify, analyze, evaluate, and integrate multiple sources of research -informed **intervention and evaluation** strategies for organizational and community practice.
- Use and translate research evidence to inform and improve policies and services for the organization.

Competency 5: Engage in Policy Practice in Community and Organizational Leadership Roles

Behavior(s)

- Engage in the process of analyzing, formulating, and responding to policy development.
- Advocate for social policy that impacts well-being, service delivery and access to agency services and programs.
- Analyze, formulate a response and advocate for policies that advance human rights and social, economic and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities in Community and Organizational Leadership Roles

Behavior(s)

- Synthesize and apply theories of human and organizational behavior in the environment to engagement with groups, organizations and communities.
- Analyze and foster collaborative processes that are inclusive of diverse individuals, committees, groups, organizations and communities.
- Engage in interprofessional collaboration and relationship building.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities in Community and Organizational Leadership Roles

Behavior(s)

- Synthesize and apply theories of human and organizational behavior in the environment to assessment with groups, organizations and communities.
- Analyze the historical and multifaceted relationships between the agency, organization(s), and community to determine how current service delivery systems are meeting the needs of stakeholders.
- Conduct organizational and community needs assessments using appropriate multidimensional measurement instruments and sources for data (individuals, families, groups, organizations, communities) to facilitate the delivery of effective, mission-driven, consumer centered services.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities in Community and Organizational Leadership Roles

Behavior(s)

- Synthesize and apply theories of human and organizational behavior in the environment to interventions with groups, organizations and communities.
- Develop plans for service delivery sustainability and effectiveness in the context of social, political, economic, technological and environmental factors.
- Develop programs, projects, or activities which include personnel, marketing, and budgeting plans to advance agency or organizational mission.
- Develop a budget to advance program, agency, or organizational mission, projects and activities.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities in Community and Organizational Leadership Roles

Behavior(s)

- Synthesize and apply theories of human and organizational behavior in the environment to evaluate with groups, organizations and communities.
- Use evaluation tools to inform the strategic plan or other agency/program planning processes.
- Implement appropriate evaluations to measure effectiveness and efficiency within the organization.
- Engage in internal and external evaluation methods, share the results with the appropriate stakeholders, and recommend opportunities for positive change.

Health:

Competency 1: Demonstrate Ethical and Professional Behavior in Health Practice

Behavior(s)

- Analyze and attend to professional boundaries and personal values in health care.
- Apply strategies of ethical reasoning to address ethical dilemmas occurring among patients, families, health care settings, and systems.
- Apply effective oral and written communication skills with and on the behalf of health care consumers.
- Engage in ongoing personal reflection and professional development.

Competency 2: Engage Diversity and Difference in Health Practice

Behavior(s)

- Integrate family-centered, community-based, coordinated and culturally sensitive care in the engagement, assessment, intervention, and evaluation process.
- Recognize and reduce bias that leads to institutional oppression and discrimination in health care.

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

Behavior(s)

- Identify and analyze barriers to access to care.
- Identify and analyze health disparities and advocate on behalf of patients and families.
- Advance economic justice by recognizing the violence of poverty and its effects on health outcomes.

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

Behavior(s)

- Analyze trends in service delivery and practices to promote improved service quality to patients and families in the health care system.
- Apply relevant research to health care practice.

Competency 5: Engage in Policy Practice in Health Settings

Behavior(s)

- Analyze, formulate and promote policies that advance social well-being of patients and their families in the health care system.
- Engage in interprofessional collaboration when advocating for policies that empower patients from under-served populations.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities when working in Health Settings

Behavior(s)

- Integrate client-centered theories and the Strengths Perspective to guide the engagement process.
- Synthesize knowledge from the culture of the patients and families, groups, organizations, communities and the health care setting to promote engagement.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities when working in Health Settings

Behavior(s)

- Integrate client-centered theories and the Strengths Perspective to guide the assessment process.
- Utilize, adapt, and/or modify assessments that support evidence-based, best practices with patients and families, groups, organizations and communities in the field of health care.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities when working in Health Settings

Behavior(s)

- Integrate client-centered theories and the Strengths Perspective to guide the intervention process.
- Create appropriate intervention plans with the patients and families, groups, organizations and communities for positive health outcomes.
- Utilize evidence-based interventions and best-practice strategies with patients and families, groups, organizations and communities in the field of health care.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities when working in Health Settings

Behavior(s)

- Integrate client-centered theories and the Strengths Perspective to guide the evaluation process.
- Implement methods to evaluate the outcomes of patients and families, groups, organizations and communities in health care settings.

Mental Health and Addictions:

Competency 1: Demonstrate Ethical and Professional Behavior in Mental Health and Addictions Practice

Behavior(s)

- Analyze professional behavior through personal reflection and self-correction and engage in supervision and continued professional development.
- Demonstrate professional demeanor in oral and written communication that reflects awareness of and respect for those who struggle with mental health and addictions.
- Employ current models of ethical decision making to inform practice.

Competency 2: Engage Diversity and Difference in Mental Health and Addictions Practice

Behavior(s)

- Examine and assess the impact of systemic influences (e.g. generational poverty) on mental health and addictions challenges with client systems.
- Recognize and reduce bias that leads to disproportionate representation within specific populations (e.g., racial and cultural minority groups, social class groups, etc.) and ensuing impact on practice, policy, organizational culture and program development.
- Recognize and manage personal biases and values with diverse client systems.
- Advance professional development of cultural competence to inform engagement, assessment, intervention and evaluation processes.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice in Mental Health and Addictions Practice

Behavior(s)

- Analyze practices that promote or hinder social, economic, and environmental justice.
- Identify barriers of access to appropriate care and advocate for human rights.
- Advocate with and on behalf of clients/client systems to reduce risk factors known to foster or exacerbate addiction based behavior or other mental health issues.

Competency 4: Engage in Practice-informed Research and Research-informed Practice in Mental Health and Addictions Settings

Behavior(s)

- Formulate a problem statement that emerges within the practice setting which can be further investigated/researched.
- Use and translate research evidence to inform and improve mental health and addictions service delivery.

Competency 5: Engage in Policy Practice in Mental Health and Addictions Settings

Behavior(s)

- Analyze current agency policy(ies) and articulate well-reasoned recommendations to improve service provision/delivery.
- Analyze, formulate responses to, and advocate for public policies that advance human rights and social, economic and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities in Mental Health and Addictions Settings

Behavior(s)

- Integrate theoretical frameworks to inform and guide engagement processes.
- Preview pertinent information and prepare for meeting with client systems.
- Utilize empathy as well as supportive confrontation in interview and engagement processes.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities in Mental Health and Addictions Settings

Behavior(s)

- Integrate theoretical frameworks to inform and guide assessment processes.
- Identify and assess social, economic and environmental risk factors that affect individuals and families who struggle with mental health and addictions.
- Utilize advanced assessment skills in identifying familial, social, organizational, and community dynamics as they intersect with mental health and addictions.
- Develop contracts (treatment plans) utilizing a client-centered, strengths informed, DSM-V assessment that accurately reflect the concerns and goals of the client/client system.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities in Mental Health and Addictions Settings

Behavior(s)

- Integrate theoretical frameworks to inform and guide intervention processes.
- Implement evidence based interventions.
- Facilitate transitions and terminations through the use of culturally sensitive best practices and clinical supervision.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities in Mental Health and Addictions Settings

Behavior(s)

- Integrate theoretical frameworks to inform and guide evaluation processes.
- Engage in ongoing evaluation of the progress and efficacy of interventions with client systems.
- Evaluate outcomes and utilize findings to improve practice.

Schools:

Competency 1: Demonstrate Ethical and Professional Behavior in School Social Work Practice

Behavior(s)

- Use self-assessment to identify areas for professional growth as a school social worker and professional educator.
- Demonstrate professional demeanor in behavior, appearance, and communication in a manner that reflects the school’s distinct organizational culture.
- Integrate feedback from supervision and consultation from a variety of school social work and education-based sources to improve school social work practice.
- Respond to ethical dilemmas in a school setting by using an ethical decision-making framework (e.g., the ETHIC Model), NASW Code of Ethics, and/or the Indiana Codes within the Administrative Code (Article 4: Student Services Personnel).

Competency 2: Engage Diversity and Difference in School Social Work Practice

Behavior(s)

- Articulate how diversity shapes the life experiences and perspectives of student and families in the school community.
- Apply strengths-based assessments (e.g., Functional Behavioral Assessment-FBA) and Intervention strategies, (e.g., Behavioral Intervention Plans-BIP) that reflect culturally responsive school social work practice.

Competency 3: Advance Human Rights and Social and Economic Justice in School Social Work Practice

Behavior(s)

- Demonstrate knowledge of how school policies and/or practices may perpetuate patterns of societal privilege and power in a way that negatively impacts at-risk students' access to education and services within the school organization.

Competency 4: Engage in Practice-informed Research and Research-informed Practice in School Social Work Settings

Behavior(s)

- Use data-driven research as a guide to apply evidence-informed strategies in school social work practice.
- Monitor census and school community data to evaluate the changing demographics that influence the school community.

Competency 5: Engage in Policy Practice in School Social Work Settings

Behavior(s)

- Analyze the impact of school-wide, state, and national policy proposals on students, families, and communities that are part of the school community.
- Evaluate how the evolving social, political, and/or economic environment impacts the expectations of the school social worker role and the delivery of school work services in each individual school environment.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities in School Social Work Practice

Behavior(s)

- Collaborate through a multi-disciplinary approach with colleagues and community partners to support a holistic focus in working with students and families.
- Foster collaborative relationships with students and families in the school environment.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities in School Social Work Practice

Behavior(s)

- Use methods of multi-tiered, systematic assessment (e.g., Functional Behavioral Assessment, psycho-social history, referral information, classroom observation, case conferences, and student records) to inform data-driven, evidence-based school social work practice.
- Evaluate students' individualized learning needs, including developmental needs and incorporate into assessment processes.
- Collaboratively develop – with students, families, and interdisciplinary school personnel-multi-tiered, evidence-based intervention strategies for students and families based upon assessment information.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities in School Social Work Practice

Behavior(s)

- Apply school social work perspectives and theories to guide interventions across client systems in school social work practice.
- Implement evidence-informed interventions that empower students to overcome barriers to learning, incorporating elements of Positive Behavior Intervention and Supports (PBIS); neuroeducation; Response to Intervention (RtI); disability and special education requirements; classroom instruction; and Trauma Informed Care (TIC).
- Advocate for access to school system and community resources using the Systems of Care (SOC) framework.
- Facilitate transitions and termination when working with students and families in the school environment.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities in School Social Work Settings

Behavior(s)

- Evaluate interventions with students, families, groups, and/or communities and use the data to improve efficacy of interventions and programs.

Special Populations:

Competency 1: Demonstrate Ethical and Professional Behavior when working with Special Populations

Behavior(s)

- Assume appropriate professional roles and maintain boundaries appropriate to those roles.
- Utilizes feedback from multiple sources including; introspection, supervision, peer consultation and/or continuing education for self-correction.
- Demonstrate the capacity for leadership in professional roles.
- Employ the NASW Code of Ethics and currently accepted models of ethical decision-making to inform decisions and manage ambiguities.
- Demonstrate professional oral and written communication.

Competency 2: Engage Diversity and Difference when working with Special Populations

Behavior(s)

- Recognize and reduce bias that leads to disproportionate representation within specific populations (e.g., racial and cultural minority groups, social class groups, etc.) and ensuing impact on practice, policy, organizational culture and program development.
- Apply self-awareness and self-regulation to recognize then manage the influence of personal bias and values in working with diverse clients and constituents.
- 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 when working with Special Populations

Behavior(s)

- Analyze practices that promote or hinder social, economic, and environmental justice.
- Investigate gaps and/or barriers in social service delivery that contribute to vulnerability, marginalization, and oppression.
- Advocate with and on behalf of client/client systems to reduce risk factors.

Competency 4: Engage in Practice-informed Research and Research-informed Practice when working with Special Populations

Behavior(s)

- Identify, evaluate, and integrate multiple sources of research -informed assessment and planning strategies for client system.
- Identify, evaluate, and integrate multiple sources of research -informed intervention and evaluation strategies for client system.

Competency 5: Engage in Policy Practice when working with Special Populations

Behavior(s)

- Analyze the internal and external constraints for achieving effective service delivery or creating change (including laws and policies).
- Apply appropriate strategies of planning, advocacy, and political change for effective policy action to advance social, economic, and environmental well-being.
- Engage and participate in local, state, national, and global efforts to confront vulnerability, marginalization and oppression as it relates to advancing human rights, social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities when working with Special Populations

Behavior(s)

- Integrate theoretical frameworks to inform and guide engagement processes.
- Preview pertinent information and prepare for meeting with client systems.
- Utilize empathy as well as supportive confrontation in interview and engagement processes.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities when working with Special Populations

Behavior(s)

- Integrate conceptual frameworks to inform and guide assessment processes.
- Implement assessments (instruments, tools, and methods) at multi-dimensional levels.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities when working with Special Populations

Behavior(s)

- Integrate conceptual frameworks to inform and guide the intervention processes in work with client systems.
- Interpret assessment data with client systems to create culturally sensitive and mutually agreed upon goals and intervention strategies.
- Implement evidence- and strengths -based interventions for client systems.
- Facilitate transitions and endings in practice interventions.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities when working with Special Populations

Behavior(s)

- Integrate conceptual frameworks to inform and guide the evaluation processes in work with client systems.
- Design and implement strategies to evaluate interventions with client systems.
- Apply evaluation findings to improve the efficacy of interventions and anticipate unintended consequences.

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 \(CSWE.org\)](https://www.cswe.org/).

Description of Feld 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 651/652 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 Concentration Mission Statements

Children, Youth, and Families

The mission of the Children, Youth, and Families Practice 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 Practice 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 Practice 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 & Addictions

The mission of the Mental Health & Addictions Practice 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 Practice Area is to prepare graduates to work as school social workers in varied school systems within Indiana.

Special Populations

The mission of the Special Populations Practice Area 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 Populations Practice Area in Social Work provide students an opportunity to explore and develop expertise with practice issues that intersect with populations and agencies.

MSW Concentration Goals

Children, Youth, and Families Practice 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 Practice 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.

Health Practice 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 Practice 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 Practice 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 Populations Practice Area 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.

Practicum Course Descriptions

651/652 Social Work Practicum II/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 with experiences in the aforementioned curricular emphasis areas, which support the processes of synthesis, application, critical analysis and evaluation of knowledge using 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.

Statement of Required Practicum Hours in Field

The practicum course described above provide students with a minimum of 640 hours of supervised field education.

- 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.
- Student's learning and assignments whether within or outside the classroom for IUSSW courses, other than those assigned in 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.

651/652 Integrative Practicum Seminar

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 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 also 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 student’s 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 grade for 651 and 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 MSW level is a collaborative endeavor between the MSW Program and community agencies in the education of students for master's level social work practice. Through appropriate learning experiences in the 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 site participation*:

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 work load 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.

Nondiscrimination

- Agency assures that it will not discriminate against any individual including, but not limited to, employees or applicants for employment and/or students, because of race, religion, ethnic or national origin, gender, sexual orientation, marital status, age, disability, or veteran status.

Physical Facilities

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

Student Expenses

- The site is encouraged to reimburse students for expenses incurred while providing service to 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 specialized 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 individual 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 meets 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 specialized 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 External Field Instructor meets 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

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.

Student Readiness for Field Education and Field Pre-Placement Processes

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

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 must have completed all 500 level courses before beginning Practicum II/III - 651/652. Students enrolled in 651/652 must have enrolled or be currently enrolled in appropriate practice classes for their area of practice.

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.

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 651/652 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 651/652 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.

International Placements

Human rights and global justice can be pursued through international field placement opportunities for MSW students. Since 1979, IUSSW has had affiliations with many social service organizations outside of the United States for field education experiences. Students may elect to do their Practicum in an international setting. Such placements are initiated when the student indicates interest in an international placement on the MSW 651/652 Field Practicum Application. Then, the student submits a Petition for International Placement to the campus Field Coordinator. International field placement is dependent on the outcome of review and approval from IUSSW and Indiana University Study Abroad Office. Students interested in such placements should make their interests known at least six months in advance to allow for the time necessary for the petition and placement planning process. Students must be ready to assume all costs associated with an international placement. Site and Field Instructor qualifications are equivalent to those of a domestic based placement.

The IUSSW Field Placement Program is approved by the Indiana University Committee on International Programs and supported by the Office of International Affairs at IUPUI.

Use of a Private Practice Setting as a Practicum Site

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

Student Academic Files

An academic file is created and maintained for each social work student to facilitate the advising process. The 651/652 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 of 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.

Risk/Safety Policy

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

Professional Self

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

Client Office Visit

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

Indiana University School of Social Work (IUSSW) strongly discourages students from transporting clients while completing a practicum. However, some placement agencies 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 agency and report the experience to the Field Instructor. It may be appropriate to make visits accompanied by the Field Instructor or other persons.

Other safety guidelines include:

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

Institutional Settings

Some field 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.

Professional Liability Insurance

Indiana University School of Social Work provides for its students liability coverage that meets the minimum expected standards set forth by the profession. Copies of the certificate of liability can be given upon request. In some situations, students may be required to carry additional professional liability insurance, often termed malpractice 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. To maintain appropriate professional boundaries students should consider separating personal and professional content online.
- c. 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.
- d. 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.
- e. 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 Website \(researchadmin.iu.edu\)](http://researchadmin.iu.edu).

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 Learning Evaluation Process provides the template for the learning in field. It is made up of the learning plan, midpoint evaluation, and final evaluation of which all are documented in Sonia.

Learning Plan

During the first weeks of the practicum, all students and Field Instructors are responsible for preparing the learning plan based upon the CSWE competencies. Students are expected to develop, with their Field Instructors and Task Instructors, learning tasks and activities, which are uniquely related to the practice opportunities in their placement agency and which allow demonstration of the (CSWE) competencies and behaviors. In 651/652, students are expected to have assignments that involve application of the strengths perspective and person-in-environment. Field Instructors formulate work tasks and learning activities relevant to 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 Indiana University School of Social Work.
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.

7. The student, then copies and pastes their final proposed Planned Agency Activity in the Learning Plan which acts as the official record for the student's file.

Development of Learning Plan (due week 4 of practicum)

1. Student has copied the proposed Planned Agency Activities from the Draft Learning Plan to the Learning Plan and submits the document for the Field Instructor's (and Task Instructor, if applicable) review and approval.
2. The Field Instructor (and Task Instructor, if applicable) receive an email notification that the document is ready for their review. The Field Instructor (and Task Instructor, if applicable) 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

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.

Evaluation Scoring

- 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).

Grading Scale

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.

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:

- IPFW 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.
 6. 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 development of a field contract for improvement and successful completion of practicum.

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's important to offer a balanced, honest, and constructive assessment of their behaviors, skills and knowledge and how to make continuous improvements at their level of practice skill development. Avoiding negative feedback and offering objective and balanced strengths-based constructive feedback is always helpful.

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 practica 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 calendar timelines.
- 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.

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.