Table of Contents

Director’s Welcome ...................................................................................................................... 2
Introduction ................................................................................................................................... 3
Mission Statement ......................................................................................................................... 4
Field Education Goals and Objectives ........................................................................................ 4
Expected Educational Outcomes .................................................................................................. 4
History of Field Instruction in Social Work .................................................................................. 5
The Field Education Department .................................................................................................. 7
Field Related Roles and Responsibilities ..................................................................................... 10
    The Field Instructor .................................................................................................................. 11
    The Task Supervisor ................................................................................................................ 11
    The Field Faculty Advisor ........................................................................................................... 12
Field Education Sequencing ....................................................................................................... 13
    Full Time ....................................................................................................................................... 13
    Intensive Weekend ...................................................................................................................... 14
    Part Time ....................................................................................................................................... 14
Agency Selection & Monitoring ................................................................................................. 14
    Selection .......................................................................................................................................... 14
Agency Selection & Monitoring (CONTINUED) .......................................................................... 15
    Monitoring ....................................................................................................................................... 15
Field Agency Employment ........................................................................................................... 15
Field Instructor Qualifications and Responsibilities .................................................................... 16
    Qualifications .................................................................................................................................. 16
    Responsibilities ............................................................................................................................... 16
Disability Accommodations ........................................................................................................ 16
Dress Code ................................................................................................................................... 17
Obtaining a Field Placement ........................................................................................................ 17
Obtaining an Advanced Field Placement ..................................................................................... 18
Inability to Obtain a Field Placement ........................................................................................... 18
Obtaining a Field Placement for Intensive Weekend Students ................................................... 19
The Learning Contract and Evaluation ........................................................................................ 19
Field Checklist .............................................................................................................................. 19
The Field Conference .................................................................................................................. 20
Field Hours (Full-Time Students) ................................................................................................. 20
Absences ....................................................................................................................................... 21
Obtaining Professional Development Hours .................................................................................. 21
Banking Hours .............................................................................................................................. 22
Field Instruction Grading Criteria................................................................................................................. 23
Time Sheets Full-Time Students.................................................................................................................. 24
Professional Code of Conduct.......................................................................................................................... 25
  Ethical Obligations .................................................................................................................................. 25
  Personal Behavior ................................................................................................................................. 26
  Harassment ........................................................................................................................................ 26
Liability Coverage...................................................................................................................................... 27
Safety in the Field..................................................................................................................................... 27
Intensive Weekend Program.......................................................................................................................... 28
IW Field Education Sequencing ................................................................................................................... 29
IW Professional Development Hours ......................................................................................................... 30
IW Banking Hours ................................................................................................................................... 30
IW Time Sheets ....................................................................................................................................... 30
The Learning Contract and Evaluation......................................................................................................... 30
New Employment/Job Reassignment........................................................................................................... 31
Appendix – Forms..................................................................................................................................... 32
**DIRECTOR’S WELCOME**

Hello and Welcome to Field Education at the Mandel School of Applied Social Sciences!

All of us in the Field Education Department are glad you have chosen MSASS for your graduate social work education, and we’re committed to making the learning experience a powerful and transformative one. Field Education is where we apply and integrate theory; evidence based practice, our own unique talents, and the values and ethics of the profession to make social work come alive for us and for the clients and communities that we serve. Many social workers tell us that Field Education was one of the most powerful aspects of their education. It is an experience that lasts a lifetime!

The field curriculum has been thoughtfully designed to allow you to develop your skills and competence, while carefully integrating your classroom and other learning experiences. Field Education constitutes a major investment by many players. Because we know just how important Field Education is to you, to our master’s curriculum, to our community agencies, and to the individuals, families, groups and organizations they serve, the field faculty and I are here to do all we can to partner with you in achieving your learning goals. Please let us know how we can help you take advantage of all of the educational opportunities available to you.

We hope you will enjoy this exciting aspect of your professional education; that you’ll work hard and be challenged by it; and that when you graduate, you’ll have developed not only your knowledge and skills, but a professional social work identity. When that time comes, we’ll be proud to count you as one of our own.

Sincerely,

Scott A. Wilkes, JD, PhD
Director of Field Education
INTRODUCTION

This manual was developed by the Field Education Department to describe and outline field related policies and procedures for use by students, field instructors, and faculty. It is designed to be used in conjunction with the MSASS Student Handbook. All policies contained in that Handbook also apply to Field Education.

Field Education is an integral component of the MSASS program that is actualized through a collaborative relationship between the university, community organizations and institutions, and graduate students. This experience is designed to offer students field practice opportunities to integrate the core knowledge, skills and values inherent to the social work profession. The Learning Contract is developed by students and Field Instructors in each field period and reflects the concurrent learning experiences available to students in the classroom, field, and community. The MSASS Ability-Based Learning Environment is the structure utilized for the development of the Learning Contract.

The Eight Abilities that form the core of the curriculum are:

- Identify as a Reflective Professional Social Worker
- Advocate for Social, Economic and Environmental Justice
- Apply Social Work Methods
- Uphold Social Work Values and Ethics
- Integrate Cultural, Economic, and Global Diversity
- Think Critically about Theory and Research Knowledge
- Communicate Effectively
- Develop as a Social Work Leader
MISSION STATEMENT

THE MISSION OF THE FIELD EDUCATION DEPARTMENT IS TO PARTNER WITH COMMUNITY PRACTITIONERS AND MSASS FACULTY TO PROVIDE STUDENTS WITH OPPORTUNITIES FOR ACADEMIC INTEGRATION IN A DYNAMICALLY ORIENTED PRACTICE ARENA.

Field Education affords students opportunities to apply theoretical concepts from the classroom to professional practice sites structured to enhance opportunities for skill demonstration and application. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent developing practitioners.

Field Education provides a forum for students to integrate the knowledge, skills and values that comprise the core of the professional social work practice with a self-identity as competent beginning professionals. The practice setting affords students opportunities to apply didactic theory to practice, give and receive feedback regarding skill development, and experience the realities of the social work profession. There is the potential for a mutual exchange of practical and theoretical knowledge that may serve to enhance innovative change in both the clinical and academic venues. The Field Education Department endorses this expansive view of the opportunities that students and Field Instructors share to re-define both social work education and social work practice for the future.

The Eight Abilities form the structure of the Field Learning Contract which is developed each semester through a collaborative process involving students, Field Instructors and Field Faculty Advisors. This document captures the field learning opportunities essential to maximize the integration of the academic and practice experience central to graduate social work education. Students are encouraged and expected to articulate and incorporate the skills necessary for successful field performance in the Learning Contract. Opportunities for the development of critical thinking skills, self-assessment, offering and receiving professional feedback and flexibility of approach are valued elements inherent to the field site.

Case Western Reserve University defines education as a “transforming” opportunity. The Field Education Department provides students with the contextual format for this transformation to be realized.
FIELD EDUCATION GOALS AND OBJECTIVES

- To provide graduate level social work students with field related opportunities to develop competencies in the Eight Abilities.
  - To develop a social work identity.
  - To work effectively with diverse client populations and systems.
  - To incorporate a community based perspective in all areas of practice.
  - To understand the organizational context of practice, including the dynamics of social and organizational change.
  - To apply and integrate coursework and field practice.
  - To consider and apply the values and ethics of the profession in every aspect of practice.
  - To develop a professional career as a life-long learner.

EXPECTED EDUCATIONAL OUTCOMES

- Incorporate, analyze and apply the NASW Code of Ethics and MSASS Code of Conduct to practice.
- Develop and implement a Learning Contract for each semester of field placement reflective of the Eight Abilities.
- Complete the integrative learning assignment.
- Integrate classroom theory and knowledge to the field placement setting.
- Incorporate a strengths-based perspective with field assessment and planning activities.
- Value the contributions of evidence-based practice.
- Demonstrate a professional and purposeful use of self in all field interactions.
- Maintain and demonstrate sensitivity to issues of diversity, discrimination and oppression.
- Maximize the learning opportunities available through field instruction and consultation.
- Understand and utilize the resources available in the community to benefit the field organization and its consumers.
HISTORY OF FIELD INSTRUCTION IN SOCIAL WORK

Field instruction has always played a major role in the training of professional social workers. Beginning with the Charity Organization Societies in the last quarter of the 19th century, social workers learned the profession by apprenticing with experienced practitioners. Under this *apprenticeship model*, the emphasis was on learning by doing. The classroom component of instruction was minimized with the feeling being that students would be able to absorb the lessons of poverty and injustice by being involved in the day to day struggles of individuals, families and communities. The limitations of an educational model based almost solely on experience became apparent by the end of the 19th century, however it led to the development of more formal instructional strategies.

The first training school for social workers was a summer program that opened in 1898 at the New York City Charity Organization Society. In 1904, the society established the New York School of Philanthropy, which offered an eight-month program of instruction. Mary Richmond, an early social work practitioner, teacher and theoretician, argued that although many learned by doing, this type of learning must be supplemented by theory. She called for a permanent group of instructors to direct the work of students so that they could receive information about theory and practice at the same time (George 1982).

With its founding in 1916 as one of the first university affiliated schools of social work, the School of Applied Social Sciences (SASS) was one of the leaders in providing an integrated learning opportunity that combined classroom and field related experiences leading to the Master of Science in Social Administration (MSSA) degree which is a social work master’s degree (MSW) for many other programs. For the first time schools were in the position of exercising authority over the selection of agencies for field training and therefore control over the quality of social work practice to which students were exposed.

Early in professional social work education students spent approximately half their time in field agencies selected by the schools with the schools overseeing the student’s experiences. During the first part of the 20th century, field education followed the lead of the social work profession in general with a major emphasis on psychoanalytic theory. This tended to focus the student’s attention on the individual’s personality characteristics rather than on the social environment. SASS however was once again innovative with its curricular and field education emphasis on group work.

It was not until the depression of the 1930’s and the enactment of the Social Security Act of 1935 that an emphasis was placed on issues of social and economic justice in addition to individual personality characteristics. It was also during this era that the need for social workers became more fully recognized.

From 1940 to 1960, an *academic approach* dominated social work education with its emphasis on the student’s cognitive development. The student was expected to learn about practice in the classroom and to translate theories into functional behaviors in the field. Educational standards for field instruction were refined in the 1940’s and 1950’s and field *work* became field *instruction*. Professional social work educators argued that field instruction was just as important as classroom instruction and demanded equally qualified teachers and definite criteria for selecting field sites.
HISTORY OF FIELD INSTRUCTION IN SOCIAL WORK (CONTINUED)

The Council on Social Work Education was formed in 1952 and began creating standards for schools granting degrees in social work. These standards required a specific plan for the organization, implementation, and evaluation of both classroom and field related educational experiences.

The third phase in the history of field instruction (from 1960 to present) is characterized by an articulated approach. This method combines approaches from both the experiential and academic models. It is concerned with a planned relationship between classroom and experiential learning and requires that both classroom and field education be developed with learning objectives that foster integration. The Mandel School of Applied Social Sciences (MSASS) has designed a field education program based on this model. It conforms with all requirements of the Council on Social Work Education and values all methods of student learning.

THE FIELD EDUCATION DEPARTMENT

DIRECTOR

SCOTT WILKES
JD, PHD
216.368.2240
saw31@case.edu

Mr. Wilkes is currently the Director of Field Education at MSASS. He joined the Field Education Department in the fall of 2007 as a Field Faculty Advisor. He has more than 15 years of experience working in the area of child welfare. He received his BSW from the City University of New York, Lehman College and his MSW from Columbia University. He received his PhD in Social Welfare from CWRU and is also a graduate of the CWRU, School of Law. His area of expertise is child welfare, children’s mental health, and program development. Prior to coming to MSASS he worked as Vice President of Corporate Development with a national foster care agency and was the Director of a managed care pilot and an Outpatient Mental Health Clinic with a large child mental health organization. Scott currently teaches the Social Policy and Service Delivery, Legal Issues in Social Work, and has taught the Field Education Seminar, Social Work Ethics, Theories of Diversity, Discrimination and Oppression, and Social Work Research.

FIELD FACULTY ADVISORS

BETH BRINDO
MSSA, LISW
216-368-5598
beth.brindo@case.edu

Mrs. Brindo, has a Bachelor of Arts degree from Ursuline College, a Master of Social Science Administration degree from the Mandel School of Applied Social Science, and is a Licensed Independent Social Worker- Supervisor in the State of Ohio. As a Field Faculty Advisor and clinical instructor her primary focus is Children, Youth and Families. She advises intensive weekend students who are employed at public child welfare agencies, which includes a cohort of Fellows who are participants in the MSASS Child Welfare Training Initiative. Prior professional experience includes over twenty-five years in leadership and foster care & adoption programs at Bellefaire JCB, Catholic Charities and many public/private collaborations. She has traveled internationally to conduct training and research in such countries as Guatemala, Romania, and Ethiopia. Some other areas of professional participation include: Advisory Council Member at the Human Rights Campaign in Washington D.C. and as consultant with the National Resource Center for Recruitment and Retention of Foster and Adoptive Parents at AdoptUSKids.

Kirsten H. Gail
MSSA, LISW
216.368. 5879
khg9@case.edu

Ms. Gail is a Field Faculty Advisor with a primary focus on community and social development. She has a BA from Kenyon College, a MSSA from the Mandel School of Applied Social Science, and is a Licensed Independent Social Worker in the State of Ohio. Her professional experience includes serving as the Community Education/Relations Specialist for Pathways, the Executive Director of Euclid Community Concerns, and 10 years as the Ward 1 Councilwoman for the City of Euclid. She has also been actively involved in many community task forces, committees, and planning efforts. In addition to her position at MSASS, Ms. Gail currently serves as the President of Euclid City Council.
Ms. Gant is a part time Field Faculty Advisor who graduated from the Intensive Weekend Program at MSASS in 1990. She has over 25 years of experience in the mental health field. She has held multiple positions in the social work and hospital healthcare field including: clinician working with adults and adolescents and their families, marketing and management, program and business development, and education. Previously she taught mental health crisis intervention for EMS and paramedic students. Kathi has taught Human Development Across the Lifespan at MSASS for the last 14 years. She currently teaches Problem Identification and Assessment and the Field Education Seminar. In addition to her responsibilities at MSASS, Ms. Gant is a practicing clinician in private practice on the west side of Cleveland.

Ms. Klein has been a Field Faculty Advisor at MSASS since 1996. Prior to that time she chaired the MSASS Field Forum Steering Committee and served on a task force to evaluate field education. She is an MSASS alumna and a graduate of the Gestalt Institute of Cleveland. She is an LISW-S with over 20 years of experience in mental health settings as a clinician and as an administrator. She has served as Clinical Consultant to the Cleveland Rape Crisis Center for 10 years and has provided clinical supervision to mental health professionals in the community. She currently teaches a section of the Field Education Seminar and serves on the Aging Concentration and the Field Education Sequence Committees. She assumes additional field responsibilities for the Dual Diagnosis Program and the Hartford Foundation grant.

Ms. Neuer has an undergraduate degree in Sociology-Social Work from Elmira College in Elmira, NY and an MSSA from MSASS. She has been a Field Faculty Advisor at MSASS since June, 1997 and teaches a section of the Field Education Seminar each fall. In addition, she is a member of the Health Concentration and Field Education and Methods Sequences. Prior professional experience includes employment at The Mental Development Center at Case Western Reserve University, MetroHealth Medical Center, University Hospitals of Cleveland Division of Child and Adolescent Psychiatry, and The Achievement Centers for Children. She has a private practice in the Cleveland area.
Ms. Painter is a Field Faculty Advisor for the Intensive Weekend program and adjunct faculty. She is an MSASS alumna with over twenty years experience in private foster care and adoption agencies. She served in clinical and administrative capacities in management, supervision and direct service. She has worked on child welfare and child advocacy issues and developed staff trainings in Ohio and Kentucky. She has been a field instructor for University of Cincinnati and Northern Kentucky University Schools of Social Work. Her work in program and organizational community development emphasizes an interdisciplinary approach.

She is developing stomping ground™, restorative learning and leisure opportunities for adult development. It is designed to offer dynamic methods in maintaining a balance between interests, abilities and challenges as critical to the individual’s civic participation in her greater community.

Ms. Sawyer, is the Assistant Director of Virtual Field Education at MSASS. She earned a BS in Psychology from Wright State University. She is an alumnus of the MSASS program with a concentration in Children, Youth and Families. She has over seventeen years of experience including non-profit management, crisis intervention and direct service with at-risk populations. She is currently a doctoral candidate and completing her PhD.

Ms. Jones has been a staff member of MSASS since 1979 and with the Field Education Department since 1990. She is a 1987 graduate of Programming Systems Institute. She has attended Dyke College and Cuyahoga Community College. Ms. Jones assisted in school reaccreditations in 1985 and 1993. She completed two surveys in 1988 for Dr. Sharon Milligan; one was for the Northeast Ohio Arthritis Center, Lupus Study and the other was for Simba/Malaika Network. She was a member of the Staff Advisory Council Committee at CASE from 1997 to 1999, and has participated on the Work Environment Committee at MSASS since 1995. She received the 2001 Bea Lenora Benson Staff Award for “Recognizing Excellence and Professionalism in 2001,” and the MSASSy Award in 2007.
FIELD RELATED ROLES AND RESPONSIBILITIES

Field Education distinguishes itself from employment in several specific ways. We endorse a concurrent learning model where field education and academic course work provide the forum for maximum professional integration. While exposure to various “world of work” experiences enrich the student’s overall field experience, guidelines relevant to issues of liability, accessibility and workload require consideration and reflection in the Learning Contract. Field Education allows students opportunities to reflect, integrate, develop and implement programs and interventions that will form the foundation of practice upon graduation.

The Student

- Participate in scheduled agency orientation provided by the field organization. If the orientation is scheduled prior to the official start of the field period there must be an agreement reached collaboratively between the student, field instructor and field faculty advisor addressing potential liability issues and compensation for accumulated field hours.

- Respect and articulate the distinction between student learner and agency/organization employee. Be an active participant in field supervision by creating an agenda for meetings and clearly defining learning goals and objectives.

- Arrange the Field Conference with the Field Instructor and Field Faculty Advisor each semester to review and endorse the Learning Contract.

- Perform the identified tasks and activities documented in the Learning Contract by the deadlines agreed upon with the Field Instructor and Field Faculty Advisor.

- Be attentive to and address and ameliorate dual and/or multiple relationships.

- Practice and demonstrate the MSASS Code of Conduct in all interactions.

- Respect and comply with the protocol of the field organization to support and promote the agency’s mission.

- A Social Work Trainee License (SWT) or Background Check may be required by certain field organizations. Students need to determine if this is mandated by the field site and obtain the SWT License or Background Check if required. (See Link for directions). The Field Education Department will provide verification of the student’s enrollment in Field Education during each field period in order to maintain the student’s SWT License.

- Provide the Field Instructor with copies of course syllabi to be utilized in the collaborative development of the Learning Contract.

- Complete the Field Evaluation in its entirety by the established due date indicated in the Field Education calendar and specified in the Learning Contract.

- Retain a copy of all field related documentation.
FIELD RELATED ROLES AND RESPONSIBILITIES

■ The Field Instructor

- Provide an orientation to the agency and/or department.

- Provide regularly scheduled supervision to the student (a minimum of 60-90 minutes weekly). Monitor and provide ongoing performance feedback as indicated.

- Actively participate in the development of the Learning Contract and the Field Conference each semester.

- Attend Field Instructor Trainings provided by MSASS.

- Maintain an open dialogue with the organization’s Field Faculty Advisor to discuss issues relevant to and impacting the Field Education experience.

- Complete the Field Evaluation collaboratively with the student to meet the specified deadline for submission.

- Respect and articulate the distinction between student learner and agency/organization employee.

- Be attentive to and address and ameliorate dual and/or multiple relationships.

■ The Task Supervisor

- Task Supervision utilizes staff with professional competence in the learning activities the student is to undertake.

- The Task Supervisors may be qualified field instructors, other social workers, or members of other disciplines.

- The Task Supervisor does not replace the field instructor but does need to be well informed of educational objectives and understand his/her role in the student’s learning.

- The Field Instructor must continue to meet with the student in formal weekly individual conferences; Task Supervisor will meet with the student individually or in groups for a minimum of one-half to one hour per week.

- Task Supervisor and Field Instructor maintain communication to administer student’s overall assignment and shared teaching issues.

- Task Supervisor participates in field conference(s) and provides oral/written input to evaluate the student’s performance.

- If the Task Supervisor is not a social worker, the Field Instructor should identify professional issues and differences between the social work profession and other disciplines and help the student integrate the task supervisor’s contribution into the overall educational experience.
FIELD RELATED ROLES AND RESPONSIBILITIES (CONTINUED)

- When the Field Instructor is off-site, and the Task Supervisor assumes the primary role of daily interaction and supervision of the student, weekly communication regarding assigned tasks, student concerns/problems, and progress on or changes to learning contract is critical.

- Respect and articulate the distinction between student learner and agency/organization employee.

- Be attentive to and address and ameliorate dual and/or multiple relationships.

The Field Faculty Advisor

- Develop working relationships with students and field organizations.

- Provide general advice and professional guidance regarding all social work practice related issues and concerns.

- Participate in the Field Conference with the student and Field Instructor during each field period.

- Explore and develop new field sites.

- Teach the Field Education Seminar.

- Evaluate and review field education policies and procedures.

- Work collaboratively with Faculty and other University administrators as a member of the student’s educational team.

- Maintain accessibility to students and field organizations.

- Facilitate and offer consultation in all aspects of the field placement process.

- Review field evaluations and assign grades for field performance.

- Provide written feedback to students relative to field performance and the implementation and utilization of field documentation.

- Respect and articulate the distinction between student learner and agency/organization employee.
### Field Education Sequencing

<table>
<thead>
<tr>
<th>Field Period</th>
<th>Field Hours in Agency</th>
<th>Professional Development Hours</th>
<th>Total Hours</th>
<th>Written Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>SASS 601</td>
<td>144</td>
<td>6</td>
<td>150</td>
<td>Completed Learning Contract/Evaluation, Journals</td>
</tr>
<tr>
<td>SASS 602</td>
<td>288</td>
<td>12</td>
<td>300</td>
<td>Completed Learning Contract/Evaluation and Field Agency, Instructor, Advisor Evaluation</td>
</tr>
<tr>
<td>SASS 603</td>
<td>288</td>
<td>12</td>
<td>300</td>
<td>Completed Learning Contract/Evaluation</td>
</tr>
<tr>
<td>SASS 604</td>
<td>288</td>
<td>12</td>
<td>300</td>
<td>Completed Learning Contract/Evaluation and Field Agency, Instructor, Advisor Evaluation</td>
</tr>
</tbody>
</table>

**Total Hours**

<table>
<thead>
<tr>
<th></th>
<th>Full-Time/Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>1050</strong></td>
</tr>
<tr>
<td>Advanced Standing</td>
<td><strong>900</strong></td>
</tr>
</tbody>
</table>

### Full Time

**A. Students who have been granted Advanced Standing status** hold a bachelor's degree in social work (BSW) from an accredited program. They are exempted from Field Education 601. These students begin their classroom and Field Education (602) in the fall semester and generally complete three semesters of field placement in the same setting related to their area of concentration. Advanced Standing students complete the program in either 12 or 18 months. Field placements for the 12-month students are in the fall, spring and summer. Field placements for the 18 month students are in the fall, spring and the subsequent fall.
FIELD EDUCATION SEQUENCING (CONTINUED)

B. Full-Time students must enroll in foundation courses, including the Field Education Seminar and Field Education 601. All regular full-time students need to complete four semesters of field education. The first field period provides foundation content and the second field period provides advanced content. The third and fourth semesters serve as advanced placements in areas that correspond with their selected area of concentration.

- We discourage students from assuming “on call” responsibilities when physically absent from the field site.

Intensive Weekend

Intensive Weekend Program allows students to obtain their MSSA while remaining employed full-time in a social work setting. The uniqueness of this program is that courses are offered in a weekend format and the field placement is in the same agency in which the student is employed.

Part Time

Part Time Program affords students flexibility for completing the requirements for the degree. Student in the part-time program are not placed in field during the first year of courses. The schedule for field placement varies and is coordinated by the student and the Field Faculty Advisor.

NOTE: For students in the fulltime program, a “field period” equals one semester. For students in the intensive weekend program the “field period” for 601 is one semester but the “field period” for 602, 603 and 604 is two consecutive semesters.

AGENCY SELECTION & MONITORING

Agencies are selected as field sites and monitored according to the following guidelines:

Selection

- Investment in social work education, including the importance of helping students integrate classroom and field learning
- Evidence of sufficient and appropriate learning opportunities
- Professionals qualified to provide field instruction
- Commitment to provide a minimum of one hour of field instruction per student each week
- Evidence of accreditation by appropriate certifying organizations if applicable
AGENCY SELECTION & MONITORING (CONTINUED)

Monitoring

- The quality of the learning experience
- The quality of communication between agency and school
- Program or personnel changes that would affect student learning
- MSASS curriculum changes that would affect student learning
- Field Instructor attendance at training sessions/field department workshops

Monitoring the quality of field instruction is an ongoing process that is accomplished via personal e-mail and telephone contacts between Field Faculty Advisor and Field Instructor, Field Conferences and an agency evaluation at the conclusion of each academic year. In turn, Field Instructors monitor the program by their feedback to the Field Faculty Advisor and the Field Education Department.

FIELD AGENCY EMPLOYMENT

Our collective focus is to support the student in defining and maximizing learning needs and goals within the context of their specific field setting. Therefore, to avoid the potential conflict of roles and responsibilities FULL TIME AND PART TIME STUDENTS ARE ENCOURAGED NOT BE EMPLOYED BY THEIR FIELD EDUCATION ORGANIZATION IN ANY CAPACITY during the course of their field placement.

However, in the event students have the opportunity to be employed by their Field Education organization, the Student and Field Instructor should consult with the Field Advisor to implement proper procedures to avoid any conflicts of interest, ethical violations or boundary issues and develop a plan to ensure work activities are clearly differentiated from field related activities.

MSASS fully appreciates the demands of organizations and is committed to working collaboratively to meet the mutual interests of our students and Field Agency partners.

Please Note: Student employment beyond the federally allowable maximum of 24 hours per week, as determined by the Federal College Work Study program (FCWSP), may impact the student’s financial aid award. Students are encouraged to meet with the Office of University Financial Aid for more information.
FIELD INSTRUCTOR QUALIFICATIONS AND RESPONSIBILITIES

Field Instructors are expected to meet the following qualifications and expectations.

Qualifications

- A Master’s degree in Social Work (MSSA/MSW) from an accredited school of social work.
- Two years post-master’s social work experience.
- If required by the state licensure board, licensure at Licensed Independent Social Worker [LISW] level, license eligible at the LISW level or its equivalent for out-of-state Field Instructors. Unless otherwise indicated, licensure is not a prerequisite for a Field Instructor.

Responsibilities

- Complete a Field Instruction Application for each prospective Field Instructor.
- Complete a Cooperating Agency Agreement establishing a partnership with Case Western Reserve University.
- Provide a resume and copy of MSW degree for each prospective Field Instructor.
- Provide the student with sufficient work space and equipment (i.e. desk, phone, computer, etc.) to perform social work related tasks.
- Provide the student with a broad array of assignments.
- Maintain compliance with the policies and procedures of the MSASS Field Education Department.
- Remain current with curricular developments at MSASS.

MSASS strongly encourages all Field Instructors to attend training sessions. Offered in the fall and spring, these training seminars are approved for continuing education credits for re-licensure. The training includes specific information about the school's philosophy, curriculum, and current issues relating to Field Education. Participants are also instructed in the use of the field education learning contract, field education guidelines, and the student evaluation. Approval as a Field Instructor carries with it an Adjunct Instructor appointment and MSASS library privileges.

DISABILITY ACCOMMODATIONS

Case Western Reserve University is committed to providing all students with opportunities to take full advantage of the university's educational programs. We recognize that students with documented disabilities may need assistance or accommodations in order to achieve this objective.
**DISABILITY ACCOMMODATIONS** (CONTINUED)

Academic accommodations are available to students with documented disabilities. In order to access the accommodations for which you may be qualified, please register with the office of Disability Resources (ESS, Sears 470). The staff there will verify your need for specific accommodations and provide you with a memo to inform me of your needs. Once you have received this memo, please make an appointment to see me privately to discuss your needs.

Letters of accommodation must be submitted to your Field instructor at your field site in order to apply to your field education experience. The Field Advisor and Field Instructor will work collaboratively with the student to develop a plan to best meet the learning needs of the student.

Please be aware that any needed accommodations cannot be implemented retroactively; therefore timely notification of your needs is in your best interest.

**DRESS CODE**

Appropriate attire in the Field Site is an essential element of professionalism and respect for colleagues, clients and self. Students must follow the same dress code that is required of agency staff. Agency policies including, but not limited to: dress, tattoos, and/or piercings, must be adhered to by the student.

**OBTAINING A FIELD PLACEMENT**

All incoming Foundation and Advanced Standing Students complete a *Field Education Essay* as part of the application as a condition of admissions to MSASS. Once accepted into the program, the essay is reviewed and assigned to the Field Faculty Advisor whose professional expertise is most compatible with the student’s articulated areas of interest. The Field Faculty Advisor contacts the student to schedule an in-person interview to discuss the contents of the application and essay, address areas for skill development and learning style. Through a collaborative process, field organizations are described and identified as potential placement sites. Students receive contact information and discuss, with their Field Faculty Advisors, ways to optimize their interviews. Students and their Field Faculty Advisors determine the number of potential agencies for field placement interviews. The Field Faculty Advisor serves as a liaison between the student and field organization. Determining a field placement is a mutual selection process involving the student and field organization. The Field Faculty Advisor serves as a facilitator and consultant to all parties involved in the selection process. Once the student has completed the necessary field placement interviews, the advisor is contacted and given the choice rankings for field placements. The advisor then contacts the field organization to determine if a match has occurred. The Field Faculty Advisor confirms field placements with students and field organizations and completes the necessary documentation through the Field Education Department.

All students will obtain a field placement. However, in order to accommodate student’s learning needs and preferences for specified field placement agencies, students are encouraged to make themselves available for interviews as early as possible during the summer months prior to the start of the program. The selection process can very competitive as there are a finite number of placement sites. For those students arriving just prior to the start of the semester, the Field Faculty Advisor will work closely with the student to secure a field placement that will meet the student’s learning needs.
OBTAINING AN ADVANCED FIELD PLACEMENT

The process involved in obtaining an advanced field placement begins in the spring semester of the foundation year.

Students first attend a meeting with their current Field Faculty Advisor to discuss and define the necessary parameters for the student’s advanced field placement. Careful attention is focused on specific educational opportunities related to the student’s concentration as well as developing competencies in areas students define as requisite for their professional development.

Students must complete and submit the Field Education Placement Request Form to the Field Education Department. The Field Education faculty meets to review each form as a group to maximize the collective expertise available to each student. Any additional field recommendations are discussed with students at a subsequent meeting to finalize the placement options.

Students are notified by their current Field Faculty Advisor to finalize selections for the advanced field placement and will receive written materials necessary to begin the interviewing process. At the completion of all interviews, students submit the Final Request Form to the Field Education Department.

Field organizations also submit their rankings for students interviewed during this process to the Field Education Department. The Field Education faculty again meets collectively to review students’ and organizations’ selections and confirm the advanced field placements. Students and field organizations receive written notification of field assignments. The selection process is re-initiated if there is not a suitable field organization match for a student.

INABILITY TO OBTAIN A FIELD PLACEMENT

The Field Faculty Advisor will work closely with the student to assist with interview preparation and to identify and ameliorate any barriers to obtaining a field placement. However, during the foundation or advanced level field placement agency interview process, the interviewer may determine a student is not a good fit for the agency or conversely, the agency is not a good fit in meeting the student’s learning needs. When this occurs, the student and Field Faculty Advisor will consult to facilitate a better match.

There are other times when the interviewer’s concerns or other issues are of such magnitude they impact the agency’s decision not to accept a student. In the event the student is not accepted for a foundation or advanced level field practicum, the Field Faculty Advisor will discuss the reasons for the decision with the agency. The Field Faculty Advisor will also discuss the reason for the agency’s decision with the student, assist the students to identify potential barriers impeding field placement assignment and as necessary, develop a written plan to address the concerns or issues. Should a student be unsuccessful in securing a field placement after two or more independent agency interviews, the Field Faculty Advisor may petition the Committee on Students for review.
OBTAINING A FIELD PLACEMENT FOR INTENSIVE WEEKEND STUDENTS

Students in the Intensive Weekend program are already employed in a social work or community service agency or setting. They may use their current agency for their field education placement but must perform different tasks. They must be supervised by a different individual who has met all MSASS requirements to provide Field Instruction. Approval of the intensive weekend student’s field education experience is required as a condition of admission to the master’s program. The proposal must be reviewed and approved by the Director of Field Education. Any deviations or changes from the approved field proposal, field site or plan for field instruction must be approved by the student’s Field Faculty Advisor prior to their implementation.

THE LEARNING CONTRACT AND EVALUATION

- A Learning Contract and Evaluation must be completed for each field period.

- The tasks to be accomplished and the plan for implementation should be selected by the student & Field Instructor based on the student’s current learning needs. However, all tasks in the learning contract must be completed for each field period.

- Tasks are discussed and confirmed in a Field Conference with the Field Faculty Advisor.

- Throughout the field semester, tasks and accomplishments should be reviewed to assure that learning is progressing.

- At the end of the field semester, the student and Field Instructor evaluate the student’s learning.

- The learning contract and evaluation must be completed electronically; however, signatures must be original (photocopies of signatures are not acceptable).

- Students must download Adobe Professional software in order to effectively complete the learning contract. The software can be downloaded free from the CWRU Software Center. Students are encouraged to contact the University helpline (368-4357) for assistance with all computer related issues.

FIELD CHECKLIST

At the suggestion of MSASS students, a separate checklist has been created for each field period. It is designed to help students and their Field Instructors track all of the requirements for Field Education and when they must be completed.

Students should use the appropriate checklist for each field period and turn it in at the end of that field period along with other required paperwork.
THE FIELD CONFERENCE

Once the Field Education Learning Contract is completed and ready for review, a Field Conference must be scheduled. It is the student’s responsibility to schedule the Field conference. To maximize the collaborative value of the conference, the following timeframe is suggested for consideration:

For Full Time Students WITHOUT Advanced Standing:

1) For students in Field 601 and 604, a field conference is recommended to be scheduled after the first half of the semester. This allows students in Field 601 to become oriented to MSASS and their individual field assignments to develop a more comprehensive Learning Contract to delineate educational objectives. For students in Field 604, a field conference that is scheduled after the first half of the semester allows for the conference to reflect a comprehensive and retrospective review of all field related experiences.

2) Scheduling the Field Conference during the first 30-45 days of the field period is most helpful to students in Field 602 & 603. Arranging the 602 Field Conference field during the first third of the semester will offer a more seamless transition from Field 601.

For Full Time Students WITH Advanced Standing:

The 602 field period is the Advanced Standing Students’ initial field placement. Scheduling a field conference in the first 30–45 days of the semester will support the student and field instructor in developing and implementing an educational experience that will provide the foundation for subsequent learning throughout the course of the field practicum. Arranging the 603 field conference during the first third of the semester will also be most helpful. Scheduling the 604 field conference after the first half of the semester allows for the conference to reflect a comprehensive and retrospective review of all field related experiences.

FIELD HOURS (FULL-TIME STUDENTS)

Students registered for Field Education 601 spend 8-12 hours a week at their field placement site. Twelve additional hours during this field period are designated for attendance at colloquia, agency sponsored training, or other educational opportunities for a minimum of 150 hours for the field period.

Students registered for Field Education 602, 603 and 604 spend 16-20 hours a week in their Field placement site. Twenty-four additional hours during this field period are designated for attendance at colloquia, agency sponsored training, or other educational opportunities for a minimum of 300 hours for the field period.

The delineation of field time in hours instead of days intentionally allows students and Field Instructors to structure field experiences to conform to a schedule compatible with the students’ classes and the agency’s and consumer’s needs.
ABSENCES

All absences from Field must be made up in order to reach the mandated hours necessary for the completion of each field period. Students who are absent from their field placements must incorporate a plan to address the deficient hours in their Learning Contract. The plan must be developed with and approved by the Field Instructor. In any situation where a student will be absent from the field site, the specified agency contact(s) must be notified by the student at the earliest possible time in order to arrange for coverage.

Students who must take maternity/paternity leave during the field period must submit a written plan to the Field Advisor and Field Instructor detailing the length of the absence, how assignments will be met, and a timetable for completing the requisite field hours. The Field Advisor will work collaboratively with the student to insure the plan is educationally feasible and supportive of the student’s individual needs.

OBTAINING PROFESSIONAL DEVELOPMENT HOURS

All students are required to participate in the completion of Professional Development (PD) activities to satisfy the mandated number of Field Education Hours for each individual Field Period. Students enrolled in Field Education 601 spend 144 hours at the field site with 6 hours of additional Professional Development activities for 150 total hours. Students enrolled in Field Education 602, 603 and 604 spend 288 hours at the field site with 12 hours of additional Professional Development activities for a total of 300 total hours. The rationale for establishing this requirement supports the development of the student as a “life-long learner” and recognizes the richness of opportunities available within field organizations, academic environments, and the community. Students are encouraged to pursue a diverse range of activities to satisfy this requirement – thus fostering exposure to practice areas beyond the scope of their particular field experience or area of concentration. Examples of potential Professional Development activities include attendance at professional conferences, meetings, trainings and colloquia at field organizations, MSASS, other university settings as well as the community. There must be an interactive component available to maximize the learning and integrative benefit of the activity and to satisfy the requirement for Professional Development hours. Students may also earn up to 12 professional development hours for participation in international travel and study experience for which they are NOT enrolled as a course.

Members of the Mandel Council and Officers of Student Organization may earn up to 3 professional development hours in the 601 field period and 6 professional development hours in each subsequent field period for activities related to the respective organization.

Students and their Field Instructors work collaboratively to incorporate and reflect Professional Development activities in the Learning Contract/Evaluation when relevant.

Students record Professional Development activities on the Professional Development Log. This document is completed and submitted along with the Learning Contract/Evaluation at the end of each field period. Professional Development hours cannot be used as field hours and should not be reflected on the time log. Students should maintain proof of their Professional Development activities. Students do not need to provide verification at the end of the field period.
**Banking Hours**

Students may work beyond the required field hours when registered for the subsequent field period with the approval of the agency, Field Instructor, and Field Faculty Advisor. Students may bank hours depending upon their program of study:

- Full-time students may carry over a maximum of forty (40) field hours and 6 PD hours for the foundation level placement (from the 601 to 602 field periods) or the advanced level placement (from 603 to 604 field periods);
- 18-month Advanced Standing students may carry over a maximum of forty (40) hours and 6 PD hours from the fall to the spring semester; and
- 12-month Advanced Standing students may carry over up to forty (40) hours for each field period. Additionally, they may carry over a maximum of 6 PD hours from fall to spring and 12 PD hours from the spring to summer semester.

Students, Field Instructors and Field Faculty Advisors must agree on the most efficacious way to address learning and practice needs when considering the impact of banking hours.

These hours may be applied to satisfy the mandated hours of the subsequent field period. Many students will choose to continue to maintain some field placement assignments during the protracted winter break to insure continuity of services for clients and to maximize their educational experience. Many agencies appreciate and value students’ willingness to be attentive to the needs of the organization and its consumers.

*While banking hours will afford students some flexibility in the subsequent field period, students may not complete their field placement any more than two weeks prior to the official last day of field education as delineated by the MSASS calendar (in spite of the actual number of hours accrued).* In addition, students, Field Instructors and Field Faculty Advisors must agree on the most efficacious way to address learning and practice needs when considering the impact of banking hours. Field education is a vital component of the educational experience and is necessary to maximize the integration of academics to professional practice.

Students may bank up to 6 Professional Development hours in accordance with the rules governing the banking of field hours.
FIELD INSTRUCTION GRADING CRITERIA

Grades for each Field period are assigned by the Field Faculty Advisor. A grade of “Pass” or “Not Pass” is earned by the student based on a synthesis of:

- Successful completion of the learning contract and evaluation, and required Field Education and PD hours
- Student’s self-assessment
- Field Instructor assessment and recommendation
- Field Faculty Advisor assessment

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>Meets or exceeds expectations in all areas of field education</td>
</tr>
<tr>
<td>Not Pass</td>
<td>Does not meet the expectations for field education</td>
</tr>
</tbody>
</table>

An “Incomplete” grade is appropriate only under the following circumstances:

- A student has been unable to meet the requirements of the field period due to compelling extenuating circumstances and there is agreement between the Field Instructor and Field Faculty Advisor that submission of a Request for Incomplete form is appropriate. Students must comply with all conditions and dates specified in the Request for Incomplete form as well as the requirements of the field education period in order to receive a grade of “Pass”. Students will need to repeat the field period if the requirements are not fulfilled by the agreed upon date.

- Field performance is of sufficient concern to warrant a remediation plan to provide additional evidence of at least satisfactory performance in the field placement before a grade can be assigned.

  - The Field Instructor and/or Field Faculty Advisor may require that a student submit a Request for Incomplete form.
  - The form must include a specific remediation plan with a non-negotiable due date for the completion of all requirements.
  - The Field Instructor and Field Faculty Advisor must agree to the plan.
  - Final approval of all remediation plans must be made by the Director of Field Education.
  - Students who have not satisfactorily completed at least three-quarters of their field hours prior to a Request for Incomplete may not be permitted to register for the subsequent field period.
  - All students must receive a grade of “Pass” in order to accrue hours in subsequent field periods (i.e., only a passing grade in Field 601 will allow a student to enter Field 602.
  - Evidence of completion of field work and all evaluative and remediation plans (where applicable) by the date documented in the Request for Incomplete form will allow a grade of “Incomplete” to be converted to a grade of “Pass” required for students to proceed to the next field period.

- The Field Education Department follows the MSASS policy regarding the conversion of grades from “Incomplete” to “Pass” or “Not Pass”.

Return to Table of Contents
TIME SHEETS FULL-TIME STUDENTS

Time sheets must accurately reflect the student’s Field placement hours, activities and be signed by the student and Field Instructor and returned to The Financial Aid Office monthly. Generally, time sheets are due by the fifth day of the month. Failure to do so will impact Full Time student’s receipt of work study funds. **Time sheets delinquent by more than 30 days will result in a suspension of work study funds and/or a suspension of field hours.**
**Professional Code of Conduct**

Any student whose performance in the field placement constitutes a breach of the NASW Code of Ethics, and/or the MSASS Professional Code of Conduct (*see below*) will be referred to the Committee on Students by the Director of the Field Education Program.

The following framework guides the policy on professional conduct. Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice, inappropriate or disruptive behavior toward colleagues, faculty, or staff (at school or field placement) will be the basis for nonacademic termination policies (CSWE, Commission on Accreditation, Supplement to the Handbook of Accreditation Standards and Procedures).

*Ethical Obligations*

**STUDENTS ARE ETHICALLY AND PROFESSIONALLY BOUND TO:**

- Appreciate the value of diversity by demonstrating effective and nonjudgmental relationships and to work with others who are different than oneself; and
- Adhere to issues of confidentiality as they relate to human services, classroom activities, and field placement.

Students are required to meet all of the following requirements to maintain good standing at MSASS.

**Professional Commitment**

- Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics. Behavior judged to be in violation of the current NASW Code of Ethics, as well as the Ohio Licensing Code, may result in a consultative review and/or administrative action by the Committee on Students.
- Demonstrates commitment to the essential values of social work, which includes respect for the dignity and worth of every individual and his/her right to a just share of society’s resources (social justice).

**Professional Behavior**

- Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethics standards, and societal laws in classroom, field, and community.
- Appearance and personal demeanor reflect a professional manner.
- Uses sound judgment in decision making.
- Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticisms in a positive manner.
Professional Code of Conduct (CONTINUE)

- Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticisms in a positive manner.
- Works and communicates effectively with others, regardless of level of authority.
- Advocates for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution.
- Shows a willingness to receive and accept classroom feedback and field supervision in a positive manner and uses such feedback to enhance professional development.
- Exhibits appropriate professional and respectful interpersonal behavior towards colleagues, faculty, and staff in class and field.

Personal Behavior

Stress Management
- Demonstrates ability to deal with current life stress through the use of appropriate coping mechanisms when stress interferes with scholastic and professional performance.
- Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others when stress impacts scholastic and professional performance.

Emotional Problems
- Seeks and effectively uses help for problems that interfere with scholastic and professional performance.
- Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties result in any of the following:
  - compromising scholastic and other performance;
  - interfering with professional judgment and behavior;
  - jeopardizing the best interests of those to whom the social work student has a professional responsibility (as outlined in the Code of Ethics by the National Association of Social Workers and the Ohio State Board of Social Workers Examiners for Social Work Licensure).

Harassment

There will be zero tolerance for any form of harassment, which includes the following:

- Conduct that intimidates, threatens, or endangers the health or safety of any person.
- Behavior that intentionally or negligently causes physical, financial, or emotional harm to any person.
- Behavior that is construed as a nuisance, including prank phone calls or abusing or harassing another user through electronic means.
**LIABILITY COVERAGE**

Case Western Reserve University extends professional liability protection to students while acting on behalf of the University in the good faith performance of their assigned educational duties. Case Western Reserve University is responsible for the educational component of the field site while the field site is responsible for client care.

Many field sites require students to have their own individual malpractice insurance. The National Association of Social Workers (NASW) offers student members professional liability protection. Individual coverage protects the student directly as the policyholder. All students enrolled at MSASS will automatically obtain membership to NASW and may elect to obtain additional liability insurance at their own expense. To learn more about this malpractice insurance, contact NASW Insurance Trust at [www.naswinsurancetrust.org](http://www.naswinsurancetrust.org).

**SAFETY IN THE FIELD**

Because of the populations served during certain field placements and/or the location of certain field placements, students may encounter risks to their personal safety or property during their field placements. These dangers may include the risk of personal injury or property damage from accidents, incidents involving clients, or crime committed by third persons. While MSASS will attempt to assist students in averting and handling dangerous situations, MSASS cannot control the actions of third persons.

Field Placement agencies must have written policies to address any work situation that entails risk, such as the following: home visits, any services outside the agency in isolated or high crime areas, services at night or weekends, services to clients who may become angry or violent, or who may be drug users and who may be intoxicated, exposure to pathogens or toxic substances and services that are politically sensitive which may result in threats of violence. Each site is responsible for orienting students to the safety policies and procedures of that setting during the agency orientation, as well as in supervision.

We would encourage all Field Instructors insure that each student is provided information on basic safety and emergency procedures during orientation to the agency. These procedures should be carefully discussed with the students, and reviewed periodically.

Students are advised to take advantage of specialized training provided by the field site and to take all necessary precautions to protect their safety and property during Field placements. Students should not see clients alone unless the student clearly has the knowledge and skills to do so. Students have a right and responsibility to refuse any assignment where they feel physically at risk or in which they deem too dangerous to pursue at the time. *Students should immediately report any dangerous or adverse situations or incidents encountered during field placement to their Field Instructor and Field Faculty Advisor.*


**INTENSIVE WEEKEND PROGRAM**

*This section is designed to augment the Field Education policies contained in other portions of this manual. Unless otherwise noted, all other portions of this manual also apply to Intensive Weekend students.*

The Intensive Weekend program at MSASS is designed to provide professional graduate level education to employed social workers. Students can complete their practicum at their places of employment with learning tasks that are differentiated from their usual work activities and specifically designed to provide new learning opportunities.

When applying for admission, students must:

- Identify an individual to serve as Field Instructor who meets the criteria outlined in this manual. The person must be an individual other than the student’s direct supervisor;
- The Field Instructor should also not occupy a dual relationship with the student. In the event a dual relationship exists, the student must immediately disclose the nature of the relationship to the Field Advisor.
- Submit a *Field Education Proposal* that includes a detailed description of all field related activities other than the student’s regular workload to be performed over the course of the program; and
- Include a signed *Agency Agreement*.

Final approval is granted by the Director of Field Education.

For students in the Intensive Weekend Program, The field period for 601 is one semester but the field period for 602, 603 & 604 is two semesters. The first field semester for Intensive Weekend students without advanced standing is held in December. Students are required to take the Field Education Seminar prior to participating in the first of four field experiences.

BSW students with advanced standing are exempted from foundation courses, including the Field Education Seminar and Field 601, and begin their first field experience [Field Education 602] in the fall of their first year.

Intensive weekend students devote an average between 8 to 10 hours per week to fulfill the field education requirement.
## IW Field Education Sequencing

### Non Advanced Standing IW Field Program

<table>
<thead>
<tr>
<th>Field Period</th>
<th>Hours Required</th>
<th>Professional Development Hours</th>
<th>Total</th>
<th>Written Assignments</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>601</td>
<td>144</td>
<td>6</td>
<td>150</td>
<td>Completed Learning Contract/Evaluation, Journals</td>
<td>Dec – April</td>
</tr>
<tr>
<td>602</td>
<td>288</td>
<td>12</td>
<td>300</td>
<td>Completed Learning Contract/Evaluation and Field Agency, Instructor, Advisor Evaluation</td>
<td>May – Dec</td>
</tr>
<tr>
<td>602AS</td>
<td>288</td>
<td>12</td>
<td>300</td>
<td>Completed Learning Contract/Evaluation</td>
<td>Aug - Apr</td>
</tr>
<tr>
<td>603</td>
<td>288</td>
<td>12</td>
<td>300</td>
<td>Completed Learning Contract/Evaluation</td>
<td>Dec – Aug</td>
</tr>
<tr>
<td>604</td>
<td>288</td>
<td>12</td>
<td>300</td>
<td>Completed Learning Contract/Evaluation and Field Agency, Instructor, Advisor Evaluation</td>
<td>Aug – Apr</td>
</tr>
</tbody>
</table>

**Total Hours**

| Intensive Weekend | 1050 |

### Advanced Standing IW Field Program

<table>
<thead>
<tr>
<th>Field Period</th>
<th>Hours Required</th>
<th>Professional Development Hours</th>
<th>Total</th>
<th>Written Assignments</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>602</td>
<td>288</td>
<td>12</td>
<td>300</td>
<td>Completed Learning Contract/Evaluation and Field Agency, Instructor, Advisor Evaluation</td>
<td>Aug – Apr</td>
</tr>
<tr>
<td>603</td>
<td>288</td>
<td>12</td>
<td>300</td>
<td>Completed Learning Contract/Evaluation</td>
<td>May – Dec</td>
</tr>
</tbody>
</table>

**Total Hours**

| Intensive Weekend Advanced Standing | 900 |

At the completion of each field period, students submit signed original learning contracts, evaluations, and any written assignment required for that period.
**IW Professional Development Hours**

Intensive Weekend students enrolled in Field Education 601 spend 144 hours at the field site with 6 hours of additional Professional Development activities for 150 total hours. Intensive weekend students may accumulate all foundation level PD hours anytime over the course of the 601/602 field periods. Intensive Weekend students enrolled in Field Education 602, 603 and 604 spend 288 hours at the field site with 12 hours of additional Professional Development activities for a total of 300 total hours. Advanced level PD hours may be accumulated any time over the entire 603/604 field periods.

**IW Banking Hours**

Intensive Weekend student are not permitted to bank field hours.

**IW Time Sheets**

Students use *Intensive Weekend Time Logs* to document their field learning activities so as to differentiate their field tasks from their employment tasks.

On the log, students must:

- Record daily field hours,
- Summarize weekly activities,
- Have logs reviewed and signed by Field Instructors and submitted to Field Faculty Advisor monthly.

All learning activities documented on the time log must be related to content in the learning contract.

Time sheets for Intensive Weekend Students must be completed, signed and submitted to the Field Advisor at the end of each month. *Time logs delinquent by more than thirty days will result in a suspension of field hours until all delinquent time sheets have been received. Hours subject to suspension cannot be reinstated. Therefore, students will need to make up all suspended hours.*

**The Learning Contract and Evaluation**

- A learning contract must be completed by the first 30-60 days of each field period.
- The tasks to be accomplished and the plan for implementation should be selected by the student and Field Instructor based on the student’s learning needs and field objectives.
- All tasks in the learning contract must be completed by the end of each field period.
Field assignments include experiential learning activities, directed readings, and professional development. The readings are specifically related to the field activities and approved by the Field Instructor and Field Faculty Advisor.

As an evidence-based school of social work, it is expected that students include research activities as a part of field education.

Tasks are discussed and confirmed in a Field Conference with the student, Field Instructor and Field Faculty Advisor.

Only those tasks documented in the learning contract can be included in the time log and can be counted as field education hours.

NEW EMPLOYMENT/JOB REASSIGNMENT

There are circumstances that may necessitate a change in the student’s field placement. They include:

- A change of agency;
- A change of job responsibilities;
- A change of Field Instructor; or
- Loss of employment due to layoff or termination

In the event any of these conditions should arise, the student should contact the Field Advisor to develop an alternative plan.

The Field Education Department retains the right to grant employment based exceptions for students who change employment prior to the beginning of the Intensive Weekend program. The new employment may not meet criteria for social work learning for the student. Students should not assume that the placement will be automatically approved.

The employment date with an entirely new employer or the date of reassignment to new work responsibilities within the agency must be no more than 60 days from the first day of the semester in which student is required to start placement.

The student may request the new job at the new agency be approved as a field site. The following criteria must be met:

- Agency must be an approved or approved eligible field site according to criteria outlined in this manual.
- A new Field Education Proposal (a detailed description of field related activities), job description, field instructor resume and an Agency Agreement must be submitted to the Field Faculty Advisor and Director of Field Education for final approval.
- If approved, the student must complete a tentative learning contract to be reviewed by the Field Instructor and Field Faculty Advisor.
- Clock hours in field education cannot be accrued until the plan is approved.
APPENDIX – FORMS

All of these forms are available to download from the Field Education Department web site at: http://msass.cwru.edu/fieldedu/

- FULL TIME STUDENTS TIME LOG
- INTENSIVE WEEKEND STUDENT’S TIME LOG
- PROFESSIONAL DEVELOPMENT LOG
- THE LEARNING CONTRACTS AND EVALUATIONS
  - 601 – Foundation (DP)
  - 602 – Advanced (DP)
  - 603 – Advanced (DP)
    - 603 – Advanced - CPSC
  - 604 – Advanced (DP)
    - 604 – Advanced - CPSC
- FIELD CHECKLISTS
  - Full Time
    - 601
    - 602
    - 602 (Advanced Standing)
    - 603
    - 604
  - Intensive Weekend
    - 601 (IW)
    - 602 (IW)
    - 602 (Advanced Standing) (IW)
    - 603 (IW)
    - 604 (IW)
- REQUEST FOR INCOMPLETE FORM
- FIELD INSTRUCTION APPLICATION