**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*

Scott A. Wilkes, LISW-S, JD
Director of Field Education
Instructor
**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 field period 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.
HISTORY OF FIELD INSTRUCTION IN SOCIAL WORK (CONTINUED)

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.

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**  
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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 is also a graduate of the CWRU, School of Law. Currently, he is a PhD candidate at MSASS. 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 Beech Brook. Scott currently teaches the Field Seminar and has taught, Social Policy, Social Work Ethics, Theories of Diversity, Discrimination and Oppression, and Social Work Research.

**FIELD STAFF**

**HENRIETTA JONES**  
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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. We discourage students from assuming "on call" responsibilities when physically absent from the field site due to the inherent issues regarding liability and the potential interference with the student’s academic responsibilities. Field Education allows students opportunities to reflect, integrate, develop and implement programs and interventions that will form the foundation of practice upon graduation. Our collective focus is to support the student in defining and maximizing learning needs and goals within the context of their specific field setting. The roles and responsibilities are defined below for each person associated with the field education learning experience.

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 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.
- Provide the Field Instructor with copies of course syllabi to be utilized in the collaborative development of the Learning Contract.
- 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.
- Complete the Field Evaluation in its entirety by the established due date indicated in the Field Education calendar and specified in the Learning Contract under the Succeed in the World of Work Ability.
- We discourage students from assuming “on call” responsibilities when physically absent from the field site.
- Retain a copy of all field related documentation.
FIELD RELATED ROLES AND RESPONSIBILITIES (CONTINUED)

THE FIELD INSTRUCTOR

- Provide an orientation to the agency.
- 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. If a
- When the Task Supervisor is used, the following guidelines apply:
- 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.
- 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.
FIELD RELATED ROLES AND RESPONSIBILITIES (CONTINUED)

THE FIELD FACULTY ADVISOR

- Develop working relationships with students and field organizations.
- Participate in the Field Conference with the student and Field Instructor during each field period.
- Explore and develop new field sites.
- Maintain accessibility to students and field organizations.
- Facilitate and offer consultation in all aspects of the field placement process.
- Teach the Field Seminar course.
- 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.
- Provide written feedback to students, field instructors and task supervisors following the field conference.
- Respect and articulate the distinction between student learner and agency/organization employee.
- When necessary, visit the field placement site to resolve any issues or concerns expressed by the student or Field Instructor.
### Field Education Sequencing

**Required Field Hours**

<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>651A</td>
<td>72 hours</td>
<td>3</td>
<td>75 (5 hours per week for 15 weeks)</td>
<td>Completed Learning Contract/Evaluation, All Time Logs, PD Log</td>
</tr>
<tr>
<td>651B</td>
<td>72 hours</td>
<td>3</td>
<td>75 (5 hours per week for 15 weeks)</td>
<td>Completed Learning Contract/Evaluation, All Time Logs, PD Log</td>
</tr>
<tr>
<td>652A</td>
<td>144 hours</td>
<td>6</td>
<td>150 (10 hours per week for 15 weeks)</td>
<td>Completed Learning Contract/Evaluation, All Time Logs, PD Log</td>
</tr>
<tr>
<td>652B</td>
<td>144 hours</td>
<td>6</td>
<td>150 (10 hours per week for 15 weeks)</td>
<td>Completed Learning Contract/Evaluation, All Time Logs, PD Log and Field Agency, Instructor, Advisor Evaluation</td>
</tr>
<tr>
<td>653A</td>
<td>144 hours</td>
<td>6</td>
<td>150 (10 hours per week for 15 weeks)</td>
<td>Completed Learning Contract/Evaluation, All Time Logs, PD Log</td>
</tr>
<tr>
<td>653B</td>
<td>144 hours</td>
<td>6</td>
<td>150 (10 hours per week for 15 weeks)</td>
<td>Completed Learning Contract/Evaluation, All Time Logs, PD Log</td>
</tr>
<tr>
<td>654A</td>
<td>14 hours</td>
<td>6</td>
<td>150 (10 hours per week for 15 weeks)</td>
<td>Completed Learning Contract/Evaluation, All Time Logs, PD Log</td>
</tr>
<tr>
<td>654B</td>
<td>144 hours</td>
<td>6</td>
<td>150 (10 hours per week for 15 weeks)</td>
<td>Completed Learning Contract/Evaluation, All Time Logs, PD Log and Field Agency, Instructor, Advisor Evaluation</td>
</tr>
</tbody>
</table>

**Degree of Hours**

- Virtual MSSA Student (Without Advanced Standing) 1050
- Virtual MSSA Student (Advanced Standing) 900
FIELD EDUCATION SEQUENCING (CONTINUED)

Employed in Social Human Service Agencies

**Foundation Field Education:** Students granted admission to the MSSA program who do not hold a bachelor’s degree in social work (BSW) from an accredited program, but a baccalaureate degree, and works in a social human service agency; or begin field education at the foundation level with SASS Field Education 651A/B and the co-requisite seminar course SASS 495 Field Education Seminar. These students complete all four field education courses, which are completed in eight semesters. The Field education requirements stipulate a total of 1050 contact hours.

**Advanced Field Education:** Students granted admission to the MSSA program who do hold a bachelor’s degree in social work (BSW) from an accredited program and works in a social human service agency begin field education at the advanced level with SASS 652A/B. These students complete three field education courses, which are completed in six semesters. The field education requirements stipulate a total of 900 contact hours.

**NOTE:**
- Students employed in social human service agencies are permitted to use their employment location as their field placement location; however, students must complete new learning tasks that are not the same as their current employment role or within their current scope of responsibilities.
- During field education courses at the employment site, students must be supervised by an individual who is not their direct supervisor and who meets MSASS requirements to provide Field Education or Task Supervision.

Students are discouraged from assuming “on-call” responsibilities for the employer as a component of the field education course when physically absent from the field site.
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

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 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.

Responsibilities

- Complete a Cooperating Agency Agreement establishing a partnership with Case Western Reserve University.
- Complete a Field Instruction Application for each prospective Field Instructor
- 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 encourages new 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.
OBTAINING A FIELD PLACEMENT

All incoming Foundation and Advanced Standing Field Education students complete a Field Proposal and submit the form as part of the admission process to MSASS. This form can be submitted with the online admission application. Approval of the student’s field education site is required as a condition of admission to the MSSA program.

Any changes or deviations from the approved field proposal, field site or plan for field education must be reviewed and approved by the Director of Field Education and the Field Advisor. The Field Advisor must be consulted prior to implementing the approved change.

**Obtaining a Foundation Field Placement:** During the admission process the applicant is 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 early in the admission process to schedule an interview to discuss the content of the planning form, address areas for skill development and learning style.

Through a collaborative process, field organizations are described and identified as potential placement sites. Students then complete an interview with potential agencies for field placement (if a non-SHSA employed student) or obtain approval of the employer to use location as a field placement site (if employed in a SHSA agency). 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.
THE LEARNING CONTRACT AND EVALUATION

A Learning Contract and Evaluation must be completed for each field period the by first quarter of each field.

- 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 by the end of the foundation and advanced level placement (652A/B & 654A/B).

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

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

- 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).

- 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.
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 and discussion, a Field Conference must be scheduled. To maximize the collaborative value of the conference, the following timeframe is suggested for consideration:

For Students Beginning with Foundation Field:

1) For students in Field 651A/B and 654A/B, a field conference is recommended to be scheduled after the first half of the semester (between week 17 and week 32). This allows students in Field 651 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 654, 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 652A/B & 653A/B (between week 4 and week 6). Arranging the 652A/B Field Conference field during the first third of the semester will offer a more seamless transition from Field 651A/B.

For Students Beginning with Advanced Field:

The 652A/B 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 653A/B field conference during the first third of the semester will also be most helpful. Scheduling the 654A/B 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.
**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 the 651A/B Field Education course spend 75 hours at the field site, which includes 6 hours of Professional Development activities. Students enrolled in the 652A/B, 653A/B and 654A/B field periods spend 300 hours at the field site, which include 12 hours of Professional Development activities. 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 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 but do not need to provide verification at the end of the field period.

**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.
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>PASS</th>
<th>Meets or exceeds expectations in all areas of field education</th>
</tr>
</thead>
<tbody>
<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. *(The Request of Incomplete Form can be found on the Registrar’s web page).*

- 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 651A/B will allow a student to enter Field 652A/B.
  - 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”.
TIME SHEETS FOR STUDENTS

Time sheets must accurately reflect the student’s Field placement hours 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.

Students use **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,
- Weekly date and time of field supervision
- Summarize weekly activities,
- Have logs reviewed and signed by Field Instructors and submitted to Field Faculty Advisor each month.

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

Time sheets for Virtual MSSA students must be completed, signed and submitted to the Field Advisor at the end of each month. Students will submit a scanned copy of their time log each month and keep the original. At the end of the field period all time logs, with original signatures will be submitted with the learning contract/evaluation. Time logs delinquent by more than 30 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.
NEW FIELD PLACEMENTS - IMPLICATIONS FOR
GRADES AND FIELD HOURS

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

Field Instruction Grading Criteria

- 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 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, job description, field instructor resume and copy of license (if applicable), a Change of Placement Petition and the Agency Agreement must be submitted to the 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.

A new Field Education Proposal, job description, Field Instruction Application and complete agency information confirming the student’s employment and agency approval of the plan must be submitted prior to approval of this change.

Upon receipt and review of the change, the Director of Field Education will notify the student to proceed with the development of a plan, or outline a rationale why such a plan would be inappropriate.

A student changing placements prior to the mid-point of the field experience must have the Field Instructor evaluate their field performance. If the performance was satisfactory, the field hours earned in the placement will carry over to the new Field site. If the Field performance was marginal or unsatisfactory, the field hours will need to be repeated.

A student changing placements after the mid-term point of the field experience must have the former Field Instructor complete the evaluation based on the learning contract developed for that field period. An additional and supplementary learning contract and evaluation will be completed by the Field Instructor at the new Field site and both documents will be submitted and utilized by the Field Faculty Advisor to determine the grade for that field period. If the field performance was satisfactory, the field hours earned will carry over to the new Field site. If the field performance was marginal or unsatisfactory, the field hours will need to be repeated.
**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 CODE OF CONDUCT (CONTINUED)

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.
- 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.
PROFESSIONAL CODE OF CONDUCT (CONTINUED)

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.

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. Students are advised to take advantage of specialized training and to take all necessary precautions to protect their safety and property during Field placements. Students should discuss with their Field Faculty Advisors any concerns they may have about their field placements.

Students should immediately report any dangerous or adverse situations or incidents encountered during field placement to their Field Instructor and Field Faculty Advisor.
APPENDIX – FORMS

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

- Field Checklists
- Field Education Students Time Log
- Professional Development Log
- Field Instruction Application
- Learning Contracts and Evaluations
  - 651 A/B
  - 652 A/B
  - 653 A/B
  - 654 A/B
## Professional Development Log

*ATTACH THIS FORM TO YOUR COMPLETED FIELD LEARNING CONTRACT AND EVALUATION*

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>FIELD FACULTY ADVISOR</th>
</tr>
</thead>
</table>

**FIELD PERIOD (Check one)**  
- [x] 601  
- [ ] 602  
- [ ] 603  
- [x] 604

<table>
<thead>
<tr>
<th>DATE</th>
<th>PROGRAM</th>
<th>LOCATION</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL HOURS:**

- [ ]
# Virtual MSSA Student’s Time Log - Monthly Report

<table>
<thead>
<tr>
<th>Student</th>
<th>Field Faculty Advisor</th>
<th>Field Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency</td>
<td>Month</td>
<td>Year</td>
</tr>
</tbody>
</table>

## Hours

### Week of:

<table>
<thead>
<tr>
<th></th>
<th>SUN</th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THURS</th>
<th>FRI</th>
<th>SAT</th>
<th>TOTAL</th>
</tr>
</thead>
</table>

Date of weekly supervision: Date:

Summary of Activities:

### Week of:

<table>
<thead>
<tr>
<th></th>
<th>SUN</th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THURS</th>
<th>FRI</th>
<th>SAT</th>
<th>TOTAL</th>
</tr>
</thead>
</table>

Date of weekly supervision: Date:

Summary of Activities:

### Week of:

<table>
<thead>
<tr>
<th></th>
<th>SUN</th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THURS</th>
<th>FRI</th>
<th>SAT</th>
<th>TOTAL</th>
</tr>
</thead>
</table>

Date of weekly supervision: Date:

Summary of Activities:

### Week of:

<table>
<thead>
<tr>
<th></th>
<th>SUN</th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THURS</th>
<th>FRI</th>
<th>SAT</th>
<th>TOTAL</th>
</tr>
</thead>
</table>

Date of weekly supervision: Date:

Summary of Activities:

## Total Monthly Hours

<table>
<thead>
<tr>
<th></th>
<th>SUN</th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THURS</th>
<th>FRI</th>
<th>SAT</th>
<th>TOTAL</th>
</tr>
</thead>
</table>

Signature of Student: Task Supervisor

Signature of Field Instructor: Date

Reviewed By: Field Faculty Advisor

Date:
FIELD INSTRUCTION APPLICATION

MANDEL SCHOOL OF APPLIED SOCIAL SCIENCES
FIELD INSTRUCTION APPLICATION

This form is to be completed by the proposed Field Instructor. Information provided will be used to evaluate the agency and facilitate the student placement process.

The selection of Field Instructors is based upon the following criteria:

1. Hold a Master’s degree from an accredited School of Social Work (MSW/MSSA).
2. Possess two or more years of post-graduate experience as a social worker.
3. Agree to participate in annual field instructor orientation and training.
4. Agree to provide weekly face-to-face supervision and a final evaluation for each student.

I. APPLICANT INFORMATION (Field Instructor or Task Supervisor)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Current Title:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Agency</th>
<th>Length of Service:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>City:</th>
<th>State:</th>
<th>Zip:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Phone:</th>
<th>Cell Phone:</th>
<th>Fax:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Website:</th>
<th>Email:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Licensure:</th>
<th>License #:</th>
<th>Date Expired:</th>
</tr>
</thead>
</table>

II. EDUCATION BACKGROUND (Provide the following information for only your graduate level education).

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree</th>
<th>Year</th>
</tr>
</thead>
</table>

III. PRIOR PROFESSIONAL EXPERIENCE

<table>
<thead>
<tr>
<th>Agency</th>
<th>Job Title</th>
<th>Dates</th>
</tr>
</thead>
</table>

Have you ever been subject to any disciplinary action by a professional organization, investigated by an ethics board, or convicted of or under current indictment for a felony?

**YES ☐**  **No ☐**

If yes, please explain,
FIELD INSTRUCTION APPLICATION (CONTINUED)

Please list any universities with whom you have served as a Master's Level Field Instructor

<table>
<thead>
<tr>
<th>UNIVERSITY</th>
<th>DATE</th>
<th>LENGTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please select the MSASS specialization that best describes your area of practice. (Select all that apply)

- AGING
- CHILDREN, YOUTH AND FAMILIES
- HEALTH
- MENTAL HEALTH (ADULT)
- ALCOHOL AND OTHER DRUGS
- COMMUNITY AND SOCIAL DEVELOPMENT
- MENTAL HEALTH (CHILD/ADOLESCENT)
- SCHOOL SOCIAL WORK

Please indicate whether you are currently affiliated with a social service agency

Yes □ No □

If yes, please complete sections IV and V. If no, please proceed to signature line.

IV. AGENCY DESCRIPTION

Please describe the auspices of the Agency. (Select all that apply)

- PUBLIC ORGANIZATION
- NON-PROFIT ORGANIZATION
- Private Organization
- For Profit Organization

Please describe the funding sources of the Agency.

- PUBLIC GRANTS/CONTRACTS
- PRIVATE GRANTS/CONTRACTS
- FEES
- 3RD PARTY INSURANCE

Is your agency licensed by any organization? If so by which entities?

Is your agency accredited? If so by which entities?

Number of employees in the agency.

1-9 □ 10-49 □ 50-99 □ 100-249 □ 250-499 □ 500 AND ABOVE

Does the agency provide stipends to students? Yes □ No □

Is the agency accessible by public transportation? Yes □ No □

Is a car required by the student? Yes □ No □

Are home visits required? Yes □ No □

Is the agency able to provide internships for students with physical disabilities? Yes □ No □
FIELD INSTRUCTION APPLICATION (CONTINUED)

Are home visits required?  YES ☐  NO ☐

Is the agency able to provide internships for students with physical disabilities?  YES ☐  NO ☐

V. EDUCATIONAL READINESS

Will the student have access to:

☐ OFFICE  ☐ DESK  ☐ PHONE  ☐ COMPUTER  ☐ PRIVATE INTERVIEW SPACE

Does the agency have access to a web browser?  YES ☐  NO ☐

Does the agency have access to a video camera for video conferencing?  YES ☐  NO ☐

Does the agency have access to an agency network to conduct video conferencing?  YES ☐  NO ☐

Which of the following best characterizes the opportunities available to a student intern placed at your agency? (Select all that apply)

☐ ADMINISTRATION  ☐ GRANT WRITING  ☐ REFERRAL SERVICES
☐ ASSESSMENT/DIAGNOSIS  ☐ GROUP WORK  ☐ RESEARCH
☐ ADVOCACY  ☐ FUND RAISING  ☐ SCREENING/TRIAGE
☐ CASE MANAGEMENT  ☐ INTAKE  ☐ SUPERVISION
☐ CRISIS INTERVENTION  ☐ NEEDS ASSESSMENT  ☐ THERAPY
☐ COMMUNITY DEVELOPMENT  ☐ POLICY ANALYSIS  ☐ TRAINING/EDUCATION
☐ COMMUNITY ORGANIZATION  ☐ PROGRAM DEVELOPMENT  ☐ OTHER (SPECIFY)
☐ COUNSELING  ☐ PROGRAM EVALUATION

Will students have the opportunity to provide services to individuals?  YES ☐  NO ☐

Will students have the opportunity to provide services to families?  YES ☐  NO ☐

Will students have the opportunity to provide services to groups?  YES ☐  NO ☐

Will students have the opportunity to provide services to communities?  YES ☐  NO ☐

Are Evidence-Based Practice approaches used by your agency?  YES ☐  NO ☐

If so, which ones?

Will the student have an opportunity to be trained in these approaches?  YES ☐  NO ☐

I hereby attest that all of the above is true to the best of my knowledge and that I will abide by the expectations, policies and procedures outlined in the MSASS field education manual.

Signature: ___________________________  Date: ____________

Please attach a copy your resume and agency information (brochure or annual report) and mail to the MSASS Field Education Office at 10900 Euclid Avenue, Cleveland, OH 44124.
LEARNING CONTRACTS AND EVALUATIONS

- 651 A/B Learning Contract and Evaluation (Click Here)
- 652 A/B Learning Contract and Evaluation (Click Here)
- 653 A/B Learning Contract and Evaluation (Click Here)
- 654 A/B Learning Contract and Evaluation (Click Here)