Welcome to Field Education at the Jack, Joseph and Morton Mandel School of Applied Social Sciences! The Field Education Department and Faculty are delighted that you have chosen the Mandel School for your graduate social work education. We’re committed to making your learning experience an engaged and transformative one.

Field Education is the venue through which we apply and integrate theory; evidence based practice, our own unique talents, and the values and ethics of the profession to make social work and nonprofit management come alive—not only for ourselves, but also for the clients and communities that we serve. Many social workers reflect back on their experiences in Field Education as one of the most powerful aspects of their education. These experiences can truly last a lifetime!

The Online Field Education/Practicum curriculum has been thoughtfully designed to allow you to incrementally develop your skills and competence, while carefully integrating your classroom and other learning experiences. One of the many exciting aspects of completing Field Education in the online format is the opportunity to fulfill practicum requirements within your local community. You and your fellow classmates will discuss and share experiences from different parts of the country; while having the distinctive opportunity to compare and contrast social work services representing a variety of communities, populations, and service delivery models.

On behalf of the entire Field Education Department, we hope you will enjoy this exciting and crucial 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 unique professional identity that you will carry forward throughout your career. When that time comes, we’ll be proud to count you as one of our own.

Amy Korsch-Williams, MSSA, CNM, LISW-S
Director of Field Education
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INTRODUCTION

This manual is intended to serve as a guide to the content, purpose and expectations of the Field Education Department and the roles and functions of the student, Field Instructor, the Task Supervisor, and Field Faculty Advisor. This manual will provide instructions for both students whom entered the MSSA program in the Summer semester of 2015 or prior, as well as students entering the MSSA program during Fall 2015 and beyond. Please ensure that you are reading the appropriate section.

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FOR STUDENTS ENTERING THE PROGRAM IN THE SUMMER OF 2015 AND PRIOR

ABILITY-BASED LEARNING

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 of the MSSA program. It is designed to be used in conjunction with the Mandel School Student Handbook. All policies contained in that Handbook also apply to Field Education.

Field Education is an integral component of the Mandel School 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 and non-profit management. 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 Mandel School’s Ability-Based Learning Environment is the structure utilized for the development of the Learning Contract. The Mandel School has established Core Competencies in the MSSA program that form the basis of the student’s classroom and field experience.

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

1. Identify as a Reflective Professional Social Worker
2. Advocate for Social, Economic and Environmental Justice
3. Apply Social Work Methods
4. Uphold Social Work Values and Ethics
5. Integrate Cultural, Economic, and Global Diversity
6. Think Critically about Theory and Research Knowledge
7. Communicate Effectively
8. 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.

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.

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.
- 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. 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.
- 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 course room by your Field Advisor.
- We discourage students from assuming “on call” responsibilities when physically absent from the field site.
- Retain a copy of all field related documentation.

**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 that will be conducted through the Adobe Connect online platform.
- Attend Field Instructor Trainings provided by MSASS through virtual formats.
- 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 supervisor will be utilized when the Field Instructor is not located at your field placement site, or in addition to the Field Instructor at your field placement site.**
- 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.
- 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 contributions 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, 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.

• 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.
### 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>
</tr>
</thead>
<tbody>
<tr>
<td>651A</td>
<td>72 hours = 4-5 hours per week for 15 weeks</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>651B</td>
<td>72 hours = 4-5 hours per week for 15 weeks</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>652A</td>
<td>144 hours = 10-12 hours per week for 15 weeks</td>
<td>6</td>
<td>150</td>
</tr>
<tr>
<td>652B</td>
<td>144 hours = 10-12 hours per week for 15 weeks</td>
<td>6</td>
<td>150</td>
</tr>
<tr>
<td>653A</td>
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<td>144 hours = 10-12 hours per week for 15 weeks</td>
<td>6</td>
<td>150</td>
</tr>
</tbody>
</table>

Foundation Students: 1050 = Total Hours Required

Advance Standing Students: 900 = Total Hours Required
**Field Education Sequencing.**

**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
- 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 foundation level with SASS Field Education 651A 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 begin field education at the advanced level with SASS 652A. These students complete three field education courses, which are completed in six semesters. The Field Education requirements stipulate a total of 900 contact hours.

All MSASS students are discouraged from assuming “on-call” responsibilities as a component of Field Education hours when physically absent from the site. Students should have access to supervision, either by their Field Instructor or Task Supervisor (when applicable) during all Field Education hours.

**NOTE:**

Students employed by social service agencies are permitted to use their place of employment as their field placement site under the following conditions:

1. The student’s role, tasks, activities, and client interactions must be clearly differentiated from their employment responsibilities.
2. Students must be supervised by an individual who is not their direct employment supervisor.
3. The Field Instructor must meet the MSASS requirements to provide field supervision.
4. Any compensation for field hours is at the discretion of the agency, but field hours must be clearly differentiated from employment hours.
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 completing online training modules

Monitoring the quality of field instruction is an ongoing process that is accomplished via personal e-mail, telephone, web cam meetings, and in-person meetings (as scheduled). An agency evaluation is conducted 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 Council on Social Work Education (CSWE) social work
- Two years post-master’s social work experience
- If required by the state licensure board, licensure at the advance level as identified by individual states.

**Responsibilities**

- Complete a Field Agency Agreement establishing a partnership with Case Western Reserve University
- Complete a Field Instruction Application for each prospective Field Instructor
- Provide an updated resume 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 complete Field Instructor Web Based Orientation and other trainings offered throughout the academic year. Field Instructors willing to travel to CWRU campus are welcome to do so. Advisors outside of the Greater Cleveland area are encouraged training available through live streaming sessions. CEUs are available for in-person attendance only. 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 proposal via 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 Faculty Advisor. The Field Faculty Advisor must be consulted prior to implementing the approved change.

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 and selected field site, the advisor will work with the student to finalize all required documentation to secure this field site for the student. The necessary and completed documentation is approved by the Field Advisor or a representative of the Field Education Department.
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 time frame is suggested for consideration:

1. For students in Field 651A, 652A, 653A and 654A, a field conference is recommended to be scheduled after the first half of the semester. This allows students to have a field conference to discuss the tasks and implementation plans in the presence of the Field Instructor and Field Advisor together. For students in Field 651B, 652B, 653B, and 654B, a field conference that is scheduled after the second half of the semester allows for the conference to reflect a comprehensive and retrospective review of all field related experiences.

2. Field Conferences typically take 1 to 1-1/2 hours.

3. Your Field Faculty Advisor will post available dates at the appropriate time in the semester. Please review the available dates with your Field Instructor FIRST before confirming a day and time with your Field Advisor.

OBTAINING PROFESSIONAL DEVELOPMENT HOURS

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 SASS 651A and 651B spend 144 hours at the field site with 6 hours of additional PD activities for 150 total hours (3 PD per course). Students enrolled in SASS 652A, 652B, 653A, 653B, 654A and 654B spend 288 hours at the field site with 12 hours of additional Professional Development activities for a total of 300 total hours for each field period.

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 PD activities include: attendance at professional conferences, meetings, trainings, colloquial offered at field organizations, the Mandel School, other university settings as well as the community. PD hours may also be accumulated for participation in leadership activities within the Mandel School or in the community.

*There must be an interactive learning component available* to maximize the learning and integrative benefit of the activity and to satisfy the requirement for PD hours. Therefore, web-based or on-line workshops are not eligible for PD, unless otherwise specified by the Director of Field Education. Professional continuing education (CEU) events are eligible for PD. 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 Executive Members of Student Organizations* may earn up to 3 PD hours in the SASS 651 field period and 6 PD hours in each subsequent field period for activities related to the Mandel Council. Student may also petition the Director of Field Education for approval of PD hours for other student sponsored events. All student sponsored PD events must have an interactive learning component that involves a professional member of the community or faculty member facilitating the discussion or activity.

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. All students must provide verification of Professional Development activities at the end of each field period.

**Monthly Time Sheet**

All time sheets must be completed each month and accurately reflect the student’s Field placement hours, activities and be signed by the student and Field Instructor/Practicum Supervisor. All time sheets are generally due weeks 4, 8, 12, and 16. All learning activities documented on the time sheet must be related to the content in the learning contract and reflected on the same document at the end of the field period. On the time sheet, students must:

- Record daily field hours;
- Summarize weekly activities;
- Designate the date of weekly supervision; and
- Have time sheets reviewed and signed by Field Instructors.
The signed Monthly Time Logs are submitted to Moodle approximately every four weeks; late submissions receive a standard point deduction at the discretion of the course Instructor.

Please Note: Time sheets delinquent by more than 30 days may result in a suspension of work-study funds and/or a suspension of field hours for full time students. If student hours have been suspended, the student is not eligible to complete field hours during this time. The condition of the suspension must be met before a student can accumulate hours for field. Also, Course Instructors may use Instructor Announcements to provide additional information or to inform students of any revisions or updates related to the field education course.

Weekly Discussion Boards

Field Education courses require students to participate in weekly (or bi-weekly) online discussion forum through the Moodle course room, simulating a traditional classroom in an asynchronous environment. Students will post comments to a discussion topic, react to other students' comments, post thoughts and experiences related to the topic, and respond to ideas shared by others in the module. Discussions are also designed to demonstrate student knowledge of the readings, videos, and other supplemental materials presented in each module.

In the online classroom ALL students participate. In fact, as graduate students you will learn as much, if not more, from your fellow students as they share their understanding of the module materials and share personal and workplace experiences.

Discussions are reviewed by the Field Advisor and earn a ‘credit, partial credit, no credit’ rating. At the end of each semester, the Field Advisor assigns a point value to the students’ overall participation, demonstration of critical thinking, and development as a social work professional. Please note, Field Advisors may use Instructor Announcements to provide additional information or to inform students of any revisions or updates related to the field education course.
Assignment Expectations and Evaluations

Weekly Summary Grading

· Credit – successfully meets all of the assignment criteria as outlined in the Instructor Announcements
· Partial Credit – meet most of the assignment criteria as outlined in the Instructor Announcements
· No Credit – does not meet the assignment criteria as outlined in the Instructor Announcements OR did not submit summary on time. Late submissions are not reviewed for credit.
· MISSED SUPERVISION – student is required to summarize activities for week, reflect on what she/he would have discussed had supervision taken place, and identify the Abilities most relevant to the weeks’ internship.
· MISSED SUPERVISION & FIELD HOURS – student should submit the reason for missing hours/supervision (vacation, illness, agency closed, etc.). PARTIAL CREDIT is assigned for weeks of missed supervision/field hours.
· Special Circumstances – There may be extenuating circumstances that prevent student from completing hours and the weekly summary. These should be discussed with the Faculty Field Advisor prior to the summary due date. The student and Faculty Field Advisor may agree on a plan regarding the assignment, including posting a ‘no grade’ at the Faculty Field Advisor’s discretion.

Evaluation of Assignments

Assignments are evaluated based on the student successfully meeting the criteria of the assignment as well as timely submission to the Moodle course room. Evaluation for weekly summaries and discussions are based on a ‘credit, partial credit, no credit’ to reflect whether the student has successfully met the criteria of the assignment, partially met the criteria, did not meet the criteria or did not submit to the assignment. Weekly summaries and discussion posts must be submitted on time to receive credit; late submissions are not reviewed for credit and will receive ‘no credit’ in the course room.

Monthly Time Logs and Learning Contracts that are posted after the due date will receive a standard point reduction for late submission.

Please note, Course Instructors may use Instructor Announcements to provide additional information or to inform students of any revisions or updates related to the field education course.
**VACATIONS**

Vacations should be taken during scheduled semester breaks and not during instructional time to avoid a disruption in field placement. In any situation where a student will be absent from the field site, the specified agency contact(s) and Field Faculty Advisor must be notified by the student at the earliest possible time in order to arrange for coverage.

**RELIGIOUS HOLIDAYS**

Students do not attend Field Education on agency holidays but do attend on some school holidays (i.e., Election Day) if the agency is open on the usual day in the field. During winter and spring break and Thanksgiving, students are not required to attend field education, but may do so to maintain a continuity of care, with the approval of the Field Instructor.

It is the policy of the Case Western Reserve University and the Mandel School to respect its members' observance of their major religious holidays. When scheduling conflicts prove unavoidable, students should proactively discuss such absences with the Field Advisor and the Field Instructor and agree upon an appropriate plan to make up any missed field hours or assignments. If a suitable arrangement cannot be worked out between the Field Instructor and the student, the Field Faculty Advisor or Director of Field Education should be consulted.

**BANKING HOURS**

Students may not accumulate (bank) field hours beyond those required for current field period. Many students will choose to continue to maintain some field placement assignments during the protracted winter break to ensure continuity of services for clients/client groups 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. Field hours may only be accumulated for students officially registered for a field period.

*Please Note:* While completing field hours during school breaks may help you to meet the needed hours, it is important to remember that the school breaks are important for you to maintain self-care and decompress from the rigors of an academic program.

**FIELD 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, for
any reason must incorporate a plan to address the deficient hours. (Some examples of absences include: illness, death of a family member, family emergencies, school or agency closings due to weather, administrative closings, etc.). A 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. In any situation where a student will be absent from the field site, the specified agency contact(s) and field faculty advisor must be notified by the student at the earliest possible time in order to arrange for coverage.

Students who must take extended absences during the semester must make arrangements with the Dean of Student Services. Examples of extended absences are maternity/paternity leave, surgeries, or family crisis, etc.

**STUDENT PERFORMANCE ISSUES**

When students encounter difficulties in their placement, the first step is for the student to raise the issue with the Field Instructor. The Mandel School encourages self-advocacy. However, if the student’s efforts do not lead to a resolution of the problem, the student should notify the Field Faculty Advisor to get support, coaching, and to discuss problem-solving strategies.

When there are serious concerns about the student’s field performance, the Field Faculty Advisor should be notified by the student and/or Field Instructor to provide opportunities to effect significant improvement. The Field Faculty Advisor has the responsibility to coordinate a field conference to develop a plan. The result of a field conference often takes the form of a written *Remediation Plan* with specific performance expectations for all parties. All parties should review the recommendations and a time frame for re-assessment of the situation established. Some issues addressed by a remediation plan might include, but not be limited to the following:

- Failure to prioritize duties, responsibilities, and complete assignments.
- Unsatisfactory progress towards completing learning objectives.
- Inadequate concern and sensitivity for human needs.
- Violating professional boundaries with clients/client groups and/or staff.
- Inability to integrate theoretical concepts into practice.
- Demonstrating inflexibility in working with agency and school personnel.
- Failure to work as part of a collegial network.
- Demonstrating inappropriate attitudes toward diversity.
- Demonstrating inadequate professional awareness, insight and social consciousness.
- Inadequate professional responsibility to placement site.
- Failure to demonstrate professional assertiveness.
- Failure to recognize and resolve ethical conflicts and dilemmas within social work practice.
Advocating for change in an inappropriate and unproductive manner.

Inability to follow agency policies, procedures and directives.

Violation of NASW and State Codes of Ethics and Mandel School Code of Conduct.

In some cases, a significant extension of time in the field placement may be indicated. If the performance indicates the need for an extension beyond the end of the semester, a grade of Incomplete is given at the end of the semester. An extension for an incomplete cannot extend beyond one semester. At the end of the semester, the incomplete will be converted to a grade for the field period. All request for Incompletes must be approved by the Field Advisor.

**CHANGE OF PLACEMENT REQUEST**

All requests for placement changes must be reviewed and approved by the Field Advisor. It is understood that prior to withdrawal of a student from a field placement, the student and/or Field Instructor must submit documentation citing the reason for termination. Once submitted, a full discussion of all pertinent facts will be conducted with all persons concerned, including the Director of Field Education. Often in such cases, a performance review and remediation is indicated.

Termination is regarded as a last resort in problem-solving. Once the decision has been made to terminate the placement, the student is expected to formally disengage from the agency. This may include terminating with clients, turning in keys and records, removing personal items, etc.

It is the responsibility of the student and Field Instructor to provide a final evaluation of the student’s performance and account for the number of hours completed.

**CHANGE OF ADVISOR REQUEST**

Students requesting a change in Field Faculty Advisor should make the request in writing to the Director of Field Education. A request for a change of advisement assignment is predicated on a serious problem or concern that can be remedied only by a change in the assignment. The written request must clearly stipulate the reasons for requesting the change. The director will consult with the student and advisor prior to making a final decision to determine if both parties are in agreement with the request to change. The procedure for change is as follows:

1. The student and Field Faculty Advisor will meet to discuss the need for a change of advisement before making the written request to the Director of Field Education.
2. When the request for a change is granted, the Director will inform the student, the current Field Faculty Advisor, and the newly assigned Field Faculty Advisor of the change. The current and new Advisors will consult with each other regarding the advisement that has occurred.
3. When the request for a change is denied, the Director will notify the student and Field Faculty Advisor explaining why the assignment should remain the same.

4. An appeal of the Director’s decision must be made to the Office of the Associate Dean in writing within five days of notification.

FIELD PLACEMENT/PRACTICUM WITHDRAWAL

Field Education is distinct from most other courses in that field placement in the community entails not only educational objectives the student, but also professional responsibilities to clients, social agencies and the community. When students engage clients, organizations and communities and assume service responsibilities, there are ongoing professional, educational and ethical responsibilities to be considered. Also, considerable time and effort is spent on the part of Field Instructor/Practicum Supervisor to balance the needs of the student with those of clients, organizations and communities.

Students withdraw from courses for many reasons, including: educational considerations, serious illness or personal crisis and performance problems. Should a student need to withdraw from field due to any reason, it is the expectation they would first notify their Field Instructor/Practicum Supervisor and Field Faculty Advisor to discuss the matter in detail. Together, the student and Field Instructor must develop a plan to terminate from the agency in a clinically and administratively appropriate manner.

Should a student withdraw from a field course, the course will need to be taken before moving onto subsequent field periods. The student should follow the policies and procedures governing the withdrawal process as stated by the Mandel School Registrar’s Office.
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 Professional Development 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 651B will allow a student to enter Field 652A).
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”.

**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:

- 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 immediately 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 online MSSA 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 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 Field Advisor or 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 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.

EMOTIONAL STRESSORS
• 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.naswinsurance.org](http://www.naswinsurance.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.
FOR STUDENTS ENTERING THE PROGRAM FOR FALL 2015 AND BEYOND
COMPETENCY-BASED LEARNING

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 of the MSSA program. It is designed to be used in conjunction with the Mandel School Student Handbook. All policies contained in that Handbook also apply to Field Education.

Field Education is an integral component of the Mandel School 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 and non-profit management. 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 Mandel School’s Competency-Based Learning Environment is the structure utilized for the development of the Learning Contract. The Mandel School has established Core Competencies in the MSSA program that form the basis of the student’s classroom and field experiences.

The Ten Competencies that form the core of the Social Work (MSSA) curriculum are:

1. Demonstrate Ethical & Professional Behavior
2. Engage Diversity & Difference in Practice
3. Advance Human Rights & Social, Economic and Environmental Justice
4. Engage in Practice Informed Research & Research Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations and/or Communities
7. Assess Individuals, Families, Groups, Organizations and/or Communities
8. Intervene with Individuals, Families, Groups, Organizations and/or Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations and/or Communities
10. 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 redefine both social work education and social work practice for the future.

The Ten Competencies form the structure of the Field Education 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 and tasks within the Ten Competencies.
- 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 effectively 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 Ten Competencies.
- 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.

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 the requirements of the Council on Social Work Education and values all methods of student learning.

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.
- A Social Work Trainee License (SWT), Background Check or other screening may be required by certain field organizations. Students need to determine if this is mandated by the field site and obtain the SWT License, Background Check or other screening if required. These items are completed at the student’s expense. 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.
- 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 course room by your Field Advisor.
We discourage students from assuming “on call” responsibilities when physically absent from the field site.
Retain a copy of all field related documentation, including Monthly Time Sheets.

**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 that will be conducted through the Adobe Connect online platform.
- Attend Field Instructor Trainings provided by MSASS through virtual formats.
- 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. The Learning Contract should be consistently referenced and verbally reviewed between the student and the Field Instructor throughout each field period.
- 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 supervisor will be utilized when the Field Instructor is not located at your field placement site.
- 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.
- 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, 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.
• 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.
## 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>
</tr>
</thead>
<tbody>
<tr>
<td>651A</td>
<td>72 hours = 10-12 hours per week for 8 weeks</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>651B</td>
<td>72 hours = 10-12 hours per week for 8 weeks</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>652A</td>
<td>144 hours = 10-12 hours per week for 15 weeks</td>
<td>6</td>
<td>150</td>
</tr>
<tr>
<td>652B</td>
<td>144 hours = 10-12 hours per week for 15 weeks</td>
<td>6</td>
<td>150</td>
</tr>
<tr>
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<td>654B</td>
<td>144 hours = 10-12 hours per week for 15 weeks</td>
<td>6</td>
<td>150</td>
</tr>
</tbody>
</table>

Non-Advanced Standing Students: 1050 = Total Hours Required

Advance Standing Students: 900 = Total Hours Required
FIELD EDUCATION SEQUENCING.

A. **Generalist 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 do hold a bachelor’s degree from an accredited program begin Field Education with SASS 495V Field Education Seminar. These students complete a total of nine Field Education courses, which are completed in eight semesters. The Field Education requirements stipulate a total of 1050 contact hours.

B. **Specialized Field Education**: Students granted admission to the MSSA program who do hold a bachelor’s degree in social work (BSW) from an accredited program begin Field Education with SASS 652A. These students complete six Field Education courses, which are completed in six semesters. The Field Education requirements stipulate a total of 900 contact hours.

All MSASS students are discouraged from assuming “on-call” responsibilities as a component of field education hour when physically absent from the site. Students should have access to supervision, either by their field instructor or task supervisor (when applicable) during all Field Education hours.

**NOTE:**

Students employed by social service agencies are permitted to use their place of employment as their field placement site under the following conditions:

1. The student’s role, tasks, activities, and client interactions must be clearly differentiated from their employment responsibilities.
2. Students must be supervised by an individual who is not their direct employment supervisor.
3. The Field Instructor must meet the MSASS requirements to provide field supervision.
4. Any compensation for field hours is at the discretion of the agency, but field hours must be clearly differentiated from employment hours.
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 completing online training modules

Monitoring the quality of field instruction is an ongoing process that is accomplished via personal e-mail, telephone, web cam meetings, and in-person meetings (as scheduled). An agency evaluation is conducted 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 Council on Social Work Education (CSWE) social work
- Two years post-master’s social work experience
- If required by the state licensure board, licensure at the advance level as identified by individual states.

**Responsibilities**

- Complete a Field Agency Agreement establishing a partnership with Case Western Reserve University
- Complete a Field Instruction Application for each prospective Field Instructor
- Provide an updated resume 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 complete Field Instructor Web Based Orientation and other trainings offered throughout the academic year. Field Instructors willing to travel to CWRU campus are welcome to do so. Advisors outside of the Greater Cleveland area are encouraged training available through live streaming sessions. CEUs are available for in-person attendance only. 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 Field Education students complete a Field Education Questionnaire 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 tentative plan is required as a condition of admission to the MSSA program. Foundation students will work with a Field Advisor during SASS 495V to finalize plans for a field site. Foundation students take SASS 495V during their first semester. SASS 495V is The Online Field Education Placement and Seminar provides the support and guidance necessary to assist foundation social work students to identify and finalize a field placement location. This course also prepares students for the upcoming field experience through self-assessments, discussions and reflective activities.

All incoming Advance Standing Field Education students complete a Field Education Proposal as part of the admission process to MSASS. These forms 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. Advance Standing students have the option to use SOFE (Securing Online Field Education) program to help finalize their field site.

An Educational Affiliation Agreement, signed by designated representatives of both the University and the Field Education placement agency/site, may be required prior to a student beginning field placement. The terms of the agreement must be acceptable to both the placement agency/site and the University as a condition of a field placement moving forward.

Securing Online Field Education (SOFE) program is a self-paced, online resource that is monitored and facilitated by a Field Faculty Advisor for Online MSSA Advanced Standing Students. SOFE includes six sections designed to walk through the field application process. The six steps include:

**SOFE’s Six Steps:**

- Introduction to Field Education
- Personal Evaluation
- Declaring a Concentration
- Opportunity Exploration
- Outreach Plan
- Application & Placement
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 Faculty Advisor. The Field Faculty Advisor must be consulted prior to implementing the approved change.

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 or obtain approval of the employer to use location as a field placement site (refer to pg. 42 for additional requirements). 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 and selected field site, the Field Faculty Advisor will work with the student to finalize all required documentation to secure this field site for the student. The necessary and completed documentation is approved by the Field Faculty Advisor or a representative of the Field Education Department.

**INTERN PLACEMENT TRACKING (IPT)**

The Intern Placement Tracking System (IPT) is a web-based data management system that allows the Field Education Department to manage student, Field Instructor and agency data to ensure we have the most accurate and up to date information. The IPT system also provides opportunities for the Field Education Department to facilitate the placement matching process and to easily communicate with students and Field Instructors across the country.

IPT also allows students and Field Instructors to access a customized detail page of demographic information, review agency lists and descriptions, and view and complete the Learning Contract in real time. Students will be able to periodically review Learning Contract goals, learning objectives and monitor progress throughout the year.

Every student will receive IPT instructions during the field orientation. The instructions will explain in detail the process for accessing and using the IPT system. For more information and a tutorial for IPT, please go to: [http://msass.case.edu/fieldedu/intern-placement-tracking-ipt/](http://msass.case.edu/fieldedu/intern-placement-tracking-ipt/)
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 time frame is suggested for consideration:

- For students in Field 651A, 652A, 653A and 654A, a field conference is recommended to be scheduled after the first half of the semester. This allows students to have a field conference to discuss the tasks and implementation plans in the presence of the Field Instructor and Field Faculty Advisor together. For students in Field 651B, 652B, 653B, and 654B, a field conference that is scheduled after the second half of the semester allows for the conference to reflect a comprehensive and retrospective review of all field related experiences.

- Field Conferences typically take 1 hour to 1-1/2 hours.

- Your Field Faculty Advisor will post available dates at the appropriate time in the semester. Please review the available dates with your Field Instructor FIRST before confirming a day and time with your Field Advisor.

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 SASS 651A and 651B spend 144 hours at the field site with 6 hours of additional PD activities for 150 total hours (3 PD per course). Students enrolled in SASS 652A, 652B, 653A, 653B, 654A and 654B spend 288 hours at the field site with 12 hours of additional Professional Development activities for a total of 300 total hours for each field period.

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 PD activities include: attendance at professional conferences, meetings, trainings, colloquial offered at field organizations, the Mandel
School, other university settings as well as the community. PD hours may also be accumulated for participation in leadership activities within the Mandel School or in the community.

_There must be an interactive learning component available_ to maximize the learning and integrative benefit of the activity and to satisfy the requirement for PD hours. Therefore, web-based or on-line workshops are not eligible for PD, unless otherwise specified by the Director of Field Education. Professional continuing education (CEU) events are eligible for PD. 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 Executive Members of Student Organizations_ may earn up to 3 PD hours in the SASS 651 field period and 6 PD hours in each subsequent field period for activities related to the Mandel Council. Student may also petition the Director of Field Education for approval of PD hours for other student sponsored events. All student sponsored PD events must have an interactive learning component that involves a professional member of the community or faculty member facilitating the discussion or activity.

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 must provide verification of Professional Development Hours at the end of each field period.

**TIME SHEETS-MONTHLY TIME LOGS**

All time sheets must be completed each month and accurately reflect the student’s field placement hours, activities and be signed by the student and Field Instructor/Practicum Supervisor. All time sheets are generally due weeks 4, 8, 12, and 16. All learning activities documented on the time sheet must be related to the content in the Learning Contract and reflected on the same document at the end of the field period. On the time sheet, students must:

- Record daily field hours;
- Summarize weekly activities;
- Designate the date of weekly supervision; and
- Have time sheets reviewed and signed by Field Instructors

The signed Monthly Time Logs are submitted to Moodle approximately every four weeks; late submissions receive a standard point deduction at the discretion of the course Instructor.
Please Note: Time sheets delinquent by more than 30 days may result in a suspension of field hours for students. If student hours have been suspended, the student is not eligible to complete field hours during this time. The condition of the suspension must be met before a student can accumulate hours for field.

Weekly Discussion Boards

Field Education courses require students to participate in weekly (or bi-weekly) online discussion forum through the Moodle course room, simulating a traditional classroom in an asynchronous environment. Students will post comments to a discussion topic, react to other students' comments, post thoughts and experiences related to the topic, and respond to ideas shared by others in the module. Discussions are also designed to demonstrate student knowledge of the readings, videos, and other supplemental materials presented in each module.

In the online classroom ALL students participate. In fact, as graduate students you will learn as much, if not more, from your fellow students as they share their understanding of the module materials and share personal and workplace experiences.

Discussions are reviewed by the Field Faculty Advisor and earn a ‘credit, partial credit, no credit’ rating. At the end of each semester, the Field Faculty Advisor assigns a point value to the students’ overall participation, demonstration of critical thinking, and development as a social work professional.

Please note, Field Advisors may use Instructor Announcements to provide additional information or to inform students of any revisions or updates related to the Field Education course.

Assignment Expectations and Evaluations

Weekly Summary Grading

- **Credit** – successfully meets all of the assignment criteria as outlined in the Instructor Announcements
- **Partial Credit** – meet most of the assignment criteria as outlined in the Instructor Announcements
- **No Credit** – does not meet the assignment criteria as outlined in the Instructor Announcements OR did not submit summary on time. Late submissions are not reviewed for credit.
- **MISSED SUPERVISION** – student is required to summarize activities for week, reflect on what she/he would have discussed had supervision taken place, and identify the competencies most relevant to the weeks’ practicum hours. Student should also submit the
| reason for missing hours/supervision (vacation, illness, agency closed, etc). PARTIAL CREDIT is assigned for weeks of missed supervision. |
| MISSED FIELD HOURS – student should submit the reason for missing hours/supervision (vacation, illness, agency closed, etc). PARTIAL CREDIT is assigned for weeks of missed field hours. |
| Special Circumstances – There may be extenuating circumstances that prevent student from completing hours and the weekly summary. These should be discussed with the Faculty Field Advisor prior to the summary due date. The student and Faculty Field Advisor may agree on a plan regarding the assignment, including posting a ‘no grade’ at the Faculty Field Advisor’s discretion. |

**Evaluation of Assignments**

Assignments are evaluated based on the student successfully meeting the criteria of the assignment as well as timely submission to the Moodle course room. Evaluation for weekly summaries and discussions are based on a ‘credit, partial credit, no credit’ to reflect whether the student has successfully met the criteria of the assignment, partially met the criteria, did not meet the criteria or did not submit to the assignment. Weekly summaries and discussion posts must be submitted on time to receive credit; late submissions are not reviewed for credit and will receive ‘no credit’ in the course room. Monthly Time Logs and Learning Contracts that are posted after the due date will receive a standard point reduction for late submission.

Please note, Course Instructors may use Instructor Announcements to provide additional information or to inform students of any revisions or updates related to the Field Education course.
**VACATIONS**

Vacations should be taken during scheduled semester breaks and not during instructional time to avoid a disruption in field placement. In any situation where a student will be absent from the field site, the specified agency contact(s) and Field Faculty Advisor must be notified by the student at the earliest possible time in order to arrange for coverage.

**RELIGIOUS HOLIDAYS**

Students do not attend Field Education on agency holidays but do attend on some school holidays (i.e., Election Day) if the agency is open on the usual day in the field. During winter and spring break and Thanksgiving, students are not required to attend Field Education, but may do so to maintain a continuity of care, with the approval of the Field Instructor.

It is the policy of the Case Western Reserve University and the Mandel School to respect its members’ observance of their major religious holidays. When scheduling conflicts prove unavoidable, students should proactively discuss such absences with the Field Advisor and the Field Instructor and agree upon an appropriate plan to make up any missed field hours or assignments. If a suitable arrangement cannot be worked out between the Field Instructor and the student, the Field Faculty Advisor or Director of Field Education should be consulted.

**BANKING HOURS**

Students may not accumulate (bank) field hours beyond those required for current field period.

Many students will choose to continue to maintain some field placement assignments during the protracted winter break to ensure continuity of services for clients/client groups 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. Field hours may only be accumulated for students officially registered for a field period.

*Please Note:* While completing field hours during school breaks may help you to meet the needed hours, it is important to remember that the school breaks are important for you to maintain self-care and decompress from the rigors of an academic program.

**FIELD 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, for
any reason must incorporate a plan to address the deficient hours. (Some examples of absences include: illness, death of a family member, family emergencies, school or agency closings due to weather, administrative closings, etc.). A 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. In any situation where a student will be absent from the field site, the specified agency contact(s) and Field Faculty Advisor must be notified by the student at the earliest possible time in order to arrange for coverage.

Students who must take extended absences during the semester must make arrangements with the Dean of Student Services. Examples of extended absences are maternity/paternity leave, surgeries, or family crisis, etc.

**STUDENT PERFORMANCE ISSUES**

When students encounter difficulties in their placement, the first step is for the student to raise the issue with the Field Instructor. The Mandel School encourages self-advocacy. However, if the student’s efforts do not lead to a resolution of the problem, the student should notify the Field Faculty Advisor to get support, coaching, and to discuss problem-solving strategies.

When there are serious concerns about the student’s field performance, the Field Faculty Advisor should be notified by the student and/or Field Instructor to provide opportunities to effect significant improvement. The Field Faculty Advisor has the responsibility to coordinate a field conference to develop a plan. The result of a field conference often takes the form of a written *Remediation Plan* with specific performance expectations for all parties. All parties should review the recommendations and a time frame for re-assessment of the situation established. Some issues addressed by a remediation plan might include, but not be limited to the following:

- Failure to prioritize duties, responsibilities, and complete assignments.
- Unsatisfactory progress towards completing learning objectives.
- Inadequate concern and sensitivity for human needs.
- Violating professional boundaries with clients/client groups and/or staff.
- Inability to integrate theoretical concepts into practice.
- Demonstrating inflexibility in working with agency and school personnel.
- Failure to work as part of a collegial network.
- Demonstrating inappropriate attitudes toward diversity.
- Demonstrating inadequate professional awareness, insight and social consciousness.
- Inadequate professional responsibility to placement site.
Failure to demonstrate professional assertiveness.
- Failure to recognize and resolve ethical conflicts and dilemmas within social work practice.
- Advocating for change in an inappropriate and unproductive manner.
- Inability to follow agency policies, procedures and directives.
- Violation of NASW and State Codes of Ethics and Mandel School Code of Conduct.

In some cases, a significant extension of time in the field placement may be indicated. If the performance indicates the need for an extension beyond the end of the semester, a grade of Incomplete is given at the end of the semester. An extension for an incomplete cannot extend beyond one semester. At the end of the semester, the incomplete will be converted to a grade for the field period. All request for Incompletes must be approved by the Field Faculty Advisor.

**CHANGE OF PLACEMENT REQUEST**

All requests for placement changes must be reviewed and approved by the Field Faculty Advisor. It is understood that prior to withdrawal of a student from a field placement, the student and/or Field Instructor must submit documentation citing the reason for termination. Once submitted, a full discussion of all pertinent facts will be conducted with all persons concerned, including the Director of Field Education. Often in such cases, a performance review and remediation is indicated.

Termination is regarded as a last resort in problem-solving. Once the decision has been made to terminate the placement, the student is expected to formally disengage from the agency. This may include terminating with clients, turning in keys and records, removing personal items, etc.

It is the responsibility of the student and Field Instructor to provide a final evaluation of the student’s performance and account for the number of hours completed.

**CHANGE OF FIELD FACULTY ADVISOR REQUEST**

Students requesting a change in Field Faculty Advisor should make the request in writing to the Director of Field Education. A request for a change of advisement assignment is predicated on a serious problem or concern that can be remedied only by a change in the assignment. The written request must clearly stipulate the reasons for requesting the change. The director will consult with the student and advisor prior to making a final decision to determine if both parties are in agreement with the request to change. The procedure for change is as follows:
1. The student and Field Faculty Advisor will meet to discuss the need for a change of advisement before making the written request to the Director of Field Education.

2. When the request for a change is granted, the Director will inform the student, the current Field Faculty Advisor, and the newly assigned Field Faculty Advisor of the change. The current and new Advisors will consult with each other regarding the advisement that has occurred.

3. When the request for a change is denied, the Director will notify the student and Field Faculty Advisor explaining why the assignment should remain the same.

4. An appeal of the Director’s decision must be made to the Office of the Associate Dean in writing within five days of notification.

FIELD PLACEMENT/PRACTICUM WITHDRAWAL

Field Education is distinct from most other courses in that field placement in the community entails not only educational objectives the student, but also professional responsibilities to clients, social agencies and the community. When students engage clients, organizations and communities and assume service responsibilities, there are ongoing professional, educational and ethical responsibilities to be considered. Also, considerable time and effort is spent on the part of Field Instructor/Practicum Supervisor to balance the needs of the student with those of clients, organizations and communities.

Students withdraw from courses for many reasons, including: educational considerations, serious illness or personal crisis and performance problems. Should a student need to withdraw from field due to any reason, it is the expectation they would first notify their Field Instructor/Practicum Supervisor and Field Faculty Advisor to discuss the matter in detail. Together, the student and Field Instructor must develop a plan to terminate from the agency in a clinically and administratively appropriate manner. Should a student withdraw from a field course, the course will need to be taken before moving onto subsequent field periods. The student should follow the policies and procedures governing the withdrawal process as stated by the Mandel School Registrar’s Office.
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>
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</thead>
<tbody>
<tr>
<td>NOT PASS</td>
<td>Does not meet the expectations for Field Education</td>
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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. 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 final grade required for students to proceed to the next field period. The Field Education Department follows the Mandel School Policy regarding the conversion of grades from “Incomplete” to a final grade.

- 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 651B will allow a student to enter Field 652A.

**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:

- 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 Faculty 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 online MSSA 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 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 Field Advisor or 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 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.

EMOTIONAL STRESSORS

- 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
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.**